

**ASSESSMENT OF STUDENT
LEARNING OUTCOMES**

COLLEGE OF EDUCATION

FALL 2000

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**Department of
Counseling and Educational Psychology**

2000-2001

In May of 1993 plans were made for outcome assessment standards and their measurement related to Masters and Doctoral level programs. Since then an Educational Specialist in School Psychology has been implemented (in conjunction with the Special Education/Communication Disorder Department). The standards and measurements for each level are presented below, followed by summary of the Department's progress and plans in relation to each outcome assessment.

Master level

1. All graduating CEP students will demonstrate competency in their knowledge of the major course work taken by obtaining a minimum 70% overall score on the written portion of the final pre-graduation examination.

Progress: The department developed a written final examination which assesses knowledge covered in the major course work of the Master's Program. The examination was administered on a trial bases to graduating students in Fall of 1994 and Spring 1995. Results from these administrations were used to refine the exam. The faculty were satisfied that 70% or better correct responses on the examination indicates competency in knowledge which is fundamental to the counseling and guidance discipline. The Department began administering the exam as a required component of the Master's comprehensive exam in Fall 1995, and has continued to do so during 1999-2000. The Department revised the exam early in 1999, updating exam items. A system of item analysis was also instituted to assess the effectiveness in transmitting the core knowledge of the discipline to students. Results indicating weaknesses in particular areas of the program will guide faculty to concentrate on improving instruction in those areas.

Plan: Continue to use the exam as part of the comprehensive evaluation of Master's students, employing item analysis to continually improve the exam.

2. All graduating CEP students will demonstrate satisfactory competence to the Examination Committee in their ability to synthesize and apply knowledge and skills obtained in their studies. This will be demonstrated in the oral portion of the final examination which requires the student to adequately respond to case vignettes depicting clients in need of therapy.

Progress: This method of assessment has been implemented and is currently used with every student. In 1997, the Department re-evaluated the effectiveness of this assessment procedure and the value of the data generated by the procedure for program modification. The faculty developed a list of questions that can be asked of whatever vignette the student receives. The procedure was found to be valuable and will be continued.

Plan: Continue use of the oral exam.

3. Follow-up studies of graduates will be conducted every three years to determine the success rate of CEP graduates in appropriate state and/or national examinations. The students will achieve at or above the mean score on these exams.

Progress: A questionnaire was designed and used for conducting follow-up evaluations with graduates. Seventy-one percent of the graduates who responded to the survey indicated that they had been successful at becoming licensed. There was no indication why 29% were not licensed. It was decided not to ask graduates for their exact score on the exams they took because the Department would not have normative data against which to compare graduates scores. Responses to the survey suggested its formatting and content areas will provide valuable information regarding how well the Department is meeting its educational objectives. However, a small return rate on the survey limited the usefulness of the information which was gathered.

Plan: Make greater effort to maintain contact with students after graduation, including writing them six months after they graduate (asking them to keep us posted regarding forwarding addresses) and establishing a home page that former students can visit to keep up with the Department's development. Continue to survey students three years after they have graduated from the Department. Ask graduates who have not pursued professional licensing why

they have not done so. Although the survey was not distributed in 1999-2000, the surveyed will be distributed in 2000-2001.

4. Additionally, an above 50% success average in obtaining employment in counseling, or counseling related areas, will be a minimum objective for CEP graduates.

Progress: Questions addressing this outcome were included on the questionnaire which was distributed for follow up evaluations of graduates. Results from the survey indicated that 86% of students have obtained employment in counseling or counseling related areas. However, as indicated above, a small return rate on the survey limited generalization of the information which was gathered.

Plan: The questionnaire will be distributed in 2000-2001 to students three years after they graduate, resulting in a greater effort to retain contact with students. The employment success of graduates in counseling and counseling related areas will be assessed.

Educational Specialist level

In May of 1973 the Counseling and Educational Psychology Department did not have an Educational Specialist degree. Now that the School Psychology program is underway, it is appropriate that there be outcomes assessment in this area as well.

1. Graduating students will show competency by passing the written exam and the oral exam. In addition, the student must complete either a thesis, educational specialist project, or a publishable manuscript. All of these are required to be empirically based.

2. Students will be asked to evaluate their program of study immediately after being informed that they have passed their oral and written exams. This instrument will be developed during the 2000-2001 year to be first administered in the spring of 2001.

3. Educational specialists who have graduated will be tracked to determine if they have been hired into positions for which the educational specialist training has prepared them. In addition, employers will be asked about the preparation of these graduates. This follow up has not yet occurred due to the few number of graduates to date.

Doctoral level

1. Prior to graduation, CEP students will submit a "publishable" journal article for review by a panel of faculty who will certify its acceptability for submission for publication.

Progress: Beginning with 1995 Fall admissions, all Doctoral students must contribute to a "publishable" paper mid-way through their second academic year. Since Fall of 1996, all second-year Doctoral students have completed a "publishable paper", and presented it at a College-wide Graduate Research Symposium. Also, a publishable manuscript based on students' dissertations is now required to be submitted at the time of the Dissertation defense. The Counseling Psychology Training Committee monitors the quality of the papers both through direct review and by keeping track of their publication success rate.

Plan: These two procedures hold promise for increasing student involvement in publication and will be maintained.

2. All graduating CEP students will demonstrate evidence of professional service activity through "service reports" which will become a part of their final program evaluation. Based on faculty judgment, a rating of satisfactory or unsatisfactory will be used for each "service report." A special report will highlight the most comprehensive total service experience gained. Follow up postgraduate surveys prepared and distributed by the Department will determine the extensiveness of such professional service after graduation.

Progress: The "service report" and special award were not instituted. Instead the Department decided to review Doctoral students each semester with regard to their development in a number of areas, including their involvement in service activities. Beginning in Fall of 1995, Doctoral students have been reviewed each semester with regard to

their involvement in service activities. Students are advised to increase their service activities if they are found to be inadequate by the Counseling Psychology Training Committee. The Department will use the post-graduate survey to determine the extensiveness of the students' professional service after graduation.

Plan: Continue the review of service activities. Distribute the survey in the year 2000-2001.

**Department of
Curriculum and Instruction**

**Department of
Educational Management and Development**

APPENDIX

New Mexico State University
Department of Educational Management and Development
Guidelines for Assessing Broad Program Goals
With New Mexico State Department of Education Administrator Competencies
For Student Learning

Master's Program

EMD Department Mission: To provide formal educational, administrative, and leadership experiences preparing EMD students for professional careers in educational systems in a multifaceted, multicultural, changing society.

Broad Program Goal: Focus Area - Multicultural Leadership - The EMD Master's and licensure students will attain the knowledge, skills, and attributes to: understand the dynamics of diversity, and effectively meet the educational needs of multicultural students and communities.

Program Learning Outcomes: The EMD masters and licensure student will be able to embrace and encourage the acceptance of diversity by planning, implementing, and evaluating educational and student support programs that meet the needs of diverse learners in multicultural settings.

Assessment Standard and Its Measurement:

Interim Program Assessment: Students will successfully complete written, verbal, and group assignments and projects as evaluated by the EMD faculty through an individually designed program of studies developed for each student. Proper application of *The Publication Manual of the American Psychology Association*, 4th Edition, appropriate use of grammar, punctuation, etc., logical organization of content and integration of complex concepts are expected in all written work. Clear and concise verbal communication and the application of principles of group dynamics are expected in all verbal communication and group projects. Presentation standards that are equivalent to those expected in presentations at a national professional association, postsecondary executive board meeting, or an institutional staff development seminar are applied to all in-course individual or group presentations.

EMD 567 – Administrative Internship: Students will be enrolled in the Administrative Internship Program, from 3-6 credit hours, normally taken during their final semester. They will be required to provide evidence of knowledge, skills, and attributes required for strategic leadership. For each semester, the student intern will be evaluated on a Mid Semester and Final Semester basis by site and university supervisors. The master's student's performance is evaluated on a proficiency basis against specified criteria. The final grade recommendation will be coordinated between the site supervisor (70%) and the university supervisor (30%) of the internship program.

New Mexico State University
Department of Educational Management and Development
Guidelines for Assessing Broad Program Goals
For Student Learning

Educational Specialist Program (Ed.S.) - Major Area of Specialization

EMD Department Mission: To provide formal educational, administrative, and leadership experiences preparing EMD students for professional careers in educational systems in a multifaceted, multicultural, changing society.

EMD Program Mission: EMD students will be provided opportunities to plan, implement, evaluate, and manage educational systems in multicultural settings.

Broad Program Goal: Focus Area - Multicultural Leadership - The Ed.S. and licensure student will attain the knowledge, skills, and attributes to understand the dynamics of diversity and the multicultural educational needs of students and communities.

Program Learning Outcomes: The Ed.S. and licensure student will be able to embrace and encourage the acceptance of diversity by planning, implementing, and evaluating educational programs that meet the needs of diverse learners in K-12 multicultural settings through advanced work in integrating field experiences in educational administration.

Assessment Standard and Its Measurement:

EMD 670 – Advanced Internship: Students enrolled in the Advanced Internship Program, normally taken during their final two semesters, will be required to provide evidence of knowledge, skills, and attributes required for multicultural leadership. For each semester, the student intern will be evaluated on a mid semester and final semester basis by the school site and university supervisors against specified criteria. A Performance Evaluation Form for New Mexico State Department of Education Administrator Competency attainment will be utilized. All students will be evaluated utilizing this form on a proficiency level basis. The final grade recommendation will be coordinated between the school site supervisor and the university supervisor/director of the internship program, 70% site and 30% university.

Culminating Project: Every student working toward an Educational Specialist degree will submit a research project to demonstrate the student's ability in independent investigation with application to educational practice. Through the research project experience, the student will be expected to orally defend the contents of the project, displaying knowledge of the literature of the subject field, presenting an organized coherent development of ideas with a clear exposition of results, and providing a critical discussion of the limits and validity of the student's conclusions. The research project will total six credits of EMD 699, with scheduling of the oral defense during the student's final semester. The research project will be formally accepted or rejected by the student's educational specialist committee in accordance with departmental criteria.

New Mexico State University
Department of Educational Management and Development
Guidelines for Assessing Broad Program Goals
For Student Learning

Doctoral Program - Doctor of Philosophy (Ph.D.)
Major Area of Specialization

EMD Department Mission: To provide formal educational, administrative, and leadership experiences preparing EMD students for professional careers in educational systems in a multifaceted, multicultural, changing society.

EMD Doctoral Program Mission: To provide the EMD Doctoral student with formal academic experiences and opportunities to develop the ability to conduct agency and program planning, research, evaluation and development, and exhibit administrative leadership in the following settings: professional administration in educational settings at various levels; management positions in higher education and/or federal or public or private sector agencies with educational interests or purposes; and academic careers involving teaching and research.

Broad Program Goal: To provide the Ph.D. student the opportunity to develop the ability to specialize in an area that complements educational leadership skills, conducting research with a theoretically oriented perspective.

Program Learning Outcomes: Focus Area - Major Area of Specialization - The Ph.D. student will demonstrate knowledge and skills in: management science and theory; program planning, development, and evaluation; human relations; legal aspects and financial management; cultural diversity; and two of three research tools comprised of statistics, computer applications, and/or a foreign language.

Assessment Standard and Its Measurement:

Comprehensive Written Examinations: The Ph.D. student will complete a comprehensive written examination, consisting of eight hours in the student's major area of specialization. Questions for the examination will be developed by the student's doctoral committee and given to his or her advisor, who will select the questions. The examination will focus on assimilation of the student's knowledge in various areas that correspond to coursework and educational administrative practice. The written comprehensive examination will be given to two or more committee members for a pass-or-fail grading. The written examination will be scheduled no earlier than the last semester of doctoral program coursework.

Comprehensive Oral Examination: The oral examination will consist of synthesis-type questions concerning the clarification of points on the written examination and other questions concerning courses taken in pursuit of the doctoral degree. The student's doctoral committee, consisting of at least 4 committee members, will vote pass or fail, with a majority of 3 as passing. Successful completion of the comprehensive examinations (written and oral) will result in the filing of Admission to Candidacy.

Dissertation: Every student working toward a doctoral degree will submit a dissertation embodying the results of original research that contributes to the field of educational administration. A formal departmental hearing will be scheduled for acceptance of the proposal for the dissertation to proceed. Through the dissertation experience, the doctoral student will be expected to demonstrate the ability to perform independent investigation by displaying a mastery of the literature of the subject field, presenting an organized coherent development of ideas with a clear exposition of results, and providing a critical discussion of the limits and validity of the student's conclusions. The Ph.D. student's dissertation will possess a theoretical, research-oriented perspective. The dissertation will be formally accepted or rejected by the student's doctoral committee in accordance with departmental criteria.

Academic Residency: The Ph.D. student will demonstrate knowledge and skills through involvement during two regular semesters of full-time coursework in academic pursuits on campus. Ph.D. doctoral residencies should reflect the scholarly research focus of that degree. The residency experience will be assessed through formal and informal processes, to include assessment of grade point average with a standard of not less than a 3.0 and accomplishment of semester goals developed by the student in conjunction with faculty and supervised by faculty.

New Mexico State University
Department of Educational Management and Development
Guidelines for Assessing Broad Program Goals
For Student Learning

Doctoral Program - Doctor of Philosophy (Ph.D.)
Minor Area of Specialization

EMD Department Mission: To provide formal educational, administrative, and leadership experiences preparing EMD students for professional careers in educational systems in a multifaceted, multicultural, changing society.

EMD Doctoral Program Mission: To provide the EMD Doctoral student with formal academic experiences and opportunities to develop the ability to conduct agency and program planning, research, evaluation and development; and to exhibit administrative leadership in the following settings: professional administration in educational settings at various levels; management positions in higher education and/or federal or public or private sector agencies with educational interests or purposes; and academic careers involving teaching and research.

Broad Program Goal: To provide the Ph.D. student with the opportunity to develop the ability to specialize in an area that complements educational leadership skills, conducting research with a theoretically oriented perspective.

Program Learning Outcomes: Focus Area - Minor Area of Specialization - The Ph.D. student will demonstrate knowledge and skills in a minor area of specialization.

Assessment Standard and Its Measurement:

Comprehensive Written Examinations: The Ph.D. student will complete a comprehensive written examination, consisting of four hours in the student's minor area of specialization. Questions for the examination will be developed by the student's minor area department and administered by the Department of EMD. The written comprehensive examination will be returned to the minor area department for a pass or fail grading. The written examination will be scheduled no earlier than the last semester of doctoral program coursework.

Comprehensive Oral Examination: The oral examination will consist of synthesis-type questions concerning the clarification of points on the written examination, and other questions concerning courses taken in pursuit of the doctorate degree. The student's doctoral committee, consisting of at least 4 committee members, including a representative from the minor area department, will vote pass or fail, with a majority vote of 3 as passing. Successful completion of the comprehensive examinations (written and oral) will result in the filing of Admission to Candidacy.

New Mexico State University
Department of Educational Management and Development
Guidelines for Assessing Broad Program Goals
For Students Learning

Doctoral Program - Doctor of Education (Ed.D)
Major Area of Specialization

EMD Department Mission: To provide formal educational, administrative, and leadership experiences preparing EMD students for professional careers in educational systems in a multifaceted, multicultural, changing society.

EMD Doctoral Program Mission: To provide EMD Doctoral students with formal academic experiences and opportunities to develop the ability to conduct agency and program planning, research, evaluation, and planning and exhibit administrative leadership in the following settings: professional administration in educational settings at various levels; management positions in higher education and/or federal or public or private sector agencies with educational interests or purposes; and academic careers involving teaching and research.

Broad Program Goal: To provide the Ed.D. student with specialized knowledge and skills in educational leadership, conducting research in the applied dimensions of professional practice.

Program Learning Outcomes: Focus Area – Major Area of Specialization - The Ed.D. student will demonstrate knowledge and skills in: management science and theory; program planning, development, and evaluation; human relations; legal aspects and financial management; cultural diversity; and an applied approach to research, statistics, and computer applications.

Assessment Standard and Its Measurement:

Comprehensive Written Examinations: The Ed.D. student will complete a comprehensive written examination, consisting of eight hours in the student's major area of specialization. Questions for the examination will be developed by the student's Doctoral Committee and given to his or her advisor, who selects the questions. The examination will focus on assimilation of the student's knowledge in various areas that correspond to coursework and educational administrative practice. The written comprehensive examination will be given to two or more committee members for a pass or fail grading. The written examination will be scheduled no earlier than the last semester of doctoral program coursework.

Comprehensive Oral Examination: The oral examination will consist of questions concerning the clarification of points on the written examination, other questions concerning coursework, and synthesis and integrative questions. The student's doctoral committee, consisting of at least 4 committee members, will vote pass or fail, with a majority vote of 3 as passing. Successful completion of the comprehensive examinations (written and oral) will result in the filing of Admission to Candidacy.

Dissertation: Every student working toward a doctoral degree will submit a dissertation embodying the results of original research with contribution to the field of educational administration. A formal departmental hearing will be scheduled for acceptance of the proposal for the dissertation to proceed. Through the dissertation experience, the doctoral student will be expected to demonstrate the ability to perform independent investigation, by displaying a mastery of the literature of the subject field, presenting an organized coherent development of ideas with a clear exposition of results, and providing a critical discussion of the limits and validity of the student's conclusions. The Ed.D. student will select a dissertation topic that reflects applied dimensions of professional practice. The dissertation will be formally accepted or rejected by the student's doctoral committee in accordance with departmental criteria.

Academic Residency: The Ph.D. student will demonstrate knowledge and skills through involvement during two regular semesters of full-time coursework in academic pursuits on campus. Ed.D. applied doctoral residencies should feature experiences that relate to the improvement of professional practice in educational administration. The residency experience will be assessed through formal and informal processes to include assessment of grade

point average with a standard of not less than a 3.0 and accomplishment of semester goals developed by the student in conjunction with faculty and supervised by faculty.

**New Mexico State University
Department of Educational Management and Development
Guidelines for Assessing Broad program Goals
For Student Learning**

**Doctoral Program - Doctor of Education (Ed.D)
Minor Area of Specialization**

EMD Department Mission: To provide formal educational, administrative, and leadership experiences preparing EMD students for professional careers in educational systems in a multifaceted, multicultural, changing society.

EMD Doctoral Program Mission: To provide the EMD Doctoral student with formal academic experiences and opportunities to develop the ability to conduct agency and program planning, research, evaluation, and development, and exhibit administrative leadership in the following settings: professional administration in educational setting at various levels; management positions in higher education and/or federal and/or public or private sector agencies with educational interests or purposes; and academic careers involving teaching and research.

Broad Program Goal: To provide the Ed.D. student with specialized knowledge and skills in educational leadership, conducting research in the applied dimensions of professional practice.

Program Learning Outcomes: Focus Area – Minor Area of Specialization - The Ed.D. student will demonstrate knowledge and skills in a minor area of specialization.

Assessment Standard and Its Measurement:

Comprehensive Written Examinations: The Ed.D. student will complete a comprehensive written examination, consisting of four hours in the student's minor area of specialization. Question for the examination will be developed by the student's minor area department and administered by the Department of EMD. The written comprehensive examination will be returned to the minor area department for a pass or fail grading. The written examination will be scheduled no earlier than the last semester of doctoral program coursework.

Comprehensive Oral Examination: The oral examination will consist of questions concerning the clarification of points on the written examination, other questions concerning coursework, and synthesis and integrative questions. The student's doctoral committee, consisting of at least 4 committee members, including a representative from the minor area department, will vote pass or fail, with a majority vote of 3 as passing. Successful completion of the comprehensive examinations (written and oral) will result in the filing of Admission to Candidacy.

**Department of
Physical Education, Recreation, and Dance**

14 November 00

To: Michael Morehead, Associate Dean
From: Harvey White, Academic Department Head
Re: Assessment of program learning outcomes

1. Outline of the department's programs assessment activities.

a. Physical Education/Kinesiology*. A capstone course (PEP 465) has been part of the physical education curriculum for four semesters. This course is used as a tool to assess program learning outcomes. Practical application courses (field experiences, practicums, student teaching, internships) are other means by which program learning outcomes are measured.

b. Athletic Training Education (ATEP). Capstone written examinations, oral examinations, and clinical practicums were used to assess program learning outcomes in the athletic training education program.

2. What has been learned from these assessment activities?

a. Physical Education/Kinesiology. Having offered the capstone course only four semesters, a limited number of students have enrolled in the course since its implementation. However, the students who have enrolled in this course have demonstrated satisfactory and above verbal and written communication skills, lesson planning, and higher order thinking skills in their use of knowledge from the sub-disciplines. In the practicum courses, students have continued to effectively demonstrate the application of knowledge from the sub-disciplines. .

b. Athletic Training Education. Student scores on the national certification examination were slightly higher than last year. Students in the ATEP scored at the national average on the certification examination. A component of the ATEP that needs to be improved, which was identified through the outcomes assessment, is the "organization and administration" competency.

3. Has this information led to changes in your program?

a. Physical Education. The curriculum was revised initially from the data that were generated in the early stages of implementing the outcomes assessment plan. At this time, the only curricular changes that are not anticipated is in the structure of the capstone course. Practical application courses continue to demonstrate that students are successful in applying the knowledge from the sub-disciplines in authentic work environments.

b. Athletic Training. Last year's curriculum modification (implementation of an organization and administration course and revised practicums) will be evaluated for effectiveness. Also, changes in national standards/competencies will most likely lead to major curricular changes over the next few years. The outcomes assessment plan for the ATEP will also be updated and revised.

4. How will you use this information in your short-term and long-term program planning?

a. Physical Education/Kinesiology. As program deficiencies are identified, program revisions will be made. Program learning outcomes and the knowledge base will continue to be reviewed and decisions regarding the curriculum will be based on meeting state, NASPE, and NCATE competencies and the needs of students.

b. Athletic Training Education. Results of the outcomes assessment plan, as it relates to the athletic training education program's competencies, will be used to review and revise the athletic training education program's curriculum. Results of the outcomes assessment was used to compliment the accreditation self-study report which was submitted August 2000.

5. Anticipated changes in outcomes assessment activities.

a. Physical Education/Kinesiology. The structure of the capstone course is currently being reviewed and will be revised to better assess program learning outcomes in the physical education and kinesiology programs. Practical application activities will continue to be used as professional development activities for students and as a means of assessing program learning outcomes.

b. Athletic Training Education. The capstone examinations will be revised to reflect the new Commission on Accreditation of Allied Health Program competencies.

6. How are the results of outcomes assessment communicated to faculty.

Each semester, the results of the outcomes assessment of program(s) learning outcomes are shared with faculty at a department meeting.

*The department had two degree programs with majors in physical education. One of these programs prepared individuals to earn licensure to work in school settings and the other prepared individuals to work in sport related careers outside the school settings. A name change only (physical education to kinesiology) was approved for the degree that prepares individuals to work in sport related careers outside of the school settings. The learning outcomes remained the same.

**Department of
Special Education and Communications
Disorders**

Departmental Outcomes Assessment Activities for AY2000-2001

Department of Special Education/Communication Disorders Jozi De León, Department Head

As part of the outcomes assessment plan, the department members review their academic programs through observations, interviews, surveys, portfolios in certain classes and tests at the undergraduate and graduate levels. At the master's level student learning is also assessed through comprehensive oral and written examinations at the end of the program. Doctoral students are assessed through written and oral comprehensive examinations and through the attainment of doctoral competencies.

The following is a detailed account of outcomes assessment of student learning by program. Both direct and indirect measures of student learning are used.

Program

Measures used for Outcomes Assessment

Undergraduate Program
Elementary or Secondary
Education with a major in
Special Education includes
Dual licensure in Regular and
Special Education.

Practicum observations and rating against state competencies by field supervisors and cooperating teachers, TEP portfolios, student teaching observations, end of program interviews with students, survey of recent graduates and employers.

Undergraduate Program –
Major in Communication Disorders

Practicum observations, competency and skills testing in courses to ensure students have foundational knowledge from previous coursework, items come from ASHA. A Comprehensive Examination is given to 10% of seniors. Portfolios are evaluated for all coursework and clinical work is closely evaluated through on-site practicum experiences.

Graduate Program –
Speech Language Pathology

Clinical practice within Speech, Language and Hearing Clinic. Students have several clinical practica they must complete (i.e., audiology, voice, language, etc.). These are taken after courses in these areas. The practica serve as a way of checking knowledge and application. At the end of the program students take a comprehensive oral examination.

Graduate Program -
Bilingual Speech Language Pathology

Clinical practice within Speech, Language and Hearing Clinic. Students have several clinical practica they must complete (i.e., audiology, language, etc.). Practica occurs after courses in these areas have been completed. The practica serve as a way of checking knowledge and application. Bilingual Speech Language Pathology students have practica experiences with non-English clients at the Speech, Language, and Hearing Clinic and in Mexico. They also screen and evaluate children in other programs such as Head Start. At the end of the program students take a comprehensive oral examination. Bilingual skills are assessed using a language proficiency examination.

Graduate Program -Special Education

Practicum and field experience observations and ratings against state competencies by field supervisor and cooperating teacher, student teaching observations, end of program interviews with students, survey of recent graduates and employers, comprehensive oral examination to assess course content and application of knowledge.

Graduate Program –
Bilingual Special Education

Practicum observations, student teaching observations, end of program interviews with students, survey of recent graduates and employers, comprehensive oral examination to assess course content and application of knowledge.

Graduate Program –Deaf Education

Practicum observations, student teaching observations, feedback from practicum sites on student skills (especially sign language skills), end of program interviews with students, survey of recent graduates and employers, comprehensive oral examination to assess course content and application of knowledge.

Graduate Program -Early Childhood

Practicum observations and students are rated on state competencies by field supervisor and cooperating teacher, student teaching observations, end of program interviews with students, survey of recent graduates and employers, comprehensive oral examination to assess course content and application of knowledge.

Graduate Program -
Educational Diagnostics

Internship evaluations which include observations, student self-evaluation, university supervisor's evaluation, and school site supervising diagnostician evaluation. Assessment portfolios are evaluated in assessment classes. Submission of 10 Comprehensive Psycho-educational evaluation reports and diagnostic log at end of program. Comprehensive oral examination to assess course content and application of knowledge.

Graduate Program -School Psychology

Practica and clinical internship evaluations with on-site observations, student self-evaluations, on-site supervisor's evaluations, and university supervisor's evaluations. A student file is kept on each student admitted and is reviewed annually by the members of the School Psychology Committee. This file contains information on student progress, grades in class, and notes from the school psychology program advisors. Students also take the National Certification Examination for School Psychologists. Performance is also evaluated on the quality of the Ed.S. project and through a comprehensive written and oral examination at the end of program

Doctoral Program
Special education

Comprehensive qualifying written examination, comprehensive written and oral examination at end of program, and dissertations. In addition, doctoral student progress is evaluated on an on-going basis through performance on doctoral competencies which include writing a grant proposal, submitting one manuscript, teaching an introductory and an intermediate course, supervising student teachers, presenting at one conference, conducting a workshop or consultancy, and demonstrating editorial skills by participating in an editorial internship with a faculty mentor.

Results of Assessment Activities

Students graduating from the SPED and CD programs have reported that they are very satisfied with the quality of their educational programs. They have indicated that they feel that they have been adequately prepared to meet the challenges of their careers. Students in special education continue to comment that they need more specialized training in Severe Emotional Disturbance and Behavior Disorders. With the absence of a professor in learning disabilities and in secondary education, some students have reported concern about courses in these areas not being offered as frequently as they would like. A small percentage of students have expressed an interest in low incidence disabilities such as Autism and Deaf-Blind.

Special education students have requested educational diagnostician training in the summer or at least access to assessment coursework other than in the fall and spring. Some of the courses, especially those taught through the Department of Counseling Educational Psychology are closed and students have difficulty getting into those courses. This is especially true of the CEP 547 class on the assessment of intelligence, a required course in educational diagnostics.

Employers have heavily recruited both the Speech Language Pathology graduates and the Special Education teachers trained through our programs. The majority of the student teachers and field experience students have been hired by the end of their field practice. Some have been hired before they completed their experience. Employers speak highly of the preparedness of the individuals they hire.

Results of the assessment activities have indicated that communication disorders students need more solid training in audiology and an audiologist to supervise the audiology clinical practicum. They also have requested augmentative and assistive technology training. Communication disorders are in high demand by school districts and districts comment that they would rather have our students than students trained elsewhere. They not only have expertise in speech language pathology, but also understand cultural and linguistic aspects.

Deaf Education students are better prepared to in American Sign Language with the sequence of sign language classes that have been consistently offered. The number of students in the deaf education program has increased despite the lack of student financial support that was previously available.

Assessment of doctoral student outcomes have resulted in the need for more mentoring and guidance activities throughout the students' programs. A professional seminar in which students can learn to mentor each other and be mentored by other faculty members has been implemented. Students have commented positively on the seminar. Faculty are now evaluating doctoral student performance on an annual basis.

Proposed Changes in Programs as a Result of Assessment Activities

1. A committee will continue to work on the integration of field experiences with coursework.
2. SPED faculty are working to integrate competencies from the Council of Exceptional Children and State competencies across all coursework. This will allow faculty to assess knowledge and skills and integrate them into outcomes assessment process.

3. One low incidence course has been offered per year through Web CT. Both in-state and out-of-state students have been enrolled in the course.
4. New faculty were hired in learning disabilities and secondary special education areas.
5. A part-time audiologist was hired to teach audiology courses and supervise audiology practicum.
6. A grant was written to fund a summer's only educational diagnostician training program and offer assessment courses in the summer.

Proposed Changes in Assessment Activities for Next Year

1. Continue to interview and evaluate doctoral students at the end of each academic year.
2. Review special education master's students on an annual basis.

Communicating Outcomes Assessment Results with Faculty

Faculty will be informed about the results of the outcomes assessment at the Fall and Spring Retreats. The Outcomes Assessment Committee will coordinate and evaluate activities and determine future assessment gaps and needs.