

FEB 17 2005

**Revised Template  
Degree Program  
Assessment of Student Learning Plan  
Kansas State University**

Check the box if your program's student learning outcomes have been modified since November 2003. If so, please email ([apr@ksu.edu](mailto:apr@ksu.edu)) or attach a hard copy to this document.

**A. College, Department, and Date**

College: *Education*  
Department: *Special Education*  
Date: *September 22, 2004*

**B. Contact Person(s) for the Assessment Plans**

*Mary Kay Zabel, Ph.D. Professor and Chair*

**C. Degree Program**

*Ed.D. in Special Education*

**D. Assessment of Student Learning Three-Year Plan**

**1. Student Learning Outcome(s)**

*These learning outcomes are consistent with those of the entire College of Education in the Ed.D. program.*

1. The student will demonstrate extensive knowledge of research and practice in special education coupled with advanced scholarship in at least one area of specialization in the field.
  
2. The student will be able to interpret theoretically grounded and research based information, adapt to changing situations, make complex decisions, solve problems, and evaluate actions in a professional education setting.

**Special rationale for selecting these learning outcomes (optional):**

*These outcomes are central to the mission and purpose of the Department of Special Education and must be continuously evaluated to ensure the quality of the program.*

Relationship to K-State Student Learning Outcomes (insert the program SLOs and check all that apply):

Program SLOs	University-wide SLOs (Graduate Programs)			Program SLO is conceptually different from university SLOs
	Knowledge	Skills	Attitudes and Professional Conduct	
1. The student will demonstrate extensive knowledge of research and practice in special education coupled with advanced scholarship in at least one area of specialization in the field.	X	X		
2. The student will be able to interpret theoretically grounded and research based information, adapt to changing situations, make complex decisions, solve problems, and evaluate actions in a professional education setting.	X	X	X	

**2. How will the learning outcomes be assessed? What groups will be included in the**

Learning Outcomes	Measures			Who will be assessed?
	Direct	Indirect	Not sure	
1. The student will demonstrate extensive knowledge of research and practice in special education coupled with advanced scholarship in at least one area of specialization in the field.	Review and examination of all dissertations in past 5 years by all members of graduate faculty.	Discussions with peers at other IHE's on dissertation topics, progress, and planning.		All Ed.D.level students in the program
2. The student will be able to interpret theoretically grounded and research based information, adapt to changing situations, make complex decisions, solve problems, and evaluate actions in a professional education setting.	Review and examination of Clinical Internship project documents by graduate faculty and peers in public schools and other internship sites.	Discussions with internship site individuals who have supervised projects.		

**3. When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?**

Learning Outcomes	Timetable for Assessment Learning Outcomes			Baseline Created?
	2005	2006	2007	
1. The student will demonstrate extensive knowledge of research and practice in special education coupled with advanced scholarship in at least one area of specialization in the field.	Collection of this data is ongoing.	Discussion with grad faculty in the department at annual retreat  Discussion with peers at IHE's begun.	Summary of peer discussion at annual retreat.	
2. The student will be able to interpret theoretically grounded and research based information, adapt to changing situations, make complex decisions, solve problems, and evaluate actions in a professional education setting.	Collection of this data is ongoing.	Discussion with grad faculty in the department at annual retreat.  Begin formal discussion with past supervisors of Clinical Internship	Summary of discussions with supervisors at annual retreat.	

**4. What is the unit's process for using assessment results to improve student learning?**

Learning Outcomes	Improvement plan
1. The student will demonstrate extensive knowledge of research and practice in special education coupled with advanced scholarship in at least one area of specialization in the field.	<ol style="list-style-type: none"> <li>1. Discuss evaluation activities at each semester retreat.</li> <li>2. Identify any areas where defined outcomes are not met.</li> <li>3. Plan methods of increasing outcomes through changes in coursework and/or clinical experience.</li> <li>4. Implement changes.</li> <li>5. Continue collecting assessment data.</li> </ol>

<p>2. The student will be able to interpret theoretically grounded and research based information, adapt to changing situations, make complex decisions, solve problems, and evaluate actions in a professional education setting.</p>	<ol style="list-style-type: none"><li>1. Discuss evaluation activities at each semester retreat.</li><li>2. Identify any areas where defined outcomes are not met.</li><li>3. Plan methods of increasing outcomes through changes in coursework and/or clinical experience.</li><li>4. Implement changes.</li><li>5. Continue collecting assessment data.</li></ol>
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