

Annual Student Learning Assessment Report

Special Education Teaching Major

For each major offered by the department please provide the following¹:

1. A table that summarizes the student assessment results for every Student Learning Outcome (SLO).²

SLOs	Benchmarks	2025-26	2026-27	2027-28	2028-29	2029-30
1	100% of students will score 3 or higher on a 4-point rubric.	100%				
2	100% of students will score 3 or higher on a 4-point rubric.	NA				
3	100% of students will score 3 or higher on a 4-point rubric.	100%				
4	100% of students will score 3 or higher on a 4-point rubric.	NA				
5	100% of students will score 3 or higher on a 4-point rubric.	100%				
6	100% of students will score 3 or higher on a 4-point rubric.	NA				
7	100% of students will score 3 or higher on a 4-point rubric.	NA				
8	100% of students will score 3 or higher on a 4-point rubric.	100%				

2. A discussion of one or two SLOs that briefly summarizes for the SLO:

SLO 1: Practices within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.

a. The assessment tool(s) used: Mock IEP Meeting- The following is the rubric line used for this standard.

Insufficient (1)	Emergent/Needs Improvement (2)	Target Proficiency (3)	Outstanding (4)
The IEP process is <u>not</u> followed, individual needs of the student are not addressed, and there is no evidence of collaboration with stakeholders.	Follows parts of the IEP process but may not be fully based on the individual needs of the students. Collaboration with other stakeholders is limited.	Applies knowledge of the IEP process with a focus on meeting the needs of the student while collaborating with various stakeholders and displays willingness to make changes based on feedback.	Applies knowledge of the IEP process including legal (procedural, substantive, and implementation) requirements, always focusing and advocating for the individual needs of the student while collaborating with various stakeholders throughout the IEP meeting; adjusting based on team feedback & decisions.

¹ Departments should include in one report all of the majors the department oversees

² Data for all SLOs should normally be collected and reported on an annual basis.

- b. The criteria for success (benchmarks)**
100% of students will score 3 or higher on a 4-point rubric.
 - c. A summary and analysis of the assessment data**
100% of students assessed earned a 3 or 4 on the 4-point rubric.
 - d. Intended action in response to the data**
None at this time.
- 3. A plan for which SLO(s) will be the focus of the next annual assessment report.³**
 - a. SLO 4 & 7 will be the focus as they are classes offered every other year and will be offered during this academic year.
- 4. Discussion of actions taken in response to APAC's feedback on the previous year's report.**
 - NA
- 5. As needed, additional information or comments that will be useful for APAC's work.**
 - We are starting to see growth in the SPED teaching major. The majority of the courses with program assessment are offered on a rotation with the exception of SLO 1 which is offered every spring and SLO 8 which is assessed in Senior Seminar.
 - Changes were made to the benchmark percentage for all SLOs. This is due to the fact that all SPED Teaching Majors must pass each standard prior to student teaching. When a student does not pass with a 3 or higher on a 4-point rubric, remediation occurs.
 - SLO 7 is now assessed in EDU 309. Updated assessment plan included with this report.
 - Data were collected using paper rubrics this year. Moving forward, the data will be collected in EAC.

³ A schedule should be established so that each SLO is discussed between scheduled department self-studies or midcycle reviews.