Program Learning Goals Assessment Activity Report Due April 21, 2017 to the Office of Academic Planning

Program Learning Goals template Resources about writing measurable program learning objectives/goal/outcomes can be found on: http://air.sfsu.edu/assessment/resources

Program Learning Goals Rubric - developed and used by the University Academic Assessment Advisory Committee (UAAAC) to provide feedback to programs about their program learning goals.

Learning objectives should reflect the program’s distinct mission in connection with the university’s broader educational goals, as well as aligning with the individual courses in which they are addressed. They should allow faculty to communicate their expectations, students to reflect on their own growth, and programs to measure and improve their educational results.

<table>
<thead>
<tr>
<th>DEVELOPED</th>
<th>DEVELOPING</th>
<th>NEEDS DEVELOPMENT</th>
<th>ABSENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning goals are clear and can be accurately assessed</td>
<td>Learning goals are mostly clear; some can be assessed</td>
<td>Learning goals are present but vague; unclear how an evaluator could determine whether goals met</td>
<td>Program learning goals are absent or incomplete</td>
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Department ___Special Education & Communicative Disorders_______________________________________________

College ____Graduate College of Education__________________________________________________

1. List your most recent program learning goals prior to any revisions.

The education specialist preliminary credential programs in the Department are accredited by the California Commission of Teacher Credentialing (CTC). General Education Teacher Performance Expectations (TPEs) were established in 1998 and language was added in 2010 to include Education Specialists. In 2013, the TPEs were revised for Education Specialists to align with Common Core State Standards and to articulate the understandings and abilities of Education Specialists to build a foundation for college and career readiness including adult independence for students with disabilities from birth to age 22.

There are 13 TPEs that are divided among 6 domain areas:
A. Teaching Subject Matter Content
B. Assessing Student Learning
C. Engaging And Supporting Students In Learning
D. Planning Instruction and Designing Learning Experiences For Students
E. Creating And Maintaining Effective Environments For Student Learning
F. Developing As A Professional Educator

The curricula in the four education specialist preliminary credential programs (mild/moderate disabilities, moderate/severe disabilities, early childhood special education, visual impairments) are aligned with the 13 TPEs. They are addressed in the coursework and the fieldwork/student teaching experiences. Rather than create “alternative” PLOs, the department has agreed to adopt the TPEs as the PLOs for the education specialist preliminary credential programs.
2. Please describe the process of revising your program learning goals this semester. How were department faculty members involved? Were the revised learning goals developed in department meetings or other gatherings?

This semester the faculty worked together to ensure that the program courses were aligned with the revised TPEs. Each program created a matrix that identified which TPEs were covered in which courses and also whether the TPE was introduced (I), practiced (P), or assessed (A) in the course. The preliminary work was conducted among program faculty and then brought together during department “working” meetings. The faculty will continue to align the TPEs with supervision and observation forms.

3. What informed your decision to revise your learning goals (e.g. changes in the profession, new focus of the department, outcome of assessment)?

The CTC adopted the new TPEs in June 2014.

4. What are your new program learning goals?

The CTC is currently working on revising the TPEs again (expected 2017-2018) to include a common trunk for special education and general education teachers. Once the new TPEs are adopted, the department will develop a transition plan to adapt to the new TPEs.

Give that this year you have revised your program learning goals, the next step would be to assess one of them in the 2017-18 academic year and complete the Assessment Findings Report. Please let the Associate Dean of Academic Planning know if that is not the case. Thank you!