Annual Departmental Assessment Report

Department or Program: SPED Doctoral Program
Academic Year of Report: 2020-21
Department Contact Person for Assessment: Kent McIntosh (kentm@uoregon.edu)

Section 1: Learning Objectives Assessed for this Report
The doctoral program in special education chose to focus on the student experience this year. This focus was selected based on review of time to completion data over the past 5 years. One area identified was the doctoral competency portfolio, a set of 12 competencies that students must complete to demonstrate their professional preparation. A review was completed to allow for the implementation of an online portfolio. As the program moves forward, students will use the same template and submit their portfolios to their program committee each spring in advance of the annual student progress review. This process will allow for better management and assessment of competency areas as students move through the program.

Now that the program has the system in place, the committee has identified two focus areas for AY 21-22. First, the committee will review the current list of competencies to emphasize equity, either as an additional competency or an explicit requirement to embed equity throughout the existing competencies. Second, it will review the following competency areas in AY 21-22 for clarity, student success, and areas for improvement:

- Competency 5: Consultation
- Competency 8: Research
- Competency 9: Concept Paper

At the end of each year, the doctoral committee will select another set of 3 competencies for in-depth review in AY 22-23.

Section 2: Assessment Activities.
To assess the student experience, the program engaged in the following assessment activities:

- Doctoral Committee: The doctoral program committee (all faculty currently advising students or teaching doctoral-level courses) meets monthly to address program specific issues and review student progress.
- Student Survey: Annually an anonymous survey is completed by students to determine student satisfaction as well as to identify any needed changes in program delivery.
- Graduate School Exit Survey: Upon completion of the program, each graduate is requested to complete a Graduate School exit survey and feedback is returned to the program faculty.
- Ongoing postdoctoral monitoring of job placements and service obligations for doctoral students who have received federal funding for their doctoral training.

Section 3: Actions Taken Based on Assessment Analysis
Based on a student survey completed in Spring 2020, the doctoral committee has completed internal changes in its processes as follows:

- Adding a second student representative to the doctoral committee to ensure communication, voice, and agency across cohorts.
- Revising quarterly program gatherings to rotate among three foci: (a) social gathering, (b) professional and career development session, and (c) topical forum (e.g., town hall).

In addition, the doctoral committee plans to propose a number of curricular changes in 2021, including:

- Adding a required doctoral-level course focusing on equity in special education.
• Adding a professional seminar focusing on program progress, cross-cohort advising, and career development.
• Emphasizing equity in the current doctoral competencies, either through adding an additional competency or infusing throughout the competencies.

Section 4: Other Efforts to Improve the Student Educational Experience
This year, the faculty are engaging in a curricular review focused on improving equity, diversity, and inclusion. We are currently evaluating syllabi and will implement changes to improve equity, diversity, and inclusion upon completion of this review.

Section 5: Plans for Next Year
Next year, the program plans to monitor how the changes to student experience impact student graduation rates (goal to reduce the average from 4.5 to 4 years) and program satisfaction based on an annual student survey (goal to increase student program satisfaction by 20%).

Additionally, the program will be assessing the following learning objectives:

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<th>5. Consultation</th>
<th>Conduct at least two consultation activities (e.g., individual, family, district, agency) in area of specialization. Report must include:</th>
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<tr>
<td></td>
<td>a. Specification &amp; description of context</td>
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<td>b. Statement of consultation problem/goal</td>
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<td>c. Consultation plan (e.g., activities, anticipated outcomes)</td>
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<td>d. Evaluation procedures</td>
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<td>e. Consultation outcomes</td>
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<th>8. Research</th>
<th>Conduct at least one research study prior to dissertation (alone or assuming major responsibility for planning, executing, and writing up the study). This project can be one of the studies proposed in #7. Include:</th>
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<tr>
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<td>a. Completed study manuscript (ready for submission)</td>
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<td>b. If not first author, description of role in research</td>
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| 9. Concept or Review Paper | Write a concept paper or systematic literature review in an area of specialization (e.g., 25-40 pages, including tables and references). *The paper’s focus should be a topic other than the dissertation to provide breadth of expertise.* Include APA-formatted manuscript with the following features:
|   | a. Definition & description of problem/concept/issue  
|   | b. Complete review & critique of literature  
|   | c. Summary of status of problem/concept/issue  
|   | d. Recommendation of future research or direction |