Faculty Friendly Data Analysis Process

Department of Special Education
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M.Ed. In Special Education
Mānoa Assessment Courses

1. SPED 602: Special Education Law & Compliance
   - Applied Legal Issues Project: Create and disseminate a product that reviews and analyzes a legal issue
   - in special education. Apply and explain pertinent legislation and litigation.

2. SPED 641: Seminar on Issues in Special Education
   - Issues in Special Education Paper: Write a 10-15 page paper describing a current issue in special
   - education. Include a clear definition and description of the issue; an in-depth analysis of the components
   - of the issue (supported by professional literature); implications of the issue for special education; and a
   - summary/conclusion of the issue that reflects your analysis.

3. SPED 642: Seminar on Applied Research in Special Education
   - Research in Special Education Exam: Complete the exam for SPED 642. The exam covers basic principles
   - associated with research design and practices. A range of research approaches including quantitative
   - (group and single subject), qualitative, survey, and program evaluation are covered.

4. SPED 688: Research Practicum in Special Education
   - CIDI Modules: Complete the CIDI Training Modules for Social & Behavioral Research Investigators.

5. SPED 695/700 Plan B Master’s Project/Plan A Master’s Thesis
   - Plan A/B Paper: Complete a Plan B Paper/Plan A Thesis as the culminating activity of the M.Ed. in Special
   - Education Program. The paper/thesis must address a meaningful concern, issue, and/or practice in special
   - education. The important and relevance of the topic must be substantiated by the professional literature.

Faculty/Program Reflection Forms

Form A: Faculty Reflection

- Section 1: Faculty Analysis/Reflection of Course Assessment Data
  - Each Semester
    - Course instructors submit data
    - Data is entered into COE Student Information System (SIS)
    - Data tables are generated & provided to course instructors by Assessment Coordinator
      - If multiple faculty teach different sections of the same course they collaboratively reflect on the data
    - Course instructors collaboratively complete Faculty Analysis/Reflection of Course Assessment Data form
      (see Form A) for the course they taught
    - Faculty/Course Reflection forms are submitted to M.Ed. Program Committee for review (see Step 2)

Form B: Program Assessment Report

Semester Review of Program Data

- Each semester
  - M.Ed. Program Committee reviews the Faculty Analysis/Reflection of Course Assessment Data forms
  - All members of M.Ed. Program Committee discuss data and analyses and complete the Program
    Assessment Report (see Form B)
  - M.Ed. Program Chair presents to the full faculty the interpretation of program data and recommendations
  - Full faculty
    - Discuss interpretation of data & reach consensus on recommendations and suggestions
    - Approve Program changes if needed
    - Assessment Coordinator initiates and facilitates changes
    - Changes are implemented by faculty

Example of Course Changes Recommended through Faculty Analysis Reflection

- 2011-2013 SPED 688 assessment product was the IRB application. After faculty reflection, the
  assessment product changed to completing the CITI Modules
- SPED 602 was changed from a legal issues paper to an applied legal issues project

Example of Program Changes Recommended through Program Review Form

- Revised sequence of core courses
- To facilitate timely completion of Plan A and Plan B papers we added two specialization areas: Literacy
  Specialist (in collaboration with Curriculum Studies) and the BCBA (in collaboration with CDS)