

Student Outcomes Assessment and Success Report AY2020-21 Consult with your college dean's office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.

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Part 1a: Summary of Student Learning Outcomes Assessment

NOTE: If data is missing due to COVID-19 transition issues, please describe these issues, their impact on your ability to assess student learning, and what, if anything, will change as a result.

<p>a. What learning outcomes did you assess this past year?</p> <p>If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.</p>	<p>b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?</p>	<p>c. What were your expectations for student performance?</p>	<p>d. What were the actual data/results?</p>	<p>e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report? Can expand on this in Part 2.</p>
<p>1. 1.1 Candidates will identify foundations of Special Education, including current legal, regulatory, and ethical issues in special education</p> <p>Graduate SLO 3 and 4</p>	<p>FBA/BIP Project <i>SPED 602 Behavior Management</i></p> <ul style="list-style-type: none"> <i>Rubric – 1 indicator measures this outcome</i> <p>Responses to Legal Issues in Behavior – <i>SPED 602 Behavior Management</i></p> <ul style="list-style-type: none"> Written summaries <p>Discussion Board – SPED 607 Diversity and Disability in Schools (Indirect Measure)</p> <ul style="list-style-type: none"> 4 Discussion Board Topics 	<p>100% of students will score a meets/exceeds on this learning outcome.</p> <p>100% of students will correctly summarize current legal issues in disciplining students with disabilities.</p> <p>100% of students will correctly describe common legal, regulatory, and/or ethical issues in special education (IEP, MTSS, and Inclusive Practices) and relate issues to current experiences</p>	<p>100% of students scored a meets/exceeds on this learning outcome.</p> <p>100% of 4 students correctly summarized current legal issues in disciplining students with disabilities.</p> <p>100% of 3 students correctly described common legal, regulatory, and/or ethical issues in special education (IEP, MTSS, and Inclusive Practices) and related issues to current experiences in the field.</p>	<p>Students are interested in legal issues related to the disciplining of students with disabilities and perform well on summarizing these legal issues. Students also do well describing current legal, regulatory, and ethical issues in special education. Additionally, students were insightful in how these issues relate to their current experiences in education.</p> <p>Changes in response to assessment results: We need to develop more assessments that directly measure this outcome during a field experience.</p> <p>Changes in response to previous year's report: We included more description about the assessment tool and number of indicators on</p>

				rubric used to measure outcome.
<p>2. 2.5 Candidate will appropriately develop, individualize, apply, and interpret assessments with regards to students with exceptional learning needs</p> <p>Graduate SLO 1, 4, & 5</p>	<p>FBA/BIP Project – SPED 602 Behavior Management</p> <ul style="list-style-type: none"> Rubric - 6 indicators measure this outcome <p>Licensure Exam</p> <ul style="list-style-type: none"> One Domain indicator 	<p>75% of students will score meets/exceeds on 4/5 indicators for this learning outcome.</p> <p>80% of students pass licensure exam.</p>	<p>100% of students scored meets/exceeds on 4/5 indicators for this learning outcome.</p> <ul style="list-style-type: none"> Indicator #1: 100% of 4 students scored meets/exceeds Indicator #2: 100% of 4 students scored meets/exceeds Indicator #3: 100% of 4 students scored meets/exceeds Indicator #4: 50% of 4 students scored meets/exceeds Indicator #5: 100% of 4 students scored meets/exceeds <p>100% of 1 student (only 1 student took licensure exam) passed the licensure exam. Domain score was above 80</p>	<p>Although the students met expectations for this learning outcome, only 50% of the 4 students scored meets/exceeds on this indicator. This indicator measures the students' performance in interpreting and using technology to report assessment data.</p> <p>Changes in response to assessment results: Assessment measuring this outcome needs to be created in the Reading Strategies course.</p> <p>Changes in response to previous year's report: We included more description about the assessment tool and number of indicators on rubric used to measure outcome.</p>
<p>3. 3.2 Candidates will collaborate with stakeholders to provide a positive learning environment for students with exceptional needs</p> <p>Graduate SLO 3, 4, & 5</p>	<p>Teaching Observation – SPED 623 Learning Strategies in Math, Science, and Social Studies</p> <ul style="list-style-type: none"> Rubric – 3 indicators measure this outcome 	<p>100% of students will score a meets/exceeds on all 3 indicators of this learning outcome</p>	<p>100% of 2 students scored a meets/exceeds on all 3 indicators of this outcome.</p>	<p>The students scored well on this learning outcome.</p> <p>Changes in response to assessment results: Evidence of students collaborating and communicating with parents should be documented.</p> <p>Changes in response to previous year's report: We included more description about the assessment tool and number of indicators on</p>

				rubric used to measure outcome.
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Note: *If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit “tab” to add a new row.*

Helpful Hints for Completing this Table

- Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.
- Each outcome should be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam should be included as one of the measures. At least one of the program’s outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses. Describe or attach any evaluation tools such as rubrics, scales, etc.
- Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of “3” to be deemed proficient; at least 80% of students in the program will attain this benchmark.)
- Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., 85% of the 25 students whose portfolios were reviewed met the established benchmark).

Part 1b: Review of Student Success Data & Activities

Use [Blue Reports](#) to generate the following information (as well as any other information helpful to you). A dashboard has been created in the Chairs view:

- Cohort Size: 4
- Year-to-Year Retention: ???
- Average time to completion (graduate): ??? **I would say 5 semesters.**

What worked well in supporting student success this year?

Encouraging our students to join our Zoom sessions and not watch the recordings worked well with our students. In our sessions we were able to address questions and collaboratively problem-solve. Students were even able to teach lessons virtual to the class and share resources that they used within their classrooms. By having students in the Zoom sessions, faculty were able to provide students with academic and professional support.

What are the most significant opportunities for improvement upon which to focus in the coming year?

We need to require more evidence of our students performing these learning outcomes with students with disabilities. Evidence can be provided through students video-taping, faculty observing virtually, or faculty visiting students in the field.

Part 2: Continuous Quality Improvement

Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:

- the discoveries assessment and data review have enabled you to make about student learning, success, and career readiness (ex: What specifically do students know and do well—and less well? What evidence can you provide that learning is improving? How might learning, success, and career readiness overlap? What questions do your findings raise?)**
- findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)**
- what your assessment plan will focus on in the coming year**
- how this information will be shared with other stakeholders**

1. Discoveries from assessment and data review

Candidates perform well on three learning outcomes. A deeper look into the rubric indicators measuring the assessment outcome, we discovered that students did less well with displaying data in a format that was easily understood by professionals and parents. Our graduate students tend to perform well on assignments in which we collect data. Learning, success, and career readiness overlap in that these are outcomes that our students must do successfully in order to be an effective special educator. One question raised by these findings is - What are other ways that we measure these outcomes in our program?

2. Findings-based plans

Ensure that our students have scaffolds and supports while learning how to share data in a manner that is easily understood. The faculty could create videos demonstrating how to create graphs for the different types of behavioral data. Although the faculty addresses the skill when presenting information on data collection, the faculty should also present a 'refresher' on this skill when students are working on the FBA/BIP Project. Also, the faculty needs to develop formal assignments with evaluation tools for assessing these outcomes in the reading method and math method courses.

3. Assessment plan focus for upcoming year

With the creation of additional formal assignments and evaluation tools for the reading and math methods courses, we should reexamine one of the learning outcomes addressed in the 18-19 assessment report – 'Candidates will appropriately plan and teach content to students with exceptional needs.' Additionally, we should examine the learning outcome that measures candidates' proficiency in 'investigating the impact of instruction and other factors on students' learning.' This is another outcome that could be addressed in the new assignments and evaluation tools. Furthermore, success in these learning outcomes is paramount to success as a special educator.

4. Sharing information with stakeholders

The report will be shared with special education faculty in our program meetings. The report will be shared with departmental faculty in our departmental meetings.

Thank you so much for sharing your assessment process and findings for AY 2020-21 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment practice and use in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President’s Office and the Provost’s team.

Sincerely,

Kelley (x7975)

Program: Special Education M.S.	Overall Rating: Exemplary (3.00/3.00)
Strengths	Recommendations
<ul style="list-style-type: none"> • Learning outcomes are clear, measurable, and aligned to the CGPS outcomes to demonstrate congruence with expectations for graduate level rigor. • Learning activities used as assessment measures come from various courses across the curriculum and represent a variety of learning performances, including high-impact experiential learning, professionally relevant tasks, and licensure exam scores to compare as formative and summative measures of learning achievement. • Even though it is noted that the discussion board for LO 1.1 is an indirect measure, because the mastery described in the LO language is “identify,” if seems a discussion board would actually be a direct measure of students’ ability to do this. Their own opinions about whether they can do this would be more indirect, but could also provide you with a sense of their self-efficacy. Great note to consider adding a direct evaluation of this in the field experience as well. • Excellent, concise information provided to indicate that an analytical rubric was used and that assessment data yielded was specifically aligned to dimension indicators for the corresponding outcome only. • Expectations for student performance are clearly described, and actual results are presented with clear indication of student levels of achievement. • Thoughtful, through discussion of faculty insights to student learning regarding the data. Great notes about the overall strength of 	<ul style="list-style-type: none"> • I saw that you are considering what other ways you might measure the outcomes in the future. I’m happy to continue this conversation with your faculty, but I think it starts with you all asking yourselves what do you still want to know? Do you want more information on gains across the program – consider earlier data points to show change over time. Do you want more information on how skills are showing up applied in professional settings – consider adding more site evaluations or even doing an alumni/employer survey. Are you wondering what students want to know or feel they need more support in – doing a survey to current students is a great way to supplement the data you already have. Let me know if I can help. You all are doing great work already!

student learning, efforts to support this, and ideas for improving learning where there are weaknesses.

- Clear information is provided about adjustments made to the assessment reporting process, and faculty are pondering ways to improve assessment in the future.
- Clear information about how assessment is a shared process and how findings are shared with appropriate stakeholders.

Evaluation Criteria	3 Exemplary	2 Mature	1 Developing	0 Undeveloped
<p>Student Learning Outcomes</p>	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes directly integrate institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>More than one outcome is assessed this cycle, and rationale is provided for why they were selected for assessment.</p>	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes support institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcome is assessed this cycle.</p>	<p>Learning outcomes are identified and alignment with courses is demonstrated.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcomes is assessed this cycle.</p>	<p>No learning outcomes are identified, and/or alignment of learning outcomes to courses is not demonstrated (e.g. – curriculum map).</p>
<p>Performance Goals & Measures</p>	<p>Performance goals are clear and appropriate, and rationale is provided for why these were selected.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and rationale and examples are provided (e.g. – rubrics, checklists, exam keys). Most are direct measures, and their design enhances the validity of findings.</p> <p>Licensure exams and high-impact practices are reflected in measures (if applicable).</p>	<p>Performance goals are clear and appropriate.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and examples are provided (e.g. – rubrics, checklists, exam keys). At least one direct measure is included.</p>	<p>Performance goals are identified with little rationale or clarity.</p> <p>Identified measures are poorly suited to performance goals, underdeveloped, or are solely indirect measures.</p>	<p>No goals for student performance of learning outcomes are identified, and/or no measures are provided.</p>

<p>Analysis & Results</p>	<p>Data collection process is clear and designed to produce valid/trustworthy results. The process is useful to those collecting and/or interpreting data.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with thoughtful discussion of analysis and description of conclusions that can be drawn.</p>	<p>Data collection process is clear and designed to produce valid/trustworthy results.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with some discussion of analysis.</p>	<p>Description of data collection is unclear as to process and quality.</p> <p>Some data is collected and analyzed with little rationale or description.</p> <p>Some results are provided with no discussion of analysis.</p>	<p>No information is provided about the data collection process, and/or no data is being collected.</p> <p>No results are provided.</p>
<p>Sharing & Use of Results for Continuous Improvement</p>	<p>A plan for sharing information and included program faculty and appropriate staff in discussion and planning is detailed and enacted. Outcomes and results are easily accessible on the program website or other appropriate designated area.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection if offered about results or plans moving forward, and compares prior year plans to current outcomes in an effort to foster continuous improvement as a result of assessment process.</p>	<p>A plan for sharing information broadly across program faculty is detailed and enacted.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection is offered about results or plans moving forward.</p>	<p>Information is provided about sharing results, but sharing is limited in scope or content.</p> <p>Plans for improvement or change based on results are incomplete, vague, or not clearly connected to results.</p> <p>Little reflection is offered about results or plans moving forward.</p>	<p>No information is provided about sharing results and/or plans for improvement or change based on results.</p> <p>No evidence of reflection on results in provided.</p>
<p>Overall Rating</p>	<p><input checked="" type="checkbox"/> Exemplary</p>	<p><input type="checkbox"/> Mature</p>	<p><input type="checkbox"/> Developing</p>	<p><input type="checkbox"/> Undeveloped</p>