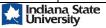# AY 21-22 STUDENT OUTCOMES ASSESSMENT & SUCCESS REPORT   OPTION A: TABLE FORMAT

Academic Program:	B.S. in Special Education		Date:	9/30/2022
Author(s):	Shawn Huisinga			
Verify that each of the following documents is correct and current on the ISU Assessment Results Webpage by marking with an "X." Please submit any updated documents and/or corrections as soon as possible to Kelley Woods-Johnson, Assessment & Accreditation Coordinator at kelley.woods-johnson@indstate.edu.			___ Learning Outcomes ___ Curriculum Map ___ Assessment Plan	
Is this program offered on-campus AND distance? If "Yes," reported data should include students of both, disaggregated.			___ Yes X No ___ Hybrid	

Student Learning Outcomes Assessment Expand table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Benchmark for Proficiency	Actual Student Performance Relative to Benchmark	Prior Results for Comparison (if applicable)
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
#1 1.3 Behavioral issues and interventions: Candidate will identify the motivation behind behavior issues and develop interventions to address inappropriate behaviors.	SPED 203	Preschool Observation	Rubric	80% of students score meets/exceeds. • 2 rubric indicators used to measure outcome.	100% of 5 students scored a meets/exceeds on 2 rubric indicators. (Only one semester administered – new rubric)	Preschool Observation is a new assessment – not applicable.
	SPED 215	Positive Behavior Support Plan	Rubric Fall 21 Rubric Sp. 22 (Revised rubric Sp. 22 with new standards)	80% of students score meets/ exceeds. *Fall 21 Rubric* • 5 rubric indicators to identify motivation or assessment • 4 rubric indicators to develop interventions *Spring 22 Rubric*	*Fall 21 Rubric* • 100% of 8 students scored meets/ exceeds on 4 rubric indicators and 88% of 8 students scored meets/exceeds on 1 rubric indicator for identify motivation or assessment. • 100% of 8 students scored meets/ exceeds on 3 rubric indicators and 75% of 8 students scored meets/exceeds	The data from previous administrations of the Positive Behavior Support Plan Assessment (Fall 20) show that 86% of 15 students scored meets/ exceeds on 2 rubric indicators; 80% of 15 students scored meets/ exceeds on 1 rubric indicator; and 73% of 15 students

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					on 1 rubric indicator (reinforcement plan) to develop interventions.	scored meets/exceeds on 1 rubric indicator (positive supports) for developing interventions. Data compared from Fall 20 to Fall 21 shows that students demonstrated increased proficiency in these areas.
				• 6 rubric indicators to identify motivation or assessment • 5 rubric indicators to develop interventions	*Spring 22 Rubric* • 100% of 12 students scored meets/ exceeds on 3 rubric indicators; 92% of 12 students scored meets/exceed on 1 rubric indicator; 83% of students scored meets/exceeds on 1 rubric indicator; and 67% of students scored meets/ exceeds on 1 rubric indicator (hypothesis) to identify motivation or assessment. • 92% of 12 students scored meets/exceeds on 4 rubric indicators; 83% of 12 students scored meets/exceeds on 1 rubric indicator to develop interventions. (one student did not complete this portion of the assessment)	The Sp. 22 Rubric indicators have further separated out data on motivation and assessment. This separation lets us analyze candidates' ability to collect analyze initial behavioral data into an ABC analysis. A few candidates continue to struggle with writing a hypothesis.
	No Course	Licensure Exam/Subtest II. Planning and the Learning Environment	Licensure exam	80% of students will pass exam. 80% passing rate is threshold established by accrediting organization.	92% of 24 students passed the licensure exam. Percentage of questions answered correctly for Subtest II ranged 58% to 94% with median 81.5%	The licensure exam provider changed. We do not have access to data from academic year 20-21.

#2 3.1 - Collaboration with stakeholders: Candidate will collaborate with all stakeholders to provide a positive learning environment for students with exceptional needs.	SPED 402	Case Study	Rubric	85% of students score meets/ exceeds. Fall 21 – 1 rubric indicator. Sp. 22 revised rubric – 2 rubric indicators.	100% of students scored meets/exceeds on the rubric indicators.	The case study was a new rubric. With the new rubric, we need to ensure that students understand the requirements in each rubric indicator. Perhaps, a checklist may help with understanding the rubric indicators
	No Course	Licensure Exam/Subtest V. Foundations and Professional Responsibilities	Licensure Exam	80% of students will pass exam. 80% passing rate is threshold established by accrediting organization.	92% of 24 students passed the licensure exam. Percentage of questions answered correctly for Subtest V ranged 25% to 100%; median 64%	The licensure exam provider changed. We do not have access to data from academic year 20-21.
	SPED 402	Professional Roles and Responsibilities	Survey	80% of students will be confident in communicating and collaborating with a minimum of 4 school-related individuals.	81% of 32 students were confident in communicating and collaborating with a minimum of 4 school-related individuals.	This survey was created for this academic year based upon feedback from school administrators. Administrators shared that students lacked 'soft skills'. We decided to target 'soft skills' by having students participate in collaborative problem-solving with school personnel. Students were required to document the

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						collaborative problem-solving process, including stating the school personnel that he/she collaborated with.
#3 3.3 - Reflection on practice: Candidate will reflect on their professional practice.	SPED 215	Positive Behavior Support Plan	Rubric	85% of students score meets/ exceeds on one rubric indicator	85% of 20 students scored meets/exceeds on the rubric indicator.	Previous data showed that 94% of 16 students scored meets/exceeds on the rubric indicator in academic year 20-21. First, we need to be sure that students understand requirements in the rubric indicator. Then, we need to provide our students with guided practice on problem-solving the reasons/solutions to interventions working or not working.
	SPED 402	Case Study	Rubric	85% of students score meets/exceeds	90% of 31 students scored meets/exceeds on the rubric indicator.	The case study was a new rubric. With the new rubric, we need to ensure that students understand the requirements in each rubric indicator. Perhaps, a checklist may help with understanding the rubric indicators.

	SPED 402	Professional Roles and Responsibilities	Survey (Indirect measure)	80% of students feel confident their ability to reflect and self-assess in a minimum of 3 out of 4 areas of their professional development.	84% of 32 students felt confident in their ability to reflection and self-assessment in a minimum of three areas of their professional development.	Most felt confident in identifying their own strengths/weaknesses; cultural biases, differences, and dispositions; and to improve instruction. Least confident in determining professional goals for professional growth.

Student Success Activities

Use the "Academic Chair" tab in Blue Reports to view your program's data related to retention, persistence, time to/rates of graduation, etc., as applicable (undergraduate v. graduate). Share reflections and activities of program faculty in the table below. Consider curricular, pedagogical, advising, co-curricular, and student support efforts.

Describe current student success activities that are working well.	Reflect on activities that are doing well.
	
	    Seventy-four students were enrolled in our program in 21-22 academic year. These students include majors and minors in special education. According to the Blue Reports, ten students graduated as special education majors during the 21-22 academic year. These graduates reflect only special education majors, not minors. A better measure of students graduating with special education licensure would be the 24 students who took the licensure exam.
	
	    To promote student success, we strive to have our students work in small groups during class. Working in small groups allows are students to make connections with their peers. Some of courses have group assignments, such as creating a podcast or designing an instructional unit. We also form small pods to practice our teaching skills. We also work closely with our students, especially students who are struggling in the program.

Based on Blue Reports data and review of current activities, what are the primary areas to focus on improving next year?	What do you want to target based upon the data? One primary focus is ensuring students who start in our program continue in our program. We need to make strong connections with students in the early special education courses – Preschool Special Education and our introductory

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	special education course. One way to develop this connection is by improving the activity on campus of our student organization SCEC.
	Another focus is examining the courses and program structure of the undergrad program. We currently have a special education minor for elementary majors; however, we would like to create a K-6 double major with the elementary program. We will need to be mindful of credit hours and work closely with elementary department to develop a program that prepares students for both roles in a timely manner. We also need to provide our special education majors with a semester-long field experience that is not reliant upon the TOTAL program.
	A final area of focus would be revising the TSAP agreement. We need to create an agreement that is aligned with the restructuring of the undergrad program and contains courses that are primarily focused upon special education. By having a revised TSAP agreements, we can potentially market our program to paraprofessionals.

If you don't have a Blue Reports account, you can request one using the webpage link, or your Department Chair, Associate Dean, or College Assessment Director can assist you.

Continuous Quality Improvement

Describe primary insights gained from analysis of findings. *What was learned? What questions did it raise? How does current performance compare to past (if applicable), and how might any prior action plans have influenced performance?*	Because many of the assessments had only been administered for one semester, it was difficult to determine any trends in strengths or weaknesses. The areas chosen for this assessment seemed to be meets/exceeds outcomes.
	With collaboration, we created a collaboration log that is used during the impact on student outcome assignment. This log reinforced the importance of collaborating with school personnel and parents, which may account for meets/exceeds in this area.
	When analyzing the licensure exam data, the lowest performing mean was 64% correct responses for Assessment and 61% for Integrated Constructed-response Questions.
What findings-based actions are planned to maintain strong performance and/or improve student learning and success?	To maintain strong performance and ensure students are successful as professionals, we provide students with in-class opportunities to practice teaching skills. We form small teaching pods in our reading and math methods courses. Within these pods, students video-record their micro-teaching of short reading or math skills to their peers. After teaching, students complete a video-analysis using a guided evaluation sheet. Students are then given another

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	opportunity to teach the same lesson and complete an evaluation. Through this process, students can see their own growth in evidence-based teaching skills.
	Another update made to the program to improve student learning and success is that we have ensured our students are being trained to use the online IEP system. With this training, our students have access to the Indiana's online system to practice writing IEPs and to produce an IEP artifact that is used in assessment. This access further prepares our students for writing a substantive IEP in the manner used by practicing teachers.
	Based upon the findings form the licensure exam, we need to focus upon assessment practices in our method's courses. Particular attention should be given to the categories outlined in the licensure exam for assessment: knowledge of evidence-based assessments that are effective and appropriate, ability to define and use various assessments, ability to interpret various assessment results, and understanding and use of assessment results. We need to strategically plan learning activities that address the administering and scoring assessments. Additionally, focus should be given to the interpretation of assessment results and the designing of interventions.
	The other area needing attention based upon licensure exam results is our students' ability to answer constructed responses. We can begin to address this category by having opportunities within class and on exams to write essay-type responses to scenarios. Scenarios should be focused upon instruction and assessment, learning environments, classroom management, and collaboration
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	1.2 Characteristics of disabilities and of learners having those disabilities: Candidate will identify the disabilities covered in IDEA, including category characteristics and learner characteristics. 2.3 Impact of Instruction: Candidate will investigate the impact of instruction and other factors on students' learning 2.5 Assessment: Candidate will appropriately develop individualize, apply, and interpret assessments with regards to students with exceptional needs.
Describe faculty involvement in this assessment, and how will findings be shared with faculty/stakeholders (as applicable)?	Findings were shared and discussed at a special education program meeting. Faculty worked to address the needs of the Blue Report data. Faculty also analyzed data in the assessment report and identified ways to improve student success. These findings will be shared with department at our departmental meetings.

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Student Outcomes Assessment & Success Report Evaluation AY 21-22

Program: BS Special Education
Evaluation: Exemplary

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: <u>Exemplary</u>=Meets all standards, exceeds some; <u>Mature</u>=Meets all/most standards, no serious concerns; <u>Developing</u>=Meets some standards, multiple recommendations for improvement; <u>Undeveloped</u>=Meets few/no standards, serious concerns noted; <u>Cannot Evaluate</u>=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understanding student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on some related tenants and strategies.	Excellent mix of assessment strategies, including rich and relevant displays of learning, surveys, evaluations, and licensure exams. Sampling from multiple assessments across the curriculum provides richer insights into student mastery.	Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and/or relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are clearly described when necessary (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		Exemplary

Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to thresholds of proficiency, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.	Strong analysis breaking out components of rubrics and the licensure exam scores to really pinpoint areas where students may struggle.	The threshold for proficiency for each outcome is clearly stated relative to the measure/evaluation tool used The threshold for proficiency reflects reasonably high expectations for the program Actual student performance data on assessment measures is shared relative to the stated threshold for proficiency and (when applicable) the evaluation tool used Thoughtful discussion of faculty insights gained from findings is included When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery) When applicable, missing data or significant limitations to how data may be interpreted or applied are described		Exemplary
Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.	Plans for improvement are clearly connected to findings from the data. Comparisons to previous data, when available, give useful insight into student performance.	Multiple program faculty are involved in the assessment process Plans for maintaining strong performance and/or improving student learning are clearly driven by assessment findings Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty If data from prior assessments is provided, reflection on changes over time and the possible impact any prior interventions is discussed A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment Assessment findings are shared with program faculty and any applicable stakeholders		Exemplary

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.