Student Outcomes Assessment & Success Reports
Annual Reporting Guidelines for Academic Programs

Purpose

Annual Student Outcomes Assessment & Success Reports **(SOASRs)** are first and foremost tools for facilitating faculty reflection, planning, and documentation of efforts to ensure student learning and success. Regular engagement in and transparent reporting of this process also serves as assurance to students and stakeholders of our commitment to student learning and success, as well as an opportunity for strengthening assessment practices and the data they yield.

Regular assessment of student achievement of learning outcomes is an important indicator for faculty to gauge student progress through their academic programs. Unlike course grades, well-designed learning outcomes assessment provides more accurate insights into student mastery of the core intended outcomes of an academic degree program, and can inform faculty planning for success and continuous improvement.

Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 21-22**. You do not need to report on all program outcomes every year.
2. Include program faculty, at minimum, in the discussion of assessment results and actions to be taken based on findings, and preferably throughout the assessment process.
3. **NEW FOR 2022:** Complete either the **Table Format** (Option A) **OR** the **Narrative Format** (Option B) report based on what makes sense for your discipline. While both forms will include some narrative reflection and specific data reporting, feedback from faculty suggests this option makes reporting more useful.
4. If helpful, review the SOASR Rubric (separate attachment) that will be used to provide program faculty with feedback on their assessment practices to get a sense of what details would be useful to include in your report.

For programs currently undergoing accreditation review: It is recognized that accreditation review often meets or exceeds institutional evaluation standards. If you 1) report program student learning outcome data to your accreditor, 2) data from the current AY for the SOASR is included in your accreditation report, and 3) your report will be completed by the last day to submit the SOASR, you may request an alternate reporting format to streamline your efforts.

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Academic Program:	M.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 2.1 - Candidate will appropriately plan and teach content to students with exceptional needs	No Course	Licensure Exam/Subtest II & III	Licensure Exam	80% of students pass licensure exam	100% of 2 students passes licensure exam. Subtest II Planning and Learning Environment average percent correct was 88%. Subtest III Instruction average percent correct was 89%.	The licensure exam is with a new company. We no longer have access to licensure data from 20-21.
	SPED 634A	Case Study-Impact on Student Outcomes	Rubric	80% of students score meets/exceeds on rubric 15 indicator	100% of 4 students scored meets/exceeds on 15 rubric indicators (e.g. developing goal, explicit instruction, monitoring progress, feedback)	SPED 634A is a new undergraduate course and this is a new assessment.
	SPED 623	Designing an Instructional Unit	Rubric	80% of students score meets/exceeds	100% of 6 students scored meets/exceeds on 20 rubric indicators (e.g. goal, objective, IEP goal, explicit	This assignment and rubric were revised due to new CEC standards.

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				on 20 rubric indicators	instruction, materials, feedback, scaffolds, assessment, generalization)	
#2 2.3 - Candidate will investigate the impact of instruction and other factors on students' learning	SPED 634A	Case Study – Impact on Student Outcomes	Rubric	80% of students will score a meet/exceeds on 2 rubric indicators	100% of 4 students scored meets/exceeds on the 2 rubric indicators (evaluates goal, adjusts intervention)	SPED 634A is a new course and this is a new assessment. This is the first time administering this assessment.
	SPED 602	Positive Behavior Intervention Plan	Rubric	80% of students will score a meet/exceeds	100% of 3 students scored meets on the 1 rubric indicator	SPED 602 – Positive Behavior Intervention Plan was administered in fall 20. During that administration 75% of 4 students scored in meets/exceeds.
#3 3.2 Candidates will reflect on their practices and application of course content.	SPED 634A	Case Study-Impact on Student Outcomes	Rubric	80% of students will score meets/exceeds on 3 rubric indicators	100% of 4 students scored meets/exceeds on 2 rubric indicators that involved reflecting on practice and adjusting intervention. 75% of 4 students scored meets/exceeds on 1 rubric indicator measuring ability to reflect on impacting student outcomes.	SPED 634A is a new course in the graduate program. The Case Study and the Clinical Practice are new assessments for the program.
	SPED 634A	Clinical Practice	Rubric	80% of students will score meets/exceeds on 1 rubric indicator	100% of 4 students scored meets/exceeds on rubric indicator	

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Updated July 2022

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. Ten students were enrolled in fall 21 and 12 students were enrolled in spring 22. Three graduate degrees were conferred for the 21-22 academic year. Enrollment in the graduate program has seen a slight increase. Students who enter the program tend to remain in the program. The graduate program is an online program with both synchronous and asynchronous courses being offered. We believe that the synchronous course offering allows students to interact with the professor and their peers. By having this mixture, students may feel more connected to the university and to the program. Also, with our asynchronous courses, we schedule times for meeting with students online. This allows students the opportunity to meet with the professor and discuss any topics or issues they may encounter in the course. We also make efforts to

	meet with our students face-to-face. If students are within a reasonable driving distance from ISU, we make visits to the student's to observe their teaching. Last semester we were able to visit all of our students who were enrolled in the practicum course.
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? We would like to increase enrollment in the graduate program. We plan to replace our current alternative pathway to initial licensure in special education with a transition to teach program. While both programs offer students the opportunity to get their initial licensure in special education, the transition to teach is the type of program that is easily identifiable to people wanting an initial teaching license. The transition to teach program has fewer credit hours, which make it more competitive with other programs throughout the state. We are also going to offer an add-on licensure that requires only 18 hours. This is a reduction in hours compared to our past program. Course credits from both of these programs can be used in the Master's in Education degree.

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?*	This was our first time using the case study assessment. This assessment is very much aligned to the teaching tasks that special educators do. Current performance on the assessment showed that our candidates were able to administer assessments, identify learning targets, and design evidence-based interventions. Students also were able to make adjustments to the interventions based upon student progress. We want to continue to focus this assessment on reading and ensure that our candidates are designing interventions that are based in evidence.
What findings-based actions are planned to maintain strong performance and/or improve student learning and success?	Because two of these assessments were introduced for the first time, we are going to plan more research-based readings on reading and implement more discussion boards within the courses. By doing this, students should gain more information about interventions and share their plans with their peers.
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?	1.1 Candidate will identify foundations of Special Education, including current legal, regulatory, and ethical issues in special education. 2.2 Candidate will identify the motivation behind the behavior issues and develop interventions.

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	3.1 Candidate will collaborate with stakeholders to provide a positive learning environment for students with exceptional needs.
Describe faculty involvement in this assessment, and how will findings be shared with faculty/stakeholders (as applicable)?	Special education discussed findings. We brainstormed ways to increase graduate students' knowledge in special education practices and science of reading. We decided to include more research-based journal articles on special education practices and reading.

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Academic Program:		Date:	
Author(s):			
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Is this program offered on-campus AND distance? If "Yes," reported data should include students of both, disaggregated.		___ Yes ___ No ___ Hybrid	

Instructions: The narrative format of this report will contain the same information as the table format, but the structure of the narrative is flexible. An outline has been provided for guidance on what to include, but the structure of the narrative need not follow the outline. When applicable, detailed notes from program faculty meetings where assessment was discussed may be copied into this report as the narrative. Please cite to indicate when this is the case.

Student Learning Outcomes Assessment

Program Student Learning Outcomes Assessed this Year

For Each Student Learning Outcome Assessed:

      Assessment Strategies for Each Student Learning Outcome (courses where learning took place, assignments used, tools for evaluation – i.e. rubrics, etc.)

      Established Benchmark for Proficiency

      Actual Student Performance Relative to Established Benchmark (provide specific data rather than general observations)

      Comparison to any Prior Data, if Available

Student Success Activities

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      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?*

      Based on Blue Reports data and review of current activities, what are the primary areas to focus on improving next year?

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?*

What findings-based actions are planned to maintain strong performance and/or improve student learning and success?

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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?

Describe faculty involvement in this assessment, and how will findings be shared with faculty/stakeholders (as applicable)?

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Student Outcomes Assessment & Success Report Evaluation AY 21-22

Program: MS 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 rich, relevant assessments for each LO at multiple points in the curriculum. Use of tools from licensure to rubrics to understand student learning from multiple points of view.	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.	Clear discussion of rubric application for an understanding of data relative to each LO.	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.	Assessment is clearly a shared activity among faculty and informs decision making about the program to support student learning.	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.