

Student Outcomes Assessment and Success Report AY2019-20 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.

Unit/Program Name: Special Education (Undergraduate) **Contact Name(s) and Email(s)** Rebecca Hinshaw Rebecca.hinshaw@indstate.edu

Part 1a: Summary of Student Learning Outcomes Assessment

a. What learning outcomes did you assess this past year?	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?	c. What were your expectations for student performance?	d. What were the actual data/results?	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>1. 1.1 Candidate will identify historical and current legal, regulatory, and ethical issues in special education</p>	<p>Comprehensive Exam</p> <ul style="list-style-type: none"> • SPED 321 <p>State Required Exam End of Program</p>	<p>80% of Students Score 80% or above</p> <p>State established cut score</p>	<p>Fall 2019: (92%) scored 80% or above (12/13) Spring 2020: (68%) scored 80% or above (15/22)</p> <p>17 candidates took the exam, with 100% pass rate (17/17)</p>	<p>Our percentage of pass on the Comprehensive Exam went up in the Fall 2019 report, but went down in the Spring 2020 assessment. We believe that the downturn in the Spring 2020 was the result of the Covid 19 shut-down and the stress of the pandemic. The Spring assessment was given online in March. We do believe this is a good assessment and we plan on using it again in the future. We plan on looking closely at the results for the Fall 2020 assessment-to determine trends and ways that we can greater support our students. We plan to continue to monitor the questions missed and address the topics further in our courses.</p> <p>We are very pleased with the licensure data and will continue to monitor the data and note areas which are</p>

				weaker and make sure we are addressing them in our courses.
2. 1.3 Candidate will identify the motivation behind behavioral issues and develop interventions to address inappropriate behaviors	Functional Behavior Assessment/Behavior Intervention Plan (FBA/BIP) Assignment SPED 215	80% of Students Score 80% or above	Fall 2019: (86%) scored 80% or above (24/28) *Spring 2020 (100%) scored 90% or above (5/5) Because of our transition to online due to Covid-19, some of the students were unable to implement their behavior intervention and collect intervention data.	We believe this is a good assessment of our students' abilities in implementing FBA/BIP, and addressing 1.3. Our SPED 215 course contains a practicum element that allows students to work with elementary students in completing FBA/BIP. In the Spring 2020, only 5 students were able to implement and collect intervention data before the March shut-down of the schools due to Covid 19. We plan to continue to use this assessment in the future, when the students are allowed back into the schools.
3. 2.1 Candidates will appropriately plan and teach content to students with exceptional needs	Instructional Strategies Student Teaching SPED 457 (ELED 457 SPED Elementary Minors)	80% of Students Score 80% or above	Fall 2019: (100%) scored 80% or above (19/19) Spring 2020 (100%) scored 80% or above (9/9)	We have data from our students who are Special Education majors and special Education minors. We believe the support we provided in previous courses, resulted in the students' success in this last course-student teaching. We will continue to use the data from this assessment, to determine ways that we can provide greater support to our students.
4. 3.3 Candidates will reflect on their knowledge of or application of key topics	Special Education Program Survey (Indirect Measure) SPED 402	80% of Students would indicate knowing listed information for questions 1,3,4,5,6,7,8 and providing information for questions 2 & 9.	Fall 2019 (100%) scored 80% or above (18/18) *Spring 2020 No data is available due to Covid 19	The Fall 2019 data is the second round of data we have on this survey. No data was collected in the Spring 2020, due to the Covid 19 and transition to online only. Based on the Fall 2019 data,

				<p>our students are confident about differentiated instruction, BIP/FBA, IEPs, RTI, MTSS, and PBIS. In the open-ended question #2, students indicated special education categories they knew less about supporting. The students listed less categories from the first round of data collected in Spring 2019, and we believe this is the result of the special education faculty providing additional supports and information about all categories –in our courses. As with the previous survey conducted in Spring 2019, the Fall 2019 data from the open-ended question #9 indicated that the majority of our students (11/18) want to teach elementary general education, with elementary special education being second (3/18) and secondary special education (1/18) and other (3/18) coming in last. We plan to continue using this survey, as we believe it provides insightful information for our program. As a special education faculty, we will continue to support our students, stressing co-teaching and collaboration but also the necessity for special educators in elementary and secondary schools.</p>
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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

- a. Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.
- b. 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.
- c. 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.)
- d. 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):

- 1) Cohort: 9
- 2) One year retention rate: 77.78%
- 3) 4-year Graduation Rate: 23.08%

We have discovered that having students get to know our faculty early on, through Teachers of Tomorrow, our teaching of beginning classes (SPED 203 and SPED 226) and our student organization (Student Council for Exceptional Children –SCEC) works well for us in recruiting and retaining our students. Also, the number of students choosing Special Education as a minor-is actually increasing as our colleagues in Elementary Education are also highly supportive of Special Education as a minor for students interested in teaching Elementary Education.

As for opportunities for improvement to focus upon, we will continue to provide additional information on teaching special education, in our SPED 215 course, which is required of all Elementary and Special Education students. Our Graduate rate is up-but continues to be a concern for us. Our plan was to put greater emphasis on the benefits of completing the degree-and we continue to do this in our interactions with students in the teaching of our courses and our student organization.

Part 1c: Summary of Career Readiness Activities (OPTIONAL FOR GRADUATE PROGRAMS)

Career Readiness Map Attached

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:

- 1) **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?)
- 2) **findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)**
- 3) **what your assessment plan will focus on in the coming year**
- 4) **how this information will be shared with other stakeholders**
 1. In review of the four areas and assessments, the majority of our candidates are successful in fulfilling the expectations of the assessments and also providing additional information to inform our teaching. Data from both the Comprehensive Exam and the Licensure test indicate that our students identify historical and current legal, regulatory and ethical issues in special education, know information about IEPs, differentiation, and supportive instruction. Looking at the Comprehensive Exam, we believe that the pandemic of Covid 19 impacted our students, their ability to focus, and the results of the Spring 2020 data. We are very pleased with the information about the licensure exam, and the 100% pass rate. Looking at the FBA/BIP and Instructional Strategies Student Teaching, we know our students are aware of motivational and intervention techniques to address behavior issues of students and are able to plan and teach content. As with the Comprehensive Exam Spring 2020 data-Covid 19 and the shut-down of schools in March-impacted our

data for the FBA/BIP. Our final assessment is our survey, which we were able to administer in the Fall 2019. This survey is given to our students, in the semester before their student teaching. This 9-question survey has helped us see what the students feel they know, what they feel they are lacking, and what they want to do upon graduation. We have used this survey to inform our teaching. We believe that the 4 listed assessments and this last indirect measure do address the students' learning, how successful they are at various times in their program (i.e., SPED 215-SPED 321-SPED 402-SPED 457 and licensure exam), and how they feel about their career readiness. Questions raised from the data include ways to help the students connect theory with practice and also provide greater supports for teaching inclusive special education practices in general education classroom-as many of our students with minors in special education want to be general educators.

2. We believe these five assessments do address our students, special education, and a career in special education.
3. To help inform our continuous improvement efforts, we will meet together and determine assessments that address different student outcomes for the upcoming year. We plan to also meet with our Assessment Director, Malea Crosby.
4. This information is shared in Special Education Area meetings and Department meetings.

Please prepare this report as a Word document. Do not include any attachments. Instead, provide links to important supporting materials (e.g., detailed—but not student-specific--assessment results; rubrics; minutes; etc.), or upload them to the college's assessment site in Blackboard.

Thank you so much for sharing your assessment process and findings for AY 2019-20 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: BS Special Education	Overall Rating: Mature (2.75/3.00)
Strengths	Recommendations
<ul style="list-style-type: none"> • Learning outcomes are clear and measureable. • Measures are appropriate for students to demonstrate learning, including both direct and indirect measures to provide different insights into learning. These include high-impact practices, such as student teaching, and state required standardized exams to compare student achievement in program to readiness for their careers. • Excellent use of indirect measure of student perceptions of learning as a formative assessment to inform teaching. • Clear description of findings, including likely influence of COVID-19 on results. • Clear information is provided about faculty participation in the assessment process, as well as how results are shared and how plans are made for the coming assessment cycle. 	<ul style="list-style-type: none"> • Consider providing a brief note on how student performance is evaluated to ensure accuracy of the data. For instance, assuming the Comprehensive Exam covers more than outcome 1.1, note if a rubric is used and that the scores reported only reflect scores from the corresponding dimension on the rubric. Other types of evaluative tools can be noted as well – checklists, exam keys, etc – that provide insight into the evaluation of data on direct measures.

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, and rationale is provided for why it was selected for assessment.</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 (program) 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>

Analysis & Results	<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>
Sharing & Use of Results for Continuous Improvement	<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>
Overall Rating	<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Mature	<input type="checkbox"/> Developing	<input type="checkbox"/> Undeveloped

Please see reviewer notes for more details.