

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.*

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Part 1a: Summary of Student Learning Outcomes Assessment

<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. Candidate will develop an inclusive program for a student with exceptional learning needs</p> <p><u>Graduate SLO:4</u> <u>Graduate SLO: 5</u></p>	<p>Develop an IEP</p> <ul style="list-style-type: none"> • Rubric <p>SPED 698D</p>	<p>80% of Students score 80% or above</p>	<p>Summer 2020 (84%) 5/6 scored 80% or above and (16%) 1/6 scored below 80%</p>	<p>Based on these assessment results, five domestic students were successful in the assessment, and one international student scored below 80%. In the assignment, we provide detailed information and Yuja presentations on writing each aspect of the IEP. The IEP assignment and format follows expectations of IEPs, according to IDEA. We believe that an advantage for the domestic students was their familiarity with IEPs from their experiences working in schools. Looking at our results, we plan to provide additional feedback to our international students in writing each section of the IEP-in the form of checkpoints-in advance of the due date. We also plan to add requirements to attend virtual office hours-in the</p>

				form of a sign-up sheet choices of virtual hours. Our international students have previously been able to meet with us F2F, but with Covid 19, this did not happen and all sections were in an online format.
2. Candidate will identify the motivation behind behavioral issues and develop interventions <u>Graduate SLO: 2</u> <u>Graduate SLO:3</u> <u>Graduate SLO:4</u> <u>Graduate SLO:5</u>	Functional Behavior Assessment/Behavior Intervention Plan (FBA/BIP) Assignment SPED 602	80% of Students score 80% or above	Fall 2019(100%) scored 90% or above (15/15)	Based on the assessment results, we exceeded our expectation of 80%, as all 15 students scored 90% or above. The move of this course to the fall semester and the addition of a practicum expectation-proved successful.
3. Candidates will appropriately plan and teach content to students with exceptional needs <u>Graduate SLO:1</u> <u>Graduate SLO:2</u> <u>Graduate SLO: 5</u>	Teacher Work Sample Assignment SPED 623	80% of Students score 80% or above	Spring 2020 (100%) scored 80% or above (6/6)	Based on the assessment results, all six of the students were successful in the assessment. The small number of students in the course, allows the instructor to provide greater individual supports to each student.

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 Enrollment: 3
- 2) Retention: 67%

We believe that the smaller class sizes worked well in supporting our students.

We believe that two new opportunities will allow us to grow our program. First, our new program of offering a 4-course add on of Intense Interventions, is working its way through Curriculog and we plan to present it to the IDOE, in the near future. We also are continuing to work on a program of initial licensure in special education from ISU (we presently only have an add-on). Second, IDOE has new grant funds available for specialized license in Special Education Mild Interventions. We have applied for this grant and expect acceptance in the near future. It is a fully-funded grant for an add-on in Special Education-Mild, which is what we offer at ISU. We would begin the grant cohort in the summer 2021. These listed assessments will continue to be used but used in our programs-as needed. We believe this will provide prospective students, including career changers, with a pathway to teaching special education.

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

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. As we look at the data, we are pleased with our results and the choice assessments. As in previous years, our candidates were successful in the chosen assessments, with one assessment exceeding our expectations. Looking at our feedback from our last report, we chose these courses and assessments because we believe they represent expectations of special educators. Our special education teachers must know how to write an IEP that addresses the unique needs of individuals with exceptionalities, know and demonstrate motivational and behavior intervention techniques in a given setting, and be able to plan, teach, and reflect on content in support of students with diverse needs.

2. We believe these 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: M.S. Special Education	Overall Rating: Mature (2.75/3.00)
Strengths	Recommendations
<ul style="list-style-type: none"> • Learning outcomes are clear, measureable, and aligned with Graduate Learning Outcomes to demonstrate graduate level rigor. • Measures are clearly described, thoughtfully selected to align with critical skills, and provide direct evidence of student learning. • Expectations for performance are clear and reasonable. Actual performance is reported clearly and in relation to expectations. • Thoughtful analysis of findings is described. With a small cohort, it can be easy to dismiss a single student who does not meet expectations, but it is clear from the report that the faculty know their students and strive to provide targeted support for learning improvement. • Excellent notes on adjustments that were made to the course sequence to improve learning and the findings that students in this course are now exceeding expectations. • Clear information is provided about using and sharing results with faculty and stakeholders. Faculty are clearly involved in the assessment process. 	<ul style="list-style-type: none"> • Similar to the IEP assignment for SPED 698D, note whether rubrics are used for the other assignments and if just single dimension scores on the rubric are reported to evidence learning in each outcome rather than comprehensive scores that may not provide specific information.

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>

<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 type="checkbox"/> Exemplary</p>	<p><input checked="" type="checkbox"/> Mature</p>	<p><input type="checkbox"/> Developing</p>	<p><input type="checkbox"/> Undeveloped</p>

Please see reviewer notes for more details.