Student Outcomes Assessment and Success Report AY2017-18   *Completed reports due from the dean to the Assessment Office via Blackboard by October 15. Deans, assessment coordinators, and/or department chairs set their own internal deadlines for material review and request for refinement if not suitably addressing questions.*

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

Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary. Templates are available on the assessment website.

Part 1a: Summary of Assessment Activities

a. What learning outcomes did you assess this past year? **If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.**	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?
1. Candidate will develop an inclusive program for a student with exceptional learning needs Graduate SLO:4 Graduate SLO: 5	Develop an IEP • Rubric • SPED 698D	80% of Students score 80% or above	Summer 2018: (97%) scored 80% or above (9/10)	Based on these assessment results, we will provide more supportive information in the three areas that had lower scores: student's needs, goals for support, and learning environment conditions. This will be done to help candidates understand the connections between these areas and the creating/planning/writing of an IEP.
2. Candidate will identify the motivation behind behavioral issues and develop interventions Graduate SLO: 2 Graduate SLO:3 Graduate SLO:4 Graduate SLO:5	Functional Behavior Assessment/Behavior Intervention Plan (FBA/BIP) Assignment • SPED 602	80% of Students score 80% or above	Summer 2017: (83%) scored 80% or above (8/10)	We have implemented a plan to spend more time in the course practicing techniques to address behaviors and practicing writing behavior objectives and have moved the course to a fall rotation to have the candidates complete a practicum for the FBA/BIP Assignment.

3. Candidates will appropriately plan and teach content to students with exceptional needs Graduate SLO:1 Graduate SLO:2 Graduate SLO: 5	Teacher Work Sample Assignment • SPED 623	80% of Students score 80% or above	Spring 2018: (96%) scored 80% or above (4/5)	In teaching the course again, we plan to put greater emphasis on the two areas with the lower score: interpreting assessment results to guide instruction and culture, family and environment impact on student learning.
4. Candidates will reflect on their practices and application of course content Graduate SLO:1 Graduate SLO:3 Graduate SLO: 5	Reflections in Special Education Action Research Assignment (indirect measure) • SPED 630	Candidates must obtain a score of "3" to be deemed proficient	Summer 2018 (83%) scored a "3" proficient (5/6)	We will continue to use reflection on practice and course content, in the Special Education Action Research Assignment in SPED 630, but we are also adding an indirect measure such as a survey or exit slip, to the course when we teach it again.

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.*

Notes
a. Use your outcomes library as a reference.
b. Each outcome must 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 must 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.
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: Continuous Quality Improvement
In no more than one page, summarize 1) the discoveries assessment has enabled you to make about student learning (a. What specifically do students know and do well—and less well? b. What evidence can you provide that learning is improving?); 2) what your assessment plan will focus on in the coming year; and 3) how will this information be shared with other stakeholders?

1a. Looking at the four assessed outcomes, the majority of our candidates are able to apply course information to be successful in the learner outcomes. It must be noted that both domestic and international candidates' data is represented in the learner outcomes information, so this is encouraging that the majority of our candidates were successful. Candidates did extremely well in two assessments: developing an IEP, which represents the candidate's ability to develop an inclusive program for students with exceptional learning needs; and Teacher Work Sample,

which represents the candidate's ability to appropriately plan and teach content to students with exceptional needs. Candidates scored lower in the other two assessments, FBA/BIP and Reflections in Special Education Action Research Assignment.

   1b. We believe that the percentage information in each learner outcome, demonstrates evidence of learning. Although each course is only offered once a year (as is each learner outcome assessment) we can also compare our results from a previous year to our current year data, to demonstration learning.

   2. Our assessment plan for the coming year will continue to focus on these four learner outcomes, as we believe they address the depth and breadth of knowledge and experiences that a special educator needs to be successful. We have made some changes in two of the assessments of learner outcome. We have moved the SPED 602 course to the fall semester and included a practicum component for completion of the FBA/BIP. We also plan on adding an indirect measure, such as a survey or exit slip, to the culminating course, SPED 630. We believe these changes will provide us with greater evidence of learner outcomes.

   3. This information will be shared in Special Education Area meetings and Department meetings.

Part 2a: Summary of Student Success Activities

Based on the results of your assessment of student learning outcomes from Part 1 above, reflect on how this data will impact student success within your unit/program.

a. What goals/objectives were established this past year to aid student performance, retention, persistence, and completion?	b. What primary action steps were taken to make progress on each goal and who was responsible?	c. What data informs progress on each goal?	d. What were some accomplishments or achievements for each goal and/or challenges confronted?	e. Please indicate goals that are continuing and any goals that will replace a previous goal. Any additional goals can also be added on a new line.
1. To aid student performance, our goal was to increase our supportive instruction in specified areas of need.	The special education faculty discussed in an area meeting, ways to increase our supportive instruction in specified areas of need-as indicated on our learner outcomes assessments. It was determined that the instructors of the courses SPED 689D and SPED 623, will put greater emphasis and supports in lower areas, when teaching the course again. The special education faculty members were all involved, with Dr. Rebecca Hinshaw being the coordinator.	The two IEP and Teacher Work Sample assessments inform progress on this goal.	The instructors of the courses have integrated ways to provide additional supports to candidates, to promote success in specified areas of need. The challenge is providing additional supports and still covering the content in a timely manner.	We will continue with this goal, as it is one that the candidates need to be successful in completing an IEP and completing the Teacher Work Sample.

2. To aid student performance, our goal was to increase opportunities for the candidates to practice instructional techniques in support of behavior and teaching.	The special education faculty discussed in an area meeting, ways to increase opportunities for the candidates to practice instructional techniques in support of behavior and teaching. It was determined that SPED 602 would be moved to the fall semester, and include a practicum element. Dr. Shawn Huisinga was responsible for updating the course information to make it applicable to a fall schedule and implementing the planned practicum.	The candidates complete the practicum in SPED 602, including the completion of the FBA/BIP assignment.	The goal of moving the course to the fall and including a practicum has been achieved, but the challenge was finding the placements for the candidates to complete the practicum.	We will continue with this goal, as it provides the candidates with an authentic experience in completing FBA/BIP assignment as well as implementing teaching strategies in support of behavior.
3. To aid student performance, our goal was to provide candidates with greater opportunities to reflect on experiences.	The special education faculty discussed in an area meeting, ways to increase opportunities for candidates to reflect on experiences. Specifically, it was determined that the culminating course, SPED 630 would be a good choice for the learner outcome of reflections and the course product, Special Education Action Research would include elements of reflection, in an indirect measure. The special education faculty members were all involved, with Dr. Rebecca Hinshaw being the coordinator.	The candidates were able to reflect on their practices and application of course content, by completing elements of reflection, in the course SPED 630 course product, Special Action Research.	The goal of increased opportunities to reflect on experiences, was implemented in SPED 630.	We will continue with the goal of providing the candidates with greater opportunities of reflection, but we will change this goal to be an indirect measure such as a survey or exit slip, to occur in SPED 630.

Notes

a. These goals could be program/department wide but may also be focused on specific sub-populations of interest (e.g., service course student performance, transfer students, part-time students, students of a particular class year, students of color, etc.).

c. Retention and completion data, D/F/drop rates, credit hour productivity (defined as credit hour enrollment at start of term versus credit hours earned at end of term) are common data examples. See Blue Reports database (access from Linda Ferguson in Institutional Research) or the Office of Institutional Research for ideas.

Part 2b: Continuous Quality Improvement

In no more than one page, summarize 1) the discoveries that attention to student performance, retention, persistence, and completion has enabled you to make about program/department systems, processes, and norms as it effects students; and 2) how this will positively impact student success, including with regard to the readiness of students for graduate study or a career?

1. As a program, we have discovered that attention to these learner outcomes enables us to see areas of need and then provide our candidates with supports to help them become successful in the assessments and also in the areas describes as learner outcomes. Our focus on these goals of student performance, allows our candidates to feel confident that their graduate special education program and ISU, provides the information and needed experiences to help them be successful in the course assessment and in their future teaching of special education students.

2. We believe that these learner outcomes and assessments, reflect experiences and expectations of a career in teaching special education. We ae aware that our candidates are likely to be practicing teachers working as special educators using an emergency license/permit. Our international candidates also have experiences in teaching and are pursuing our masters to work as educators in support of special education. Based on this, we believe that our learner outcomes have a positive impact on student success and prepare our candidates for a career in special education. In relationship to the learner outcomes and assessments, effective special educators know how to write an IEP to address the needs of an exceptional learner, are aware of motivational and intervention techniques to address behavior issues of students, are able to plan and teach content, and able to reflect on their practices.

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.

Dear Rebecca,

Thank you so much for sharing your assessment process and findings for AY 2017-18 with the Assessment and Student Success Councils. You will find a comprehensive synthesis of the feedback compiled by both groups below. It is understood that some of the feedback might encompass practices that you already engage in but that are 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 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)

<table>
<tr><td colspan="2" align="center">Program: Special Education – Graduate</td></tr>
<tr><td colspan="2">Assessment Practice Overall Rating: Mature (2.75/3.00)
Student Success Practice Overall Rating (notes below in blue): Developing (1.50/3.00)</td></tr>
<tr><td align="center">Strengths</td><td align="center">Recommendations</td></tr>
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Excellent, clear, measurable learning outcomes with demonstrated alignment to CGPS outcomes.
Strong measures situated in different parts of the curriculum rather than relying on a single assignment to measure all outcomes. Allows for observation of student competence in different settings, potentially by different faculty.
Great description of interpretation of the results, subsequent adjustments to assessments and pedagogy to better understand and promote student learning, and information about sharing results.
Good articulation of clear goals for improving student learning success and performance.
Excellent descriptive information in Part 2b to clarify why the goals were chosen and how achieving them might help students feel more confident and perform better in the field.
Clear information about how multiple faculty contributed to the development of action plans to achieve goals.
Good choice of some direct and indirect data sources to inform progress on goals.

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Describing or attaching additional information about the tools used to measure performance (or just copies of the tools themselves) would enhance the report for sharing with your faculty or for future use. It could also help faculty determine the quality of the assessments and their influence on the findings.
Consider reporting data in terms of student performance to better understand the impact of changes from this perspective. For example, rather than just knowing that student reflection has increased, consider evaluating the quality (depth, learning) of the reflections to show that they are, in fact, enhancing student performance. This should help in making decisions about future goals or action plans to better support current goals.

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Assessment Scoring Rubric is included below. Student Success Scoring Rubric is included on the last page for reference only.

Score was calculated on a 0 (undeveloped), 1 (developing), 2 (mature), 3 (exemplary) scale.

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
Student Learning Outcomes	At least one learning outcome that is aligned with program coursework is assessed this cycle. Learning outcome(s) is specific, measureable, and student-centered. Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.) Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.	At least one learning outcome that is aligned with program coursework is assessed this cycle. Learning outcome(s) is specific, measureable, and student-centered. Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)	At least one learning outcome that is aligned with program coursework is assessed this cycle. Learning outcomes(s) is measurable.	No learning outcomes are identified for assessment or the outcomes that are identified are not linked to program outcomes aligned with program coursework (e.g. – curriculum map) or are not measurable.
Performance Goals & Measures	Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.). Identified measures are designed to accurately reflect student learning, including at least one direct measure. Tools used to measure student performance are described and were reviewed for validity or trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).	Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.). Identified measures are designed to accurately reflect student learning, including at least one direct measure. Tools or processes for evaluating student performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).	Performance goal(s) is identified for each learning outcome. Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures. Tools or processes for evaluating student performance on measures are not described.	No goals for student performance of learning outcomes is identified, and/or no measures are provided.

Analysis & Results	Data is collected using the measures and tools identified. Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures). Results are shared in relation to performance goals. Results are discussed in relation to college, institutional, and/or accreditor goals/standards.	Data is collected using the measures and tools identified. Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures). Results are shared in relation to performance goals.	Data is collected using the measures and tools identified. Results are reported with little description of analysis.	No data is being collected. No results are provided.
Sharing & Use of Results for Continuous Improvement	Clear information is provided about sharing and using results to inform practice. Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice. A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined.	Clear information is provided about sharing and using results to inform practice. Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.	Limited information is provided about sharing or using results to inform practice. Some discussion of what was learned from results is provided.	No information is provided about sharing or using results to inform practice. No evidence of reflection on results is provided (ex: discussion, conclusions drawn)
Overall Rating	□ **Exemplary**	X **Mature**	□ **Developing**	□ **Undeveloped**

Student Success Activities Report Rubric (Part 2 of Student Outcomes Assessment Report)
Office of Student Success/Office of Assessment & Accreditation Evaluation Date:

Evaluation Criteria	0 Undeveloped	1 Developing	2 Mature	3 Exemplary
Goals/ Objectives	No goals/objectives are identified.	Goals/objectives are poorly suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives may also be modest at best such that little effort is required.	Goals/objectives are generally clear and reasonably well suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives are also generally at least moderately aggressive such that appropriate effort is required.	Goals/objectives are all clear and well suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives are also at least moderately aggressive in all cases such that appropriate effort is required.
Action Steps	No action steps are identified.	Action steps are weak, underdeveloped, and/or poorly suited to making progress on goals/objectives. No person(s) or group(s) indicated who will be responsible for the actions.	Action steps are generally clear and reasonably well suited to making progress on goals/objectives. Person(s) or group(s) responsible for the actions are indicated in most cases.	Action steps are all clear and well suited to making progress on goals/objectives Person(s) or group(s) responsible for each action are indicated, ideally with a timeline.
Data that Informs Progress on Each Goal/Objective	No data, quantitative or qualitative, is identified.	Data to inform progress are poorly suited to measure progress on goals/objectives.	Data to inform progress are generally well suited to measure progress on goals/objectives.	Data to inform progress are all well suited to measure progress on goals/objectives.
Assessment of Outcomes and Continuous Improvement	For goals/objectives in place the prior year, no reflection provided on achievements/challenges, sharing results, and/or plans for improvement or change based on results. No reflection on outcome assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, modest at best reflection provided (and/or is vague or of questionable connection to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Modest at best reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, generally appropriate reflection provided (and is reasonably well connected to results) on achievements/ challenges, sharing results, and/or plans for improvement or change based on results. Reasonable reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, strong reflection is provided in all cases (and is well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Well-developed reflection on assessment plan for continuous improvement provided for new goals/objectives.
Overall Rating	□ **Undeveloped**	□ **Developing**	□ **Mature**	□ **Exemplary**