

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 (Undergraduate) **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

<p>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.</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?</p>
<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</p> <ul style="list-style-type: none"> • End of Program 	<p>80% of Students Score 80% or above</p> <p>State established cut score</p>	<p>Fall 2017: (83%) scored 80% or above (12/14) Spring 2018: (80%) scored 80% or above (19/24)</p> <p>38 candidates took the exam, with 95% passing.</p>	<p>We plan to continue and intensify our occasions to review content information in multiple courses.</p>
<p>2. 1.3 Candidate will identify the motivation behind behavioral issues and develop interventions to address inappropriate behaviors</p>	<p>Functional Behavior Assessment/Behavior Intervention Plan (FBA/BIP) Assignment</p> <ul style="list-style-type: none"> • SPED 215 	<p>80% of Students Score 80% or above</p>	<p>Fall 2017: (86%) scored 80% or above (50/58)</p> <p>Spring 2018 (97%) scored 80% or above (21/22)</p>	<p>We have implemented a plan to spend more time in the course practicing techniques to address behaviors and practicing writing behavior objectives.</p>
<p>3. 2.1 Candidates will appropriately plan and teach content to students with exceptional needs</p>	<p>Instructional Strategies Student Teaching</p> <ul style="list-style-type: none"> • SPED 457 	<p>80% of Students Score 80% or above</p>	<p>Fall 2017: (100%) scored 80% or above (24/24)</p> <p>Spring 2018: (100%) scored 80% or above (26/26)</p>	<p>We will continue to provide supports in previous courses so that the last teaching – instructional strategies student teaching- continues to meet or exceed expectations.</p>
<p>4. 3.3 Candidates will reflect on their practices and application of course content</p>	<p>Reflective Journal entries- indirect measure</p> <ul style="list-style-type: none"> • SPED 318 	<p>Candidates must obtain a score of "3" to be deemed proficient</p>	<p>Fall 2017: (95%) scored at a "3" proficient (20/21)</p>	<p>We will continue to use reflective journal entries in the course, but will also add</p>

			Spring 2018 (100%) scored at a “3” proficient (27/27)	an indirect measure to another course, SPED 402, that occurs during the candidates’ TOTAL teaching semester.
--	--	--	---	--

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. Looking specifically at the State licensure exam data, Domain II – Development, Characteristics and Assessment had the highest percentage of candidates passing at 95%. This is an area that is stressed throughout all courses and most assignments. The second highest pass rate was Domain IV – Planning and Delivering Instruction and Interventions, which had 92% of the candidates passing. Looking at the four assessed outcomes, candidates are aware of the history, legal and ethical issues in special education, 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 and course information.

1b. Looking at the data from fall to spring, changes in the percentage indicates that candidates’ learning is improving or staying the same in three of the four addressed learner outcomes. Issues with technology occurred during the administering of the Comprehensive exam in Spring 2018, resulting in candidates not being able to complete the exam in a timely manner-which may have impacted the scores achieved on the exam.

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 also plan on adding an indirect measure in another course, SPED 402. This course occurs during the candidates’ TOTAL semester before their student teaching semester, and we believe that an indirect measure such as a survey or exit slip, would provide us with additional information.

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 intensify occasions to review content in multiple courses.	The special education faculty discussed in an area meeting, ways to intensify review of content in multiple courses. As appropriate, additional review of content was provided in the teaching of the courses. The special education faculty members were all involved, with Dr. Rebecca Hinshaw being the coordinator.	The course exams inform the progress on this goal, including the comprehensive exam given in SPED 321. The State Licensure exam also informs progress on the goal.	The goal was achieved in multiple courses, with particular attention in the method courses of SPED 314 and SPED 318. The challenge is implementing a continued review of content and covering new content in courses.	We will continue with this goal, as it is one that the candidates need to be successful in performing well on the State Licensure exam, as well as the exams in courses.
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 215 would include a practicum element and that Dr. Shawn Huisinga was responsible for implementing the planned practicum.	The candidates complete the practicum in SPED 215, including the completion of the FBA/BIP assignment.	The goal of a practicum was achieved, but the challenge was finding a time for the practicum to occur, as well as a school setting. It was determined that the practicum would occur in an after-school setting at an elementary school.	We will continue with this goal, as it provides the candidates with an authentic experience in completing the 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 increased opportunities to	The special education faculty discussed in an area meeting, ways to increase opportunities for candidates	The candidates' success in SPED 457, including the successful completing of the Instructional Strategies	The goal of increased opportunities to plan instruction was achieved, but the challenge was in providing	We will continue with the goal of planning and support, with a greater emphasis on

<p>plan instruction and reflect on experiences.</p>	<p>to plan instruction, as well as reflect on experiences. As appropriate, additional opportunities to plan instruction and reflect on the experiences, was provided. Specifically, candidates would plan instruction in SPED 314 and SPED 318, which included greater focus on differentiated instruction, MTSS, and UDL. The special education faculty members were all involved, with Dr. Rebecca Hinshaw being the coordinator.</p>	<p>Student Teaching Assessment, indicates their ability to successfully plan instruction. Also, the candidates were able to reflect on their practices and application of course content, by completing reflective journal entries in SPED 318.</p>	<p>sufficient time in the previous courses of SPED 314 and SPED 318 to achieve the goal. The candidates in SPED 318 were able to reflect on their practice and the content of the course, in their reflective journal entries.</p>	<p>differentiation, MTSS and UDL. Also, the reflection goal is a good goal, but we will change this goal to be an indirect measure to occur in SPED 402.</p>
---	---	---	--	--

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 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.
2. We believe that these learner outcomes and assessments, reflect the experiences and expectations of a career in teaching special education. Effective special educators know the history, legal, and ethical issues in special education, 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)

Program: Special Education – Undergraduate	
Assessment Practice Overall Rating: Mature (2.625/3.00) Student Success Practice Overall Rating: Exemplary (3.00/3.00) <i>*see second rubric below</i>	
Strengths	Recommendations
<ul style="list-style-type: none">• Excellent, clear, measurable learning outcomes. These are very well-written.• Good indication of a variety of direct and indirect measures utilized in different parts of the curriculum.• Congrats to your faculty and students on their great performance!• Fantastic description of use and sharing of findings, especially in the breaking down of the state licensure exam scores to better understand the connections between curriculum and student learning. It is noteworthy that you will continue to focus on areas of high performance because of their importance to the curriculum.• Excellent descriptions of goals for aiding and improving student success with clearly aligned action steps for doing so.• Your addition of authentic opportunities for students to demonstrate and practice their learning is a great idea for reinforcing success.• Your faculty do an excellent job of working collaboratively.	<ul style="list-style-type: none">• One way to enhance your assessment reporting is to note which CAEP standards link to the outcomes you measured. This can make it easier when accreditation comes around to provide the needed evidence.• Describing tools used with measures (it seems like test keys and rubrics were used) or providing them as attachments may be useful for faculty reviewing these results and may help to examine specific tools for their quality as assessments.• Consider reflecting on metrics for student retention and success as part of your ongoing student success reflections.

Scoring Rubric is included below.

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

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

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

Student Success Activities Report Rubric (Part 2 of Student Outcomes Assessment Report)Unit/Program:

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