Student Outcomes Assessment and Success Report AY2018-19   *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 (Graduate)   **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? 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? *Can expand on this in Part 2.*
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 2019 (100%) scored 80% or above (5/5)	Based on these assessment results, all of the five students were successful in the assessment. We had a smaller group and provided the scaffold of support on each section, for them to be successful in writing the IEP. We will continue to provide the supports needed. As indicated on the previous report, we have included the IEP Rubric that is also a part of our SPA.
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	Fall 2018 (100%) scored 80% or above (9/9)	Based on the assessment results, all nine of the students were successful in the assessment. We moved this assessment to the fall semester and added a practicum expectation to it. The students had more time to learn the material and implement the plans. The rubric is included (FBA/BIP).
3. Candidates will appropriately plan and teach content to students with exceptional needs	Teacher Work Sample Assignment SPED 623	80% of Students score 80% or above	Spring 2019 (100%) scored 80% or above (3/3)	Based on the assessment results, all three of the students were successful in the assessment. We believe

Graduate SLO:1 Graduate SLO:2 Graduate SLO: 5				this is the result of our greater emphasis on areas of need and the small number of students allowed the instructor to provide greater individualized instruction and supports. The rubric is included and was part of our SPA.
*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 (We were not able to conduct this reflection/survey do to the fact that the course was not offered in the Summer 2019-no students)	*Candidates would complete a reflection/survey on special education	*Summer 2019-no students in course-course did not occur	*We were not able to have the students complete the assessment. We plan on creating a survey similar to our undergraduate survey, to be given near the end of the program.

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: 8   2) Retention: 75%

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

We believe that our significant opportunity is to complete and implement our plans for our new MS in Special Education. We are in the final stages of writing the new program that will offer initial licensure in special education and also add-ons in both mild and intense licensure. Some of the courses will simply be re-designed. These listed assessments will continue to be used but re-designed 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. Looking at all of the assessment, our candidates were successful in the measures administered. We believe that our smaller number of students impacted this data, as well as improvements we made in delivering information, addressing weaker areas, and supporting the students in their learning and completion of assessments. Our percentages indicate a growth from our data submitted last year and we believe this is evidence of improved learning. We believe that these assessments reflect experiences and expectations of special educators and others in the field of special education. Our special educators 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. As we plan our new program, we must address ways to implement these ideas and assessments into our future program.

2. We believe these assessments do address our students, special education, and a career in special education.

3. We will continue to focus on these assessments for the coming year and plan to integrate them into our new program.

4. This information is shared in Special Education Area meetings and Department meetings. The minutes from a recent Special Education Area meeting is provided.

__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 2018-19 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 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: Exemplary (3.00/3.00)
Strengths	Recommendations
- Learning outcomes are clear, specific, and measureable. They are clearly aligned to GSLOs. - Assessment methods and courses are clearly noted. A diverse array of student performances are captured for each outcome, giving faculty an opportunity to triangulate assumptions about performance. - Clear information about expected and actual student outcomes. Good information provided about rubrics used to evaluate performance. The rubrics are clearly thoughtful and sophisticated in use for analysis. - Good discussion of what was learned from findings and information about how changes to cohort size and faculty ability to teach more one-on-one influencing success. - Clear information provided about how findings are shared publicly.	- One thing I noticed was that your expectations and results are presented in terms of percentage scores, while your rubrics are structured in attainment thresholds. There's nothing wrong with this at all, but I was wondering if it might help you and the faculty to better understand what those percentages mean if you reported number of students scoring at each threshold on the rubric. Just a thought in case it might make this report more useful for faculty. - Again, another thought that doesn't have bearing on the quality of this really strong report – one thing noted as a major factor in improving student success this year was the small class size and personal attention from faculty. It sounds like some of the program changes to soon take effect will increase cohort sizes. Adding a note or continuing to think on how to keep up momentum from current student success as cohort sizes increase would be a useful application of the findings on this report. - Providing a note about why these outcomes were selected for assessment (e.g., in response to prior findings/interventions or part of a cycle) could provide a good historical record for faculty reading this report in the future or planning for next year. It doesn't diminish the quality of the report (hence the perfect score), but may prove useful.

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**	□ **Mature**	□ **Developing**	□ **Undeveloped**

Special Education Program Meeting

9/9/2019

12:00 p.m.

Present: Robin Burden, Rebecca Hinshaw, Shawn Huisinga

- Reviewed Student Learning Outcomes documents – undergraduate. SPED 321 – Robin will provide data from comprehensive exam. SPED 215 data is on TK20. ELED 457 for special education minors data is online – Rebecca is looking at that. SPED 318 – Rebecca is going to use survey data for reporting this.
- Reviewed Student Learning Outcomes documents – graduate. Rebecca is going to revise some of the language in the document.
- Career Readiness Document – Rebecca will revise the language in this document.
- Robin shared that during TOTAL meeting the group agreed to allow special education minors/majors 5 – half days in a special education setting. This allows our candidates more exposure in special education settings.
- Reviewed the degree path for mild and intense intervention graduate program. Also, reviewed the 4 intense intervention syllabi. Robin Burden made motion to accept the syllabi, with the revision that standards on the Characteristic syllabus will be moved to the outcomes section. Rebecca Hinshaw seconded. Motion passed.