

Academic Program Assessment Report

Assessment is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that an institution "identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results".

Be sure to SAVE your progress as you work!

Academic Program
Special Education, B.S.

Submission Year
2020-2021

Assessment Coordinator Name
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Program Goal

Goal

Goal 1

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

Graduates in the Special Education program of the Department of Teacher Education will demonstrate specific knowledge, skills, and dispositions in accordance to the South Carolina Teaching Standards and Interstate Teacher Assessment and Support Consortium (InTASC) standards.

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Results of PPAT

Timeframe for this Outcome

Academic Year 2019-2020

Performance Target for "Met"

80% or more of Lander's Department of Teacher Education special education teacher candidates score 36 points or higher on the Praxis Performance Assessment for Teachers (PPAT)

Performance Target for "Partially Met"

61% to 79% of Lander's Department of Teacher Education special education teacher candidates score 36 points or higher on the Praxis Performance Assessment for Teachers (PPAT)

Performance Target for "Not Met"

Less than 61% of Lander's Department of Teacher Education special education teacher candidates score 36 points or higher on the Praxis Performance Assessment for Teachers (PPAT)

Assessment Measure Used

Praxis Performance Assessment for Teachers (PPAT)

Frequency of Assessment

Once, during final semester of the special education professional program (student-teaching).

Data Collected for this Timeframe (Results)

86% (6/7) scored 36 points or higher

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

The PPAT assessment is designed to allow teacher candidates to demonstrate their performance during student teaching. Successful completion of this assessment demonstrates that teacher candidates are prepared to enter the classroom as entry-level teachers.

The PPAT assessment was developed by Educational Testing Services (ETS) in collaboration with teacher education faculty, cooperating teachers and department of education officials to determine the knowledge, skills and abilities that classroom practitioners deem essential for effective teaching. PPAT is aligned with INTASC standards and the South Carolina Teaching Standards.

For this academic year's administration, the special education program raised the performance Target for "Met" to 80%. The percent of special education pre-service teachers attaining the required ETS passing score of PPAT was high with 86% meeting or exceeding the goal.

Both students and professors continued to make changes during this academic year for the PPAT assessment which requires test takers to engage in in-depth self-reflection based on feedback from classroom observations and one-on-one coaching from supervising instructors and cooperating teachers along with proof of rigorous skill attainment.

The target score for each task is 3.0. Analysis of the results from the 2019-2020 school year demonstrate that special education student teachers' strengths were in planning for all three tasks. This is shown in the mean scores for Step 1 in each Task (Task 2, 2.9; Task 3, 3.0; Task 4, 3.0). Three other areas of strength were found: reflecting on assessment, the focus student in instruction, and implementing the plan for Task 4.

Areas of needed improvement were found in administering the assessment and analyzing data (2.2)

and reflecting on instruction (2.6).

Of the 7 special education teacher-candidates for the 2019-2020 school year, 6 attained a passing score (36 or higher on the PPAT), a 86% pass rate. The one teacher-candidate that did not receive a passing score was in an internship position where she had already taken and passed the PLT, which can be used by the state in place of PPAT for certification.

Resources Needed to Meet/Sustain Results

PPAT seminars for students enrolled in the clinical experiences continue to be needed and are provided by clinical instructors, program coordinators, and other DTE professors to provide essential information pertaining to the expectations of this assessment, numerous examples of exemplars, practice sessions, and to answer questions pertaining to the PPAT process. Professors' participation in conferences and professional development opportunities is needed as ETS provides support at these venues.

Explanation of How Resources Will Be Used

Funding for participation in conferences and professional development for continuous program improvement to meet the needs of the students.

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Results of EDUC 461 Clinical B Final Assessment

Timeframe for this Outcome

Academic Year 2019-2020

Performance Target for "Met"

Special Education Teacher Candidates meet 90% of the learner outcomes

Performance Target for "Partially Met"

Special Education Teacher Candidates meet 80% of the learner outcomes

Performance Target for "Not Met"

Special Education Teacher Candidates meet 70% of the learner outcomes

Assessment Measure Used

EDUC 461: Clinical B Final Assessment

Frequency of Assessment

Once, during final semester of the special education professional program (student-teaching).

Data Collected for this Timeframe (Results)

All 7 of the special education candidates met 100% of the learner outcomes

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

All 7 of the 2019-2020 Lander University Special Education teacher candidates met 100% of the learner outcomes on the EDUC 461 Final Assessment. There are no areas of improvement noted in these data. The candidates showed strengths in all learner outcomes.

Resources Needed to Meet/Sustain Results

none

Explanation of How Resources Will Be Used

n/a

Goal Summary

Goal Summary/Comments

Lander University special education teacher candidates demonstrated their mastery of the knowledge, skills, and dispositions for the South Carolina Teaching Standards and Interstate Teacher Assessment and Support Consortium (InTASC) standards as seen in their meeting the performance outcomes for the PPAT and the Final Assessment.

All 7 of the 2019-2020 Lander University Special Education teacher candidates met 100% of the learner outcomes on the EDUC 461 Final Assessment. There were no areas of improvement noted in these data. The candidates showed strengths in all learner outcomes.

Some specific areas of strength and areas for needed improvement were found in the PPAT data. Candidates were able to plan and reflect on assessment (SCTS Domain 2- Planning and InTASC Standard 6: Assessment). They were able to plan for instruction, focus on individual student needs, and implement instructional plans (SCTS 1-Instruction and 2-Planning; InTASC Standards 7: Planning for Instruction and 8: Instructional Strategies).

Areas of needed improvement were found in their administration of the assessment and reflection on their instruction (SCTS 1- Instruction; InTASC Standard 6: Assessment and 9: Professional Learning and Ethical Practice). Candidates were able to plan for and reflect on the assessment, but they need to improve on the implementation of these assessments. Along with this, they need to work on reflecting on their lesson instruction in order to improve future teaching and student outcomes.

Changes Made/Proposed Related to Goal

Emphasis will be placed on assessment implementation for the 2020-2021 year. The PPAT 2 Task has been moved to the SPED 423 assessment course. Each step in the task will be clearly reviewed and students will focus on the implementation of their assessments in their lessons in SPED 429. Students will continue to practice reflecting on their instruction and identifying ways they will improve their teaching.

Upload Rubrics/Other Files

Goal 2

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

To comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education.

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

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What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Major Enrollment

Timeframe for this Outcome

Academic Year 2019-2020

Performance Target for "Met"

Using a five-year rolling average, the number of students enrolled in the major (special education) for Baccalaureate programs is greater than or equal to 12.5.

Performance Target for "Partially Met"

Not applicable

Performance Target for "Not Met"

Using a five-year rolling average, the number of students enrolled in the major (special education) for Baccalaureate programs is less than 12.5.

Assessment Measure Used

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

44

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

Special Education faculty attended Lander Open Houses or provided information for faculty attending to enhance recruitment of special education majors.

Resources Needed to Meet/Sustain Results

\$0.00

Explanation of How Resources Will Be Used

No additional resources needed to sustain the results.

Outcome 2

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Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Completions (Degrees Awarded)

Timeframe for this Outcome

Academic Year 2019-2020

Performance Target for "Met"

Using a five-year rolling average, the number of degrees awarded (special education) for Baccalaureate programs is greater than or equal to 8.

Performance Target for "Partially Met"

Not applicable

Performance Target for "Not Met"

Using a five-year rolling average, the number of degrees awarded (special education) for Baccalaureate programs is less than 8.

Assessment Measure Used

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

11.4

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

The Link (retention) course continued to be customized for all education majors. The Early Alert system was used for students having academic difficulties. Special education advisors met frequently with advisees to answer questions, review benchmark requirements, and provide support. Advisors reviewed Praxis scores and sent reminders to students about Praxis requirements and timelines for Lander. All students were provided two Lander Weebly sites (<http://passpraxis.weebly.com/> and

<https://passpraxis2.weebly.com/>) which provide registration information and study materials for their Praxis exams. The EDUC 205: Teacher Education and Praxis Preparation course was offered to assist students struggling with passing the required Praxis exams. Through the Lander Student Council for Exceptional Children Organization, students were encouraged to become involved in service projects and conferences providing them opportunities to meet special education teachers and administrators along with working with local students.

Resources Needed to Meet/Sustain Results

\$0.00

Explanation of How Resources Will Be Used

No additional resources are needed to sustain the results.

Goal Summary

Goal Summary/Comments

The Special Education Program met expected outcomes for this goal.

Changes Made/Proposed Related to Goal

Special Education faculty will take part when possible in Teacher Cadet events and continue efforts done during the 2019-2020 year.

Upload Rubrics/Other Files

Goal 3

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

All special education majors will attain passing scores on the Praxis II as required for their teaching certification in the state of South Carolina.

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Praxis II-Test #5543

Timeframe for this Outcome

Academic Year 2019-2020

Performance Target for "Met"

Praxis II Test #5543- score of 158 or higher

Performance Target for "Partially Met"

Not applicable

Performance Target for "Not Met"

Praxis II Test #5543- score of less than 158

Assessment Measure Used

Praxis II-Test #5543

Frequency of Assessment

Yearly (prior to student teaching)

Data Collected for this Timeframe (Results)

100% pass rate

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

Students are required to pass their professional Praxis II exam prior to enrollment in EDUC 461 (student teaching). The ETS Praxis II study guide was reviewed in the SPED 240 course and students were provided with lists of study resources. An additional Praxis II study guide was used in SPED 341 in spring of 2020. Special education courses were better aligned with clinical experiences to ensure opportunities to apply course content and concepts. Students were provided with the Praxis II Weebly site (<https://passpraxis2.weebly.com/>) which provides registration information and study materials for their Praxis II exam.

Resources Needed to Meet/Sustain Results

\$0.00

Explanation of How Resources Will Be Used

No additional resources are needed to sustain results.

Goal Summary

Goal Summary/Comments

100% of the students passed the exam.

Changes Made/Proposed Related to Goal

Special education faculty will continue to ensure coursework is aligned to clinical experiences and provide the same supports given in 2019-2020. Special education faculty will provide a study/question session in Spring of 2020 for students taking the Praxis II. They will analyze student reports to determine if there are any specific areas that need to be emphasized.

Upload Rubrics/Other Files