

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
2022-2023

Assessment Coordinator Name
Carol Hoyle

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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 the Teacher Work Sample (TWS)

Timeframe for this Outcome

Academic Year 2021-2022

Performance Target for "Met"

90% or more of Lander's Department of Teacher Education special education teacher candidates score 217 or higher on the Teacher Work Sample (TWS)

Performance Target for "Partially Met"

75% to 89% of Lander's Department of Teacher Education special education teacher candidates score 217 or higher on the Teacher Work Sample (TWS)

Performance Target for "Not Met"

Less than 75% of Lander's Department of Teacher Education special education teacher candidates score 217 or higher on the Teacher Work Sample (TWS)

Assessment Measure Used

Teacher Work Sample (TWS)

Frequency of Assessment

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

Data Collected for this Timeframe (Results)

100% (9/9) scored 217 or higher

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

3

Comments/Narrative

The Teacher Work Sample (TWS) 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 TWS assessment was developed by the Lander Department of Teacher Education and is aligned with InTASC standards and the South Carolina Teaching Standards. This was the first administration of this new assessment.

The TWS is professional demonstration of educator competencies through a performance-based assessment tool that provides direct evidence of a teacher candidate's ability to design and implement standards-based instruction, assess student learning and reflect on the teaching and learning practice. This was completed during the student teaching semester after consultation with the cooperating teacher regarding choice of appropriate topic to be taught in a particular subject area(s) as determined by each program. Candidates planned a unit based on the requirements of our program. The teacher candidates planned for, taught, assessed, analyzed assessment results, and reflected upon this unit of study that they created. Prior to designing instruction, the teacher candidate considered the contextual factors of the community, school, and students as well as the classroom environment, management techniques to be used, and procedures to be followed that would ensure student success.

The target score for each component is a 7 with a total target score of 217. Students could also score an 8 (exemplary) if they exceeded the target score of 7. Analysis of the results from the 2021-2022 school year demonstrates that special education student teachers scored an average of 7 or higher on 30/31 of the components. In 28 of those 30 that they met, the mean score was an 8 indicating that the candidates demonstrated exemplary knowledge, skills, and abilities as documented by this assessment.

The one area of weakness identified is in using the contextual factors to make instructional decisions as they planned their units. The mean score was a 5 which indicates they partially met their target score.

Resources Needed to Meet/Sustain Results

Resources to train departmental faculty and adjuncts in providing guidance to candidates and in scoring the rubric

Explanation of How Resources Will Be Used

Training on inter-rater reliability is needed to ensure all instructors are scoring this assessment similarly.

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.

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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 2021-2022

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 9 of the special education candidates met greater than 90% of the learner outcomes of 3 or higher on the EDUC 461 Final Assessment

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

3

Comments/Narrative

Candidates planned a unit based on the requirements of our program. The teacher candidates planned for, taught, assessed, analyzed assessment results, and reflected upon this unit of study that they created. Prior to designing instruction, the teacher candidate considered the contextual factors of the community, school, and students as well as the classroom environment, management techniques to be used, and procedures to be followed that would ensure student success.

All 9 of the special education candidates met greater than 90% of the learner outcomes of 3 or higher on the EDUC 461 Final Assessment.

Analysis of the mean scores for fall and spring candidates found the following:

Areas of strength were found in candidates maintaining thorough records and using data for planning, teacher content knowledge, setting high expectations, respectful classroom environment, and professionalism.

While candidates had a mean score of 3.0 (Target) for the following areas, emphasis will be placed on improving the following areas for the 2022-2023 academic year as they had the lowest mean scores for the candidates: using technology to enhance student learning, teaching students to use thinking skills, and emphasizing real world problem-solving.

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 TWS and the Final Assessment. All 9 of the 2021-2022 Lander University special education teacher candidates met or exceeded the goal for the TWS and the Final Assessment. Through the TWS and the EDUC 461 Final Assessment, candidates demonstrated their abilities to gather contextual information on their students, assess students, plan instruction, implement instruction, assess student progress and their own instruction, analyze their instruction making formative and summative decisions regarding the impact of their instruction on student performance.

During this past academic year, emphasis was placed on assessment implementation. An area of strength was found this year in one of the assessment outcomes for the EDUC 461 final assessment. The new TWS has given the students more opportunities to analyze assessments. This will be continued in the SPED 423 course and EDUC 461 clinical placement.

Changes Made/Proposed Related to Goal

Emphasis will be placed on teaching candidates to choose technology that enhances student learning, ways to teach students how to use critical thinking skills, and how to connecting their lessons to real world problem-solving for the 2022-2023 year. As students develop lesson plans for two clinical settings prior to student teaching: SPED 329 and SPED 429, instructors will work help them include technology that enhances student learning. They will work with candidates to develop lesson plans that connect more to real world problem-solving which will expect them to use more critical thinking skills.

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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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

Major Enrollment

Timeframe for this Outcome

Academic Year 2021-2022

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)

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

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

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.

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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 2021-2022

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)

9.6

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

3

Comments/Narrative

During this year as we continued to face challenges due to the pandemic, the Link (retention) course continued to be customized for all education majors. The Early Alert system was used for students having academic difficulties and additional stresses due to the pandemic. Special education advisors met frequently with advisees virtually and/or in person 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. Class sessions were live-streamed and/or taped and posted for students unable to attend in person due to the pandemic. Special education and education professors worked with students to adjust assignments and dates for courses.

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

The faculty will continue to provide supports needed for students to help them be successful and complete their programs. Special Education majors are being asked to attend open houses to help recruit special education majors.

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 2021-2022

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 encouraged to pass their professional Praxis II exam prior to enrollment in EDUC 461 (student teaching).

Dr. Hoyle conducted an analysis of the scores for the 9 teacher candidates for this academic year. All 9 passed the exam. Candidates' mean score was 169, which is 11 points higher than the required 158 passing score. The range of scores was 160-177 with a median score of 172.

Candidate scores for each of the six categories on the exam were reviewed by looking at whether candidates' scores fell within the average range, below the average range, or above the average range as noted in individual score reports. An area of strength was found again this year in the Integrated Constructed-Response Questions category showing candidate abilities to apply concepts learned.

One area of weakness was seen in Assessment. Candidates for this academic year did not show the weaknesses in Development & Characteristics of Learners and in Instruction that were found the previous year. Candidates showed average scores overall in the categories of Development & Characteristics of Learners, Planning and the Learning Environment, Instruction, and Foundations and Professional Responsibilities.

During this past year, the following supports were provided for candidates to help them meet this objective. The ETS Praxis II study guide was reviewed in the SPED 240 course. Praxis II study plans were required in SPED 329. Special education courses were 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 again this academic year. Candidates' mean score was 169, which is 11 points higher than the required 158 passing score. The range of scores was 160-177 with a median score of 172.

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 2021-2022. The new key assessment will continue to be implemented in the SPED 240 course requiring students to apply their knowledge of development and characteristics of learners. Additional emphasis will be placed on assessment in the two assessment courses: SPED 423 and SPED 321. Dr. Hoyle will analyze student reports again this coming year to determine if there are any specific areas that need to be emphasized.

Upload Rubrics/Other Files

Thank you for completing your assessment report. Your report will be sent to your College Dean for their review and approval after you hit "Submit" below. Please enter their email address below.

Dean's Email Address

shuntbarron@lander.edu

Thank you for reviewing and approving this report. The approval and a copy of the report will be emailed to you and the Assessment Coordinator.