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 "<u>identifies</u> expected outcomes, <u>assesses</u> the extent to which it achieves these outcomes, and <u>provides evidence of seeking improvement</u> based on analysis of the results".

Be sure to SAVE your progress as you work!

Academic Program
Special Education, B.S.

Submission Due Date
2023-2024

Assessment Coordinator Name
Carol Hoyle

Enter Assessment Coordinator Email
choyle1@lander.edu

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 2022-2023

Performance Target for "Met"
The average score for Lander's Department of Teacher Education Special Education Teacher Candidates on all 30 components of the Teacher Work Sample (TWS) is 3.0 or higher.

Performance Target for "Partially Met"
The average score for Lander's Department of Teacher Education Special Education Teacher Candidates on 25/30 components of the Teacher Work Sample (TWS) is 3.0 or higher.

Performance Target for "Not Met"
The average score for Lander's Department of Teacher Education Special Education Teacher Candidates on less than 25 components of the Teacher Work Sample (TWS) is 3.0 or higher.

Assessment Measure Used	**Frequency of Assessment**
Teacher Work Sample (TWS)	Once, during final semester of the special education professional program (student-teaching).

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
The average score on 28/30 components was 3 or higher.	2

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.

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 3. Students could also score a 4 (exemplary) if they exceeded the target score of 3. Analysis of the results from the 2022-2023 school year demonstrates that special the average score for education student teachers on 28/30 of the components was 3 or higher.

These candidates showed strengths (scores of 3.86 or higher) in the area of Learning Goals as they designed their unit goals, Study Self-Reflection in which they had students reflect on their progress,

Setting Expectations for Learning and Respectful Culture as they set up their classroom environment, and in Whole-Class Decision Making and Subgroup Impact as they analyzed their instruction and its impact on students and their own instruction.

Two areas of weakness were found where the average score fell below 3.0: Results of Pre-Assessments and Lesson Design. These results suggest that candidates continue to need work in analyzing pre-assessments results and using these to design instruction. They also need to work on lesson design ensuring that their lessons are engaging and assess the skills identified in their pre-assessments and prior lessons.

Resources Needed to Meet/Sustain Results
$0.00

Explanation of How Resources Will Be Used
No addition al resources needed

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 the EDUC 461 University Supervisor SC 4.0 Rubric Scores on Lesson Observations

Timeframe for this Outcome
Academic Year 2022-2023

Performance Target for "Met"
The average score for Lander's Department of Teacher Education Special Education Teacher Candidates on all 20 components of the EDUC 461 University Supervisor SC 4.0 Rubric Scores on Lesson Observations is 2.85 or higher.

Performance Target for "Partially Met"
The average score for Lander's Department of Teacher Education Special Education Teacher Candidates on 15/20 components of the EDUC 461 University Supervisor SC 4.0 Rubric Scores on Lesson Observations is 2.85 or higher.

Performance Target for "Not Met"
The average score for Lander's Department of Teacher Education Special Education Teacher Candidates on less than 15/20 components of the EDUC 461 University Supervisor SC 4.0 Rubric Scores on Lesson Observations is 2.85 or higher.

Assessment Measure Used
EDUC 461 University Supervisor SC 4.0 Rubric
Scores on Lesson Observations

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

Data Collected for this Timeframe (Results)
The average score on 16/30 components was 2.85
or higher.

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

Comments/Narrative
Special Education Teacher Candidates taught 4 lessons that the University Supervisor observed and
scored using the South Carolina 4.0 Rubric. This is the same rubric used by districts in South Carolina
to evaluate their teachers. The rubric assesses the students on planning, instruction, classroom
environment, and professionalism while in their final clinical setting (student teaching).

Analysis of the average scores for spring candidates found the following:

The candidates excelled in the area of Respectful Culture (3.14) and Professionalism (3.29). They
showed higher scores across all the components in Classroom Environment indicating strengths in
classroom management.

Areas of need are seen in lower scores for Student Work (2.75) and Assessment (2.82). Each of these
is in the Planning section of the rubric. Students continue to need work on planning appropriate
assessments for their lessons. A third area with a lower score (2.82) was Thinking in which teachers are
expected to teach students how to use critical thinking skills. The final area that fell short of the
expected 2.85 score was Standards & Objectives (2.64)

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 majority of the performance
outcomes for the TWS and the EDUC 461 University Supervisor SC 4.0 Rubric Scores on Lesson
Observations. These two assessments evaluate how the teacher candidates plan, teach, and manage
the classroom in their final clinical setting (student teaching).

Students showed strengths in the area of classroom management across both assessments. While they
appear to have done well in teaching the individual lessons as seen in the observations, they seemed to
struggle in the planning for both the TWS unit and the lesson plans. Clear connections between
assessments results and lesson design are areas that will be emphasized during this next academic
year.

Changes Made/Proposed Related to Goal
Emphasis will be placed on teaching candidates to analyze and connect assessment results to lesson
design for the 2023-2024 year. As students develop lesson plans for two clinical settings prior to student
teaching: SPED 329 and SPED 429, instructors will work to help candidates analyze assessment results
more fully and match lesson assessment with their lesson objectives and instruction. Lesson objectives

formats for this academic year have been adjusted to mirror more how classroom teachers write them. This adjustment should help students connect more to these standards and objectives as they teach their lessons.

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

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?
Operational Outcome

Enter Outcome
Major Enrollment

Timeframe for this Outcome
Academic Year 2022-2023

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)
44.2

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

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?
Operational Outcome

Enter Outcome
Completions (Degrees Awarded)

Timeframe for this Outcome
Academic Year 2022-2023

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

Frequency of Assessment
Annually

Data Collected for this Timeframe (Results) **Score (Met=3, Partially Met=2, Not Met=1)**
8.8   3

Comments/Narrative
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.

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 a score of 165 on the Praxis II required for their teaching certification in the state of South Carolina (Passing Score is 158)

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 2022-2023

Performance Target for "Met"
Praxis II Test #5543- score of 165 or higher

Performance Target for "Partially Met"
Praxis II Test #5543- score of 158-164

Performance Target for "Not Met"
Praxis II Test #5543- score of less than 158

Assessment Measure Used	**Frequency of Assessment**
Praxis II-Test #5543	Yearly (prior to student teaching)

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
5/7 teacher candidates scored 165 or higher	2

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 7 teacher candidates for this academic year. All 9 passed the exam required score of 158. Five out of seven scored 165 or higher on the exam. Candidates' mean score was 169.6. The range of scores was 160-180 with a median score of 170.

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.

An area of continued weakness was seen in Assessment. This is the same area showing as a weakness in the other assessments analyzed in Goal 1.

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.

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, but only 5/7 met the expected score of 165.

Changes Made/Proposed Related to Goal
Additional emphasis will be placed on assessment in the two assessment courses: SPED 423 and SPED 321. Emphasis will be placed on connecting the lesson objectives, assessments, and instruction as students plan and teach lessons and units in their clinical courses.

A new Praxis II exam is replacing the current one for our program. Dr. Hoyle will review this new exam and work with Dr. Collier to ensure our courses align to the changes in this new exam.

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

Dean's Email Address
shuntbarron@lander.edu

Approved by Dean?
Yes

Signature of Dean
Sarah Hunt-Barron

Comments from Dean's Review
This is a model report in terms of analysis and emphasizing continuous improvement.

Consider revising the goals for Goal 2, setting targets that require growth, rather than state minimums. For example, what if we aimed for 50 students next year, or a 1% growth annually?

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.