

# 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".

## Academic Program

Special Education

## Submission Year

2019-2020

*Ex. If the report you are submitting is due October 1, 2019, choose 2019-2020.*

## Assessment Coordinator Name

Lee Vartanian

## Enter Assessment Coordinator Email

lvartanian@lander.edu

*If more than one coordinator, please choose one for emails to be sent to.*

## 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.

**Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.**

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
- Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
- Robust Student Experience
- Graduates Who Are Gainfully Employed or Admitted to Graduate School
- Advancement Activities Leveraged to Further the University's Mission
- Engaged and Supportive Alumni
- Financially Stable and Operationally Efficient
- Facilities Positioned for Growth and Efficient Utilization

- Employer of Choice
- Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

## 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 2018-2019

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

60% 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).

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

50% to 59% of Lander's Department of Teacher Education special education teacher candidates score 36 points or higher on the Praxis Performance Assessment for Teachers (PPAT).

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met"**

Less than 50% of Lander's Department of Teacher Education special education teacher candidates score 36 points or higher on the Praxis Performance Assessment for Teachers (PPAT).

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

**Assessment Measure Used**

Praxis Performance Assessment for Teachers (PPAT)

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex.*

**Frequency of Assessment**

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

Capstone assignment).

**Data Collected for this Timeframe (Results)**

Fall 2018 (for fall semester student-teachers) and Spring 2019 (for spring semester student-teacher)

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

3

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

**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.

For this academic year's administration, the special education program surpassed the goal by 29%. The percent of special education of pre-service teachers attaining the required ETS passing score of PPAT was high with 89 % meeting or exceeding the goal.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

After-hours sessions for university supervisors, student-teachers, and students enrolled in the clinical experience (429) prior to student-teaching are offered by 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. Also, professors' participation in conferences and professional development opportunities is needed as ETS provides support at these venues.

*Include estimate of cost.*

**Explanation of How Resources Will Be Used**

The resources would be used to compensate professors for after-hour sessions and participation in continual profession development for continuous program improvement to meet the needs of our students.

## Goal Summary

### Goal Summary/Comments

The goal was for 60% or more of the student-teachers to attain a passing score (36 or higher) on the PPAT. The PPAT replaced Lander's former Teacher Work Sample assessment. Both students and professors had to make changes 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. Analysis of the results from the 2018-19 school year demonstrated that special education student teachers' strengths were using assessment and collecting data to measure and inform student learning along with designing instruction for student learning. Areas of needed improvement were implementing and analyzing (reflecting) on instruction to promote student learning (including classroom management). Of the 9 elementary education teacher-candidates for the 2018-19 school year, 8 attained a passing score (36 or higher on the PPAT), a 89% pass rate.

*Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

#### **Changes Made/Proposed Related to Goal**

The Department of Teacher Education made changes by conducting PPAT training session for professor, university supervisor, and teacher-candidates (students). Each clinical experience was changed to encompass components which are directly aligned to PPAT requirements and InTASC standards so that scaffolding of learning experiences can transpire. A DTE lesson plan template was created which aligns with PPAT (with an emphasis on differentiation of assessing and instructing) and all courses within the program of study utilize this template. A succinct process for self-reflection has now been implemented during the initial field experience (sophomore level) and the scaffolding of learning experiences continues throughout the professional program.

*Describe changes that will be made in response to assessment results. Essential to "close the loop".*

#### **Upload Rubrics/Other Files**

*Please upload any rubrics or other documents used for this goal.*

## **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.

**Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.**

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
- Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
- Robust Student Experience
- Graduates Who Are Gainfully Employed or Admitted to Graduate School

- Advancement Activities Leveraged to Further the University's Mission
- Engaged and Supportive Alumni
- Financially Stable and Operationally Efficient
- Facilities Positioned for Growth and Efficient Utilization
- Employer of Choice
- Highly-Valued Community Partner

*Choose the Pillar of Success that your goal best aligns with.*

## 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 2018-2019

*Ex. Academic Year 2017-2018*

**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.

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

Not applicable

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**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.

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

**Assessment Measure Used**

**Frequency of Assessment**

Enrollment and Graduation data extracted from Banner	Annually
<i>Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).</i>	
<b>Data Collected for this Timeframe (Results)</b>	<b>Score (Met=3, Partially Met=2, Not Met=1)</b>
62.2	3
<i>If this is a new outcome and no data has been collected, you should explain when data will be available for entry.</i>	
<b>Comments/Narrative</b>	
Special Education faculty attended Lander Open Houses or provided information for faculty attending to enhance recruitment of special education majors.	
<i>Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.</i>	
<b>Resources Needed to Meet/Sustain Results</b>	
\$0.00	
<i>Include estimate of cost.</i>	
<b>Explanation of How Resources Will Be Used</b>	
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 2018-2019

*Ex. Academic Year 2017-2018*

**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.

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

Not applicable

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**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.

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

**Assessment Measure Used**

Enrollment and Graduation data extracted from Banner

**Frequency of Assessment**

Annually

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

**Data Collected for this Timeframe (Results)**

12.0

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

3

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

**Comments/Narrative**

The Link (retention) course was modified and customized by major. The Education Department has 4 sections. 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. 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.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

\$0.00

*Include estimate of cost.*

**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.

*Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

#### **Changes Made/Proposed Related to Goal**

No substantial changes to the program and will continue efforts done during the 2018-2019 year for the 2019-2020 year.

*Describe changes that will be made in response to assessment results. Essential to "close the loop".*

#### **Upload Rubrics/Other Files**

*Please upload any rubrics or other documents used for this goal.*

### **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.

**Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.**

Graduates in Special Education will demonstrate both the breadth and depth of knowledge and skills in the content areas required for special education teacher certification by the South Carolina Department of Education.

#### **Pillar of Success Supported**

- High-Demand, Market-Driven Programs
- Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
- Robust Student Experience
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*Choose the Pillar of Success that your goal best aligns with.*

### **Outcomes**

#### **Outcome 1**

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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?**

Student Learning Outcome

**Enter Outcome**

Praxis II-Test #5543

**Timeframe for this Outcome**

Academic Year 2018-2019

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

90% of program completers will pass Praxis II required examination

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

80% of program completers will pass Praxis II required examination

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met"**

Less than 80% of program completers will pass Praxis II required examination.

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

**Assessment Measure Used**

Praxis II-Test #5543

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

**Frequency of Assessment**

On-going (students typically take Praxis II by August of their senior year)

**Data Collected for this Timeframe (Results)**

Scores for Fall 2018 and Spring 2019 student teachers

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

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

3

**Comments/Narrative**

100% of the students passed the exam.

The ETS Praxis II study guide was reviewed in the SPED 240 course and students were provided with lists of study resources. Praxis II content and expectations were reviewed with students in their junior spring semester courses. Special education courses were better aligned with clinical experiences to ensure opportunities to apply course content and concepts.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

\$0.00

*Include estimate of cost.*

**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.

*Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Changes Made/Proposed Related to Goal**

Special education faculty will continue to ensure coursework is aligned to clinical experiences. An additional Praxis II study guide will be used in SPED 341 in spring of 2020. Special education faculty will provide a study/question session in Spring of 2020 for students taking the Praxis II.

*Describe changes that will be made in response to assessment results. Essential to "close the loop".*

**Upload Rubrics/Other Files**

*Please upload any rubrics or other documents used for this goal.*