



UNIT/PROGRAM NAME: Special Education
OFFICE OF PRIMARY RESPONSIBILITY: Carol G. Hoyle
ASSESSMENT COORDINATOR: Lee Vartanian
SUBMISSION DATE OF THE REPORT: Sunday, September 30, 2018

ACADEMIC YEAR 2017-2018

INSTRUCTIONS:

To comply with institutional effectiveness expectations, units/programs MUST:

- identify expected outcomes,
- assesses the extent to which it achieves these outcomes, and
- provide evidence of improvement based on analysis of the results

Guidance for preparing Unit Goals and Indicators of Success Reports:

- These reports should demonstrate on-going planning and assessment in each area. The results assist in decision making about curricular and programmatic revisions.
- Describe your Unit/Program Goal. Think about adding new goals or modifying previously reported ones.
- Choose a “Pillar for Success” from Lander’s Strategic Plan that your goal best aligns with.
- Timeframe: Each report should use data from the past year. For the Fall 2018 report you should use data from the Academic Year 2017-2018 or Calendar Year 2017. Historical data should be referenced in the Review and Summary of Expected Outcomes section if applicable.
- Use multiple assessments (Indicators of Success) for each Unit Goal if possible. *If this is a new goal, you may not have collected data yet. This is acceptable and should be indicated.
- Assessment Instruments: Develop and/or use methods and instruments that are uniquely suited to the Indicators of Success.
- Review and Summary of Expected Outcomes:
 - If you are using a goal that you have submitted in the past, please provide a narrative that includes an analysis of historical data and current data. It should include evidence of improvement or clarification of why improvement has not been accomplished. It should include a summary of what steps can be taken to accomplish the goal and what resources are needed to meet the goal or sustain the results.
 - If you are using a new goal and you have collected data, please provide a narrative that includes an analysis of your data and a plan for improvement. This plan should include a summary of what steps can be taken to accomplish the goal and what resources are needed to meet the goal or sustain the results. *If you are using a new goal and have not yet collected data, please provide a summary of why the goal has been added, how meeting this goal would improve your program/unit, and any expectations that you have for it.

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1. UNIT/PROGRAM GOAL 1: Graduates in Special Education will demonstrate specific knowledge, skills, and dispositions to be effective teachers as outlined by the South Carolina Department of Education system for Assisting, Developing, and Evaluating Professional Teaching (Enhanced ADEPT) and the Lander Department of Teacher Education (DTE) Conceptual Framework.

1.1. **STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED:** 1. High Demand, Market-Driven Programs

1.2. **TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS:** Academic Year 2017-2018

1.3. **INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES¹**

Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
1.3.1. Learner Outcome # 1: The Professional Educator engages in reflection and professional development to foster student learning and inform instructional decisions.	11/12 (n=12)	11/12 of program completers will score 3.0 or above on Learner Outcome 1	11/12 of program completers will score 2.75 or above on Learner Outcome 1	Less than 11/12 of program completers will score 2.75 or above on Learner Outcome 1	3.00
1.3.2 Learner Outcome #2: The Professional Educator plans, provides and assesses learning experiences that are supported by research, knowledge of best practice and professional standards.	11/12 (n=12)	11/12 of program completers will score 3.0 or above on Learner Outcome 2	11/12 of program completers will score 2.75 or above on Learner Outcome 2	Less than 11/12 of program completers will score 2.75 or above on Learner Outcome 2	3.00
1.3.3 Learner Outcome #3: The Professional Educator integrates content knowledge and skills of scholarly inquiry to teach all students.	11/12 (n=12)	11/12 of program completers will score 3.0 or above on Learner Outcome 3	11/12 of program completers will score 2.75 or above on Learner Outcome 3	Less than 11/12 of program completers will score 2.75 or above on Learner Outcome 3	3.00

¹ Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

1.3.4. Learner Outcome #4: The Professional Educator communicates and collaborates with diverse populations, exhibiting professional behaviors and dispositions.	11/12 (n=12)	11/12 of program completers will score 3.0 or above on Learner Outcome 4	11/12 of program completers will score 2.75 or above on Learner Outcome 4	Less than 11/12 of program completers will score 2.75 or above on Learner Outcome 4	3.00
1.3.5. Outcome 5: click here to enter Indicator of Success/Student Learning Outcome 5.	Click here to enter Outcome 5 Summary Data.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 5: Score.

1.4. **AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS:** $3 + 3 + 3 + 3 = 12/4 = 3$

1.5. **ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:**

Indicator of Success	Assessment Instruments	Frequency of Assessment
1.5.1.	Teacher Work Samples	Semester/Annual - Completed during student teaching
1.5.2.	Teacher Work Samples	Semester/Annual – Completed during student teaching
1.5.3.	Teacher Work Samples	Semester/Annual – Completed during student teaching
1.5.4.	Teacher Work Samples	Semester/Annual – Completed during student teaching

- 1.5.5. Outcome 5: [click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 5.](#) Outcome 5: [click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 5.](#)

1.6. REVIEW AND SUMMARY OF EXPECTED OUTCOMES – Date Reviewed: 9/24/2018

(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT):

1.6.1. **OUTCOME 1 COMMENTS:** 11/12 of the program completers met the expected outcome of 3.0 or higher with one scoring 2.91. No substantial changes were made for the 2017-2018 academic year as teacher work samples were used in the past with student mean scores reported above 3.0, but not specifically listed with this goal in previous program coordinator reports. This new goal is being used this year to align goal with elementary program goal.

1.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1:** PPAT assessment fee

1.6.1.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** PPAT online resources are needed to achieve expected outcomes for 2018-2019.

1.6.2. **OUTCOME 2 COMMENTS:** 11/12 of the program completers met the expected outcome of 3.0 or higher with one scoring 2.91. No substantial changes were made for the 2017-2018 academic year as teacher work samples were used in the past with student mean scores reported above 3.0, but not specifically listed with this goal in previous program coordinator reports. This new goal is being used this year to align goal with elementary program goal.

1.6.2.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2:** PPAT assessment fee

1.6.2.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** PPAT online resources are needed to achieve expected outcomes for 2018-2019.

1.6.3. **OUTCOME 3 COMMENTS:** 11/12 of the program completers met the expected outcome of 3.0 or higher with one scoring 2.91. No substantial changes were made for the 2017-2018 academic year as teacher work samples were used in the past, but not specifically listed with this goal in previous program coordinator reports. This new goal is being used this year to align goal with elementary program goal.

1.6.3.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3:** PPAT assessment fee

1.6.3.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** PPAT online resources are needed to achieve expected outcomes for 2018-2019.

1.6.4. **OUTCOME 4 COMMENTS:** 11/12 of the program completers met the expected outcome of 3.0 or higher with one scoring 2.91. No substantial changes were made for the 2017-2018 academic year as teacher work samples were used in the past, but not specifically listed with this goal in previous program coordinator reports. This new goal is being used this year to align goal with elementary program goal.

1.6.4.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4:** PPAT assessment fee

1.6.4.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** PPAT online resources are needed to achieve expected outcomes for 2018-2019.

1.6.5. **OUTCOME 5 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

1.6.5.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5:** Click here to enter dollar amount/other resources required.

1.6.5.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

1.7. **SUMMARY COMMENTS FOR OUTCOMES 1-5:**

The areas of relative strength were found to be conceptual factors and collaboration. Conceptual factors and collaboration were emphasized in all special education courses. The areas of relative weakness were in instructional planning and design.

1.8. **CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5:** The Department of Teacher Education is using the PPAT assessment in place of the Teacher Work Samples beginning the fall 2018 semester which places emphasis on instructional planning and design. The PPAT lesson plan format will be adapted and used. The South Carolina 4.0 Rubric and Post Conference forms will be utilized for lesson observations and reflection which will include instructional planning and design.

2. UNIT/PROGRAM GOAL 2: 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.

2.1. STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED: 1. High Demand, Market-Driven Programs

2.2. TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS: Academic Year 2017-2018

2.3. INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES²

Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
2.3.1 PRAXIS II – Test # 5543	100% (n = 12)	90% of program completers will pass PRAXIS II required examination.	80% of program completers will pass PRAXIS II required examination.	Less than 80% of program completers will pass PRAXIS II required examination.	3.00
2.3.2 Principles of Teaching and Learning (PLT) – Test #5622	92% (n = 12)	90% of program completers will pass PLT required examination.	80% of program completers will pass PLT required examination.	Less than 80% of program completers will pass PLT required examination.	3.00
2.3.3 Outcome 3: click here to enter Indicator of Success/Student Learning Outcome 3.	Click here to enter Outcome 3 Summary Data.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which “Meets” the expectations of the unit/program.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which “Does Not Meet” the expectations of the unit/program.	Outcome 3: Score.

² Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

2.3.4. Outcome 4: click here to enter Indicator of Success/Student Learning Outcome 4.	Click here to enter Outcome 4 Summary Data.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which “Meets” the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which “Does Not Meet” the expectations of the unit/program.	Outcome 4: Score.
2.3.5. Outcome 5: click here to enter Indicator of Success/Student Learning Outcome 5.	Click here to enter Outcome 5 Summary Data.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which “Meets” the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which “Does Not Meet” the expectations of the unit/program.	Outcome 5: Score.

2.4. **AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS:** $3 + 3 = 6/2 = 3$

2.5. **ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:**

Indicator of Success	Assessment Instruments	Frequency of Assessment
2.5.1.	PRAXIS II – Test #5543	On-going (students typically take PRAXIS II by August of their senior year).
2.5.2.	PLT – Test #5622	Ongoing (students typically take the PLT in their senior year).

- | | | |
|--------|--|---|
| 2.5.3. | Outcome 3: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 3. | Outcome 3: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 3. |
| 2.5.4. | Outcome 4: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 4. | Outcome 4: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 4. |
| 2.5.5. | Outcome 5: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 5. | Outcome 5: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 5. |

2.6. REVIEW AND SUMMARY OF EXPECTED OUTCOMES – Date Reviewed: 9/24/2018

(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT):

- 2.6.1. **OUTCOME 1 COMMENTS:** 100% passed exam. No significant changes were made as previous passing scores were 100%.
- 2.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1:** \$0.00
- 2.6.1.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** No additional resources are needed to sustain results of Goal 2.
- 2.6.2. **OUTCOME 2 COMMENTS:** 92% (11/12) passed exam. One student who did not pass was 1 point off passing score, but has not retaken the exam. These scores are added this year to include student knowledge in teaching and learning as required for South Carolina teacher certification.
- 2.6.2.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2:** \$0.00
- 2.6.2.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** No additional resources are needed to sustain results of Goal 2
- 2.6.3. **OUTCOME 3 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.
- 2.6.3.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3:** Click here to enter dollar amount/other resources required.

2.6.3.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

2.6.4. **OUTCOME 4 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

2.6.4.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4:** Click here to enter dollar amount/other resources required.

2.6.4.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

2.6.5. **OUTCOME 5 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

2.6.5.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5:** Click here to enter dollar amount/other resources required.

2.6.5.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

2.7. SUMMARY COMMENTS FOR OUTCOMES 1-5:

The candidate that did not pass the PLT has been provided suggested resources to study and encouraged to retake the exam.

2.8. CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5: Special education courses were better aligned with clinical experiences fall 2018 to ensure opportunities to apply course content and concepts in clinical experiences. The PRAXIS II study manual and practice exams will be introduced in SPED 240. Special education faculty will ensure that requirements and available study materials will be shared with special education majors in advisement.

3. UNIT/PROGRAM GOAL 3: Special Education candidates will demonstrate the ability to develop and write an individualized education program (IEP), individualized transition plan (ITP), functional behavioral assessment (FBA), and behavior intervention plan (BIP).

3.1. STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED: 1. High Demand, Market-Driven Programs

3.2. TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS: Academic Year 2017-2018

3.3. INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES³

Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
3.3.1 Special Education candidates will write an individualized education program (IEP) and individualized transition plan.	11/12 n= 12	11/12 candidates will score standard on the rubric	11/12 candidates will score developing or higher on the rubric	Less than 11/12 candidates will score developing or higher on the rubric	3.00
3.3.2 Special Education candidates will write a functional behavioral assessment (FBA) and behavioral intervention plan (BIP).	12/12 n = 12	11/12 candidates will score standard on the rubric	11/12 candidates will score developing or higher on the rubric	Less than 11/12 candidates will score developing or higher not met on the rubric	3.00
3.3.3 Outcome 3: click here to enter Indicator of Success/Student Learning Outcome 3.	Click here to enter Outcome 3 Summary Data.	Outcome 1: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 1 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 1: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 1 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the	Outcome 1: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 1 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 3: Score.

³ Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

expectations of the unit/program.

3.3.4. Outcome 4: click here to enter Indicator of Success/Student Learning Outcome 4.	Click here to enter Outcome 4 Summary Data.	Outcome 1: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 1 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 1: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 1 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 4: Score.
3.3.5. Outcome 5: click here to enter Indicator of Success/Student Learning Outcome 5.	Click here to enter Outcome 5 Summary Data.	Outcome 1: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 1 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 1: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 1 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 1: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 1 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 5: Score.

3.4. **AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS: $3 + 3 = 6/2 = 3$**

3.5. **ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:**

**Indicator
of
Success**

Assessment Instruments

Frequency of Assessment

3.5.1.	Individualized Education Plan (IEP)/Individualized Transition Plan (ITP) Project Rubric	Once during fall semester of senior year
3.5.2.	Functional Behavioral Assessment (FBA) Behavior Management Plan (BIP) Project Rubric	Once during fall semester of senior year
3.5.3.	Outcome 1: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 1.	Outcome 3: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 3.
3.5.4.	Outcome 1: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 1.	Outcome 4: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 4.
3.5.5.	Outcome 1: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 1.	Outcome 5: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 5.

3.6. REVIEW AND SUMMARY OF EXPECTED OUTCOMES – Date Reviewed: 9/24/2018

(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT):

3.6.1. **OUTCOME 1 COMMENTS:** 92% (11/12) of the candidates scored at the meets standard score for the rubric. In each of the criteria area, 92% (11/12) of the candidates met standards; thus, there were not specific areas of weakness or strength. Previous assessment data indicated relative weakness in characteristics of learner. This has been an emphasis in all special education courses beginning with the introduction course.

3.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1:** \$0.00

3.6.1.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** No additional resources are needed to sustain results of Goal 3.

3.6.2. **OUTCOME 2 COMMENTS:** 100% (12/12) of the candidates scored at the meets standard score for the rubric. Relative areas of strength were seen in assessment, effects of environment, reporting of data, outcomes, ethical behaviors & dispositions, and cultural considerations which all help develop the BIP which has been a strength in past data. Relative areas of weakness were noted in collaboration and effective communication. Communication has been an area of relative weakness in the past so was emphasized in the course. While scores were at standard, candidates continue to need to work on clearly communicating data and results.

3.6.2.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2:** \$0.00

3.6.2.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** No additional resources are needed to sustain results of Goal 3.

3.6.3. **OUTCOME 3 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

3.6.3.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3:** Click here to enter dollar amount/other resources required.

3.6.3.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

3.6.4. **OUTCOME 4 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

3.6.4.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4:** Click here to enter dollar amount/other resources required.

3.6.4.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

3.6.5. **OUTCOME 5 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

3.6.5.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5:** Click here to enter dollar amount/other resources required.

3.6.5.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

3.7. **SUMMARY COMMENTS FOR OUTCOMES 1-5:**

Candidates were successful in developing and writing the IEP/ITP with the exception of one student. This candidate worked with a cooperating teacher during student teaching writing these plans. All students were successful in developing and writing the FBA/BIP.

3.8. CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5: The rubric for this assignment has been revised to align scoring and terminology across Special Education program key assessment. The instructions for the assignment will be clearly reviewed and questions answered to help students understand expectations for collaboration and communication. The instructor has communicated with the local school district special education contact to obtain updated forms for use. This will ensure candidates are familiar with the forms used in local schools when they graduate.

4. UNIT/PROGRAM GOAL 4: Special Education candidates will demonstrate the ability to select, administer, analyze, and use assessment data to make instructional decisions.

4.1. **STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED:** 1. High Demand, Market-Driven Programs

4.2. **TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS:** 2017-2018

4.3. **INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES⁴**

Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
4.3.1 Special Education candidates will gather and interpret assessment data.	7/7 n = 7	6/7 candidates will score a 3 or above on the rubric	6/7 candidates will score a 2.75 or above on the rubric	Fewer than 6/7 candidates will score a 2.75 or above on the rubric	3.00
4.3.2 Special Education candidates will select non-biased assessments.	6/7 n = 7	6/7 candidates will score a 3 or above on the rubric	6/7 candidates will score a 2.75 or above on the rubric	Fewer than 6/7 candidates will score a 2.75 or above on the rubric	3.00
4.3.3 Special Education candidates will administer and interpret assessment results.	7/7 n = 7	6/7 candidates will score a 3 or above on the rubric	6/7 candidates will score a 2.75 or above on the rubric	Fewer than 6/7 candidates will score a 2.75 or above on the rubric	3.00
4.3.4 Special Education candidates will use assessment results to make decisions.	5/7 n = 7	6/7 candidates will score a 3 or above on the rubric	6/7 candidates will score a 2.75 or above on the rubric	Fewer than 6/7 candidates will score a 2.75 or above on the rubric	1.00

⁴ Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

4.3.5. Outcome 5: click here to enter Indicator of Success/Student Learning Outcome 5.	Click here to enter Outcome 5 Summary Data.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which “Meets” the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which “Does Not Meet” the expectations of the unit/program.	Outcome 5: Score.
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4.4. **AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS:** 3 + 3 + 3 + 1 = 10/4 = 2.5

4.5. **ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:**

Indicator of Success	Assessment Instruments	Frequency of Assessment
4.5.1.	SPED 423 Assessment Case Study	Once during spring semester of junior year
4.5.2.	SPED 423 Assessment Case Study	Once during spring semester of junior year
4.5.3.	SPED 423 Assessment Case Study	Once during spring semester of junior year
4.5.4.	SPED 423 Assessment Case Study	Once during spring semester of junior year
4.5.5.	Outcome 5: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 5.	Outcome 5: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 5.

4.6. **REVIEW AND SUMMARY OF EXPECTED OUTCOMES – Date Reviewed: 9/24/2018**

(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT):

4.6.1. **OUTCOME 1 COMMENTS:** 100% (7/7) of the candidates met this outcome. Candidates were provided guidance and instructions for how to gather assessment data in clinical and then interpret that data. Overall rubric scores were reported by the past program coordinator indicating 90% at standard in the last report year, but were not broken down by individual criteria as done in this report.

4.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1:** \$0.00

4.6.1.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** No additional resources are needed to sustain results of Goal 4.

4.6.2. **OUTCOME 2 COMMENTS:** 88% (6/7) of the candidates met this outcome. Candidates were provided guidance and instructions for how to develop and choose non-biased assessments. The candidate that did not meet this outcome, met with the instructor and demonstrated mastery of the outcome after discussions and review.

4.6.2.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2:** \$0.00

4.6.2.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** No additional resources are needed to sustain results of Goal 4.

4.6.3. **OUTCOME 3 COMMENTS:** 100% (7/7) of the candidates met this outcome. Candidates implemented assessment in collaboration with their cooperating teacher in clinical. They were provided guidance and instruction on interpreting scores in class meetings.

4.6.3.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3:** \$0.00

4.6.3.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** No additional resources are needed to sustain results of Goal 4.

4.6.4. **OUTCOME 4 COMMENTS:** 71% (5/7) of the met this outcome. Class instruction was provided along with practice using assessment results to make instructional decisions. The candidates that did not meet standard met with the instructor and provided revised versions of the assignment. Each demonstrated at standard with revised versions.

4.6.4.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4:** \$0.00

4.6.4.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** No additional resources are needed to sustain results of Goal 4.

4.6.5. **OUTCOME 5 COMMENTS:** [Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.](#)

4.6.5.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5:** Click here to enter dollar amount/other resources required.

4.6.5.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

4.7. SUMMARY COMMENTS FOR OUTCOMES 1-5:

Candidates demonstrated strengths in interpreting for data gathered from their cooperating teacher and data documented through assessing the student in clinical. Candidates need further instruction on using this information in instructional decision-making.

4.8. CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5: The rubric for this assignment has been revised to align scoring and terminology across Special Education program key assessments. The SPED 423 course in which this assignment is completed has been moved to the fall semester of the senior year. This provides the candidates more time in the fall clinical to complete the assessments.

5. UNIT/PROGRAM GOAL 5: To comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education

5.1. STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED: 1. High Demand, Market-Driven Programs

5.2. TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS: 2017-2018

5.3. INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES⁵

Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
5.3.1 Major Enrollment	65.0	Using a five-year rolling average, the number of students enrolled in the major (a) for Baccalaureate programs is greater than or equal to 12.5, (b) for Master's/First Professional is greater than or equal to 6.	Not applicable	Using a five-year rolling average, the number of students enrolled in the major (a) for Baccalaureate programs is less than 12.5, (b) for Master's/First Professional is less than 6.	3.00
5.3.2 Completions	11.6	Using a five-year rolling average, the number of degrees awarded (a) for Baccalaureate programs is greater than or equal to 8, (b) for Master's/First Professional is greater than or equal to 3.	Not applicable	Using a five-year rolling average, the number of degrees awarded (a) for Baccalaureate programs is less than 8, (b) for Master's/First Professional is less than 3.	3.00
5.3.3 Outcome 3: click here to enter Indicator of Success/Student Learning Outcome 3.	Click here to enter Outcome 3 Summary Data.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a	Outcome 3: Score.

⁵ Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

5.3.4. Outcome 4: click here to enter Indicator of Success/Student Learning Outcome 4.	Click here to enter Outcome 4 Summary Data.	level of attainment which "Meets" the expectations of the unit/program. Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	level of attainment which "Partially Meets" the expectations of the unit/program. Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	level of attainment which "Does Not Meet" the expectations of the unit/program. Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 4: Score.
5.3.5. Outcome 5: click here to enter Indicator of Success/Student Learning Outcome 5.	Click here to enter Outcome 5 Summary Data.	level of attainment which "Meets" the expectations of the unit/program. Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	level of attainment which "Partially Meets" the expectations of the unit/program. Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	level of attainment which "Does Not Meet" the expectations of the unit/program. Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 5: Score.

5.4. **AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS:** $3 + 3 = 6/2 = 3$

5.5. **ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:**

**Indicator
of
Success**

Assessment Instruments

Frequency of Assessment

5.5.1.	South Carolina Commission on Higher Education Management Information System (CHEMIS), the Commission's Academic Degree Program Inventory, Lander University Fact Book	Annually
5.5.2.	Outcome 2: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 2.	Outcome 2: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 2.
5.5.3.	Outcome 3: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 3.	Outcome 3: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 3.
5.5.4.	Outcome 4: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 4.	Outcome 4: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 4.
5.5.5.	Outcome 5: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 5.	Outcome 5: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 5.

5.6. REVIEW AND SUMMARY OF EXPECTED OUTCOMES – Date Reviewed: 9/24/2018

(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT):

5.6.1. **OUTCOME 1 COMMENTS:** Special Education faculty attended Lander Open Houses or provided information for faculty attending to enhance recruitment of special education majors.

5.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1:** \$0.00

5.6.1.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** No additional resources are needed to sustain the results fo Goal 5.

5.6.2. **OUTCOME 2 COMMENTS:** 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. The program coordinator reviewed PRAXIS scores and send 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.

5.6.2.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2:** \$0.00

5.6.2.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** No additional resources are needed to sustain the results fo Goal 5

5.6.3. **OUTCOME 3 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

5.6.3.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3:** Click here to enter dollar amount/other resources required.

5.6.3.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

5.6.4. **OUTCOME 4 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

5.6.4.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4:** Click here to enter dollar amount/other resources required.

5.6.4.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

5.6.5. **OUTCOME 5 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

5.6.5.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5:** Click here to enter dollar amount/other resources required.

5.6.5.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

5.7. **SUMMARY COMMENTS FOR OUTCOMES 1-5:**

The Special Education Program met expected outcomes for Goal 5.

5.8. CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5: No substantial changes to the program and will continue efforts done during the 2017-2018 year for the 2018-2019 academic year.