

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
2021-2022

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 PPAT

Timeframe for this Outcome

Academic Year 2020-2021

Performance Target for "Met"

90% or more of Lander's Department of Teacher Education special education teacher candidates score 36 points or higher on the Praxis Performance Assessment for Teachers (PPAT)

Performance Target for "Partially Met"

75% to 89% of Lander's Department of Teacher Education special education teacher candidates score 36 points or higher on the Praxis Performance Assessment for Teachers (PPAT)

Performance Target for "Not Met"

Less than 75% of Lander's Department of Teacher Education special education teacher candidates score 36 points or higher on the Praxis Performance Assessment for Teachers (PPAT)

Assessment Measure Used

Praxis Performance Assessment for Teachers (PPAT)

Frequency of Assessment

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

Data Collected for this Timeframe (Results)

100% (10/10) scored 36 points or higher (mean score: 42.44; range: 38-45 with only one score below 41)

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

3

Comments/Narrative

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

The PPAT assessment was developed by Educational Testing Services (ETS) in collaboration with teacher education faculty, cooperating teachers and department of education officials to determine the knowledge, skills and abilities that classroom practitioners deem essential for effective teaching. PPAT is aligned with INTASC standards and the South Carolina Teaching Standards. The state of South Carolina requires a score of 36 or higher for this exam to be used for certification requirements.

For this academic year's administration, the special education program raised the performance Target for "Met" from 86% to 100%. The percent of special education pre-service teachers attaining the required ETS passing score of PPAT was high with 100% exceeding the goal of 36 on the exam.

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

The target score for each task is 3.0. Analysis of the results from the 2020-2021 school year demonstrates that special education student teachers' strengths were in Task 4: Implementing and Analyzing Instruction to Promote Learning. Students demonstrated their ability to plan and implement a standards-based lesson. They showed their ability to adjust instruction for their whole class and for

focus students in their classroom. In the Final Step 4, they demonstrated their ability to reflect on their practice. This is shown in the mean scores for each step: Step 1: Planning (3.0), Step 2: Implementing the Plan (2.9), Step 3: Understanding the Two Focus Students (2.9), and Step 4: Reflecting (2.9)

Areas of needed improvement were found again in Task 2: Step 2: Administering the Assessment and Analyzing the Data, but the mean score improved from 2.2 to 2.6 this year. Candidates continued to score lower on reflecting on instruction as seen in TASK 2: Step 3: Reflecting on Future Instruction (2.6) and Task 3: Step 3: Analyzing Instruction (2.6).

Resources Needed to Meet/Sustain Results

The Department of Teacher Education has chosen to move from using the PPAT exam to developing our own Teacher Work Sample (TWS). No resources are needed at this time for this change.

Explanation of How Resources Will Be Used

N/A

Outcome 2

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

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

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

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Results of EDUC 461 Clinical B Final Assessment

Timeframe for this Outcome

Academic Year 2020-2021

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 10 of the special education candidates met

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

100% of the learner outcomes

3

Comments/Narrative

All 10 of the 2020-2021 Lander University Special Education teacher candidates met 100% of the learner outcomes of 3 or higher on the EDUC 461 Final Assessment. There are no areas of improvement noted in these data. The candidates showed strengths in all learner outcomes.

Resources Needed to Meet/Sustain Results

none

Explanation of How Resources Will Be Used

n/a

Goal Summary

Goal Summary/Comments

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

All 10 of the 2020-2021 Lander University Special Education teacher candidates met 100% of the learner outcomes on the EDUC 461 Final Assessment. There were no areas of improvement noted in these data. The candidates showed strengths in all learner outcomes.

Some specific areas of strength and areas for needed improvement were found in the PPAT data.

Candidates were able to plan, implement, make adjustments in instruction, and reflect on that instruction (SCTS Domain 2- Planning and Domain 1: Instruction; InTASC Standard 7: Planning for Instruction and Standard 8: Instructional Strategies).

Areas of needed improvement were found in their administration of the assessment and reflection on their instruction during Task 3 (SCTS 1- Instruction; InTASC Standard 6: Assessment and 9: Professional Learning and Ethical Practice). Candidates continue to need to improve on the implementation of assessments. Along with this, they need to continue to work on reflecting on their lesson instruction in order to improve future teaching and student outcomes.

Changes Made/Proposed Related to Goal

Emphasis will be placed on assessment implementation and analysis for the 2021-2022 year. The new Teacher Work Sample (TWS) will provide students with multiple opportunities to analyze assessments. Students will be given opportunities in their SPED 423 assessment course to analyze assessments chosen for lessons being taught in their SPED 429 clinical experience. During the spring semester, emphasis will be placed on students analyzing the results of the assessments they use for lessons in their SPED 329 clinical experience. Students will continue to practice reflecting on their instruction and identifying ways they will improve their teaching in all three clinical experiences.

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

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What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Major Enrollment

Timeframe for this Outcome

Academic Year 2020-2021

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)

52

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

3

Comments/Narrative

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

Resources Needed to Meet/Sustain Results

\$0.00

Explanation of How Resources Will Be Used

No additional resources needed to sustain the results.

Outcome 2

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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 2020-2021

Performance Target for "Met"

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

Performance Target for "Partially Met"

Not applicable

Performance Target for "Not Met"

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

Assessment Measure Used

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

11.6

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

3

Comments/Narrative

During this year as we faced many 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

Special Education faculty will take part when possible in Teacher Cadet events, and Dr. Hoyle will meet with or email prospective students interested in special education when given their information through admissions. The faculty will continue to provide supports needed for students to help them be successful and complete their programs.

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 2020-2021

Performance Target for "Met"

Praxis II Test #5543- score of 158 or higher

Performance Target for "Partially Met"

Not applicable

Performance Target for "Not Met"

Praxis II Test #5543- score of less than 158

Assessment Measure Used

Praxis II-Test #5543

Frequency of Assessment

Yearly (prior to student teaching)

Data Collected for this Timeframe (Results)

100% pass rate

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

3

Comments/Narrative

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

Dr. Hoyle conducted an analysis of the scores for the 10 teacher candidates for this academic year. All 10 passed the exam. Candidates' mean score was 168, which is 10 points higher than the required 158 passing score. The range of scores was 158-190 with a median score of 167.

Candidate scores for each of the seven 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 in the Integrated Constructed-Response Questions category showing candidate abilities to apply concepts learned. Two areas of weakness were seen overall in Development & Characteristics of Learners and in Instruction. Candidates showed average scores overall in the remaining categories of Planning and the Learning Environment, Assessment, 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. An additional Praxis II study guide was used in SPED 329. Special education courses were better aligned with clinical experiences to ensure opportunities to apply course content and concepts. Students were provided with the Praxis II Weebly site (<https://passpraxis2.weebly.com/>) which provides registration information and study materials for their Praxis II exam.

Resources Needed to Meet/Sustain Results

\$0.00

Explanation of How Resources Will Be Used

No additional resources are needed to sustain results.

Goal Summary

Goal Summary/Comments

100% of the students passed the exam again this academic year. Candidates' mean score was 168, which is 10 points higher than the required 158 passing score. The range of scores was 158-190 with a median score of 167.

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 2020-2021. A new key assessment has been added to the SPED 240 course requiring students to apply their knowledge of development and characteristics of learners. Additional emphasis will be placed on instructional strategies in both methods courses: SPED 341 and SPED 451. 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

Next year, our outcome one will be different, as we will not have PPAT scores; we have chosen to replace this with other measures.

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.