

Student Learning Outcomes (SLOs) Report for Non-Accredited Programs

(updated 9/19/23)

Program Type: **Non-Accredited Program**

Program Name: Bachelor of Science in Special Education

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Submission Date: October 15, 2024

Review Cycle:

- Even Year

Review Round:

- **Round A** (Associate Dean review)

All SLO reports are archived here: <https://www.eiu.edu/assess/majorassessment.php>

DUE: **October 15th** to your Associate Dean or designee

Each academic program is expected to prepare a Summary of the Assessment Data by Student Learning Outcome. This summary may take the form of a chart or other means of presentation that describes the annual data collected, when it is collected, in which course(s), through which assignment or activity, and by whom. This summary should clearly indicate what the program seeks to discover in its students' learning. The summary should correspond to the record-keeping documents maintained by the academic program.

Program Name: Bachelor of Science in Special Education

PART 1. OVERVIEW OF STUDENT LEARNING OUTCOMES AND MEASURES

Student Learning Outcome (SLO)	What measures and instruments are you using? This could be an oral or written exam, a regularly assigned paper, a portfolio—administered early and later in coursework.	How are you using this info to improve student learning? What are you hoping to learn from your data? Include target score(s) and results , and specify whether these were met, not met, or partially met for each instrument.	Does your SLO correspond to an undergraduate learning goal (ULG): writing, speaking, quantitative reasoning, critical thinking, responsible citizenship?
1. Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities	A. LBS I Certification Exam (prior to student teaching) B. Methods Clinical Practice Assessment C. Student Teaching Evaluation D. Special Education Assessment Report	A. Must be Passed to enter student teaching B. Completed in methods practicum. Must pass with a “3” or above to pass course and to progress to student teaching C. Completed in Student Teaching Semester by Student Teaching Coordinator, must earn a “Meets” or “Exceeds” expectations in all areas to pass course D. Completed in the second semester of sequenced courses, must score a 3 or higher to pass assessment	W, S, Q, C, R
2. Beginning special education professionals create safe inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective	A. LBS I Certification Exam (prior to student teaching) B. Methods Clinical Practice Assessment C. Student Teaching Evaluation	A. Must be Passed to enter student teaching B. Completed in methods practicum. Must pass with a “3” or above to pass course and to progress to student teaching	W, S, Q, C, R

<p>learners and develop emotional wellbeing, positive social interactions, and self-determination.</p>	<p>D. Special Education Assessment Report E. Curriculum Unit Plan</p>	<p>C. Completed in Student Teaching Semester by Student Teaching Coordinator, must earn a “Meets” or “Exceeds” expectations in all areas to pass course D. Completed in the second semester of sequenced courses, must score a 3 or higher to pass assessment E. Completed as collaborative project in second semester of sequenced courses, must earn a “3” to pass assessment</p>	
<p>3. Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<p>A. Methods Clinical Practice Assessment B. Student Teaching Evaluation C. Special Education Assessment Report D. Curriculum Unit Plan E. Literacy Lesson Plan</p>	<p>A. Completed in methods practicum. Must pass with a “3” or above to pass course and to progress to student teaching B. Completed in Student Teaching Semester by Student Teaching Coordinator, must earn a “Meets” or “Exceeds” expectations in all areas to pass course C. Completed in the second semester of sequenced courses, must score a 3 or higher to pass assessment D. Completed as collaborative project in second semester of sequenced courses, must earn a “3” to pass assessment E. Completed in Early Literacy Course. Must earn a “3” or better</p>	<p>W, S, Q, C, R</p>
<p>4. Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.</p>	<p>A. LBS I Certification Exam (prior to student teaching) B. Methods Clinical Practice Assessment C. Student Teaching Evaluation D. Literacy Lesson Plan E. IEP F. Curriculum Unit Plan</p>	<p>A. Must be Passed to enter student teaching B. Completed in methods practicum. Must pass with a “3” or above to pass course and to progress to student teaching C. Completed in Student Teaching Semester by Student Teaching Coordinator, must earn a “Meets” or “Exceeds” expectations in all areas to pass course</p>	<p>W, S, Q, C, R</p>

		<p>D. Completed in Early Literacy Course. Must earn a “3” or better</p> <p>E. Completed in capstone methods course. Must earn 3 or better</p> <p>F. Completed as collaborative project in second semester of sequenced courses, Must earn a “3” to pass assessment</p>	
<p>5. Beginning special education professionals select adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities</p>	<p>A. LBSI Certification Exam (prior to student teaching)</p> <p>B. Methods Clinical Practice Assessment</p> <p>C. Student teaching Evaluation</p> <p>D. FBA/BIP</p> <p>E. Curriculum Unit Plan</p>	<p>A. Must be Passed to enter student teaching</p> <p>B. Completed in methods practicum. Must pass with a “3” or above to pass course and to progress to student teaching</p> <p>C. Completed in Student Teaching Semester by Student Teaching Coordinator, must earn a “Meets” or “Exceeds” expectations in all areas to pass course</p> <p>D. Completed during behavior management course as scaffolding activity building on data collection as important component of IEP, must earn “3” or better.</p> <p>E. Completed as collaborative project in second semester of sequenced courses, must earn a “3” to pass assessment</p>	<p>W, S, Q, C, R</p>
<p>6. Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning and to advance the profession</p>	<p>A. LBS I Certification Exam (prior to student teaching)</p> <p>B. Methods Clinical Practice Assessment</p> <p>C. Student Teaching Evaluation</p> <p>D. Literacy Lesson Plan</p> <p>E. Curriculum Unit Plan</p>	<p>A. Must be Passed to enter student teaching</p> <p>B. Completed in methods practicum. Must pass with a “3” or above to pass course and to progress to student teaching</p> <p>C. Completed in Student Teaching Semester by Student Teaching Coordinator, must earn a “Meets” or “Exceeds” expectations in all areas to pass course</p> <p>D. Completed in Early Literacy Course. Must earn a “3” or better</p>	<p>W, S, Q, C, R</p>

		E. Completed as collaborative project in second semester of sequenced courses, must earn a “3” to pass assessment	
7. Beginning, special education professionals collaborate with families, other education, related service providers, individual with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.	A. LBS I Certification Exam (prior to student teaching) B. Methods Clinical Practice Assessment C. FBA/BIP D. Special Education Assessment Report E. Curriculum Unit Plan	A. Must be Passed to enter student teaching B. Completed in methods practicum. Must pass with a “3” or above to pass course and to progress to student teaching C. Completed in behavior management course as scaffolding activity building on data collection as important component of IEP D. Completed in the second semester of sequenced courses, must score a 3 or higher to pass assessment E. Completed as collaborative project in second semester of sequenced courses, must earn a “3” to pass assessment	W, S, Q, C, R

Assessment Data Across 4 Years

Assessment Name	N=	Percent Meet/Exceeds Standards
LBS I Certification Exam	67	98.5%
Methods Clinical Practice Assessment	67	100% (one student had to retake the class)
Student Teaching Evaluation	78	100%
FBA/BIP	54	88%
Literacy Lesson Plan	38	100%
Curriculum Unit Plan	51	100%
Assessment Report	35	97%
IEP	46	93.4%

PART 2. IMPROVEMENTS AND CHANGES BASED ON ASSESSMENT

A. Provide a short summary (1-2 paragraphs) or bulleted list of any **curricular actions** (revisions or additions) that were approved over the past two years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?

Data for each identified assessment are collected and analyzed each semester. At the end of the academic year, all faculty review the collection of each assessment analysis across the semesters (Fall, spring, summer) Faculty note changes, trends, strengths and concerns. The collective review is consolidated and

discussed in the Department Curriculum Committee Meetings. Over the past years, as previously noted, there appears to be overlap in courses, especially those related to the professional education courses. Previously the department eliminated overlapping courses. This addressed some of the concern faculty have noticed. However, the department curriculum committee has been concerned about course drift overtime and the types of alignment to standards we have engaged in over the past years. The department curriculum committee has been aligning the curriculum to the new CEC professional standards. Additionally, we have been working on embedding content and assessment related to the Culturally Responsive Teaching and Leading standards that must be in place in 2025. Over the summer, our faculty met as a department with our community partners to examine the curriculum, gather information from the partners that host practicum students as to their impressions of our candidates' work and to ascertain what they perceive as working and not working in our curriculum. We are in the process of using this information to examine our curriculum, address any areas of concern and proactively look for additional concepts related to teacher education that may need to be embedded. From here, we will audit courses and make possible changes. We believe we will have an outline of changes by early Spring 2025, with curriculum and program changes (if needed) going through appropriate committees starting Fall 2025. This has been meaningful work that has engaged our faculty in critical self-examination.

B. Provide a brief description or bulleted list of **any improvements (or declines)** observed/measured in student learning. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

Compared to the previous report our literacy lesson plan scores have improved and the assessment report has also improved while our FBA/BIP scores have decreased. The rest of the results have remained relatively consistent with previous years. Our faculty teaching in the literacy classes have been piloting different literacy strategies and teaching methods, which could have resulted in this change. The FBA/BIP results could be due to instructor changes as well. 4 different faculty members taught SPE 3600 during this time period, one of whom was an adjunct faculty member teaching for the first time. As we had previously noted these changes in the FBA/BIP, additional behavior support content has been added to SPE 4900 to ensure students are ready with skills they need. We are in the process of addressing literacy as a college and are taking the recommendations from the literacy committee as they are made. As previously noted, we are in the process of examining our entire curriculum and are considering all relevant data as part of this process.

C. HISTORY OF DATA REVIEW OVER THE PAST TWO YEARS

Please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

Date of annual (or periodic) review	Individuals or groups who reviewed the assessment plan	Results of the review (i.e., reference proposed changes from any revised SLOs or from point 2.A. curricular actions)
April 2023	Department faculty review of 5 year data and student evaluations (faculty as a whole)	Data were reviewed. No significant changes noted at this time.
June 25, 2024	Department Curriculum Committee review of data (faculty as a whole) and Additional Community Partners	Undergraduate program discussed. Data reviewed. Examining strengths and weaknesses of program. Discussion to be continued in Fall 2024

Dean Review and Feedback

The Department of Special Education continues to demonstrate systemic data collection and analysis procedures and uses the data to inform programmatic change. Candidate performance remains strong on the selected key assessments with the lowest performance being on the FBA/BIP (88%). Program assessments are appropriate to measuring the selected student learning outcomes and are grounded in the specialty professional association standards (Council for Exceptional Children Initial Preparation Standards) as well as EIU's Undergraduate Student Learning Goals.

Data are provided, however, the data are aggregated across 4 years making it difficult to see how the proposed changes are supported. Additionally, the standards work are state initiatives and not necessarily associated with data collected on the key assessments cited in this report. As the program moves forward, please note that the next SLO Report submission that the timeline for the passing of the licensure exam has changed, and the state law no longer requires the passing of the licensure exam to enter student teaching.

Dean or designee Dr. Christy Hooser, Associate Dean, College of Education

Date 11/04/24

VPAA Office Review and Feedback (for "Round B" SLO report only)

VPAA or designee

Date