



**College of Education**  
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600 Lincoln Avenue – Charleston, IL 61920

To: Dr. Suzie Park, Special Assistant to the Provost on Student Learning  
From: Dr. Stephen Lucas, Associate Dean  
Date: November 1, 2021  
Re: University Assessment – Accreditation Documentation

In accordance with campus assessment policy, we are submitting our most recent CAEP accreditation letter and report; this letter and report include the following programs in the College of Education:

- Early Childhood Education
- Elementary Education
- Middle Level Education
- CTE – Business Education
- CTE – Family & Consumer Sciences
- CTE – Technology Education
- Special Education

Sincerely,

A handwritten signature in black ink that reads "Stephen E. Lucas".

Associate Dean

Year 4

Student Learning Outcomes (SLOs) for Academic Programs

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.
2. Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional wellbeing, positive social interactions, and self-determination.
3. Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
4. Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.
5. Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
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.
7. Beginning special education professionals collaborate with families, other educators, related service providers, individuals 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.

Overview of Measures/Instruments

<p><b>SLO(s)</b> <i>Note: Measures might be used for more than 1 SLO</i></p>	<p><b>ULG*</b></p>	<p><b>Measures/Instruments</b> <i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p><b>How is the information Used?</b> <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
<p>1</p>	<p>C, W, S, Q, R</p>	<p>a. LBSI Certification Exam (prior to Student Teaching) b. Methods Clinical Practice Assessment c. Student Teaching Evaluation d. Special Education Assessment Report</p>	<p>a. Must be passed to enter student teaching and gain licensure b. Completed in 6 week methods practicum – must pass with '3' or above to pass course and move onto student teaching c. Completed in Student Teaching semester by Student Teaching Coordinator d. Completed in our second semester of sequenced courses in assessment course, must score '3' or higher to pass assessment</p>
<p>2</p>	<p>C, W, S, Q, R</p>	<p>a. LBSI Certification Exam (prior to Student Teaching) b. Methods Clinical Practice Assessment c. Student Teaching Evaluation d. Special Education Assessment Report e. Curriculum Unit Plan</p>	<p>a. Must be passed to enter student teaching and gain licensure b. Completed in 6 week methods practicum – must pass with '3' or above to pass course and move onto student teaching c. Completed in Student Teaching semester by Student Teaching Coordinator d. Completed in our second semester of sequenced courses in assessment course, must score '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><b>SLO(s)</b>  <i>Note: Measures might be used for more than 1 SLO</i></p>	<p><b>ULG*</b></p>	<p><b>Measures/Instruments</b>  <i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p><b>How is the information Used?</b>  <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
<p>3</p>	<p>C, W, S, Q, R</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 6 week methods practicum – must pass with ‘3’ or above to pass course and move onto student teaching  b. Completed in Student Teaching semester by Student Teaching  c. Completed in our second semester of sequenced courses in assessment course, must score ‘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 individually in Early Literacy course, must earn ‘3’ or better</p>
<p>4</p>	<p>C, W, S, Q, R</p>	<p>a. LBSI 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 and gain licensure  b. Completed in 6 week methods practicum – must pass with ‘3’ or above to pass course and move onto student teaching  c. Completed in Student Teaching semester by Student Teaching Coordinator  d. Completed individually in Early Literacy course, must earn ‘3’ or better  e. Completed in capstone methods course, must earn ‘3’ or better  f. Completed as collaborative project in second semester of sequenced courses, must earn a ‘3’ to pass assessment</p>
<p>5</p>	<p>C, W, S, Q, R</p>	<p>a. LBSI Certification Exam (prior to Student Teaching)  b. Methods Clinical Practice Assessment  c. Student Teaching Evaluation  d. FBA/BIP  e. Curriculum Unit Plan</p>	<p>a. Must be passed to enter student teaching and gain licensure  b. Completed in 6 week methods practicum – must pass with ‘3’ or above to pass course and move onto student teaching  c. Completed in Student Teaching semester by Student Teaching Coordinator  d. Completed in behavior management course as scaffolding activity building on data collection as important component of IEP  e. Completed as collaborative project in second semester of sequence</p>
<p>6</p>	<p>C, W, S, Q, R</p>	<p>a. LBSI Certification Exam (prior to Student Teaching)  b. Methods Clinical Practice Assessment  c. Student Teaching Evaluation  d. Literacy Lesson Plan</p>	<p>a. Must be passed to enter student teaching and gain licensure  b. Completed in 6 week methods practicum – must pass with ‘3’ or above to pass course and move onto student teaching</p>

<b>SLO(s)</b> <i>Note: Measures might be used for more than 1 SLO</i>	<b>ULG*</b>	<b>Measures/Instruments</b> <i>Please include a clear description of the instrument including when and where it is administered</i>	<b>How is the information Used?</b> <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
		e. Curriculum Unit Plan	c. Completed in Student Teaching semester by Student Teaching Coordinator d. Completed individually in Early Literacy course, must earn '3' or better e. Completed as collaborative project in second semester of sequence
7	C, W, Q, R	a. LBSI 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 and gain licensure b. Completed in 6 week methods practicum – must pass with '3' or above to pass course and move onto student teaching c. Completed in behavior management course as scaffolding activity building on data collection as important component of IEP d. Completed in our second semester of sequenced courses in assessment course, must score '3' or higher to pass assessment e. Completed as collaborative project in second semester of sequenced

#### Assessment Data Across 4 years

Assessment Name	N=	Percent Meet/Exceed Standards
LBSI Certification Exam	135	99.24%
Methods Clinical Practice Assessment	124	100%
Student Teaching Evaluation	268	100%
FBA/BIP	144	99.14%
Literacy Lesson Plan	144	95.3%
Curriculum Unit Plan	124	99.21%
Assessment Report	127	89.2%
IEP	147	99.38%

#### Improvements and Changes Based on Assessment

1. Provide a short summary (1-2 paragraphs or bullets) of any curricular actions (revisions, additions, and so on) that were approved over the past four 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 is collected and analyzed each semester (Fall/Spring/Summer). At the end of each academic year, all faculty review the collection of each assessment analysis across 2-3 semesters. Faculty note changes, trends, strengths, and concerns. The collective review is consolidated and discussed in Department Curriculum Committee (DCC) meetings. Over the past four years, these reviews have not yielded information

requiring specific changes in the program, courses or assessments. On-going discussions have the DCC committee reviewing the value of several required non-SPE courses and how the needs from these courses may be better met in program coursework. Additionally, CEC professional standards are currently under review with CAEP, and will be implemented in 2021, this will require a complete review of all departmental courses and assessments to ensure assessments are aligned to current professional standards and to develop any additional assessment that may be needed.

2. Please provide a brief description or bulleted list of any improvements observed/measured in student learning over the past four years. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).


Across the past four years, all assessment measures included, and aligned to the CEC professional standards, have maintained a pass rate of nearly 90% or higher. Although in reviewing yearly assessment data two areas were noted as needing to be analyzed further. One area in which candidates did not score as high as other related areas is analysis of data collected. To address this additional opportunities to collect, review, and analyze student data have been emphasized in courses beyond the assessment or methods courses. Additionally, the writing proficiency of candidates is an area that has seen some decline. To address this, the DCC is currently discussing if the writing courses required for candidates meet program and professional needs; or if these needs could be met more efficiently through revisions in program specific coursework.

3. Using the form below, 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).

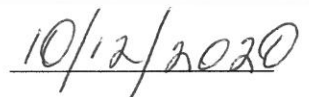
As mentioned above, data for each identified assessment is collected and analyzed each semester (Fall/Spring). At the end of each academic year, all faculty review the collection of each assessment analysis across 2-3 semesters. Faculty note changes, trends, strengths, and concerns. The collective review is consolidated and discussed in Department Curriculum Committee (DCC) meetings, which is a committee of the whole faculty. All curricular decisions, including addition or redesign of program assessments, is discussed and acted on through DCC. All courses include key program assessments that each faculty are responsible for facilitating and assessing.

History of Annual Review		
Date of Annual Review	Individuals/Groups who Reviewed Plan	Results of the Review (i.e., reference proposed changes from #1 above, revised SLOs, etc..)
2/1/15	NCATE CEC Review team	Nationally Recognized both SPE Standard and SPE EC Programs

**Dean Review & Feedback**



Dean or designee



Date

**Academic Affairs – Review & Feedback**

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Date