

## GBC Class/Course Assessment Report

Course Prefix, Number, and Title: EDSP301-Education of the Exceptional Child  
 Section Number(s): 1001-1006  
 Department: Special Education

Instructor: Mrs. Kimberly Noah  
 Academic Year: 2020-2021  
 Semester: Fall  
 Is this a GenEd class? Yes \_\_\_ No X

Complete and submit your assessment report electronically to your department chair. As needed, please attach supporting documents and/or a narrative description of the assessment activities. You may use as many or as few outcomes as necessary.

Class/Course Outcomes	Assessment Measures	Assessment Results	Outcome Results Analysis
<p>In the boxes below, summarize the outcomes assessed in your class or course during the last year. If this is a GenEd class, include the appropriate GenEd objectives.</p>	<p>In the boxes below, summarize the methods used to assess course outcomes during the last year. Include the criterion you'll use to judge whether or not students have achieved the expected outcome.</p>	<p>In the boxes below, summarize the results of your assessment activities during the last year. Include your judgment as to whether or not the criterion for student achievement has been met.</p>	<p>In the boxes below, please reflect on this outcome's results and summarize how you plan to use the results to improve student learning.</p>
<p><b>Outcome #1:</b></p> <p>Understand special education history, legislation, and Special Education resources.</p>	<p><b>Assessment Measure:</b></p> <p><b>Assignments</b>            Videos, Chapter 7, &amp; Case Studies (46.95/50=94%)            Google Doc Notetaker-Educational Studies (59.75/60=100%)  <b>Discussion</b>            In-Class Participation Week 2-Look at IDEA (50/50=100%)  <b>Quizzes</b>            Chapter 1-4 Quiz (26.4/30=88%)  <b>Final</b>            Q &amp; A Final (107.5/115=93%)</p> <p><b>Criterion for achievement:</b>80% of the students will score 80% or higher on each measure</p>	<p><b>Results:</b></p> <p><b>Assignments=97%</b>            Videos, Chapter 7, &amp; Case Studies (46.95/50=94%)            Google Doc Notetaker-Educational Studies (59.75/60=100%)  <b>Discussion= 100%</b>            In-Class Participation Week 2-Look at IDEA (50/50=100%)  <b>Quizzes=88%</b>            Chapter 1-4 Quiz (26.4/30=88%)  <b>Final=93%</b>            Q &amp; A Final (107.5/115=93%)</p> <p><b>Criterion Met: Yes/No</b>            Yes, all the measures met the criterion</p>	<p><b>Results Analysis:</b>            In the measures that were used to assess this outcome students met the criterion under each measure. This outcome is introduced and then revisited through the other outcomes all semester long.</p> <p><b>Action Plan:</b></p> <ol style="list-style-type: none"> <li>1.) Reduce the number of Chapters per quiz. Break the textbook into 1/3 for each quiz.</li> <li>2.) Create a quiz that encompasses Chapters 1-3 and supplemental readings for this outcome.</li> <li>3.) Quite a bit of information that is covered in this course is done through in person discussion and activities. I will have to rethink ways to assess and record the in-class work.</li> </ol>

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<p><b>Outcome #2:</b></p> <p>Identify the significant factors in characteristics of exceptionalities as defined in course textbook and guidance of IDEA website.</p>	<p><b>Assessment Measure:</b></p> <p><b>Assignments-</b>          Google Doc Notetaker-Educational Studies (59.75/60=100%)          Graphic Organizer from Readings (22.2/25=89%)  <b>Research project-</b>          Disability Category fact sheet (67.65/75=90%)  <b>Discussions</b>          4 Square note-taker (13 Disability Categories) -37.75/40 (94%)  <b>Quizzes</b>          Chapter 1-4 Quiz (26.4/30=88%)  <b>Final</b>          Q &amp; A Final (107.5/115=93%)</p> <p><b>Criterion for achievement:</b> 80% of the students will score 80% or higher on each measure</p>	<p><b>Results:</b></p> <p><b>Assignments-94.5%</b>          Google Doc Notetaker-Educational Studies (59.75/60=100%)          Graphic Organizer from Readings (22.2/25=89%)  <b>Research project-90%</b>          Disability Category fact sheet (67.65/75=90%)  <b>Discussions-94%</b>          4 Square note-taker (13 Disability Categories) -37.75/40 (94%)  <b>Quizzes-88%</b>          Chapter 1-4 Quiz (26.4/30=88%)  <b>Final-93%</b>          Q &amp; A Final (107.5/115=93%)</p> <p><b>Criterion Met: Yes/No</b>          Yes, all the measures met the criterion</p>	<p><b>Results Analysis:</b></p> <p>In the measures that were used to assess this outcome students met the criterion under each measure. This outcome is introduced and then revisited through the other outcomes all semester long.</p> <p><b>Action Plan:</b></p> <ol style="list-style-type: none"> <li>1.) The Disability Fact sheet has been a successful project in this course. I just need to adjust the directions to make them more precise and add a rubric to this project.</li> <li>2.) I need to find a way to measure the work that students complete during the “live” portion of this course. Create a participation rubric as well as assignment rubric for each live class.</li> <li>3.) Create a quiz that encompasses Chapters 1-3 and supplemental readings for this outcome.</li> </ol>
<p><b>Outcome #3:</b></p> <p>Demonstrate understanding of the following: 504, IEP, &amp; RTI process.</p>	<p><b>Assessment Measure:</b></p> <p><b>Assignments-</b>          Venn Diagram Note Taking comparing IEP's &amp; 504's (37.5/40=94%)          Google Doc Notetaker-Educational Studies (59.75/60=100%)  <b>Discussions</b>          Behavioral Supports (47.05/50=94%)          Website Reviews (19.45/20=97%)          October 7 Class Participation Documents-Team Meetings (17.65/20=88%)  <b>Quizzes</b>          Chapter 1-4 Quiz (26.4/30=88%)  <b>Final</b>          Q &amp; A Final (107.5/115=93%)</p>	<p><b>Results:</b></p> <p><b>Assignments-97%</b>          Venn Diagram Note Taking comparing IEP's &amp; 504's (37.5/40=94%)          Google Doc Notetaker-Educational Studies (59.75/60=100%)  <b>Discussions-93%</b>          Behavioral Supports (47.05/50=94%)          Website Reviews (19.45/20=97%)          October 7 Class Participation Documents-Team Meetings (17.65/20=88%)  <b>Quizzes-88%</b>          Chapter 1-4 Quiz (26.4/30=88%)  <b>Final -93%</b>          Q &amp; A Final (107.5/115=93%)</p> <p><b>Criterion Met: Yes/No</b></p>	<p><b>Results Analysis:</b></p> <p>In the measures that were used to assess this outcome students met the criterion under each measure. The Q&amp; A final helps to solidify the content that the students have learned and applied throughout the entire semester.</p> <p><b>Action Plan:</b></p> <ol style="list-style-type: none"> <li>1.) Update the Syllabus so that the measures are accurate for this outcome-a research project does not encompass this outcome.</li> <li>2.) Create a quiz for Chapters 4-6 to show the knowledge gained from the 2 textbooks and case studies.</li> </ol>

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	<p><b>Criterion for achievement:</b> 80% of the students will score 80% or higher on each measure</p>	<p>Yes, all the measures met the criterion</p>	
<p><b>Outcome #4:</b></p> <p>Articulate strategies for research-based instruction and support in the regular classroom for individual(s) with learning difference(s).</p>	<p><b>Assessment Measure:</b></p> <p><b>Assignments-</b>  Paraprofessional Introduction &amp; Communication plan (22.05/25=88%)  Videos, Chapter 7, &amp; Case Studies (46.95/50=94%)  Google Doc Notetaker-Educational Studies (59.75/60=100%)  Pros &amp; Cons Co-Teaching T-Chart (21.65/20 =108%)</p> <p><b>Research project-</b>  Quick Reference Guide-Stress Busters and Mood Boosters (22.6/25=90%)</p> <p><b>Discussions</b>  October 7 Class Participation Documents-Team Meetings (17.65/20=88%)  Supporting Paraprofessionals (19.45/20=97%)  Collaboration &amp; Co-Teaching (28.5/30=95%)</p> <p><b>Final</b>  Q &amp; A Final (107.5/115=93%)</p> <p><b>Criterion for achievement:</b> 80% of the students will score 80% or higher on each measure</p>	<p><b>Results:</b></p> <p><b>Assignments-97.5%</b>  Paraprofessional Introduction &amp; Communication plan (22.05/25=88%)  Videos, Chapter 7, &amp; Case Studies (46.95/50=94%)  Google Doc Notetaker-Educational Studies (59.75/60=100%)  Pros &amp; Cons Co-Teaching T-Chart (21.65/20 =108%)</p> <p><b>Research project-90%</b>  Quick Reference Guide-Stress Busters and Mood Boosters (22.6/25=90%)</p> <p><b>Discussions-93%</b>  October 7 Class Participation Documents-Team Meetings (17.65/20=88%)  Supporting Paraprofessionals (19.45/20=97%)  Collaboration &amp; Co-Teaching (28.5/30=95%)</p> <p><b>Final-93%</b>  Q &amp; A Final (107.5/115=93%)</p> <p><b>Criterion Met: Yes/No</b>  Yes, all the measures met the criterion</p>	<p><b>Results Analysis:</b>  In the measures that were used to assess this outcome students met the criterion under each measure.</p> <p><b>Action Plan:</b></p> <ol style="list-style-type: none"> <li>1.) Create a rubric for the Quick Reference guide so that the grading is more cohesive and less subjective</li> <li>2.) Create a quiz that encompasses Chapters 7-9 to assess student learning beyond the research project.</li> </ol>
<p><b>Outcome #5:</b></p> <p>Create plans and/or lessons that incorporate the following: student strengths, learning styles, SMART goals/IEP goals &amp; accommodations, and learning outcomes.</p>	<p><b>Assessment Measure:</b></p> <p><b>Assignments-</b>  Writing SMART Goals (8.8/10=88%)  Google Doc Notetaker-Educational Studies (59.75/60=100%)</p> <p><b>Research project-</b>  Presentations (Plan, Hook, &amp; Closure)-26.35/30 =88%)</p> <p><b>Discussions</b>  Behavioral Supports (47.05/50=94%)  Website Reviews (19.45/20=97%)</p> <p><b>Final</b></p>	<p><b>Results:</b></p> <p><b>Assignments-94%</b>  Writing SMART Goals (8.8/10=88%)  Google Doc Notetaker-Educational Studies (59.75/60=100%)</p> <p><b>Research project- 88%</b>  Presentations (Plan, Hook, &amp; Closure)-26.35/30 =88%)</p> <p><b>Discussions-95.5%</b>  Behavioral Supports (47.05/50=94%)  Website Reviews (19.45/20=97%)</p> <p><b>Final-93%</b></p>	<p><b>Results Analysis:</b>  In the measures that were used to assess this outcome students met the criterion under each measure.</p> <p><b>Action Plan:</b></p> <ol style="list-style-type: none"> <li>1.) Create a quiz that encompasses Chapters 7-9 to assess student learning beyond the research project.</li> <li>2.) Create a rubric to assess the Q &amp; A final so that the grading is more cohesive and less</li> </ol>

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	<p>Q &amp; A Final (107.5/115=93%)  <b>Criterion for achievement:</b> 80% of the students will score 80% or higher on each measure</p>	<p>Q &amp; A Final (107.5/115=93%)  <b>Criterion Met: Yes/No</b>          Yes, all the measures met the criterion</p>	<p>subjective.          3.) Update the directions for the research project so students have a better understanding of the intended outcome for this work. Also include a rubric for the presentation portion of the project.          4.) Find a way to recreate the research project work through assigned study groups when the course is not offered live.</p>
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### Notes:

- 1.) This course was taught in Fall 2020 and Spring 2021. Evaluation of the Fall 2021 semester “live” course was completed since the course transitioned from live to fully online. Moving forward the intention is to offer this course in the Fall as a “live” class and in the Spring as an online course. The Fall course was assessed since that is where I started and I was able to adjust the content, course work, and expectations as needed to an online platform.
- 2.) After doing this course assessment I realize I need to label assignments better and/or write the course outcome(s) as part of the Module title so that is an easier process to input the needed information.
- 3.) To make sure that all course outcomes are met more evenly I will divide the textbook into 3 equal sections and give 1 quiz for each section.  
 Chapters 1-3- Outcomes 1-3  
 Chapters 4-6- Outcomes 3-4  
 Chapters 7-9- Outcomes 3-5
- 4.) Now that I have taught this course in both a live format and online format, I can see the changes that need to be made to keep the intent of the course content in tack no matter what platform is used. I will continue to refine my teaching practices by 1.) developing clearer assignment directions 2.) tying assignments, discussion, projects, quizzes, and final more closely with course outcomes, 3.) adjusting Module design in WebCampus so the transition from live to online is clearer for both instructor and students.

I have reviewed this report:

\_\_\_\_\_  
 Department Chair

\_\_\_\_\_  
 Dean

Date \_\_\_\_\_

Date \_\_\_\_\_

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Vice President of Academic Affairs and Student Services

Date\_\_\_\_\_