



2021 Academic Program Assessment Report		Program current assessment plan here:	https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/assessment-plans/liberal-studies-assessment-plan-2020.pdf
Liberal Studies		Program prior assessment report here:	https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/report/liberal-studies-assessment-report-2020.pdf

Report Completed By:	Jeff Piquette
Date Report Completed:	5/30/2021
Faculty members involved in this Assessment:	

Please describe this year's assessment activities and follow-up for your program below. (Separate sheet for each undergraduate major, stand-alone minor, certificate, and graduate program in your department.) Please also submit any addenda such as rubrics which are not available in your assessment plan. The reports will be available to the Dean of your college/school and to the Executive Director for Assessment as well as faculty peer reviewers.

Brief Statement of Program Mission and Goals:	It is the mission of the CSU Pueblo teacher education program to prepare teachers and learners of quality and distinction by exposing students to quality communities of teaching and learning.
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I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for the year based on the assessment process.

A. Your program SLOs are pasted here verbatim from your assessment plan. Please enter info in columns B-H only for those assessed during this annual cycle.	B. When was this SLO last reported on prior to this cycle? (semester and year)	C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved (N).	E. What is the expected proficiency level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? (Include the proportion of students meeting proficiency.)	G. What were the department's conclusions about student performance?	H. What changes/improvements to the program are planned based on this assessment?
1. Graduates are broadly educated in the liberal arts and sciences	All SLOs are assessed each year	Program rubrics used by faculty to assess performance would take up over 50 pages of space so are not included. Complete performance rubrics are available on the SoE web site here . Applicable standards for this SLO is 2.11.	All Liberal Studies students completing SoE, 2020-2021; first year teachers in 2020-2021 (grads in 2019-2020).	Expectations include all of the following: a) all program completers should receive ratings of 3.00 or higher on assessments of performance on all program standards and avg. ratings by the group should be >3.00, b) 100% of program completers and >80% of individual students during the year who took the state licensure exam (Praxis) receive passing scores; and c) >80% of graduates and their supervisors'/ principals' ratings of performance are proficient (3.00 or >) and avg. ratings are >3.00 on evaluations of all standards for the group after one year of teaching.	a) 89% of all completers (n = 27) had ratings of 3.0 or higher on applicable program standards. This means that 3 of 27 had a score below 3.0. The average for this group across applicable standards was 2.90. Both of these are below the benchmark/expectation. b) All completers passed the Liberal Studies Praxis exam. The program uses 3 statistics to track student progress: 1) the overall pass rate (average score for all takers; since some students take the test more than once, repeated takers can skew results), 1st time pass rate (average score for each student the first time the test was taken), and last time pass rate (average score of students using the last test rather than first test taken). Averages for test administrations were 72% (overall), 78% (1st), and 84% (last). Strengths in subtest performance were seen in scores in Math and Science. c) Supervisor and principal ratings of first-year elementary teachers were all above 3.00 across all standards with an average of 3.33 (on a scale of 1-4).	In general, our Liberal Studies graduates appear to be obtaining the necessary knowledge and skills to not only meet our program SLOs, but also to be effective in the field. The clear exception is the lower ratings seen by some of our completers. This year, two of our completers have chosen to opt out of teaching and not pursue getting a teaching license. These two individuals were among those not getting proficient ratings on this SLO. Taking these individuals out of the data gets us much closer to 100% at 3.00 or above and definitely above the 3.00 average. This SLO is broad in terms of scope. It encompasses content knowledge across the board. Closer analysis shows that social studies knowledge is the weakest link in terms of GPA and licensure exam performance.	We will continue to consider our social studies curriculum for the Liberal Studies students. It has been something we have been trying to address for a while. The good news is that some progress is being seen among students on a few of the more difficult classes and on pass rates for Praxis. The positive trend may continue up as the students who are finishing are ones that will have more fully experienced the changes implemented.

<p>2. Graduates demonstrate habits of thinking, including analytical skills, independent thinking, reasoned judgment, mature values, and imagination</p>	<p>All SLOs are assessed each year</p>	<p>Program rubrics used by faculty to assess performance would take up over 50 pages of space so are not included. Complete performance rubrics are available on the SoE web site here. Applicable standards for this SLO are 2.10, 3.3, 5.3, 5.10, 6.5, and 8.7.</p>	<p>All Liberal Studies students completing SoE, 2020-2021; first year teachers in 2020-2021 (grads in 2019-2020).</p>	<p>Expectations include all of the following: a) all program completers should receive ratings of 3.00 or higher on assessments of performance on all program standards and avg. ratings by the group should be >3.00, b) 100% of program completers and >80% of individual students during the year who took the state licensure exam (Praxis) receive passing scores; and c) >80% of graduates and their supervisors'/ principals' ratings of performance are proficient (3.00 or >) and avg. ratings are >3.00 on evaluations of all standards for the group after one year of teaching.</p>	<p>a) 93% of all completers (n = 27) had ratings of 3.0 or higher on applicable program standards. This means that 2 of 27 had a score below 3.0. The average for this group across applicable standards was 3.27. We hope for 100% of students to be proficient across all standards, so that is a slight issue, however, the overall average was above benchmark/expectation. b) All completers passed the Liberal Studies Praxis exam. The program uses 3 statistics to track student progress: 1) the overall pass rate (average score for all takers; since some students take the test more than once, repeated takers can skew results), 1st time pass rate (average score for each student the first time the test was taken), and last time pass rate (average score of students using the last test rather than first test taken). Averages for test administrations were 72% (overall), 78% (1st), and 84% (last). Strengths in subtest performance were seen in scores in Math and Science. c) Supervisor and principal ratings of first-year elementary teachers were all above 3.00 across all standards with an average of 3.24 (on a scale of 1-4).</p>	<p>In general, our Liberal Studies graduates appear to be obtaining the necessary knowledge and skills to not only meet our program SLOs, but also to be effective in the field. The clear exception is the lower ratings seen by some of our completers. This year, two of our completers have chosen to opt out of teaching and not pursue getting a teaching license. These two individuals were the ones not getting proficient ratings on this SLO. Taking these individuals out of the data gets us to 100% at 3.00 or above. This SLO is broad in terms of scope. It encompasses 6 different program standards. Closer analysis shows that unit planning and teaching is the weakest sub-area (goal 5.3). The average on this standard was 2.83. Comments by supervisors indicate that COVID 19 may be partly to blame because candidates were not able to fully implement their ideal units throughout the year. There was just too much uncertainty and limitations with how instruction was delivered. This led to lower ratings overall.</p>	<p>We believe that if COVID conditions get better, this problem area will resolve itself. We will watch carefully, though, and adjust the unit required during student teaching if necessary.</p>	
<p>3. Graduates communicate effectively</p>	<p>All SLOs are assessed each year</p>	<p>Program rubrics used by faculty to assess performance would take up over 50 pages of space so are not included. Complete performance rubrics are available on the SoE web site here. Applicable standards include 7.3 and 8.9.</p>	<p>All Liberal Studies students completing SoE, 2020-2021; first year teachers in 2020-2021 (grads in 2019-2020).</p>	<p>Expectations include all of the following: a) all program completers should receive ratings of 3.00 or higher on assessments of performance on all program standards and avg. ratings by the group should be >3.00, b) 100% of program completers and >80% of individual students during the year who took the state licensure exam (Praxis) receive passing scores; and c) >80% of graduates and their supervisors'/ principals' ratings of performance are proficient (3.00 or >) and avg. ratings are >3.00 on evaluations of all standards for the group after one year of teaching.</p>	<p>a) All completers (n = 27) had ratings of 3.0 or higher on applicable program standards. The average for this group across applicable standards was 3.63. Both of these are above the benchmark/expectation. b) All completers passed the Liberal Studies Praxis exam. The program uses 3 statistics to track student progress: 1) the overall pass rate (average score for all takers; since some students take the test more than once, repeated takers can skew results), 1st time pass rate (average score for each student the first time the test was taken), and last time pass rate (average score of students using the last test rather than first test taken). Averages for test administrations were 72% (overall), 78% (1st), and 84% (last). Strengths in subtest performance were seen in scores in Math and Science. c) Supervisor and principal ratings of first-year elementary teachers were all above 3.00 across all standards with an average of 3.41 (on a scale of 1-4).</p>	<p>Our Liberal Studies graduates appear to be obtaining the necessary knowledge and skills to not only meet our program SLOs, but also to be effective in the field. There were no low ratings here, really. These were strengths, partly by necessity from the pandemic.</p>	<p>None for this SLO this year.</p>	

<p>4. Graduates create standards-based learning experiences that make knowledge accessible, exciting, and meaningful for all students</p>	<p>All SLOs are assessed each year</p>	<p>Program rubrics used by faculty to assess performance would take up over 50 pages of space so are not included. Complete performance rubrics are available on the SoE web site here. Applicable standards include 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 3.1, 5.3, and 5.4.</p>	<p>All Liberal Studies students completing SoE, 2020-2021; first year teachers in 2020-2021 (grads in 2019-2020).</p>	<p>Expectations include all of the following: a) all program completers should receive ratings of 3.00 or higher on assessments of performance on all program standards and avg. ratings by the group should be >3.00, b) 100% of program completers and >80% of individual students during the year who took the state licensure exam (Praxis) receive passing scores; and c) >80% of graduates and their supervisors'/ principals' ratings of performance are proficient (3.00 or >) and avg. ratings are >3.00 on evaluations of all standards for the group after one year of teaching.</p>	<p>a) 93% of all completers (n = 27) had ratings of 3.0 or higher on applicable program standards. This means that 2 of 27 had a score below 3.0. The average for this group across applicable standards was 3.18. We hope for 100% of students to be proficient across all standards, so that is a slight issue, however, the overall average was above benchmark/expectation. b) All completers passed the Liberal Studies Praxis exam. The program uses 3 statistics to track student progress: 1) the overall pass rate (average score for all takers; since some students take the test more than once, repeated takers can skew results), 1st time pass rate (average score for each student the first time the test was taken), and last time pass rate (average score of students using the last test rather than first test taken). Averages for test administrations were 72% (overall), 78% (1st), and 84% (last). Strengths in subtest performance were seen in scores in Math and Science. c) Supervisor and principal ratings of first-year elementary teachers were all above 3.00 across all standards with an average of 3.14 (on a scale of 1-4).</p>	<p>In general, our Liberal Studies graduates appear to be obtaining the necessary knowledge and skills to not only meet our program SLOs, but also to be effective in the field. The clear exception is the lower ratings seen by some of our completers. This year, two of our completers have chosen to opt out of teaching and not pursue getting a teaching license. These two individuals were the ones not getting proficient ratings on this SLO. Taking these individuals out of the data gets us to 100% at 3.00 or above. This SLO is broad in terms of scope. It encompasses 11 different program standards. Closer analysis shows that unit planning and teaching is the weakest sub-area (goal 5.3). The average on this standard was 2.83. Comments by supervisors indicate that COVID 19 may be partly to blame because candidates were not able to fully implement their ideal units throughout the year. There was just too much uncertainty and limitations with how instruction was delivered. This led to lower ratings overall.</p>	<p>We believe that if COVID conditions get better, this problem area will resolve itself. We will watch carefully, though, and adjust the unit required during student teaching if necessary.</p>
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Comments on part I:

The program has identified 8 goal areas that summarize the SLOs for all School of Education candidates. Within each of these goal areas are 5-10 more program standards, aligned with the Colorado Performance Standards, as well as the standards of professional and learned societies, and performance on the standards is the crucial level of assessment in terms of student outcomes, not program goals. The School of Education has developed [rubrics](#) that outline in considerable detail the specific criteria and dimensions of performance that define outcomes required for each standard. Also included on the rubrics are benchmarks for performance at three different points in the program – admission to education, admission to student teaching, and program completion. Ratings based on this evidence are completed by faculty using a scale of 1-4, with a rating of 3.00 an indication of “proficient” on a standard. Formal evaluations are conducted and recorded for each student at admission to education and program completion based on multiple types and sources of evidence.

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the year cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

<p>A. What SLO(s) or other issues did you address in this cycle? Please include SLOs verbatim from the assessment plan, as above.</p>	<p>B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.</p>	<p>C. What were the recommendations for change from the previous assessment column H and/or feedback?</p>	<p>D. How were the recommendations for change acted upon?</p>	<p>E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?</p>
<p>1. Graduates are broadly educated in the liberal arts and sciences</p>	<p>2019-2020</p>	<p>Continue working with social studies faculty on aligning content knowledge and the application of that knowledge in the field. Also continue to develop our support structures for Praxis in conjunction with our new coordinator. What she is doing is clearly working, and so we just need to get more students to take advantage of her services.</p>	<p>COVID 19 disrupted some of this collaboration. History and Political Science did take some of our Praxis data and used it to adjust the content of applicable history and political science courses. This has been the second or third year in a row that we have been working on this issue. Our Praxis Coordinator maintained her services and continued to help improve pass rates on social studies.</p>	<p>We continue to make small gains on this SLO. We believe that next year will be even better as that group of students will have been exposed to all changes made and more likely to benefit.</p>

Conduct reliability training among supervisors of student teachers to strengthen reliability of assessment data.	2019-2020	Conduct reliability training among supervisors of student teachers to strengthen reliability of assessment data.	The resignation of our Director of Student Teaching & Experiential Programming halted this effort. COVID 19 didn't help either. Basically, this never got accomplished.	We will attempt to implement this next year. Our new Director is already aware of the issue and has taken some steps to train our current supervisors.				
Comments on part II:								