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| 2022 Academic Program Assessment Report | | Program current assessment plan here: | https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/assessment-plans/education-minor-assessment-plan-2020.pdf |
| Teacher Education Minor | | Program prior assessment report here: | https://www.csupueblo.edu/assessment-and-student-learning/_doc/2021/2021-assessment-reports/teacher-education-minor-2021-assessment-report.pdf |
| Report Completed By: | Jeff Piquette | | |
| Date Report Completed: | 5/27/2022 | | |
| 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: To engage and empower our community of learners and develop professional educators who respect diversity, advance social justice, and promote academic excellence through immersion in equitable exploration.

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? |
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| 1. Uses democratic principles to create communities of learners that assure positive social interactions, collaboration, and cooperation | 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 are 1.1 to 1.5. | All students completing the Education minor for the current academic year; first year teachers from the previous academic year. | Expectations include all of the following: a) all program completers should receive overall ratings of 3.00 or higher on program goals (averages of individual standards for each goal) and avg. ratings by the entire 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) 98% of all completers (n = 48) had ratings of 3.0 or higher on applicable program goals. This means that 1 of 48 had an average score below 3.0. The average for the entire group across applicable standards was 3.31. We got very close to meeting both expectations. b) All completers passed their required Praxis exams. 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 78% (overall), 83% (1st), and 88% (last). These pass rates are higher than previous years. c) Supervisor and principal ratings of first-year elementary teachers were all above 3.00 across all standards with an average of 3.45 (on a scale of 1-4). | In general, our 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. Having just one individual not make the cut on just one score is not cause for much alarm. This SLO is about managing classrooms and is always difficult to yield higher ratings because of a general lack of experience. The challenges were even more pronounced coming back from and still dealing with COVID. | None for this SLO. |
| 2. Creates learning experiences that make content knowledge accessible, exciting, and meaningful for all students. | 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 are 2.1 to 2.11. | All students completing the Education minor for the current academic year; first year teachers from the previous academic year. | Expectations include all of the following: a) all program completers should receive overall ratings of 3.00 or higher on program goals (averages of individual standards for each goal) and avg. ratings by the entire 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) 98% of all completers (n = 48) had ratings of 3.0 or higher on applicable program goals. This means that 1 had an average score below 3.0. The average for the entire group across applicable standards was 3.26. We got very close to meeting both expectations. b) All completers passed their required Praxis exams. 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 78% (overall), 83% (1st), and 88% (last). These pass rates are higher than previous years. c) Supervisor and principal ratings of first-year elementary teachers were not all above 3.00 across all standards in this case. Two teachers were cited as having some gaps in knowledge that put them below the proficient mark. This was related to literacy training. On a positive side, the overall average rating was 3.20 (on a scale of 1-4). | In general, our 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 individual who did not have high enough averages were very close. Their lower ratings were both just below 3 (2.75, the next lowest rating because we only work in quarter points). This often happens because our standards demand that all teachers are teachers of literacy and math. Some majors do not emphasize this as much and so candidates have a hard time scoring proficient ratings on them. This SLO is also about overall content knowledge, so if there are any gaps, it could lead to less than proficient ratings. The number of students who did meet the standard is smaller than last year, so we are pleased with the result, even though it was our lowest overall average by students. The clear weakness is in literacy training. Districts are starting to feel the need to meet the READ Act now and so want our completers to be well trained. | We have already added a course on the science of reading to our curriculum and also revamped the literacy classes to better align with the READ Act. Our processes are just slower than in K-12. Our candidates will not be required to take these courses for a couple more years because of how the catalog works, but we are advising everyone to take the courses now. It will take a bit of time to get everyone trained before this stops being an issue, probably. We continue to make progress, so we feel good about eh changes already made. Feedback on the new course has been excellent. We will see how next year's candidates perform on this. |

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| <p>3. Creates a learning community in which individual differences are respected, appreciated, and celebrated.</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 3.1-3.8.</p> | <p>All students completing the Education minor for the current academic year; first year teachers from the previous academic year.</p> | <p>Expectations include all of the following: a) all program completers should receive overall ratings of 3.00 or higher on program goals (averages of individual standards for each goal) and avg. ratings by the entire 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) 100% of all completers (n = 48) had ratings of 3.0 or higher on applicable program goals. The average for the entire group across applicable standards was 3.32. We met both expectations! b) All completers passed their required Praxis exams. 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 78% (overall), 83% (1st), and 88% (last). These pass rates are higher than previous years. c) Supervisor and principal ratings of first-year elementary teachers were all above 3.00 across all standards with an average of 3.28 (on a scale of 1-4). Valuing individual differences was a solid skill of these first-year teachers.</p> | <p>In general, our 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. This SLO is about creating learning communities that value diversity. We teach this in every course and so are glad that program completers were rated so highly on this goal, even for learning in remote/online formats like what happened in most schools this past year.</p> | <p>None for this SLO.</p> | |
| <p>4. Ensures, through the use of standards and informal and formal assessment activities, the continuous development of all learners.</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 4.1-4.8.</p> | <p>All students completing the Education minor for the current academic year; first year teachers from the previous academic year.</p> | <p>Expectations include all of the following: a) all program completers should receive overall ratings of 3.00 or higher on program goals (averages of individual standards for each goal) and avg. ratings by the entire 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) 96% of all completers (n = 48) had ratings of 3.0 or higher on applicable program goals. This means that 2 of 48 had an average score below 3.0. The average for the entire group across applicable standards was 3.38. We got very close to meeting both expectations. b) All completers passed their required 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 78% (overall), 83% (1st), and 88% (last). These pass rates are higher than previous years. c) Supervisor and principal ratings of first-year elementary teachers were all above 3.00 across all standards in this case. On another positive note, the overall average rating was 3.21 (on a scale of 1-4).</p> | <p>In general, our 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 individuals who did not have high enough averages were both from PE. Perhaps they did not have opportunities to demonstrate their skills because of the unique nature of their placements. Unfortunately, we do not know this for sure. This SLO is about assessment and being able to assess in a variety of ways. The good news is that our average rating is better than last year, so we are not concerned about this as an area of need.</p> | <p>None for this SLO.</p> | |
| <p>5. Constructs and uses pedagogy to maximize the intellectual, social, physical, and moral development of 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 for this SLO are 5.1-5.10.</p> | <p>All students completing the Education minor for the current academic year; first year teachers from the previous academic year.</p> | <p>Expectations include all of the following: a) all program completers should receive overall ratings of 3.00 or higher on program goals (averages of individual standards for each goal) and avg. ratings by the entire 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) 96% of all completers (n = 48) had ratings of 3.0 or higher on applicable program goals. This means that 2 of 48 had an average score below 3.0. The average for the entire group across applicable standards was 3.18. We got very close to meeting both expectations. b) All completers passed their required 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 78% (overall), 83% (1st), and 88% (last). These pass rates are higher than previous years. c) Supervisor and principal ratings of first-year elementary teachers were all above 3.00 across all standards in this case. On another positive note, the overall average rating was 3.33 (on a scale of 1-4).</p> | <p>In general, our 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 individuals who did not have high enough averages were rated lower because of their lack of social-emotional techniques with students. The overall average for it was 2.68. This was the lowest average across the minor program. We believe this came to the forefront of evaluators' minds because of the larger needs from the pandemic and the emphasis placed on it across the board. We are not sure that our students are any less prepared than they have ever been, but because it was a higher need, students were rated lower.</p> | <p>Regardless of what caused the lower rating on social-emotional techniques, we have decided to enhance the training students will get in our ED 412 course. All licensure students take this course, so hopefully it will help prepare them for this need.</p> | |

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| <p>6. Is a reflective decision maker, incorporating understandings of educational history, philosophy, and inquiry, as well as the values of the democratic ideal.</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 6.1-6.5.</p> | <p>All students completing the Education minor for the current academic year; first year teachers from the previous academic year.</p> | <p>Expectations include all of the following: a) all program completers should receive overall ratings of 3.00 or higher on program goals (averages of individual standards for each goal) and avg. ratings by the entire 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) 100% of all completers (n = 48) had ratings of 3.0 or higher on applicable program goals. The average for the entire group across applicable standards was 3.38 - the highest rated goal area! We met both expectations! b) All completers but 1 passed the required Praxis exams. 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 78% (overall), 83% (1st), and 88% (last). These pass rates are higher than previous years. c) Supervisor and principal ratings of first-year elementary teachers were all above 3.00 across all standards with an average of 3.28 (on a scale of 1-4). Reflective practice was a solid skill of these first-year teachers.</p> | <p>In general, our 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. This SLO is about reflective practice and implementing the Democratic Ideal. This was a goal that we worked hard to improve in previous cycles, so it is nice to see it at a high level again for a while.</p> | <p>None for this SLO.</p> |
| <p>7. Creates communities of learning by working collaboratively with colleagues, families, and other members.</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 7.1-7.8.</p> | <p>All students completing the Education minor for the current academic year; first year teachers from the previous academic year.</p> | <p>Expectations include all of the following: a) all program completers should receive overall ratings of 3.00 or higher on program goals (averages of individual standards for each goal) and avg. ratings by the entire 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) 100% of all completers (n = 48) had ratings of 3.0 or higher on applicable program goals. The average for the entire group across applicable standards was 3.12. We met both expectations! b) All completers passed their required Praxis exams. 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 78% (overall), 83% (1st), and 88% (last). These pass rates are higher than previous years. c) Supervisor and principal ratings of first-year elementary teachers were all above 3.00 across all standards with an average of 3.28 (on a scale of 1-4). Collaboration was a solid skill of these first-year teachers.</p> | <p>In general, our 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. This goal is about collaboration. It was an area of lower ratings last year, so we were pleased to have it come back to a more normal state. We thought it might be a product of the pandemic, and the results here seem to support that assertion.</p> | <p>None for this SLO.</p> |
| <p>8. Models the professional and ethical responsibilities of the education profession.</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 8.1-8.9.</p> | <p>All students completing the Education minor for the current academic year; first year teachers from the previous academic year.</p> | <p>Expectations include all of the following: a) all program completers should receive overall ratings of 3.00 or higher on program goals (averages of individual standards for each goal) and avg. ratings by the entire 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) 100% of all completers (n = 55) had ratings of 3.0 or higher on applicable program goals. The average for the entire group across applicable standards was 3.46 - the second highest rated goal area! We met both expectations! b) All completers passed their required Praxis exams. 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 78% (overall), 83% (1st), and 88% (last). These pass rates are higher than previous years. c) Supervisor and principal ratings of first-year elementary teachers were all above 3.00 across all standards with an average of 3.54 (on a scale of 1-4). Teaching dispositions and professionalism was a solid skill of our first-year teachers.</p> | <p>Goal 8 is usually the highest rated area. Averages were actually down a bit this year, even though we still met expectations. It is very important and we take pride in the fact that our program completers show a high degree of professionalism and love for teaching. It is even more powerful when supervisors and principals see it and acknowledge it as well. There were more comments about work ethic and morale/attitude than we usually see, but we are not going to change anything until we know if this is a trend that dips below the standards we have set for average ratings.</p> | <p>None for this SLO.</p> |
| <p>Comments on part I:</p> | <p>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.</p> | | | | | | |
| <p>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. | B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year. | C. What were the recommendations for change from the previous assessment column H and/or feedback? | D. How were the recommendations for change acted upon? | E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations? | | | | | |
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| 2. Creates learning experiences that make content knowledge accessible, exciting, and meaningful for all students. | 2020-2021 | We have already added a course on the science of reading to our curriculum and also revamped the literacy classes to better align with the READ Act. Our processes are just slower than in K-12. Our candidates will not be required to take these courses for a couple more years because of how the catalog works, but we are advising everyone to take the courses now. Feedback on the new course (offered for the first time in Spring 2021) has been excellent. We will see how next year's candidates perform on this. | The curriculum to address the READ Act was completely adopted this year, so all candidates from here on should be beneficiaries of the adjusted content. Of course, not all people in the older catalogs have to take the courses, but most are doing it to be ready for the Praxis and for job interviews. | Ratings on this SLO went up! We are very close to meeting expectations now and expect to be as soon as more students progress through the final, updated curriculum. We just have to wait it out another year or so. | | | | | |
| 4. Ensures, through the use of standards and informal and formal assessment activities, the continuous development of all learners. | 2020-2021 | We believe that this is solely because of the pandemic. Assessment is covered in every course. For this reason, we will not adjust anything right away, but will watch carefully for signs that this is still a weakness in fall graduates. If it is, we will make adjustments at that time. | We did as we stated in the recommendations. | Thankfully, all ratings returned to a more normal state above the expected values. | | | | | |
| 5. Constructs and uses pedagogy to maximize the intellectual, social, physical, and moral development of all students. | 2020-2021 | Our Director of Student Teaching will consult with supervisors to make sure that their ratings are not unduly influenced by things outside of the student teachers' control. | We did as we stated in the recommendations. Supervisors got a much more elaborate training from our Director on how to evaluate candidates on these more complex standards. | Ratings on this SLO went up! We met expectations on this dimension of the goal. However, a new gap appeared this year that we will address in the coming year related to social-emotional techniques. | | | | | |
| 7. Creates communities of learning by working collaboratively with colleagues, families, and other members. | 2020-2021 | We believe that this is solely because of the pandemic. For this reason, we will not adjust anything right away, but will watch carefully for signs that this is still a weakness in fall graduates. If it is, we will make adjustments at that time. | We did as we stated in the recommendations. | Thankfully, all ratings returned to a more normal state above the expected values. | | | | | |
| Comments on part II: | Great progress on all of the SLOs addressed, and we know that we may have to wait another year or so before students take the fully changed literacy curriculum before we see results in all of our completers. We will watch the new gap that appeared in Goal 5 after implementing the new content on social-emotional support techniques. | | | | | | | | |