



2023 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/2022/teacher-education-minor-assessment-report-2022.pdf

Report Completed By: Jeff Piquette

Date Report Completed: 5/25/2023

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?
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 Education minor, 2021-2022; first year teachers in 2021-2022(grads in 2020-2021).	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) 92% of all completers (n = 37) had ratings of 3.0 or higher on applicable program goals. This means that 3 of 37 had an average score below 3.0. The average for the entire group across applicable standards was 3.36. 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 80% (overall), 79% (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 3.12 (on a scale of 1-4). Classroom management was mentioned, but is almost always mentioned for first year teachers.	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 3 individuals who did not have high enough ratings were only down in a few areas. This SLO is about managing classrooms and is always difficult to yield higher ratings because of a general lack of experience. The good news is that this SLO had better performance than last year. We are happy with the results.	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 Education minor, 2021-2022; first year teachers in 2021-2022(grads in 2020-2021).	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) 100% of all completers (n = 37) 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 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 80% (overall), 78% (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. The overall average rating was 3.46 (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 percentage of student who did meet the standard is higher than last year, so we are pleased with the result. We believe that our literacy training is much improved and causing these ratings to go up.	None for this SLO.
3. Creates a learning community in which individual differences are respected, appreciated, and celebrated.	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 3.1-3.8.	All students completing Education minor, 2021-2022; first year teachers in 2021-2022(grads in 2020-2021).	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) 100% of all completers (n = 37) had ratings of 3.0 or higher on applicable program goals. The average for the entire group across applicable standards was 3.27. We met 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 80% (overall), 78% (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 3.36 (on a scale of 1-4). Valuing individual differences was a solid skill of these first-year teachers.	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.	None for this SLO.
4. Ensures, through the use of standards and informal and formal assessment activities, the continuous development of all learners.	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 4.1-4.8.	All students completing Education minor, 2021-2022; first year teachers in 2021-2022(grads in 2020-2021).	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) 95% of all completers (n = 37) had ratings of 3.0 or higher on applicable program goals. This means that 2 of 37 had an average score below 3.0. The average for the entire group across applicable standards was 3.14. 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 80% (overall), 78% (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 issues with assessment. On a positive side, the overall average rating was 3.11 (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 individuals who did not have high enough averages were both from music. Perhaps they did not have opportunities to demonstrate their skills because of the unique situations that can happen in music classrooms. Unfortunately, we do not know this for sure. This SLO is about assessment and being able to assess in a variety of ways. Perhaps the placements for these two student teachers affected the way they could show their mastery of this goal, as the average is lower than last year.	We believe this may be unique and not a true measure of student performance. The same individual evaluated both students and may have had a different view of what constituted quality assessment in music than our rubric outlined. 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 will also take a closer look at these ratings with the individual who issued them solely in a developmental and inter-rater reliability perspective.

<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 Education minor, 2021-2022; first year teachers in 2021-2022(grads in 2020-2021).</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 = 37) had ratings of 3.0 or higher on applicable program goals. The average for the entire group across applicable standards was 3.30. We met 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 80% (overall), 78% (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. The overall average rating was 3.36 (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. Unit planning is a big part of this SLO and has been rated lower than many others. However, we finally got results above all benchmarks!</p>	<p>None for this SLO.</p>
<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 Education minor, 2021-2022; first year teachers in 2021-2022(grads in 2020-2021).</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) 95% of all completers (n = 37) had ratings of 3.0 or higher on applicable program goals. This means that 2 of 37 did not meet the first part of the expectation. The average for the entire group across applicable standards was 3.23, so we met one of 2 benchmarks here. 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 80% (overall), 78% (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). 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. We had a strong year with this in the previous year, so we are a bit disappointed to see it dip again, at least in the program completers. It looks like 1st year teachers continued to excel.</p>	<p>The instructors for the Admissions courses in our program (ED 301/560) will stress reflection in the portfolio assignments and the Director of Student Teaching will circle back during Capstone and Student Teaching as well.</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 SoF web site here. Applicable standards for this SLO are 7.1-7.8.</p>	<p>All students completing Education minor, 2021-2022; first year teachers in 2021-2022(grads in 2020-2021).</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) 95% of all completers (n = 37) had ratings of 3.0 or higher on applicable program goals. This means that 2 of 37 had an average score below 3.0. The average for the entire group across applicable standards was 3.28. 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 80% (overall), 78% (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. The overall average rating was 3.28 (on a scale of 1-4), and was the second highest rated goal area on the survey.</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. Upon deeper inspection, we found that the standard related to using community resources was the lowest rated standard. It brought the average down quite a bit with its own average of 2.77. Most supervisors kept the ratings low but rationalized their numbers by stating that many people are still in "pandemic" mode and so either resist or are at least hesitant to use the resources like they once did. Additionally, in other standards within this goal, students earned some of the highest ratings of any (except goal 8). That shows that this collaboration rating is a mixed bag. We have not seen mixes like this before so believe it to be a product of the pandemic. We can say with certainty that we have not seen this in the current year's students.</p>	<p>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.</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 SoF web site here. Applicable standards for this SLO are 8.1-8.9.</p>	<p>All students completing Education minor, 2021-2022; first year teachers in 2021-2022(grads in 2020-2021).</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 = 37) had ratings of 3.0 or higher on applicable program goals. The average for the entire group across applicable standards was 3.76 - the highest rated goal area! We met 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 80% (overall), 78% (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 3.46 (on a scale of 1-4). Teaching dispositions and professionalism was a solid skill of our first-year teachers.</p>	<p>Goal 8 is always the highest rated area. It is very important and we take pride in the fact that our program completers show this degree of professionalism and love for teaching. It is even more powerful when supervisors and principals see it and acknowledge it as well.</p>	<p>None for this SLO.</p>
<p>Comments on part I:</p>							
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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.				
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?
2. Creates learning experiences that make content knowledge accessible, exciting, and meaningful for all students.	2020-2021	Update literacy curriculum to address READ Act and gaps identified by lower ratings.	Our literacy specialist revamped the entire curriculum and got it implemented relatively quickly considering the extent of the changes.	This is now a program strength!
4. Ensures, through the use of standards and informal and formal assessment activities, the continuous development of all learners.	2020-2021	See if gaps go away with the pandemic.	We monitored important evaluation indicators throughout the year.	What we were watching went up, but a new area went down. Not sure how real it is.
5. Constructs and uses pedagogy to maximize the intellectual, social, physical, and moral development of all students.	2020-2021	More extensive training for our student teaching supervisors and additional instruction being delivered in our Capstone course to address the issue.	Our new Director of ST implemented the plan.	We met all SLO benchmarks!
7. Creates communities of learning by working collaboratively with colleagues, families, and other members.	2020-2021	See if gaps go away with the pandemic.	We monitored important evaluation indicators throughout the year.	Ratings did improve, but the use of community resources by our graduates is still down, and thus pulling these ratings lower overall. Supervisors say this was still related to the pandemic, and we have not seen this continue into the current year, so we are confident it will be back to normal next year.
Comments on part II:				