CSU PUEBLO

| 2024 Academic Program Assessment Report | Program current assessment plan here: | https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/assessment-plans/m.educ-assessment-pl |
| Education, M.Ed. | Program prior assessment report here: | https://www.csupueblo.edu/assessment-and-student-learning/_doc/2023/master-education-assessment-report-2023.pdf |

Report Completed By:	Jeff Piquette
Date Report Completed:	May 31, 2024
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

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

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. Demonstrate growth in content knowledge and in its application to classroom instruction and assessment.	All SLOs are assessed each year.	Rubrics used in assessing SLOs as well as the survey completed by graduates are on p. 46/61 of the M.Ed. Handbook. Students' eportfolio and defense are assessed by 2-3 faculty members, with the faculty advisor summarizing ratings/comments.	All program completers for this academic year	All (100%) program completers should: a) receive ratings of 5.00 or higher on assessments of performance on all program standards (i.e., 5.00 is the benchmark; the scale is 1-8); b) >80% of graduates report ratings of "proficient" (3.0) or > and avg. ratings of >4.00 on self evaluations (scale is 1-5).	a) All program completers (n = 55) received ratings of at least 5 on this SLO. The average rating was 7.21, which is up from last year and among the highest average ratings across all SLOs. b) All program completers self-reported ratings of 3 or above on this SLO and the average rating was 4.15, which is above the benchmark and slightly above last year's average.	M.Ed. candidates continue to meet program expectations on this SLO, and even excel on it. Gaining additional content knowledge within their emphasis area is a strength of the program. It probably should be since 18 credit hours are devoted to it.	None for this SLO.
2. Demonstrate professional growth in the application of scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	All SLOs are assessed each year.	Rubrics used in assessing SLOs as well as the survey completed by graduates are on p. 46/61 of the M.Ed. Handbook. Students' eportfolio and defense are assessed by 2-3 faculty members, with the faculty advisor summarizing ratings/comments.	All program completers for this academic year	All (100%) program completers should: a) receive ratings of 5.00 or higher on assessments of performance on all program standards (i.e., 5.00 is the benchmark; the scale is 1-8); b) >80% of graduates report ratings of "proficient" (3.0) or > and avg. ratings of >4.00 on self evaluations (scale is 1-5).	a) All program completers (n = 55) received ratings of at least 5 on this SLO. The average rating was 6.81, which is slightly down from last year but also above expectations. b) All program completers self-reported ratings of 3 or above on this SLO and the average rating was 4.16, which is above the benchmark and right at last year's average.	M.Ed. candidates really improved on this SLO as a result of changes last year. Expectations for the pedagogy courses were raised (especially with our educational partners) and it made a big difference in final ratings.	None for this SLO.

3. Demonstrate multiple means of assessing and evaluating student learning and use them to change theory and learning.	All SLOs are assessed each year.	Rubrics used in assessing SLOs as well as the survey completed by graduates are on p. 46/61 of the M.Ed. Handbook. Students' eportfolio and defense are assessed by 2-3 faculty members, with the faculty advisor summarizing ratings/comments.	All program completers for this academic year	All (100%) program completers should: a) receive ratings of 5.00 or higher on assessments of performance on all program standards (i.e., 5.00 is the benchmark; the scale is 1-8); b) >80% of graduates report ratings of "proficient" (3.0) or > and avg. ratings of >4.00 on self evaluations (scale is 1-5).	a) All program completers (n = 55) received ratings of at least 5 on this SLO. The average rating was 6.69, which is a bit lower than last year, and above expectation. b) All program completers self-reported ratings of 3 or above on this SLO and the average rating was 4.26, which is above the benchmark and slightly below last year's average.	M.Ed. candidates continue to meet program expectations on this SLO. Understanding assessment is a solid skill for our candidates.	None for this SLO.
4. Research, locate and understand current research in best practices in teaching.	All SLOs are assessed each year.	Rubrics used in assessing SLOs as well as the survey completed by graduates are on p. 46/61 of the M.Ed. Handbook. Students' eportfolio and defense are assessed by 2-3 faculty members, with the faculty advisor summarizing ratings/comments.	All program completers for this academic year	All (100%) program completers should: a) receive ratings of 5.00 or higher on assessments of performance on all program standards (i.e., 5.00 is the benchmark; the scale is 1-8); b) >80% of graduates report ratings of "proficient" (3.0) or > and avg. ratings of >4.00 on self evaluations (scale is 1-5).	a) All program completers (n = 55) received ratings of at least 5 on this SLO. The average rating was 6.74, which is above last year and above expectation. b) All program completers self-reported ratings of 3 or above on this SLO and the average rating was 4.65, which is above the benchmark and a bit above last year's average.	We are pleased to see improvement since it was a focal point the last 2 years. Candidates are not being rated lowest on this goal anymore. The emphasis has made a difference.	None for this SLO.
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	All SLOs are assessed each year.	Rubrics used in assessing SLOs as well as the survey completed by graduates are on p. 46/61 of the M.Ed. Handbook. Students' eportfolio and defense are assessed by 2-3 faculty members, with the faculty advisor summarizing ratings/comments.	All program completers for this academic year	All (100%) program completers should: a) receive ratings of 5.00 or higher on assessments of performance on all program standards (i.e., 5.00 is the benchmark; the scale is 1-8); b) >80% of graduates report ratings of "proficient" (3.0) or > and avg. ratings of >4.00 on self evaluations (scale is 1-5).	a) All program completers (n = 55) received ratings of at least 5 on this SLO. The average rating was 6.58, which is almost exactly the same as last year, and above expectation. b) All program completers self-reported ratings of 3 or above on this SLO and the average rating was 4.20, which is above the benchmark and right at last year's average.	M.Ed. candidates continue to meet program expectations on this SLO. Understanding teacher-level change is a solid skill for our candidates.	None for this SLO.
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	All SLOs are assessed each year.	Rubrics used in assessing SLOs as well as the survey completed by graduates are on p. 46/61 of the M.Ed. Handbook. Students' eportfolio and defense are assessed by 2-3 faculty members, with the faculty advisor summarizing ratings/comments.	All program completers for this academic year	All (100%) program completers should: a) receive ratings of 5.00 or higher on assessments of performance on all program standards (i.e., 5.00 is the benchmark; the scale is 1-8); b) >80% of graduates report ratings of "proficient" (3.0) or > and avg. ratings of >4.00 on self evaluations (scale is 1-5).	a) All program completers (n = 55) received ratings of at least 5 on this SLO. The average rating was 6.96, which is a bit above last year's average, and above expectation. b) All program completers self-reported ratings of 3 or above on this SLO and the average rating was 4.66, which is above the benchmark and a bit above last year's average.	M.Ed. candidates continue to meet program expectations on this SLO. Reflective practice is a solid skill for our candidates.	None for this SLO.

SLO	Assessment frequency	Methods/Rubrics	Who assessed	Benchmark/Criteria	Results	Interpretation	Action
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	All SLOs are assessed each year.	Rubrics used in assessing SLOs as well as the survey completed by graduates are on p. 46/61 of the M.Ed. Handbook. Students' eportfolio and defense are assessed by 2-3 faculty members, with the faculty advisor summarizing ratings/comments.	All program completers for this academic year	All (100%) program completers should: a) receive ratings of 5.00 or higher on assessments of performance on all program standards (i.e., 5.00 is the benchmark; the scale is 1-8); b) >80% of graduates report ratings of "proficient" (3.0) or > and avg. ratings of >4.00 on self evaluations (scale is 1-5).	a) All program completers (n = 55) received ratings of at least 5 on this SLO. The average rating was 6.71, which is above last year's average and above expectation. b) All program completers self-reported ratings of 3 or above on this SLO and the average rating was 4.35, which is above the benchmark and a bit higher than last year's average.	M.Ed. candidates continue to meet program expectations on this SLO. Understanding school-level change is something our candidates can do!	None for this SLO.
8. Demonstrate responsibility for student learning at high levels.	All SLOs are assessed each year.	Rubrics used in assessing SLOs as well as the survey completed by graduates are on p. 46/61 of the M.Ed. Handbook. Students' eportfolio and defense are assessed by 2-3 faculty members, with the faculty advisor summarizing ratings/comments.	All program completers for this academic year	All (100%) program completers should: a) receive ratings of 5.00 or higher on assessments of performance on all program standards (i.e., 5.00 is the benchmark; the scale is 1-8); b) >80% of graduates report ratings of "proficient" (3.0) or > and avg. ratings of >4.00 on self evaluations (scale is 1-5).	a) All program completers (n = 55) received ratings of at least 5 on this SLO. The average rating was 7.04, which is about the same as last year and among the highest averages across all SLOs, and above expectation. b) All program completers self-reported ratings of 3 or above on this SLO and the average rating was 4.43, which is basically the same as last year's average.	M.Ed. candidates continue to meet program expectations on this SLO, and even excel on it. Taking responsibility for student learning at high levels is a strength of the program. We are quite proud of this performance as it is at the heart of what teaching and learning is all about.	None for this SLO.
9. Demonstrate responsibility for school reform and leadership in school change.	All SLOs are assessed each year.	Rubrics used in assessing SLOs as well as the survey completed by graduates are on p. 46/61 of the M.Ed. Handbook. Students' eportfolio and defense are assessed by 2-3 faculty members, with the faculty advisor summarizing ratings/comments.	All program completers for this academic year	All (100%) program completers should: a) receive ratings of 5.00 or higher on assessments of performance on all program standards (i.e., 5.00 is the benchmark; the scale is 1-8); b) >80% of graduates report ratings of "proficient" (3.0) or > and avg. ratings of >4.00 on self evaluations (scale is 1-5).	a) All program completers (n = 55) received ratings of at least 5 on this SLO. The average rating was 6.54, which is above last year's average, and above the expectation. b) All program completers self-reported ratings of 3 or above on this SLO and the average rating was 4.03, which is above the benchmark and above last year's average.	This SLO is kind of the culmination of the entire program, along with the previous SLO. In addition to being responsible for student learning, we also want our graduates to be effective change agents. That's what this SLO is all about. The ratings here are lower than in past years. This could be a result of new faculty teaching key courses in the Core of the program and not having the same expectations as they were getting started.	The Associate Dean will meet with the graduate faculty, share these results, and make sure Core course assignments are developing the skills and confidence that would result in higher ratings on this goal.

Comments on part I:	

II. Closing the Loop. Describe at least one data-informed change to your

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?

4. Research, locate and understand current research in best practices in teaching.	2022-2023	We continued the previous year's plan to emphasize being a critical consumer research in all three Core courses, including an emphasis on APA formatting for all assignments to make sure that students had LOTS of practice.	All changes were implemented by the 3 Core graduate faculty.	The average rating on this goal increased significantly and is not the lowest rated area for the first time in 2-3 years.

Comments on part II:	