



2024 Academic Program Assessment Report
Education Minor

Program current  
assessment plan  
here:

<a href="https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/assessment-plans/education-minor-assessment-plan-2020.pdf">https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/assessment-plans/education-minor-assessment-plan-2020.pdf</a>
<a href="https://www.csupueblo.edu/assessment-and-student-learning/_doc/2023/teacher-ed-minor-assessment-report-2023.pdf">https://www.csupueblo.edu/assessment-and-student-learning/_doc/2023/teacher-ed-minor-assessment-report-2023.pdf</a>

Program prior  
assessment report  
here:

Report Completed By:	Jeff Piquette
Date Report Completed:	May 31, 2024
Faculty members involved in this Assessment:	

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.
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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. Uses democratic principles to create communities of learners that assure positive social interactions, collaboration, and cooperation	All SLOs are assessed each year	<a href="#">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.</a>	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.	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	<a href="#">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.</a>	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. However, we will continue to revise our curriculum based on a recent reauthorization report to emphasize this even more. 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 the changes already made. Feedback on the new course has been excellent. We will see how next year's candidates perform on this.

3. Creates a learning community in which individual differences are respected, appreciated, and celebrated.	All SLOs are assessed each year	<a href="#">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.</a>	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) 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.	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.	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	<a href="#">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.</a>	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) 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).	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.	None for this SLO.

<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><a href="#">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.</a></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 &gt;3.00, b) 100% of program completers and &gt;80% of individual students during the year who took the state licensure exam (Praxis) receive passing scores; and c) &gt;80% of graduates and their supervisors'/ principals' ratings of performance are proficient (3.00 or &gt;) and avg. ratings are &gt;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 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>
<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><a href="#">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.</a></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 &gt;3.00, b) 100% of program completers and &gt;80% of individual students during the year who took the state licensure exam (Praxis) receive passing scores; and c) &gt;80% of graduates and their supervisors'/ principals' ratings of performance are proficient (3.00 or &gt;) and avg. ratings are &gt;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>

7. Creates communities of learning by working collaboratively with colleagues, families, and other members.	All SLOs are assessed each year	<a href="#">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.</a>	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) 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.	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.	None for this SLO.
8. Models the professional and ethical responsibilities of the education profession.	All SLOs are assessed each year	<a href="#">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.</a>	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) 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.	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.	None for this SLO.

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. Ensures, through the use of standards and informal and formal assessment activities, the continuous development of all learners.	2022-2023	Watch how assessment goes, especially for music students in the minor during their student teaching term.	We didn't change anything, but wanted to see if it was just an anomaly with particular students/supervisors. That was our suspicion.	Ratings were normal this year and are no longer of concern.
6. Is a reflective decision maker, incorporating understandings of educational history, philosophy, and inquiry, as well as the values of the democratic ideal.	2022-2023	Implement more assignments in key courses that stress reflective practice and implementing the Democratic ideal.	These changes were implemented in the ED 301/560 and ED 485 courses as suggested.	Ratings improved greatly this year and are no longer of concern.
7. Creates communities of learning by working collaboratively with colleagues, families, and other members.	2022-2023	Be sure that student teachers are effectively using community resources in their curriculum and instruction	The Director of Student Teaching made sure student teaching supervisors were requiring students to use community resources	Ratings improved greatly this year and are no longer of concern.

**Comments on part II:**