

Program: Liberal Studies (for Elementary Education Preservice Teachers)Date: June 1, 2012Completed by: Victoria MarquesenI. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.¹

A. Which of the program SLOs were assessed during this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed?	C. What method was used for assessing the SLO? Please attach a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group.	E. What is the expected achievement level and how many students should be at it?	F. What were the results of the assessment?	G. What were the department's conclusions about student performance?	H. What changes/improvements to the <u>program</u> are planned based on this assessment?
All SLOs were assessed in 2011-2012; in addition, the Program Review for Liberal Studies was completed in 2011-2012, so a summative, multi-year evaluation of student outcomes was also	2010-2011 (all SLOs are assessed each year)	See Methods Table 1 (below); Performance rubrics are available on the TED web site at http://ceeps.colostate-pueblo.edu/TEP/StandardsAndGoals/Pages/default.aspx .	All enrolled students admitted to TED, 2011-2012; all enrolled students completing TED, 2011-2012; ; first year teachers in 2010-2011	<u>Benchmarks</u> include all of the following a) all program completers should receive ratings of 3.00 or higher on assessments of performance on all program standards and avg. ratings by the group should be >3.00, b) 100% of program completers and >80% of first time	Details of assessment results are in the <i>Liberal Studies Program Review</i> and summarized below in table 1. In general, results indicated that a) >90% received proficient ratings; mean ratings were always above 3.00; b) 100% of	Although mean ratings always showed student proficiency was on the average above 3.00 across all standards, disaggregating this information did indicate strengths and challenges (see table 1): a) mean ratings for program completers as well as ratings of graduates' supervisors were lowest for standards focusing on classroom management;	Goals for 2012-2013 are included below table 1 (See discussion and future plans section of the <i>Liberal Studies Program Review</i> , which is on the CAPB site at I:\University Common\Curriculum & Academic Programs

completed.			(grads in 2009-2010	takers receive passing scores on licensure exams, 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.	program completers and >80% of first time takers had passing scores; and c) mean ratings by graduates' of their performance WERE above >3.00.	b) pass rates/ average licensure test scores for students in some concentration areas (psychology, sociology) were lower than those of others; and c) Colorado has changed its K-12 standards, and there is a need to review program content to ensure curriculum and assessment alignment.	Board\capb 2011 2012\Program Review Materials for Spring 2012\Liberal Studies for more details.).
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Comments: In 2011-2012 Liberal Studies went through the process of program evaluation, reviewing evaluation data on all student outcomes, not just for 2011-2012 but for the years since the last program review. The major has three identified major goal areas aligned with the eight teacher education program goals and standards that address more specific SLOs for all students. Program standards are aligned with the Colorado 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. Teacher Education has developed rubrics (available at <http://ceeps.colostate-pueblo.edu/TEP/StandardsAndGoals/Pages/default.aspx>) that outline in considerable detail the specific criteria and dimensions of performance that define outcomes required for each standard, and these outcomes are aligned with Liberal Studies goals (see table 1). 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 as an indication of minimally “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.

Table 1. Overview of methods and tools used to assess student outcomes, as well as major conclusions/results of assessment in 2011-2012.

Liberal Studies Goal Area	Program Standards	Measures/Tools	Major Results
<p>1. Acquisition of Knowledge. Graduates are broadly educated in the liberal arts and sciences:</p> <ul style="list-style-type: none"> a. understanding the significant ideas, concepts, structures and values within disciplines, including theoretical, ethical, and practical implications. b. mastering content knowledge in all areas taught in elementary schools: the arts, math, literature and language, social sciences, sciences, and human development and learning. c. balancing a breadth of knowledge in the liberal arts and sciences with depth of knowledge within a discipline. 	<p>2.11 Is knowledgeable in literacy, math, and all content areas in which s/he is preparing to teach. For elementary education, content areas include: civics, economics, foreign language, geography, history, science, music, visual arts, and physical education (1a,b,c)</p>	<ul style="list-style-type: none"> • <i>Proficiency Profile (PP)</i> • Faculty Recommendations • Field Experience Teacher Evaluations • GPA in math, composition, and speech courses • Cumulative GPA at admission • GPA in major at admission to student teaching • Licensure Exam Scores 	<p><u>At admission to education:</u> <i>Strengths</i> - When compared to junior students at regional comprehensive institutions nationally, LS students scored within the average range (within the SEM for each subtests and for overall performance) on the <i>PP</i>. Cum GPA (3.140) is above the GPA required (2.6) and 100% met other benchmarks. <i>Weakness</i> – <i>PP</i> scores in 2011 (as in 2010) show a decline from previous years. Though this may be due to decline in degree plus students, it is a concern.</p> <p><u>At admission to student teaching:</u> 100% of program completers passed the licensure exam (82% first time pass rate), students completing concentrations in psych/soc had lowest scores.</p>
<p>2. Construction of Knowledge. Graduates demonstrate habits of thinking, including analytical skills, independent thinking, reasoned judgment, mature values, and imagination:</p> <ul style="list-style-type: none"> a. utilizing the tools of inquiry of the humanities, arts, mathematics, and behavioral, social, and natural sciences to understand and evaluate ideas. b. developing habits of critical intellectual inquiry, including self-direction and self-reflection. c. making connections from different intellectual perspectives and multiple viewpoints to form cross-disciplinary connections. d. making connections from different intellectual perspectives and multiple viewpoints to form cross-disciplinary connections. 	<p>2.10 Applies expert content knowledge to ensure, enrich and extend student learning.</p> <p>3.3 Establishes a learning environment that promotes educational equity and implements strategies to address them (2a, 2c, 4e)</p> <p>5.3 Creates and implements a range of standards-based long term plans, including thematic units, interdisciplinary/ integrated units, literature-based units (2c)</p> <p>5.10 Works in cooperation with library, media and other resource specialists in providing student instruction on how to access, retrieve, analyze, synthesize, and evaluate information literacy skills (2d)</p> <p>6.5 Draws upon a variety of sources as supports for development as a learner and a teacher, including colleagues and professional literature (2a, 2d)</p> <p>8.7 Demonstrates flexibility in thinking and behavior; remains open-minded, reserving judgment for evidence (2b)</p>	<ul style="list-style-type: none"> • Eportfolio Ratings at Admission to Education • Faculty and Field Experience Teacher Recommendations • Student Teacher Performance Ratings by Supervisors • Ratings by Graduates after one year of teaching • Ratings by Supervisors after One Year of Teaching 	<p>Performance ratings (for standards at left) indicated program completers met all benchmarks (MN ratings were 3.96, 3.69, 3.68, 3.68, 3.72, and 3.81 with 47/55 (85%) students reaching proficiency on all standards for performance; among the 8 students not meeting proficiency, 7 received a rating of <3.0 on only one of these standards; one student received a rating <3.0 on 2 different standards).</p> <p>Ratings by supervisors also indicate students (those graduating in 2009-2010) met benchmarks, with mean rating of 3.79, STDV .31.</p>

Liberal Studies Goal Area	Program Standards	Measures/Tools	Major Results
3. <u>Communication of Knowledge.</u> Graduates communicate effectively: <ol style="list-style-type: none"> writing clearly in a variety of academic and practical formats. speaking effectively in a variety of settings. utilizing technology as a tool to inform and communicate. 	8.9 Communicates through speaking, writing, and listening in a professional level (3a,b) 7.3 Uses technology to manage and communicate information (3c)	<ul style="list-style-type: none"> MAPP/Prof.Profile Faculty Recs. Field Experience Teacher Evaluations GPA in math, composition, and speech courses Eportfolio rating of these areas at admission to education Student Teacher Performance Ratings 	See pages9-14 in the LS Self Study for trend data. In general, MAPP scores were above those of peers at other comprehensive universities, though MN scores have decreased in recent years (including 2009). Other ratings remain consistently at or above benchmark levels. The average rating in 2011 for these 2 standards was 3.71, 3.80.
3. <u>Application of Knowledge.</u> Graduates create standards-based learning experiences that make knowledge accessible, exciting, and meaningful for all students: <ol style="list-style-type: none"> Using multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings. Using different viewpoints, theories, "ways of knowing," and methods of inquiry in teaching of subject matter content. Evaluating curriculum for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts. Engaging students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline. Developing and using curricula that encourage students to see and interpret ideas from diverse perspectives. Creating interdisciplinary 	2.3 Develops reading comprehension and promotion of independent reading, including: comprehension strategies for a variety of genre, literary response and analysis, content area literacy, and student independent reading. 2.4 Supports reading through oral and written language development including: developing oral English proficiency in students; development of sound writing practices in students, including language usage, punctuation, capitalization, sentence structure, and spelling; the relationships among reading, writing, and oral language; vocabulary development, and the structure of standard English. 2.5 Utilizes Colorado Model Content Standards in Reading and Writing for the improvement of instruction 2.6 Develops in students an understanding and use of: number systems and number sequences, geometry, measurement, statistics and probability, and functions and use of variables 2.7 Utilizes Colorado Model Content Standards in Mathematics for the improvement of instruction 2.8 Integrates literacy and mathematics into content area instruction (4f) 2.9 Enhances content instruction through a	<ul style="list-style-type: none"> Eportfolio Ratings at Admission to Education Faculty and Field Experience Teacher Recommendations Student Teacher Performance Ratings by Supervisors Ratings by Graduates after one year of teaching Ratings by Supervisors after One Year of Teaching 	See pages 9-14 in the LS Self Study for trend data. In general, MN ratings on performance at completion of student teaching were at or above benchmark levels for all standards. Updating these statistics for 2011, the mean ratings for standards in this area ranged from 3.55 (2.3) -3.70 (2.5). Ratings of students' supervisors, which previously reported low marks for literacy instruction, were at benchmark levels, indicating no weakness.

Liberal Studies Goal Area	Program Standards	Measures/Tools	Major Results
learning experiences that allow inquiry from several subject areas	<p>thorough understanding of all Colorado model content standards and bases long-term and lesson planning on content standards (4c)</p> <p>2.10 Applies expert content knowledge to ensure, enrich and extend student learning (4a, b, d)</p> <p>3.1 Employs a wide range of teaching techniques to match the intellectual, emotional, physical, and social level of each student, and chooses teaching strategies and materials to achieve different curricular purposes</p> <p>5.3 Creates and implements a range of standards-based long term plans, including thematic units, interdisciplinary/ integrated units, literature-based units (4c, 4f)</p> <p>5.4 Understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and ensures attention to these learning processes so that students can master content standards (4d)</p>		

Goals for 2012-2013:

1. Improve classroom management content and requirements to meet the needs of preservice teachers
 - a. Review content and assignments in ED 301 and PSYCH 342, succeeding methods courses and student teaching/capstone seminar using current research in field.
 - b. Make revisions to input, rubrics, field experience requirements, and student teaching
2. Review content in LS core courses and revise as needed.
 - a. Review and strengthen content alignment and expectations relative to 21st Century and Post Secondary Workforce curriculum requirements for teachers with LS faculty from core areas.
 - b. Make suggestions for changes in concentration areas and course content.
 - c. Revise assessment tools.

B. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) did you address? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed?	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
Performance standards that focus on content knowledge and its application (Goals 1,2, 4)	2009-2010 assessment of student teacher performance on these standards occurs each semester, with data summarized for the school year.	<p>All of the following were goals for assessment of content knowledge based on the 2011 TEAC self study/2010-2011 assessment results:</p> <ul style="list-style-type: none"> • Further evaluation of standardized licensure test data to answer preliminary questions about success of concentration areas/course requirements in preparing students in content. • Integration of summaries of qualitative information on student performance into assessment in an 	<ul style="list-style-type: none"> • Results indicated students completing psychology and sociology concentrations had weaker pass rates. Completed self study reviewing assessment data since last program review. • This did not occur because of time; it remains a long term goal. 	<ul style="list-style-type: none"> • Further assessment (see first bullet) raised questions about the success of specific LS concentrations in developing student content knowledge. • Admission ratings of eportfolios indicate improvements in students' understanding and application of new common core/learning and

		<p>ongoing manner (to provide a richer context for program evaluation).</p> <ul style="list-style-type: none"> Revised program tools to align with new state standards (lesson plan templates, assessment rubrics in ED 310/560). 	<ul style="list-style-type: none"> Yes. completed. 	work force standards.
Literacy Standard 2.4 and 2.5	Assessment of student teacher performance on these standards occurs each semester, with data summarized for the school year.	TEP has 2 courses that directly address this standard (RDG 410, RDG 411); each course has a 30 hour field experience. In order to improve students' understanding and ability to plan and instruct, the program has been exploring a stronger integration of the course and its fieldwork, meeting with principals and faculty from 3 different elementary schools to host the course, with faculty to faculty involvement in instruction and field experiences occurring at that school. A pilot of each course has been planned for Fall 2012.	Yes	The pilot is set for Fall 2012, and results will be evaluated at the end of that semester (Student and faculty surveys, field experience student evaluations by classroom teachers).