

Program: Masters of EducationDate: June 6, 2013Completed by: Victoria Marquesen

I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.

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 2012-2013	2011-2012 (all SLOs are assessed each year)	Rubrics used in assessing SLOs as well as the survey completed by graduates are on p. 47/61 of the <i>M.Ed. Handbook</i> (http://ceeps.colostate-pueblo.edu/TEP/FormsAndDocuments/TEP%20GRAD%20HAN)	All program completers in 2012-2013	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); b) 80% or > should receive	2012-2013 results indicated that a) >100% received proficient ratings; mean ratings were always above 5.00; however, b) 100% of all takers in LDE (1) and SPED (10/10) had passing scores; No IT graduates	Although all mean ratings showed student proficiency was on the average above 5.00 across all standards, disaggregating this information did indicate strengths and weaknesses for particular standards. Strengths included performance on Goal 1 for all areas save LDE (breadth and depth of knowledge	Although the LDE curriculum has been revised, only one course has been implemented. Faculty will continue to review and revise assignments and activities in this program, working with adjunct faculty to ensure effective instruction. The program will make improvements

		DBOOK.pdf . Students' eportfolio and defense are assessed by 3 faculty members, with the faculty advisor summarizing ratings/comments.		passing scores on licensure exams, and c) >80% of graduates report ratings of proficient (5.0) or > and avg. ratings of >5.00 on self evaluations	completed the exam, and c) mean ratings by graduates on all items were 5.00 or >. Too few graduates allowed for disaggregation of data by emphasis area.	in content area), on Goal 2 (knowledge and application of technology), and Goal 9 (leadership in school change). Lowest rated areas included aspects of Goal 4 (understanding/ applying research) and Goal 1 (LDE content knowledge). These results are similar to those in 2011-2012.	to the information management system to allow recording of multiple faculty evaluations by panel in order to assess reliability. Faculty will continue to develop consistency across program in use of APA style
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Comments:

The program has 9 goals that form the SLOs for all master's candidates. Goal 1 focuses on content knowledge in the candidate's emphasis area, and more specific "standards" for this area are aligned with the Colorado Academic content Standards for endorsement areas. Teacher Education has developed rubrics (available in the *Graduate Handbook* beginning on page 47 at <http://ceeps.colostate-pueblo.edu/TEP/FormsAndDocuments/Documents/TEP%20GRAD%20HANDBOOK.pdf>) that outline the specific criteria and dimensions of performance that define outcomes required for each goal area. Ratings based on this evidence are completed using a scale of 1-8, with a rating of 5.00 an indication of "proficient" on a standard. Formal evaluations are conducted and recorded for each student at program completion by faculty based on multiple types and sources of evidence in the candidate's eportfolio and oral defense. The limited number of program completers in most emphasis areas limited further disaggregation of assessment data.

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?
Subject Matter Knowledge (pass rate on licensure exams)	2011-2012	<ol style="list-style-type: none"> Revise/strengthen the curriculum in the Linguistically Diverse Education area, including: <ul style="list-style-type: none"> Increased emphasis on heritage learners, legal aspects of LDE, and impact of culture and LDE. Practicums and practicum supervision. Assessment tools within courses and practicum. Develop consistency across program in use of APA style 	Yes	<ol style="list-style-type: none"> Major revisions have occurred to the LDE program: <ol style="list-style-type: none"> All syllabi have been re-written and strengthened in terms of impact of culture, literacy, emphasis on heritage learners and English learners (ELs) with exceptionalities, history and politics of serving ELs, and assessment. Student assignments have been strengthened to emphasize research and writing. Curriculum applications have been aligned with theory. Two new courses were added and another strengthened; all courses completed the curriculum review process at CSU-Pueblo. Practica requirements were strengthened.

				<p>f. Two new online/hybrid courses have been developed from new curriculum; assessment tools developed within these courses.</p> <p>g. Because the new program has not been fully implemented, the impact on students cannot be evaluated at this time.</p>
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