

Program: Liberal Studies (for Elementary Education Preservice Teachers)Date: June 10, 2013Completed by: Victoria MarquesenI. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.<sup>1</sup>

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)	See table 1 (below); Performance rubrics are available on the TED web site at <a href="http://ceeps.colostate-pueblo.edu/TED/StandardsAndGoals/Pages/default.aspx">http://ceeps.colostate-pueblo.edu/TED/StandardsAndGoals/Pages/default.aspx</a> .	All el ed students admitted to TED, 2012-2013; all el ed students completing TED, 2012-2013; first year teachers in 2011-2012 (grads 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 takers receive passing scores on licensure exams, and c) >80% of graduates' and their supervisors' / principals' ratings of	Details of assessment results are 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 program completers and 88% of all takers had passing scores; and c) mean ratings by graduates' of their performance were above >3.00. Specific strengths	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; b) pass rates/ average licensure test scores for students in some concentration areas (psychology, sociology) were lower than those of	Goals for 2013-2014 are included below.

				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.	and weaknesses are listed below in table 1.	others	
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**Comments:** Liberal Studies has three identified 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 2012-2013.

Liberal Studies Goal Area	Program Standards	Measures/Tools	Major Results
<p><b>1. Acquisition of Knowledge.</b>  <b>Graduates are broadly educated in the liberal arts and sciences:</b></p> <ul style="list-style-type: none"> <li>a. understanding the significant ideas, concepts, structures and values within disciplines, including theoretical, ethical, and practical implications.</li> <li>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.</li> <li>c. balancing a breadth of knowledge in the liberal arts and sciences with depth of knowledge within a discipline.</li> </ul>	<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"> <li>• <i>Proficiency Profile (PP)</i></li> <li>• Faculty Recommendations</li> <li>• Field Experience Teacher Evaluations</li> <li>• GPA in math, composition, and speech courses</li> <li>• Cumulative GPA at admission</li> <li>• GPA in major at admission to student teaching</li> <li>• Licensure Exam Scores</li> </ul>	<p><u>At admission to education: Strengths</u> - 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 (3.376) is above the GPA required (2.6) and 100% met other benchmarks. Mean <i>PP</i> scores in Fall 2012 were higher than previous three years; however, Spring 2013 scores were not available at the time this reports was written.</p> <p><u>At admission to student teaching:</u> 100% of program completers passed the licensure exam (88% overall pass rate); students completing concentrations in psych/soc had lowest scores. Strengths in subtest performance continue to be scores in English Language Arts and mathematics.</p>

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<p>2. <b><u>Construction of Knowledge.</u> Graduates demonstrate habits of thinking, including analytical skills, independent thinking, reasoned judgment, mature values, and imagination:</b></p> <ul style="list-style-type: none"> <li>a. utilizing the tools of inquiry of the humanities, arts, mathematics, and behavioral, social, and natural sciences to understand and evaluate ideas.</li> <li>b. developing habits of critical intellectual inquiry, including self-direction and self-reflection.</li> <li>c. making connections from different intellectual perspectives and multiple viewpoints to form cross-disciplinary connections.</li> <li>d. making connections from different intellectual perspectives and multiple viewpoints to form cross-disciplinary connections.</li> </ul>	<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"> <li>• Eportfolio Ratings at Admission to Education</li> <li>• Faculty and Field Experience Teacher Recommendations</li> <li>• Student Teacher Performance Ratings by Supervisors</li> <li>• Ratings by Graduates after one year of teaching</li> <li>• Ratings by Supervisors after One Year of Teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Mean performance ratings (for standards at left) all exceeded the 3.00 benchmark for “proficient;” mean ratings were 3.65 (Standard 2.10), 3.73(3.3), 3.72(5.3), 3.57(5.10), 3.68(6.5), and 3.90(8.7).</li> <li>• 35/39 (90%) students reached proficiency on all standards; among the 4 students not meeting proficiency, all received a rating of &lt;3.0 on standards 2.10, 5.3, 5.10, and 6.5; one of these students received a rating &lt;3.0 on standard 8.7; 100% of students reached proficiency on standard 3.3.</li> <li>• Performance on standards 3.3, 5.3, and 8.7 were among those receiving the highest mean ratings among all standards/outcomes for elementary student teachers.</li> </ul>
<p>3. <b><u>Communication of Knowledge.</u> Graduates communicate effectively:</b></p> <ul style="list-style-type: none"> <li>a. writing clearly in a variety of academic and practical formats.</li> <li>b. speaking effectively in a variety of settings.</li> <li>c. utilizing technology as a tool to inform and communicate.</li> </ul>	<p>8.9 Communicates through speaking, writing, and listening in a professional level (3a,b)</p> <p>7.3 Uses technology to manage and communicate information (3c)</p>	<ul style="list-style-type: none"> <li>• <i>Proficiency Profile</i> (PP)</li> <li>• Faculty Recs.</li> <li>• Field Experience Teacher Evaluations</li> <li>• GPA in math, composition, and speech courses</li> <li>• Eportfolio rating of these areas at admission to education</li> <li>• Student Teacher Performance Ratings</li> </ul>	<p><i>Proficiency Profile</i> scores were within 1 SEM of those of peers at other comprehensive universities, though CSU-Pueblo mean scores have decreased in recent years. Spring 2013 scores have not arrived as this report is written, but the mean standard score in Fall for admitted liberal studies students was 114.00; in 2011-12 this was 113.57. The avg. score for the national sample is 114.45 (=/- 1.59)</p> <p>Mean GPAs remained above admission requirements; all eportfolio ratings were above the benchmark of 2.00.</p> <p>Mean student teacher ratings were at or above benchmark levels. The average ratings in 2012-2013 for these 2 standards were 3.80, 3.66.</p>

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<p><b>4. <u>Application of Knowledge.</u> Graduates create standards-based learning experiences that make knowledge accessible, exciting, and meaningful for all students:</b></p> <p>Using multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.</p> <p>Using different viewpoints, theories, "ways of knowing," and methods of inquiry in teaching of subject matter content.</p> <p>a. Evaluating curriculum for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.</p> <p>b. Engaging students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.</p> <p>c. Developing and using curricula that encourage students to see and interpret ideas from diverse perspectives.</p> <p>d. Creating interdisciplinary learning experiences that allow inquiry from several subject areas</p>	<p>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.</p> <p>2.4 Supports reading through oral and written language development including: developing oral proficiency in students; development of sound writing practices, including language usage, punctuation, capitalization, sentence structure, and spelling; the relationships among reading, writing, and oral language; vocabulary, and structure of standard English.</p> <p>2.5 Utilizes Academic Standards in Reading and Writing for the improvement of instruction</p> <p>2.6 Develops students' understanding and use of: number systems, geometry, measurement, statistics/ probability, functions, use of variables.</p> <p>2.7 Utilizes Colorado Standards in Math for the improvement of instruction</p> <p>2.8 Integrates literacy and mathematics into content area instruction (4f)</p> <p>2.9 Enhances content instruction through a thorough understanding of all CO standards and bases long-term and lesson planning on 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, interdisciplinary, literature-based</p>	<ul style="list-style-type: none"><li>Eportfolio Ratings at Admission to Education</li><li>Faculty and Field Experience Teacher Recommendations</li><li>Student Teacher Performance Ratings by Supervisors</li><li>Ratings by Graduates after one year of teaching</li><li>Ratings by Supervisors after One Year of Teaching</li></ul>	<p>Mean ratings on performance at completion of student teaching were at or above benchmark levels for all standards.</p> <p>The table below summarizes the mean ratings of student teachers (STT) in 2012-2013. Standards receiving the highest mean ratings (<b>above 3.75</b>) and those receiving the lowest (<b>below 3.5</b>) are highlighted.</p> <table><tr><th>Standard</th><th>Student Teacher MN Rating</th></tr><tr><td>2.3</td><td>3.53</td></tr><tr><td>2.4</td><td>3.60</td></tr><tr><td>2.5</td><td>3.63</td></tr><tr><td>2.6</td><td>3.53</td></tr><tr><td>2.7</td><td>3.43</td></tr><tr><td>2.8</td><td>3.55</td></tr><tr><td>2.9</td><td>3.65</td></tr><tr><td>2.10</td><td>3.7</td></tr><tr><td>3.1</td><td>3.58</td></tr><tr><td>5.3</td><td>3.72</td></tr><tr><td>5.4</td><td>3.68</td></tr></table> <p>Among graduates, none rated their proficiency/training below "proficient" with the exception of one, who rated performance in goal 1 (classroom management) below the benchmark of "3." Ratings on math teaching and technology were the lowest standards rated. Supervisors rated all students in the "proficient" and "advanced" range on all standards, with no clear cut strengths and weaknesses.</p>	Standard	Student Teacher MN Rating	2.3	3.53	2.4	3.60	2.5	3.63	2.6	3.53	2.7	3.43	2.8	3.55	2.9	3.65	2.10	3.7	3.1	3.58	5.3	3.72	5.4	3.68
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	(4c, 4f) 5.4 Understands the cognitive processes associated ... learning (e.g., critical/ creative thinking, problem structuring and problem solving, invention, memorization and recall) and uses these learning processes so that students can master content standards (4d)		

### Goals for 2014-2013:

1. Based on student teacher and graduate/supervisor results and admissions data (*PP*) for SLOs in Goals 1, 4: review content in ED 417 (Teaching Math) in terms of meeting new Colorado/Common Core Math standards. Review possibility of changing math core course from MATH 156 to MATH 109 to improve content for students.
2. Based on licensure test data (SLOs in Goal 1): Make suggestions for changes in concentration areas and course content, including review of content and assignments in PSYCH 342 and relationship of concentrations to standards in liberal studies.
3. Continuing, unmet goals from 2012-2013 (SLOs in Goal 1): Review content in LS core courses and revise as needed, including alignment with expectations relative to 21<sup>st</sup> Century and Post Secondary Workforce curriculum requirements for teachers .

**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 were these 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 application of knowledge (Goals 4)	2012-2013; assessment of student teacher performance on these standards occurs each semester, with data summarized for the school year.	1. Improve classroom management content and requirements to meet the needs of preservice teachers a. Review content and assignments in ED 301 and	Yes.	Faculty began the review and strengthening of ED 301/560, which includes classroom management content for all students. They reviewed requirements for the ITPA and began discussion of significant revisions to the course. In Fall 2013, all students will

		<p>PSYCH 342, succeeding methods courses and student teaching/capstone seminar using current research in field.</p> <p>b. Make revisions to input, rubrics, field experience requirements, and student teaching</p>		<p>complete field experiences at Free/Somerlid and faculty will work with staff to integrate theory to practice (similar to reforms in literacy fieldwork). Changes in content also will be implemented in Fall.</p> <p>A review of PSYCH 342 found that the syllabus did not address this content; content overlapped with PSYCH 151 and 251 and much was not related to teaching standards. The faculty is preparing a proposal to eliminate PSYCH 342 as a requirement.</p>
Performance standards that focus on content knowledge and its application (Goals 1,2, 4)	2012-2013; assessment of student teacher performance on these standards occurs each semester, with data summarized for the school year.	<p>2. Review content in LS core courses and revise as needed.</p> <p>a. Review and strengthen content alignment and expectations relative to 21<sup>st</sup> Century and Post Secondary Workforce curriculum requirements for teachers with LS faculty from core areas.</p> <p>b. Make suggestions for changes in concentration areas and course content.</p>	<p>Yes. A further evaluation of data from another group of student teachers and students at admission was conducted. Results indicated that students completing psychology and sociology concentrations had weaker pass rates on licensure exams and students selecting these concentrations had lower cumulative GPAs in liberal Studies courses;</p>	<p>1. Further assessment raised questions about the success of specific LS concentrations in developing student content knowledge; department is proposing a change in concentrations in Fall 2013 based on these data.</p> <p>2. Syllabi from PSYCH 342 were reviewed. Course content overlaps with PSYCH 151/251 and some is not related to state standards. The department will propose elimination of this requirement and an additional content course in concentrations to strengthen learning.</p>