CSU PUEBLO

2022 Academic Program Assessment Report

Education M.Ed.

Program current assessment plan here: https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/assessment-plans/m.educ-assessment-plan-2020.pdf

Program prior assessment report here: https://www.csupueblo.edu/assessment-and-student-learning/_doc/2021/2021-assessment-reports/education-m.ed.-2021-assessment-report.pdf

Report Completed By:	Jeff Piquette
Date Report Completed:	5/27/2022
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 major, stand-alone minor, certificate, and graduate program in your department.) Please also submit any addenda such as rubrics which are not available in your assessment plan. The reports will be available to the Dean of your college/school and to the Executive Director for Assessment as well as faculty peer reviewers.

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 processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for the year based on the assessment process.

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); and c) for completers who need state licensure exams, 80% or > should receive passing scores.	a) All program completers (n = 53) received ratings of at least 5 on this SLO. The average rating was 6.96, which is a bit up from last year. b) All program completers self-reported ratings of 3 or above on this SLO and the average rating was 4.05, which is above the benchmark and slightly above last year's average. c) All completers passed all required licensure exams.	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 = 53) received ratings of at least 5 on this SLO. The average rating was 6.69, which is a bit up from last year. 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 well above last year's average.	M.Ed. candidates returned to previous levels on this SLO after initially dipping because of the lower quality courses being offered by partners via Extended Studies on Pedagogy courses. We increased expectations for those courses, the providers responded, and the quality increased. Wonderful!	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 = 53) received ratings of at least 5 on this SLO. The average rating was 6.58, which is a bit down from last year. b) All program completers self-reported ratings of 3 or above on this SLO and the average rating was 4.36, which is above the benchmark and well above 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) 51 of 53 completers received ratings of at least 5 on this SLO. The average rating was 6.38, which is about the same as last year. b) All program completers self-reported ratings of 3 or above on this SLO and the average rating was 4.45, which is above the benchmark and well above last year's average.	Almost all M.Ed. candidates continue to meet program expectations on this SLO, however, it continues to be one of the lower-rated SLOs. In terms of knowledge and skills, it is probably one of the more difficult SLOs in the program and so we don't expect it to be too high. We are a bit concerned about it staying low after trying to boost numbers last year. Two candidates did quite poorly on this SLO, and if they are removed, there is actually an improvement. The same individual supervised these candidates, so we had a conference on how to make sure that ALL candidates are supported to meet standards or not let them complete the program.	In addition to watching for improvement from the previous year's plan, some individual meetings will take place with candidate supervisors to make sure that action research and being a critical consumer of research are happening before the defense.
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 = 53) received ratings of at least 5 on this SLO. The average rating was 6.41, which is a bit down from last year. 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 but also down from 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. We will be watching for any further slip on this, but are okay since all expectations were met.	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 = 53) received ratings of at least 5 on this SLO. The average rating was 6.71, which is the same as last year. b) All program completers self-reported ratings of 3 or above on this SLO and the average rating was 4.61, which is above the benchmark and up from 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.
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 = 53) received ratings of at least 5 on this SLO. The average rating was 6.41, which is about the same as last year. b) All program completers self-reported ratings of 3 or above on this SLO and the average rating was 4.25, which is above the benchmark and up from last year's average.	M.Ed. candidates continue to meet program expectations on this SLO. Understanding school-level change is an improved skill over the last few years for our candidates.	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 = 53) received ratings of at least 5 on this SLO. The average rating was 6.80, which is a bit down from last year, but still the second highest rated of all SLOs. b) All program completers self-reported ratings of 3 or above on this SLO and the average rating was 4.47, which is above the benchmark and up from 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 = 53) received ratings of at least 5 on this SLO. The average rating was 6.63, which is a bit up from last year. b) All program completers self-reported ratings of 3 or above on this SLO and the average rating was 4.43, which is above the benchmark and up from 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 not the highest, but also not the lowest. We are pleased overall with the performance here because it includes so many of the other aspects of the program being applied.	None for this SLO.

Comments on part I:	

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the year cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

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?
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.	During the last academic year.	We knew this was an issue earlier in the year and have already taken measures to increase the rigor of the courses taken through our partners and the kinds of artifacts student must generate. All providers must resubmit syllabi and get them approved before those courses are allowed to be used for our Pedagogy requirement.	The plan was fully implemented during the year.	Ratings improved dramatically and we met expectations!
4. Research, locate and understand current research in best practices in teaching.	During the last academic year.	We are going to continue with the plan that was developed last year to address this and see if our program completers next year will have higher ratings. That group will have been exposed to the changes and should reveal if our plan is successful.	The plan was fully implemented during the year.	Unfortunately, we still had two candidates who did not fully meet the expectations and brought the overall average rating down. Both were supervised by the same individual for the research, so meetings have already started on how to make sure the candidates have the support they need to ensure mastery before the defense.

Comments on part II:	