Assurance of Student Learning Reflection 2024-2025	
College of Education & Behavioral Science	*School of Teacher Education*
MAE 0500	
Dr. Sue Keesey	
Is this an online program? ☒ Yes ☐ No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☒ Yes, they match! (If they don't match, explain on this page under **Evaluation)**

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your ASL Rep by May 15, 2025.

Program Student Learning Outcome 1	
Program Student Learning Outcome	Apply content knowledge and pedagogical skills to instructional practice.
Evaluation	The UDL Work Product (EDU 580) and Capstone Presentation (EDU 560) assignments remain relevant, assessing students' ability to design, implement, and present educational strategies effectively. Both use clear, measurable criteria aligned with Bloom's Taxonomy, ensuring assessment of higher-order thinking. They avoid double-barreled outcomes by evaluating distinct competencies like lesson design, technology integration, research synthesis, and professional communication.
Measurement Instruments	The UDL Work Product (EDU 580) and Capstone Presentation (EDU 560) assignments effectively measure program learning outcomes using clear rubrics that assess lesson design, technology integration, research synthesis, and professional communication. These direct measures align with Bloom's Taxonomy, ensuring higher-order thinking is evaluated. The rise of AI in education may require modifying criteria to assess AI-enhanced lesson design or critical evaluation of AI-generated content. Alternative assessment options could include AI-integrated lesson plans, peer evaluations, or adaptive learning simulations to reflect technological advancements.
Criteria & Targets	The Criteria for Success for the UDL Work Product and Capstone Presentation may need to be adjusted as students are consistently meeting the current targets. Additionally, the targets could be made more challenging by introducing new expectations, such as requiring students to provide deeper analysis in their class analysis, enhance their alignment with broader curricular goals, or incorporate advanced tools for technology-supported learning. Raising these targets will encourage students to push beyond basic proficiency, fostering deeper learning and greater mastery of UDL principles and instructional design.
Results & Conclusion	Over the past three years, the results of the UDL Work Product and Capstone Presentation assignments have generally met expectations, with noticeable improvements in technology integration and lesson accessibility. The use

	of digital tools to support diverse learning needs stood out, although some students struggled to fully connect their lesson plans to broader curricular goals.
****IMPORTANT - Plans for Next Assessment Cycle**:	Both the UDL Work Product and Capstone Presentation assignments would benefit from more refined directions and rubrics with increased expectations to ensure greater clarity and challenge for students. While the current guidelines provide a solid foundation, some students have demonstrated difficulty fully understanding the deeper connections required between lesson plans and broader curriculum goals. By enhancing the directions with more specific examples and detailed explanations, we can help students better align their work with the intended learning outcomes. Additionally, refining the rubrics with higher expectations—such as requiring more advanced integration of technology, deeper connections to larger units, or more comprehensive analysis of student needs—would encourage students to push the boundaries of their learning and produce higher-quality work. These adjustments would not only clarify the expectations but also elevate the academic rigor of both assignments.

Program Student Learning Outcome 2	
Program Student Learning Outcome	Exhibit content knowledge and teaching proficiency in any additional areas of specialization.
Evaluation	Currently, Praxis scores and the EDU Research Presentation are used to measure this learning outcome. Moving forward, incorporating the Presentation along with a new assessment, the Professional Growth Plan in EDU 580, would more effectively address this outcome by providing a comprehensive evaluation of both theoretical knowledge and practical development.
Measurement Instruments	The Research Presentation in EDU 580 effectively measures key learning outcomes. While this artifact is appropriate for the current SLO, it could be further developed to present more challenging expectations. The rubric could be enhanced to place greater emphasis on critical thinking and personal reflection. This would ensure a more comprehensive evaluation of students' deeper understanding and application of the content. Praxis adequately measures content knowledge.
Criteria & Targets	The rubric need to be refined to more clearly define higher levels of performance and set more specific expectations for advanced work.
Results & Conclusion	Over the past three years, results from the Research Presentation and Praxis test scores generally met expectations, with improvements in students' ability to apply theoretical knowledge, especially through technology integration. Changes such as modified assignment expectations**,** faculty instructional training, and increased technology integration contributed to positive outcomes, though some students struggled with the Research Presentation due to insufficient scaffolding within the course.
****IMPORTANT - Plans for Next Assessment Cycle**:	Currently, Praxis scores and the EDU 560 Research Presentation are used to measure this learning outcome. Moving forward, incorporating the Research Presentation alongside a new assessment, a Professional Growth Plan in EDU 580, would more effectively address this outcome by offering a comprehensive evaluation of both theoretical

	knowledge and practical development. Additionally, the rubrics for both assignments need to be refined to better align with course expectations and provide clearer guidance for students.

Program Student Learning Outcome 3	
Program Student Learning Outcome	Identify, evaluate, and stipulate personalized student learning.
Evaluation	Based on the last three assessment cycles, the program learning outcome for the Action Research Project remains relevant, as it focuses on essential skills in research, analysis, and presentation. The outcome is measurable, with clear criteria for assessing the research process, research execution, and presentation quality. It is not double or triple-barreled, as it addresses distinct components of the research process. The verbs used—complete**,** develop**,** execute**,** communicate**,** and analyze—align with Bloom's Taxonomy, particularly in Application and Analysis.
Measurement Instruments	The Action Research Project assignments, including the Research Process Chart**,** Quality of Research Process**,** and Presentation, effectively measure the intended outcomes by assessing students' research skills, critical thinking, and ability to communicate findings. These instruments are a combination of direct measures (e.g., data collection and analysis) and indirect measures (e.g., presentation). The rise in AI may affect how students approach data analysis and presentation, potentially relying on AI tools for assistance. To address this, the rubrics should be refined to place more emphasis on original analysis, critical thinking, and authentic work, ensuring that the focus remains on student-driven research. The rubrics currently work but may need to be adjusted to challenge students further and ensure they demonstrate a deeper understanding of the research process.
Criteria & Targets	The current Criteria for Success in the Action Research Project assignment—focused on elements like the research process, quality, and presentation—seems appropriate but could benefit from a more nuanced approach to ensure higher expectations for students. The grading rubric includes clear benchmarks, but as students consistently meet the Proficient level, the targets might need to be raised to challenge them further, particularly in areas like data visualization, analysis depth, and synthesis of findings. For instance, the requirement for exemplary work could include even more advanced expectations, such as a deeper integration of innovative data analysis tools or a stronger connection between the research process and broader educational practices. Raising these targets would encourage students to push the boundaries of their learning and improve the overall rigor of the project.
Results & Conclusion	Over the past three years, the results of the Action Research Project have met expectations, with most students demonstrating a clear understanding of the research process and presenting their findings effectively. What stood out was the increasing use of data visualization tools and technology in presentations, enhancing the clarity of research results. However, some inconsistencies in the depth of research process execution and citation accuracy were noted. The assessment rubric may need further refinement to ensure more consistent expectations for advanced research skills and clearer guidance on integrating technology.
	As we work to improve our assessment practices and make them more meaningful and effective, the plan for the next

****IMPORTANT - Plans for Next Assessment Cycle**:	three-year assessment cycle (2025-28) will focus on refining the Action Research Project in the EDU 580 course. This assessment will be adjusted to avoid overlap with EDU 560 while still preparing students for its expectations. In EDU 580, students will collect baseline data on current instructional practices and explore relevant research questions to lay the groundwork for EDU 560. Additionally, the rubrics will be refined to better assess students' critical thinking skills and their ability to synthesize complex information. These changes will be implemented prior to the next assessment cycle to ensure continuous improvement and better prepare students for future educational challenges.

To add more outcomes, if needed, select the table above and copy & paste below.