

Assurance of Student Learning Reflection 2024-2025

<i>College of Education and Behavioral Sciences</i>	<i>School of Teacher Education</i>
<i>Special Education/Elementary Education (5003)</i>	
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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	Students will apply their elementary education content knowledge to develop and teach an effective whole class lesson.
Evaluation	Using the last three assessment cycles, is this program learning outcome still relevant, or should it be changed? The program learning outcome is still relevant.
Measurement Instruments	Are the measurement instruments actually measuring the outcome? The measurement instrument is a Key Assessment that has a specific rubric and it tied greatly to their individual experiences in local schools. This instrument requires students to demonstrate content and pedagogical knowledge and the ability to analyze student assessment results.
Criteria & Targets	Does Criteria for Success (level of performance students will have achieved for your program to have been successful--ex., students will have earned 4/5 for documentation and citation on capstone essays) need to be changed? What about targets? If you have successfully made your targets consistently, consider a more challenging target. The targets are still appropriate and they have not yet been met. This could be due to small data set skewing the data.
Results & Conclusion	<u>Results and Conclusions:</u> Are the results what was expected or not? What stood out in the assessment cycle over the past three years? Explain The results have been inconsistent year to year (likely due to faculty changes, numbers of students assessed, data collection) In the most recent data cycle, there was some improvement in some areas. The biggest changes are some course improvements though instructional techniques to better meet course outcomes.

<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	While the outcomes have not always been consistently met, we have seen some improvement in the most recent cycle, so keeping the current outcomes and curriculum implementation is our recommendation for the next cycle. The program learning outcomes, course sequence, and assessment instruments will stay the same for the next 3 years. With numbers of students rising we hope to see more consistent data.

Program Student Learning Outcome 2	
Program Student Learning Outcome	Students will analyze assessment data to drive instruction and improve student outcomes.
Evaluation	Using the last three assessment cycles, is this program learning outcome still relevant, or should it be changed? The program learning outcome is still relevant. No change is recommended at this time. Any changes would be at the instructional level but the learning outcome itself would not change.
Measurement Instruments	Are the measurement instruments actually measuring the outcome? The measurement instrument is a Key Assessment that has a specific rubric and it tied greatly to their individual experiences in local schools. This instrument requires students to demonstrate content and pedagogical knowledge and the ability to analyze student assessment results.
Criteria & Targets	Does Criteria for Success (level of performance students will have achieved for your program to have been successful (ex., students will have earned 4/5 for documentation and citation on capstone essays) need to be changed? What about targets? The targets are still appropriate and they have not yet been met. This could be due to small data set skewing the data
Results & Conclusion	<u>Results:</u> Are the results what was expected or not? What stood out in the assessment cycle over the past three years? Explain The results have been inconsistent year to year (likely due to faculty changes, numbers of students assessed, data collection) In the most recent data cycle, there was some improvement in some areas in the individual data. The biggest changes are some course improvements though instructional techniques to better meet course outcomes.
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Program Student Learning Outcome 3	
Program Student Learning Outcome	Students will demonstrate the content knowledge and pedagogy necessary to be a teacher.
Evaluation	Using the last three assessment cycles, is this program learning outcome still relevant, or should it be changed? The program learning outcome is still relevant.
Measurement Instruments	Are the measurement instruments actually measuring the outcome? The measurement instrument is a Key Assessment that has a specific rubric and it tied greatly to their individual experiences in local schools. This instrument requires students to demonstrate content and pedagogical knowledge and the ability to analyze student assessment results.
Criteria & Targets	Does Criteria for Success (level of performance students will have achieved for your program to have been successful (ex., students will have earned 4/5 for documentation and citation on capstone essays) need to be changed? What about targets? The targets are still appropriate and they have not yet been met. This could be due to small data set skewing the data
Results & Conclusion	<u>Results:</u> Are the results what was expected or not? What stood out in the assessment cycle over the past three years? Explain The results have been inconsistent year to year (likely due to faculty changes, numbers of students assessed, data collection) In the most recent data cycle, there was some improvement in some areas. The biggest changes are some course improvements though instructional techniques to better meet course outcomes.
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To add more outcomes, if needed, select the table above and copy & paste below.