

**Central Washington University
Assessment of Student Learning
Department and Program Report**

Advanced Programs

2011-2012

Please enter the appropriate information concerning your student learning assessment activities for this year.

Academic Year of Report: 2011-2012 College: CEPS
Department: Advanced Programs Program: School Administration

1. What student learning outcomes were assessed this year, and why?

The student learning outcomes assessed this year are as follows:

- 1) leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
- 2) leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- 3) leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
- 4) leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
- 5) leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
- 6) leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

These outcomes are related to College goals II, V, University goals and I, II, V, and VI, and Washington Standard-based benchmarks.

2. How were they assessed?

A) What methods were used?

The methods used to assess candidates were:

- 1) Livetext Portfolio (M.Ed. & Residency Certificate)
- 2) Pre and Post Self-Inventory Assessment (Completed by Principal Interns)
- 3) Mid-Quarter Measurement of Knowledge & Skills Completed by (Principal Interns)
- 4) Building Supervisors' quarterly evaluation of Principal Interns.
- 5) Assessment of Online Learning

**Central Washington University
Assessment of Student Learning
Department and Program Report**

Advanced Programs

2011-2012

B) Who was assessed?

All candidates in the School Administration and Program Administrator Certification programs were assessed based on the Interstate School Leaders Licensure Consortium (ISLLC) and the knowledge and skills standards.

C) When was it assessed?

All of the students in the school administration program were assessed in 2011-2012 academic year. Their LiveText portfolios were reviewed by all educational administration faculty members, summarized, and discussed. A pre and post self-assessment inventory on the ISLLC standards was completed by the interns. A survey on standard V – Knowledge and Skills was also administered to the interns. See results below:

▪ **EDAD 577- Diversity Leadership - Performance Assessment –Fall 2011**

Candidates’ portfolios in EDAD 577 were assessed using a rubric that evaluates their leadership/vision, disposition, and knowledge. 97% of the candidates met the ISLLC standards.

Leadership/vision <i>ISLLC-1, ISLLC-4, ISLLC-5</i>	64 (72%)	22 (25%)	2 (2%)
Disposition <i>ISLLC-2, ISLLC 3, ISLLC 4, ISLLC 5, ISLLC 6</i>	64 (72%)	21 (23%)	3 (3%)
Knowledge <i>ISLLC-2, ISLLC 3, ISLLC 4, ISLLC 5, ISLLC 6</i>	64 (72%)	22 (25%)	2 (2%)
	Target	Acceptable	Unacceptable

▪ **EDAD 580-Educational Administration Performance Assessment - Winter 2011**

Candidates’ portfolios in EDAD 580 were assessed using a rubric that evaluates their leadership, decision-making, volunteering, and extended learning opportunities. 100% of the candidates met the ISLLC standards.

Leadership <i>ISLLC 1, ISLLC-4, ISLLC-5</i>	1 (100%)		
Decision Making <i>ISLLC 2, ISLLC 5, ISLLC 6</i>	1 (100%)		
Communication & Written Expression <i>ISLLC-1, ISLLC 2, ISLLC 3, ISLLC 4, ISLLC 6</i>	1 (100%)		
Philosophical & Cultural Values <i>ISLLC 1, ISLLC 2, ISLLC 3, ISLLC 4, ISLLC 5, ISLLC 6</i>	1 (100%)		
Policy & Political Influence <i>ISLLC 2, ISLLC 5, ISLLC 6</i>	1 (100%)		
	Target	Acceptable	Unacceptable




**Central Washington University
Assessment of Student Learning
Department and Program Report**

Advanced Programs

2011-2012




▪ **EDAD 581-School Finance Performance Assessment – Spring 2012**

Candidates' portfolio in EDAD 581 were assessed using a rubric that evaluates their leadership and student learning, management and effective learning environment, collaboration and mobilizing community resources, and demonstrating integrity and ethics. 100% of the candidates met the ISLLC standards.

Leadership & Student Learning <i>ISLLC 1, ISLLC-2, ISLLC-6</i>	25 (100%)		
Management & Effective Learning Environment <i>ISLLC 3, ISLLC 4</i>	25 (100%)		
Collaborating & Mobilizing Community Resources <i>ISLLC-1, ISLLC 4</i>	25 (100%)		
Demonstration of Integrity and Ethics <i>ISLLC 14, ISLLC 5, ISLLC 6</i>	25 (100%)		
	 Target	 Acceptable	 Unacceptable

▪ **EDAD 582 - School Curriculum Performance Assessment – Spring 2012**

Candidates' performance in EDAD 582 was assessed using a rubric that evaluates leadership, information collection and problem analysis, curriculum design, and measurement and evaluation on the course rubric. 100% of the candidates met the ISLLC standards.

Leadership <i>ISLLC 1, ISLLC-2, ISLLC 3, ISLLC 4, ISLLC 5, ISLLC 6</i>	26 (81%)	6 (18%)
Information Collection & Problem Analysis <i>ISLLC1, ISLLC 2, ISLLC 3, ISLLC 4, ISLLC 5, ISLLC 6</i>	26 (81%)	6 (18%)
Curriculum Design <i>ISLLC 1, ISLLC 3, ISLLC 6</i>	26 (81%)	6 (18%)
Measurement and Evaluation <i>ISLLC 2, ISLLC 4, ISLLC 6</i>	26 (81%)	6 (18%)
	 Target	 Acceptable
		 Unacceptable

**Central Washington University
Assessment of Student Learning
Department and Program Report**

Advanced Programs

2011-2012

- **EDAD 583 - School & Community Relations Performance Assessment – Fall 2011**

In EDAD 583 candidates' performance was assessed using a rubric that evaluates leadership, decision-making, extended learning opportunities, and volunteering. 99% of the candidates met the ISLLC standards.

Leadership <i>ISLLC 1, ISLLC 4, ISLLC 5</i>	10 (90%)	1 (9%)
Decision Making <i>ISLLC1, ISLLC 2, ISLLC 3, ISLLC 4</i>	10 (90%)	1 (9%)
Extended Learning Opportunities <i>ISLLC 1, ISLLC 2, ISLLC 3, ISLLC 4, ISLLC 5</i>	10 (90%)	1 (9%)
	■ Target	■ Unacceptable

- **EDAD 584 - School Supervision Performance Assessment – Winter 2012**

Candidates' performance in EDAD 584 was assessed using a rubric that evaluates leadership, problem analysis, instructional program and staff development, and legal regulatory application. 100% of the candidates met the ISLLC standards.

Leadership <i>ISLLC 1, ISLLC 2, ISLLC 3</i>	7 (100%)	
Problem Analysis <i>ISLLC 1, ISLLC 3, ISLLC 5, ISLLC 6</i>	7 (100%)	
Instructional Program and Staff Development <i>ISLLC-1, ISLLC 2, ISLLC 3, ISLLC 4, ISLLC 5, ISLLC 6</i>	7 (100%)	
Legal Regulatory Application <i>ISLLC-1, ISLLC 2, ISLLC 3, ISLLC 4, ISLLC 5, ISLLC 6</i>	7 (100%)	
	■ Target	■ Unacceptable

**Central Washington University
Assessment of Student Learning
Department and Program Report**

Advanced Programs

2011-2012

▪ **EDAD 586 – The Principalship Performance Assessment – Summer 2012**

For EDAD 586 candidates were assessed using a rubric that evaluates vision for success, culture of teaching and learning, management of learning, relationship with the broader community to foster learning, integrity, fairness and ethics, and the political, social, economic, legal and cultural context of learning. 100% of the candidates met the ISLLC standards.

A Vision for Success <i>ISLLC 1, ISLLC-2, ISLLC 3, ISLLC 4, ISLLC 5, ISLLC 6</i>	27 (75%)	9 (25%)
Culture of Teaching and Learning <i>ISLLC1, ISLLC 2</i>	27 (75%)	9 (25%)
Management of Learning <i>ISLLC 1, ISLLC 2, ISLLC 3</i>	27 (75%)	9 (25%)
Relationships with the Broader Community to Foster Learning <i>ISLLC 1, ISLLC 2, ISLLC 3, ISLLC 4</i>	27 (75%)	9 (25%)
Integrity, Fairness and Ethics of Learning <i>ISLLC 3, ISLLC 4, ISLLC 5</i>	27 (75%)	9 (25%)
The Political, Social, Economic, Legal and Cultural Context of Learning <i>ISLLC 4, ISLLC 5, ISLLC 6</i>	27 (75%)	9 (25%)
	■ Target	■ Acceptable
		■ Unacceptable

▪ **EDAD 589 - School Law Performance Assessment – Summer 2012**

Candidates' performance in EDAD 589 School Law was assessed using a rubric that evaluates state and federal policies, organizational oversight, school policies and procedures, and legal regulatory application. 100% of the candidates met the ISLLC standards.

State and Federal <i>ISLLC 1, ISLLC-2, ISLLC 3, ISLLC 4, ISLLC 5, ISLLC 6</i>	13 (61%)	8 (38%)
Organization Oversight <i>ISLLC1 ISLLC 3, ISLLC 6</i>	13 (68%)	6 (31%)
School Policies and Procedures <i>ISLLC 2, ISLLC 3, ISLLC 4, ISLLC 6</i>	13 (68%)	6 (31%)
Legal Regulatory Application <i>ISLLC 1, ISLLC-2, ISLLC 3, ISLLC 4, ISLLC 5, ISLLC 6</i>	13 (68%)	6 (31%)
	■ Target	■ Acceptable
		■ Unacceptable

**Central Washington University
Assessment of Student Learning
Department and Program Report**

Advanced Programs

2011-2012

▪ **EDAD 692/693 - Internship Performance Assessment – Fall 2011**

Candidates’ portfolios in EDAD 692/693 were assessed using a rubric that evaluates their leadership vision, decision-making, volunteering, and extended learning opportunities. Candidates’ expectation of achievement is stated at the target level. 100% of the candidates met the ISLLC standards.

Ethical Leadership <i>ISLLC 1-6</i>	3 (75%)	1 (25%)
Learner-Centered Leadership <i>ISLLC 1-6</i>	3 (75%)	1 (25%)
Human Resource and Management <i>ISLLC 1-6</i>	3 (75%)	1 (25%)
Communication and Community Relations <i>ISLLC 4-5</i>	3 (75%)	1 (25%)
Instructional Leadership <i>ISLLC 1-2</i>	3 (75%)	1 (25%)
		

Pre-Post Self-Assessment Inventory Report

Purpose

To provide school leaders with the opportunity to examine their own school leadership practices with respect to the knowledge, dispositions, and performances contained within the ISLLC School Leader Standards.

This self-examination should lead to greater familiarity with the Standards and provide a starting point to assist the candidate in identifying potential areas of focus for professional development planning.

The Pre-Autumn internship orientation was held on July 29, 2011 and 10 candidates from the Principal Residency Program attended the orientation. During the orientation, a self-inventory designed to provide a personal profile of the school leadership assets based on the ISLLC Standards for School Leaders was given to the candidates. The self-inventory consists of statements that describe the knowledge, dispositions, and performances contained within the ISLLC Standards for School Leaders. The candidates were asked to respond to each statement by reflecting on what they have learned, what they believe and value, and what they are accomplishing as a school leader. Data collected was analyzed using SPSS. The results of the pre-evaluation are shown in Table 1.

During the final internship meeting held April 27th, 2012 the same self-inventory survey was given to the candidates again. Ten of the ten candidates completed the self-inventory. These results are in Table II. Note: There is a direct correlation in ID’s from Table I to Table II.

**Central Washington University
Assessment of Student Learning
Department and Program Report**

Advanced Programs

2011-2012

Based on the instrument, the principal candidates were to evaluate themselves on the following scale:

- 1 represents **Little** extent;
- 2 represents **Some** extent;
- 3 represents **Sufficient** extent;
- 4 represents **Exemplary** extent.

Table 1
Pre-Evaluation

Below is the average score of the individual candidates on the 31 items pre self-inventory.

Entry fall, 2011

Id	ISLLC	ISLLC	ISLLC	ISLLC	ISLLC	ISLLC	Individual Average
	1	2	3	4	5	6	
1	2.6	2.56	1.6	3	2.4	2	2.36
2	1.6	1.67	2	1.75	2.8	2	1.97
3	2.2	2.11	2.4	2.	2	2.33	2.17
4	1	1.33	2	1.75	2	1.67	1.63
5	2.8	2.78	2.4	2.5	2.2	2.67	2.56
6	2.6	1.33	1.4	1.75	3.1	1.5	1.95
7	3.4	3.11	3.8	3.5	4	3.67	3.58
8	3	3.67	2.6	2.75	3	2.67	2.95
9	2.2	2	1.2	2.25	2.4	2.33	2.06
10	2.6	1.78	1.6	2	3.4	2.67	2.34
Group Ave.	2.4	2.23	2.1	2.33	2.73	2.35	2.36

Table II
Post-Evaluation

Below is the average score of the individual candidates on the 31 items post self- inventory.

Exit spring 2011

Id	ISLLC 1	ISLLC	ISLLC	ISLLC	ISLLC	ISLLC	Individual Average
		2	3	4	5	6	
1	3.8	3.78	3.4	3.75	3.4	3.67	3.63
2	3.2	3.22	3.4	4	3.8	2.33	3.33
3	3.8	3.94	3.8	4	4	4	3.93
4	3	2.78	3.2	3.75	3.2	2.67	3.10
5	3.8	3.56	4	3.75	3.9	3.33	3.72
6	3.5	3.22	3.4	2.75	3.6	2.33	3.13
7	4	3.89	3.8	4	4	4	3.95
8	3.3	2.88	3	2.75	3.8	3.17	3.15
9	3.4	3.22	3.2	3.25	3.2	3.67	3.32
10	3.4	3.44	3.6	4	4	3.67	3.69
Group Ave.	3.52	3.40	3.48	3.6	3.69	3.28	3.50

**Central Washington University
Assessment of Student Learning
Department and Program Report**

Advanced Programs

2011-2012

To determine whether there is a significant difference between the pre self-evaluation and post self-evaluation on the knowledge, dispositions, and performances on the ISSLC standards, a paired-sample t test was used to compare the means of the scores from the related samples. The assumption for using the paired-sample t test is that both variables are the interval levels and are normally distributed. The pre and post self-evaluations individual mean scores were entered in a SPSS data format for analysis.

Table III

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre	2.3850	10	.55380	.17513
	Post	3.5490	10	.30896	.09770

Table IV

		N	Correlation	Sig.
Pair 1	Pre & Post	10	.581	.078

Table V

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre - Post	-1.16400	.45078	.14255	-1.48647	-.84153	-8.166	9	.000

Reading the output

A paired sample t test was calculated to compare the mean entry score to the mean exit score. The mean on the entry score was 2.39 ($sd = .55$), and the mean on the exit was 3.55, ($sd = .31$). A significant increase from entry to exit was found ($t(9) = -8.166, p < .001$). See Tables above.

**Central Washington University
Assessment of Student Learning
Department and Program Report**

Advanced Programs

2011-2012

Mid-Quarter Measurement of Knowledge & Skills Standard V

To determine whether the 2011-12 interns are having a positive impact on students learning, we adopted Standard 5 Knowledge and Skills statements to assess their leadership abilities. Assessed Spring 2012, first by the candidates and then two weeks later by their building supervisors, they were asked to “Choose how frequently you engaged in the behavior described by the statement during the internship experience” with a scale of 1= Never, 2 = Seldom, 3 = Occasionally, 4 – Often and 5 = Always.

The mid-quarter survey data was entered into SPSSA and an independent sample t-test was ran. Based on group statistic results, there is no significant difference in the mean score of the interns when compared to their building supervisors. It can be concluded that interns and their supervisors worked together to meet the expectations of this internship.

Table VI

	Group	N	Mean	Std. Deviation	Std. Error Mean
Creating a Culture: <i>Influence, establish and sustain a school culture conducive to continuous improvement for students and staff:</i>					
Q1 - Articulate and model a shared belief vision for continuous improvement and lifelong learning within the entire school.	1.00	10	4.6000	.51640	.16330
	2.00	9	4.6667	.50000	.16667
Q2 Promote and model an atmosphere of inclusiveness, equity and respect among students, staff and community.	1.00	10	4.7000	.48305	.15275
	2.00	9	4.7778	.44096	.14699
Q3 - Develop and model an atmosphere of personal responsibility, trust and collaboration among students and staff.	1.00	10	4.7000	.48305	.15275
	2.00	9	4.8889	.33333	.11111
Q4 - Understand the needs and strengths of the individuals and groups in the school.	1.00	10	4.5000	.52705	.16667
	2.00	9	4.5556	.52705	.17568
Q5 - Use authentic assessment data, including self-appraisal, to measure culture and inform action of individuals, group sand the school system.	1.00	10	4.2000	.63246	.20000
	2.00	9	4.4444	.88192	.29397
Ensuring School Safety: <i>Lead the development and annual update of a comprehensive safe schools plan that includes prevention, intervention, crisis response and recovery.</i>					
Q6 - Supervise teachers’ instructional practices, classroom management and discipline to ensure a safe classroom environment.	1.00	10	3.6000	.69921	.22111
	2.00	9	4.0000	.86603	.28868
Q7 - Develop open communication systems that allow for proactive identification and intervention of potential incidents.	1.00	10	4.4000	.51640	.16330
	2.00	8	4.6250	.74402	.26305
Q8 - Communicate so that students, parents and community members are confident the school is safe.	1.00	10	4.4000	.69921	.22111
	2.00	9	4.7778	.44096	.14699
Planning with Data: <i>Lead the development, implementation and evaluation of the data-driven plan for improvement of student achievement:</i>					
Q9 - Clearly communicate the elements of the school improvement plan with constituent groups (staff, parents, board and community).	1.00	10	4.0000	.94281	.29814
	2.00	9	4.4444	.72648	.24216
Q10 - Collaborate, problem-solve and build consensus with individuals and groups.	1.00	10	4.6000	.51640	.16330
	2.00	9	4.4444	.72648	.24216

**Central Washington University
Assessment of Student Learning
Department and Program Report**

Advanced Programs

2011-2012

Aligning Curriculum: <i>Assist instructional staff in aligning curriculum, instruction and assessment with state and local learning goals:</i>					
Q11 - Use a variety of assessments to diagnose learning needs and to design appropriate learning interventions to improve success on state, local and classroom measures.	1.00	10	4.4000	.69921	.22111
	2.00	9	4.5556	.72648	.24216
Q12 - Assist in adjusting to and accepting curriculum, instruction and assessment changes.	1.00	10	3.8000	.63246	.20000
	2.00	9	4.5556	.72648	.24216
Q13 - Engage instructional staff in frequent conversations/reflection about classroom practice.	1.00	10	4.2000	.63246	.20000
	2.00	9	4.5556	.72648	.24216
Improving Instruction: <i>Monitor, assist and evaluate staff implementation of the school improvement plan, effective instructing and assessment practices.</i>					
Q14 - Engage each staff member in their appropriate implementation of the School Improvement Plan (SIP).	1.00	10	3.4000	1.07497	.33993
	2.00	9	4.1111	.92796	.30932
Q15 - Use a variety of data to inform and support decisions about instruction and assessment of learning.	1.00	10	4.2000	.78881	.24944
	2.00	9	4.5556	.72648	.24216
Managing Resources: <i>Manage human and fiscal resources to accomplish student achievement goals:</i>					
Q16 - Possess knowledge of laws related to special areas (e.g. ASB, special programs, grants).	1.00	10	3.9000	.99443	.31447
	2.00	9	4.3333	1.00000	.33333
Q17 - Have knowledge of effective practices as well as rules and regulations related to staff supervision, coaching and evaluation.	1.00	10	4.0000	.81650	.25820
	2.00	9	4.2222	.97183	.32394
Q18 - Effectively address difficult issues and conduct difficult discussions.	1.00	10	4.0000	.81650	.25820
	2.00	9	4.1111	.78174	.26058
Engaging Communities: <i>Communicate and partner with school community members to promote student learning:</i>					
Q19 - Partner and collaborate with administrative colleagues.	1.00	10	4.7000	.48305	.15275
	2.00	9	4.7778	.44096	.14699
Q20 - Share leadership based upon situation and need.	1.00	10	4.5000	.70711	.22361
	2.00	9	4.6667	.50000	.16667
Q21 - Use a variety of vehicles and tools to communicate about student learning with constituents, both within and outside of the school.	1.00	10	4.2000	.42164	.13333
	2.00	9	4.0000	1.22474	.40825
Q22 - Gather and use relevant data regarding community responses to student learning and their attitudes about the school.	1.00	10	3.9000	.87560	.27689
	2.00	9	4.1111	1.26930	.42310
Q23 - Partner and collaborate with administrative colleagues.	1.00	10	4.7000	.48305	.15275
	2.00	9	4.7778	.44096	.14699

Based on the results from this mid-year survey, the internship candidates were able to participate in all of the 22 components of Standard V. The candidates' responses indicate that they were engaged in Standard V

**Central Washington University
Assessment of Student Learning
Department and Program Report**

Advanced Programs

2011-2012

activities Always (40.0%), Often (41.8%), Occasionally (17.3%), and Seldom (1%). The candidates building supervisors responses indicate that they were engaged in Standard V activities Always (61.6%), Often (26.3%), Occasionally (10.6%), and Seldom (1.5%). It can be concluded that the interns are having a positive impact in their place of assignment.

Building Supervisors' quarterly evaluation of Principal Interns

At the end of each quarter, the building principals are required to evaluate the interns on the ISLLC standards. The evaluation instrument has 31 variables, with a Likert scale of 1 to 4, and 4 being the highest score. The ISLLC data was collected from building supervisors in Pre-Autumn, fall, winter and spring. The results of the evaluation were entered into SPSS for a descriptive statistics analysis. We can generally conclude from the result that the principal interns performed above average. See Table VII below.

Table VII

Descriptive Statistics					
	Isllc 1-6	Minimum	Maximum	Mean	Std. Deviation
Pre	Isllc 1-6	2.03	2.55	2.2550	.22793
fall	Isllc 1 - 6	2.91	3.34	3.1533	.18425
winter	Isllc 1 - 6	3.25	3.59	3.4633	.12291
spring	Isllc 1 - 6	3.50	3.82	3.7000	.12033

**Central Washington University
Assessment of Student Learning
Department and Program Report**

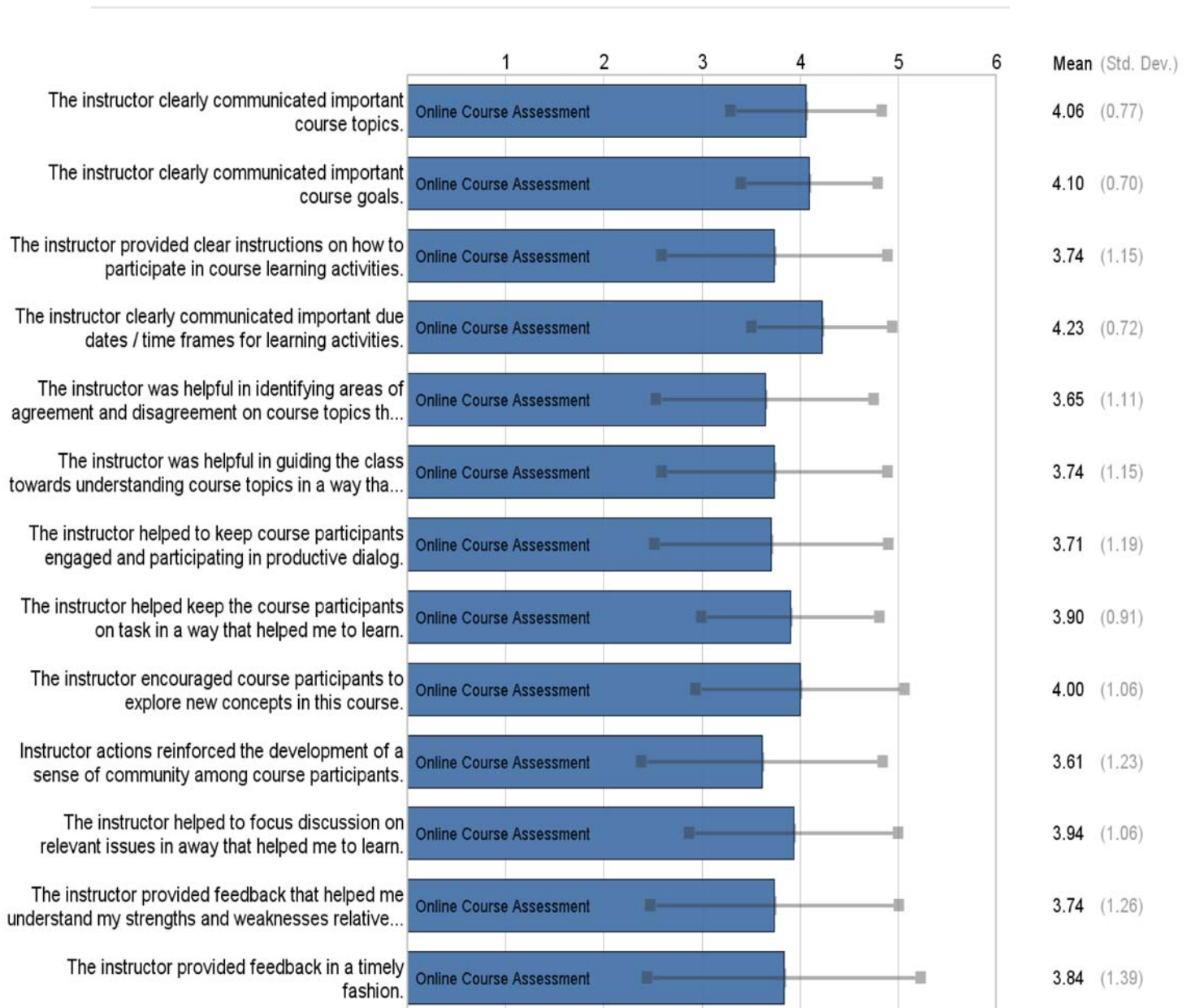
Advanced Programs

2011-2012

Assessment of Online Learning

Spring 2012, Advanced Programs offered two courses in the completely online format and one as a hybrid class that met 50% of the time and 50% of the coursework was to be completed online. Mid-quarter an assessment of Online Teaching, Social, & Cognitive Presence was administered to each student in each class. The results were presented in aggregate to the department and Professional Education Advisory Board (PEAB). They are as follows:

The following statements relate to your perceptions of “Teaching Presence” – you instructor’s course design, facilitation of discussion and direct instruction – in the course. Please indicate both your agreement or disagreement with each statement and how important you think it is.

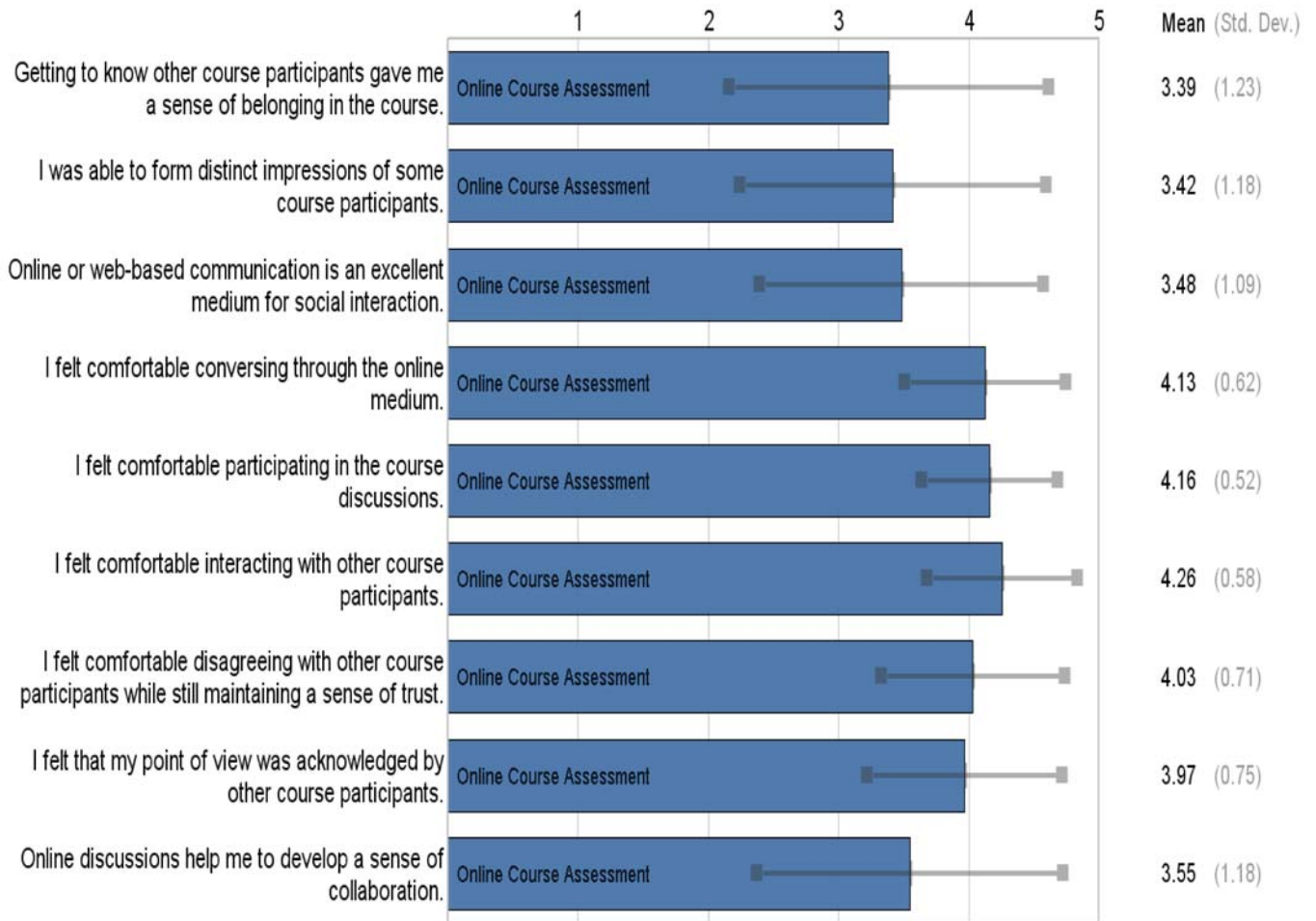


**Central Washington University
Assessment of Student Learning
Department and Program Report**

Advanced Programs

2011-2012

The following statements relate to your perceptions of “Social Presence” – the degree to which you feel socially and emotionally connected with others – in your course. Please indicate both your agreement or disagreement with each statement and how important you think it is.

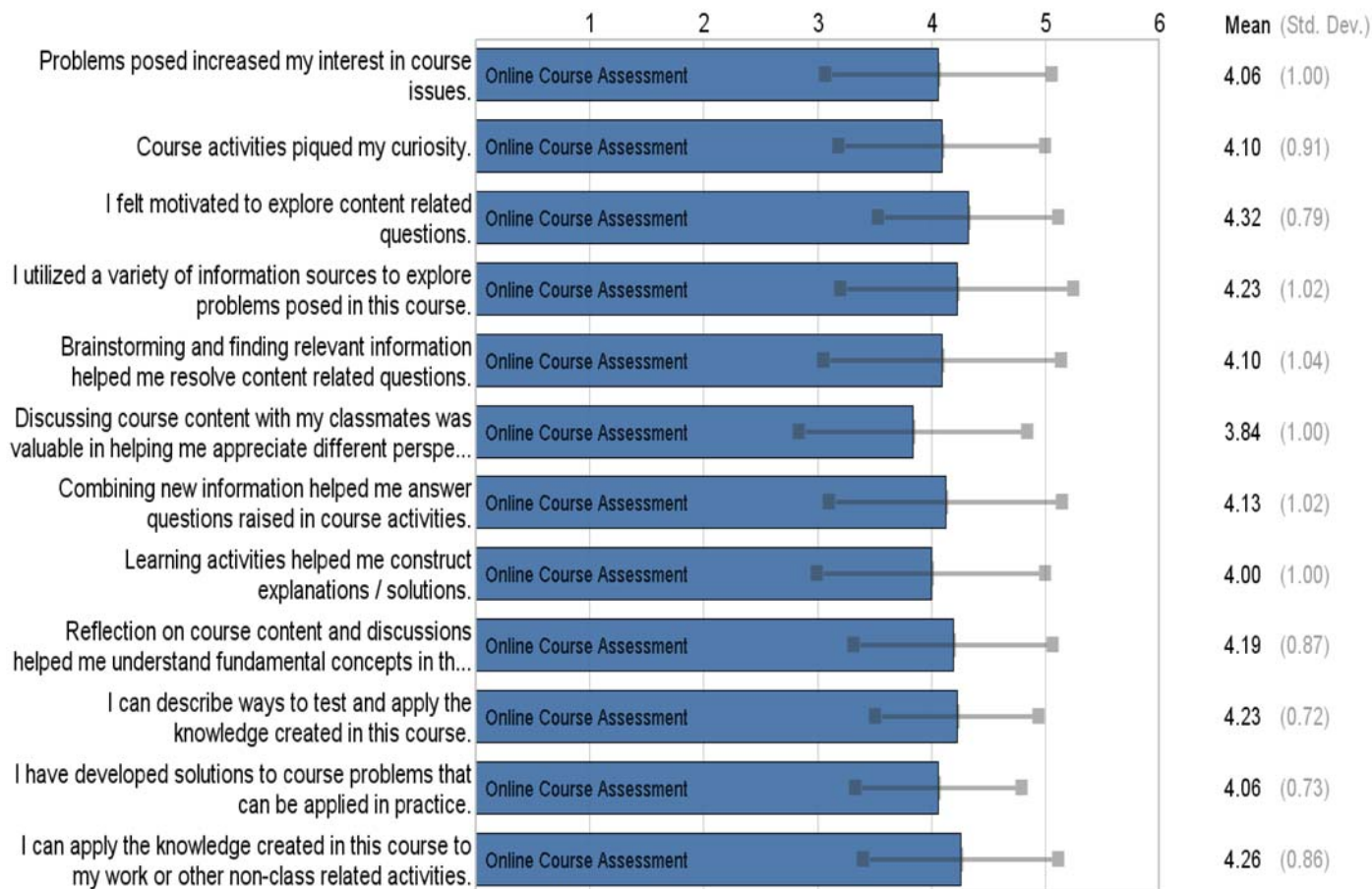


**Central Washington University
Assessment of Student Learning
Department and Program Report**

Advanced Programs

2011-2012

The following statements relate to your perceptions of “Cognitive Presence” – the extent to which you are able to construct and confirm meaning – in this course. Please indicate both your agreement or disagreement with each statement and how important you think it is.



The above data results were discussed at our faculty meeting June 6, 2012, with the minutes noting:

- Reviewed whole department online course assessment by students. This will be used by the department to improve course instruction. Looked at where we can improve delivery. Need to focus on social and teaching presence. Look at social presence – getting to know participants – Discussion on how to address, suggestions do classes as hybrid – meet three times a quarter; this won't work because the classes are online. Recognize that because it is online it will cause a negative effect on social presence. We need to use Skype, collaborate, chat, and other online communications and to ask students for suggestions on how to help them interact. Dennis is meeting with blackboard people tomorrow to find out what he can add in. Always ask for bio info but maybe ask for more – dig deeper, give them broader platform to provide more information. Jim asks them to provide a bio.

**Central Washington University
Assessment of Student Learning
Department and Program Report**

Advanced Programs

2011-2012

- Example of blackboard collaborate video options. Can do real time video communication. Dennis and Jim are going go together to learn more about blackboard options.

Faculty agreed that the data results, especially in the “Teaching Presence” and “Social Presence” need improvement. Each faculty member was to review his/her course design and social connections and make changes as needed. The instructor's course design, facilitation of discussion, and direct instruction - in the course is to be looked at by the online teaching faculty. The results of the "Cognitive Presence", in other words, the extent to which candidates in the online course are able to construct and confirm meaning was impressive.

In addition, they were shared with our PEAB at the June 22, 2012 meeting with the minutes noting:

- All of the courses offered in the spring were taught either online or in a hybrid format. The department administered an anonymous instrument to evaluate the students’ online experience in teaching presence, social presence, and cognitive presence. This was done in the sixth week of the quarter and shared with faculty for review and discussion. Jim has made three changes after reviewing the results, he is working to communicate with the students more, he has included more biographic information about himself, and asked his students to include more about themselves as well, and he is planning to use collaborate to communicate with the students as well. Henry is using collaborate in his course and the students are meeting via video chat – if one of them talks the video highlights who ever is talking, also like that various power points, websites appear during the discussions. Presented here for PEAB to review, discuss and we appreciate any suggestions from PEAB. PEAB response is that the response looks positive, really positive with nothing jumping out as bad and lots of good. Well Done! PEAB likes that the professors are communicating due dates and time frames because that is important especially in an online format and the students are looking for this info. Henry has a good matrix for this and Jim is going to adopt it. PEAB’s overall response is that the evaluation responses were very good, especially with just starting the online program.

3. What was learned?

Livetext Portfolio: Based on the rubrics created for each of the courses on LiveText, it can be concluded that 100% of the faculty members are repeatedly evaluating candidates’ portfolios. 100% met the standards. The reason for the candidates meeting the 100% is due to the fact that students are allowed many opportunities to demonstrate competence in each of the ISLLC standards and that they are measured repeatedly.

The ISLLC standards: All portfolios were reviewed two or more times to achieve the target variables mentioned for student success.

Pre-Post Self-Assessment Inventory Report on the ISLLC standards: This met the expected outcome as shown in Tables III, IV & V.

Mid-Quarter Measurement of Knowledge & Skills –Standard V: although the expected outcomes are met on the Knowledge and Skills standards, faculty members and PEAB closely reviewed the results in Table VI. Since 20% of the candidates reported they are seldom offered the opportunity to interact with the teacher in instructional practice, classroom management, and discipline to ensure a safe

**Central Washington University
Assessment of Student Learning
Department and Program Report**

Advanced Programs

2011-2012

classroom environment, some interventions were considered on the part of the supervisors. Building supervisors were informed of the findings, and they agreed to have the candidates sit in during teacher observations.

The results in Table VI “engaging communities: Communicate and partner with school community members to promote student learning” is impressive. The candidates are engaged in working with diverse communities.

Assessment of Online Learning: To determine the effectiveness of the online course offerings, a “Community of Inquiry Framework to Assess Integration of New Technologies in Online courses” was administered to the candidates in Spring 2011. The data result for the “Teaching Presence” is 3.78 and “Social Presence” is 3.87. The result of the “Cognitive Presence” is 3.77. The online teaching faculty looked at the instructors’ course design, facilitation of discussion, and direct instruction needed. The survey results are good but can be improved.

4. What will the department or program do as a result of that information?

The department plan is to continue assessing program goals and their impact on student learning. The department, in collaboration with the School Administration PEAB, decided to revise the syllabus for all the courses in the program, and align its objective and rubrics with the ISLLC standards. This document will be presented to PEAB at our February 1, 2013 meeting for review and recommendation.

This assessment report will be distributed to department faculty and discussed at our faculty meeting on December 11, 2012. In case of any concerns arising from the discussion, faculty will be asked to address the issue and report their findings at our faculty meeting in February 2013.

5. What did the department or program do in response to last year’s assessment information?

The department revised the curricula by aligning it with the six the ISLLC standards. The program is referencing in the course rubrics and syllabi how the standards are addressed. The department has had a renewed focus on diversity in all the courses.

Students’ input for course delivery and assessment was requested via the Assessment of Online Learning. Suggestions from students about the teaching , social, and cognitive presences were discussed at faculty meetings with agreement to make needed changes.

6. Questions or suggestions concerning Assessment of Student Learning at Central Washington University:

None at this time.