

Submission information

Form: [Annual Program Report Form: History/Social Studies](#)

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172.16.30.8

Unit Outcomes

T1. Admissions will complement recruitment efforts of diversifying WA teacher workforce

Indicators

- A. Enrollment
- B. Diversity/ Military
- C. Rate of Acceptance
- D. WEST B Math
- E. WEST B Reading
- F. WEST B Writing
- G. Disposition Inventory (DI)

Expected Performance Level (Criterion)

- A. Enrollment numbers are maintained
- B. 40% of our candidates will represent underrepresented populations including military
- C. 75% of all applicants will be accepted into the program
- D. 90% will achieve 240 on Math
- E. 90% will achieve 240 on Reading
- F. 90% will achieve 240 on Writing
- G. 100% of Program Candidates will complete the DI

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates

- A. OREA / Program / Fall Quarter November 1 and December 15
- B. OREA / Program / Fall Quarter November 1 and December 15
- C. OREA / IR / Program / Program / Fall Quarter November 1 and December 15
- D. Pearson/ All Quarters
- E. Pearson/ All Quarters
- F. Pearson/ All Quarters
- G. OREA / Program / Fall Quarter November 1 and December 15

- A Met Criterion
- B Met Criterion
- C Met Criterion
- D Surpassed Criterion
- E Exceeded Criterion

F Surpassed Criterion

G Met Criterion

Interpretations/Key Strategies/Initiatives

B. Below criterion, but percentage of HIST/SS students that are minority is almost double that of CTL average. Also, nowhere is there a definition of what underrepresented means. Minorities? Women?

C. Data for admission is unclear. A number of students show that they were denied admission at some point, yet almost all of those students subsequently made it into the program.

Budget/Resource Analysis

N/A

UNIVERSITY OBJECTIVE 1.1: T2 Retention

Unit Outcomes

Retention efforts will enable candidates to complete this program of study successfully in a timely manner, and prepare highly qualified graduates ready to assume needed positions in the teacher workforce

Indicators

A. CTL Standards

B. Time to Completion

C. Portfolio Submission

Expected Performance Level (Criterion)

A. 90 % Met 2008 Standards (3 on a 5 point scale)

B. Time to completion = 9 quarters

C. 90% are completing a Program and PEP core portfolio

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates

A. OREA and Program / Fall Quarter October 1 and December 1

B. OREA and Program / Fall Quarter October 1 and December 1

C. OREA and Program / Fall Quarter October 1 and December 1

A Exceeded Criterion

B Surpassed Criterion

C N/A

Interpretations/Key Strategies/Initiatives

A. 100% in 4 of 5 standards, 96% in 1

B. 10/11 were ontime completions, though the average number of quarters taken was slightly higher than 9 quarters. This could be due to the fact that Hist/SS is a longer program than most other endorsement areas.

C. Unclear what this indicator is on accompanying page of database

Budget/Resource Analysis

n/a

UNIVERSITY OBJECTIVE 1.1: T3 Student Teaching

Unit Outcomes

Student Teaching provides candidates a diverse culminating experience where program content-pedagogy is synthesized and tested in real classrooms.

Indicators

- A. Candidates are ensured placements in school settings that are highly diverse during student teaching
- B. Final Student Teaching Evaluation (FSTE)
- C. Disposition Inventory
- D. WTPA

Expected Performance Level (Criterion)

- A. 50% are placed in highly diverse settings
- B. 80% will Meet the Standards averaging 3 point or better on the 10 FSTE rubrics
- C. 100% will demonstrate a positive change on all four domains of the DI
- D. 80% will Average of 3 or better across 15 testing domains on the WTPA

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates

- A. Office of Field Experiences (OFE) / All Quarters
- B. OFE / All Quarters
- C. OREA / All Quarters
- D. Pearson / All Quarters

- A Met Criterion
- B Surpassed Criterion
- C Met Criterion
- D Below Criterion

Interpretations/Key Strategies/Initiatives

- A. 50% for all demographics except SpEd. Otherwise, program outperforms CTL as a whole in this regard.
- B. Program at 90.9% meeting FSTE standards at 3 point or higher
- C. Delta is positive in 3 of 4 domains, and the 4th stays basically the same at -.03
- D. 40% of HSST candidates achieved 3 or better across 15 testing domains on WTPA. This is superior to CTL average of 32%. However, more useful would be an indicator of how many of the domains student teachers on average mastered as a percent of the whole. As it exists now a student could get 5's on 14 domains and a 2 on one domain and it would indicate student had not met the standard. This would not be helpful data.

Budget/Resource Analysis

n/a

UNIVERSITY OBJECTIVE 1.1: T4 Program Completion

Unit Outcomes

Graduation and Certification of program candidates will occur in a timely manner.

Indicators

- A. Graduation
- B. Time to Degree
- C. WEST E scores
- D. Certification Rate

Expected Performance Level (Criterion)

- A. 85% will graduate
- B. 90% of the candidates will complete the program on-time
- C. 70% will Pass their Major Content Test (WEST-E) in their content area on their first attempt
- D. 90% receive a first time residency certificate

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates

- A. Safari CAPS / Continuously
- B. OREA/ IR / Summer Quarter
- C. Pearson / All Quarters
- D. Certification Office (CO) / Fall Quarter / November1 /December 15

A N/A

B Surpassed Criterion

C Exceeded Criterion

D Exceeded Criterion

Interpretations/Key Strategies/Initiatives

- A. It is unclear when "graduation" has to occur. Students might not have graduate yet, but just because they have not yet does not mean that they will not do so in future quarters.
- B. 90.9 graduated on time compared to CTL average of 89.5.
- C. 83.3% passed on their first attempt in their primary content area. It is unclear what the difference is between "all" and "content area."
- D. It appears that 100.9% achieved their first residency certification. I would suspect that there is some error in generating or reporting the data here; or it could just be that there needs to be a clearer explanation of this section.

Budget/Resource Analysis

n/a

UNIVERSITY OBJECTIVE 1.1: T5 Post-Graduation

Unit Outcomes

The program prepares highly qualified and satisfied members of the teaching community

Indicators

- A. First Year Placement
- B. Third Year Placement
- C. Employment retention
- D. Alumni Satisfaction Survey (Coursework)
- E. Alumni Satisfaction Survey (Strategies and Assessment)
- F. Alumni Satisfaction Survey (Student Teaching)
- G. Alumni Satisfaction Survey (Difference in coursework and Student Teaching)

Expected Performance Level (Criterion)

- A. 50% of the program's graduates will find teaching jobs within the 1st year after certification
- B. 70% of the program's graduates will find teaching jobs within 3 years after certification
- C. 80% of the graduates hired will remain teaching after five years
- D. Satisfaction with "Coursework Relevance" indicated by a 3.5 or better
- E. Satisfaction with "Strategies and Assessment" indicated by a 4 or better
- F. Satisfaction with "Student Teaching Feedback" indicated by a 4 or better
- G. Coherence with "coursework and student teaching" indicated by a 3 or lower

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates

- A. OREA / Fall Quarter/ November 1
- B. OREA Fall Quarter / November 1/ Programs /December 15
- C. OREA Fall Quarter / November 1/ Programs /December 15
- D. OREA Fall Quarter / November 1/ Programs /December 15
- E. OREA Fall Quarter / November 1/ Programs /December 15
- F. OREA Fall Quarter / November 1/ Programs /December 15
- G. OREA Fall Quarter / November 1/ Programs /December 15

A N/A

B N/A

C Met Criterion

D Below Criterion

E Met Criterion

F Below Criterion

G Below Criterion

Interpretations/Key Strategies/Initiatives

- A. There is no placement data available for the 2011-12 year, or it is reporting 0. However, I know firsthand that some 2011-12 graduates are in fact currently teaching in WA. Thus, there is some discrepancy in the data here.
- B. The data for within 3 years is also suspect because the database inexplicably shows 67 completers for the 2010-11 year which is not correct. Our averages from year to year vary between 15-24. We need to account for this discrepancy before we can draw conclusions.
- C. It appears that for each year showing attrition, this attrition equaled less than 20% of graduates in that year (see wording of expected performance level) but it also appears that 5 out of the 20 that had obtained jobs within 3 years left teaching after having obtained a job. Thus, are we talking about graduates or only of those who have received teaching positions?
- D. We need data to show "which" coursework students are evaluating the relevance of:

Education/PEP coursework or content area? One might suggest that there will be a large discrepancy between those two categories. Additionally, it would be helpful to break out elementary CTL averages and secondary CTL averages from CTL averages as a whole b/c these two populations take a much different set of courses. Secondary, for example, have most of their coursework outside Education and are probably indicating the perceived lack of relevancy of their education coursework, not that of their content area coursework.

E. We also need to break down this data as above in "D" but also break out the secondary level content area methodology courses from the "strategies and assessment" courses in the PEP program. Again, there will likely be a significant divergence in reported satisfaction between PEP methodology and assessment and content area provided methodology and assessment.

F. Does this suggest that feedback students are getting from during their student teaching experiences is not consistent with that which they experience in their own classrooms later on. (???) It's a bit unclear what this measure is actually measuring. Again, please separate the averages data for elementary majors and secondary majors.

G. Similarly, students are not finding their coursework to be very relevant to their student teaching experiences. However, this data needs to be broken out between PEP coursework and content area coursework for secondary level majors. There would be significant divergence there if anecdotal evidence from current students and alumni is any indication.

Budget/Resource Analysis

n/a

UNIVERSITY OBJECTIVE 1.2: Enhance the Effectiveness of Student Support Services

Unit Outcomes

- A. Faculty annually review effectiveness of field placements, mentoring, and mentor training
- B. The Program reviews student satisfaction with advising
- C. The Program faculty monitor, discuss, and collectively report on academic support improvements in the program and curriculum

Indicators

- A. Field Placement documentation
- B. New Teacher Survey results
- C. Faculty meeting minutes and annual reports

Expected Performance Level (Criterion)

- A. Field placement data show 80% of Program candidates' score a level 3 or better on field placement rubrics
- B. Survey results show improvements in satisfaction
- C. Programs attempt to make one improvement annually

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates

- A. OFE and OREA Fall Quarter / November 1/ Programs /December 15
- B. OREA Fall Quarter / November 1/ Programs /December 15
- C. OREA Fall Quarter /November 1/ Programs /December 15

- A Surpassed Criterion
- B N/A
- C Met Criterion

Interpretations/Key Strategies/Initiatives

The correlation between uUnit outcomes and indicators and expected performance level seems a bit off here. For example, in B. student satisfaction with advising (unit outcome) is not measured by the new teacher survey (indicator)

- A. Scores on all field placement rubrics range from 4.19-4.64.
- B. We don't have more than one year of data to show whether or not new teacher survey data shows improvement, but in future years we should.
- C. Department created new advising forms and 4-yr plans to assist students toward successful program completion.

Budget/Resource Analysis

n/a

UNIVERSITY OBJECTIVE 2.1: Enhance the Environment of Inclusiveness for Faculty, Staff, and Students

Unit Outcomes

- A. The Program seeks input from groups of underrepresented groups to inform recruitment and retention practices
- B. Programs demonstrate the dispositions of a professional educator
- C. Address the state and partner districts' goals for diversifying the workplace

Indicators

- A. Professional Development
- B. CTL Disposition Inventory analysis
- C. District Placements

Expected Performance Level (Criterion)

- A. The Program offers one professional development opportunity per year to faculty learn more about equity pedagogy from different underrepresented groups
- B. Candidates' post-test scores have positively improved by .10 on all four domains
- C. Graduates represent 35% diversity (including military)

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates

- A. Program / Fall Quarter / December 1
- B. OREA and Program / Fall Quarter / November 1 and December 15
- C. OREA and Program / Fall Quarter / November 1 and December 15

- A N/A
- B Met Criterion
- C Below Criterion

Interpretations/Key Strategies/Initiatives

- A. The unit outcome (seeks input from underrepresented groups) does not match the indicator (professional development) or expected criterion (one professional development) opportunity). However, seeking input happens at every advising opportunity with students from underrepresented categories. In addition, in seeking new program faculty, the program always solicits input and participation from underrepresented groups on search committees.
- B. In 3 of 4 categories, one category stayed statistically even.
- C. However, admissions statistics suggest program is above CTL average.

Budget/Resource Analysis

n/a

UNIVERSITY OBJECTIVE 2.2: Increase Faculty, Staff, and Student Diversity by Active Programs of Recruitment and Retention for Members of Underrepresented Groups

Unit Outcomes

- A. Faculty seek highly qualified faculty members (attention to diversifying the faculty) to join the Program
- B. Program actively recruits and admits underrepresented candidates

Indicators

- A. Program Faculty Demographic Trends
- B. Program Candidate Demographic Trends

Expected Performance Level (Criterion)

- A. The Program increased or maintained its highly qualified diverse faculty over the past five years
- B. 30% of Program candidates are from cultures other than Caucasian

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates

- A. OREA and Program / Fall Quarter / November 1 and December 15
- B. OREA and Program / Fall Quarter / November 1 and December 15

- A Met Criterion
- B Below Criterion

Interpretations/Key Strategies/Initiatives

- A. Currently engaged in searches for an African historian and Asian history faculty.
- B. But currently above CTL average according to 2011-12 admissions data.

Budget/Resource Analysis

n/a

UNIVERSITY OBJECTIVE 2.3: Ensure that CWU has an Inclusive and Diverse Curriculum**Unit Outcomes**

- A. Candidates demonstrate cultural competence using Program Portfolios
- B. Field experiences are integrated throughout the preparation program and provide opportunity to plan, practice and reflect on methods of instruction and differentiation
- C. Field experiences provide opportunity to work in communities or with populations dissimilar to the background of the candidate

Indicators

- A. PEP and Program Portfolio Data on CDMS
- B. Field Experience Data on CDMS
- C. Diversity Index Data on CDMS

Expected Performance Level (Criterion)

- A. The Program requires candidates to substantiate cultural competence by scoring a 3 or better on CTL Standard 1.3 using a portfolio 85% of the time
- B. Field Experience data demonstrate 100 hours of embedded practice that includes assessed reflections on instruction and differentiation
- C. The diversity index illustrated that 80% of Program candidates have had a experience in a classroom dissimilar to their our background

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates

- A. OREA and Program / Fall Quarter / October 1 and December 1
- B. OREA and Program / Fall Quarter / October 1 and December 1
- C. OREA and Program / Fall Quarter / October 1 and December 1

A Exceeded Criterion

B N/A

C N/A

Interpretations/Key Strategies/Initiatives

- A. 4.31 mean score
- B. Not sure what data shows this.
- C. Could not find data indicating what % of candidates had dissimilar classroom experiences

Budget/Resource Analysis
n/a

Source URL: <http://www.cwu.edu/teaching-learning/node/2590/submission/24>