

Submission information

Form: [Annual Program Report Form](#)

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Program Early Childhood Education

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 Surpassed Criterion

B Needs Improvement

C N/A

- D** Below Criterion
- E** Below Criterion
- F** Below Criterion
- G** Below Criterion

Interpretations/Key Strategies/Initiatives

- A) Enrollment: Enrollment is up 27% from 2009-10 to 2011-12.
- B) Diversity/Military: The ECE program's diversity percentage 5.6 is less than the CTL percentage 7.3. Both ECE and CTL percentages are down from 2009-10 and the 2010-11 school years. Military numbers are not available at this time, but this is an area to consider for future recruitment. Especially notable is the ECE male population 5 students out of the 318 CTL students, and down 45% from 2010-11 when there were 9 males total. This is another area ripe for recruitment. Continuation and expansion of the work with programs like TRIO is recommended.
- C) Rate of Acceptance: Data is not available.
- D) WEST B Math: The first time pass rate for ECE candidates in math is 94.7%, slightly exceeding the 90% CTL target.
- E) WEST B Reading: The first time pass rate for ECE candidates in reading is 88.5%, slightly under the 90% CTL target which is below criterion, but outside the scope of influence for the TEACH Department or ECE program.
- F) WEST B Writing: The first time pass rate for ECE candidates in writing is 85.5%, under the 90% CTL target which is below criterion, but outside the scope of influence for the TEACH Department or ECE program.
- G) Disposition Inventory: 122 of 126 students completed the disposition inventory prior to admissions to the ECE program, .03% short of meeting the 100% goal.

Budget/Resource Analysis

A and B) Resources for recruitment include enhancements in both FTE and travel funding.

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 Surpassed Criterion
- B Surpassed Criterion
- C Needs Improvement

Interpretations/Key Strategies/Initiatives

- A) CTL Standards: While ECE teacher candidates surpassed the 90% CTL target with CTL Standards 1, 3, and 4 at 100%, CTL Standards 2 (97.2%) and 5 (95.2%) were slightly down from the past two years when they too were at 100%.
- B) Time to Completion: Overall, the time to completion of the ECE program in 2011-12 averaged 8.12 quarters, almost a full quarter less than the CTL average of 9.09 quarters. This is slightly, but not significantly higher than the 7.82 quarter average in 2010-11. Center and transfer completion are both take slightly less time to complete than the ECE program and CTL averages.
- C) Portfolio Submission: Portfolio submissions for ECE teacher candidates in 2011-12 is 75.8%, significantly lower than the 90% CTL target, and yet 38% higher than the CTL average of 47.3%. The ECE program is currently revising the Livetext portfolio to make it more user friendly, student-centered, and to triangulate assessment within the portfolio itself.

Budget/Resource Analysis

- A) Workload recognition of professional development opportunities offered to students in addition to coursework, and funding for student/faculty trainings and presentations.
- B) Advising support.
- C) Faculty and student training/support. Workload recognition for Livetext development and assessment.

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 3point 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 Needs Improvement
- B Exceeded Criterion**
- C Met Criterion
- D Needs Improvement

Interpretations/Key Strategies/Initiatives

- A) Diverse Student Teaching Placement: The TEACH Department and the ECE program are generally excluded from the student teaching placement process so we are not able to impact goal improvement given the current departmental structure, placement is the sole responsibility of the Education Foundations and Curriculum Department. The percentage of diverse placement for ECE student teachers is down to 47.1% from 66.7% in 2009-10 in all categories except special education, which is even lower at 20.6% 2011-12 from 33.3% in 2009-10.
- B) Final Student Teaching Evaluation: ECE student teachers scored higher than CTL averages in all 10 categories with an overall average of 96.7% in 2011-12.
- C) Disposition Inventory: While the pre and post disposition inventory totals dramatically differ, from 122 to 66, those students completing the post DI demonstrated the delta for each of the 4 domains increased with a range of 15%-28%. The ECE percentage of change exceeds the CTL percentages in all 4 domains during 2011-12.
- D) WTPA: Only 29.4% of the ECE student teaching population averaged 3 or better across the 15 testing domains on the WTPA, slightly lower than the CTL 30.3%, but significantly lower than the 80% CTL target.

Budget/Resource Analysis

- D) WTPA training and support. Workload recognition for course redesign for TPA integration.

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. 80% 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** Met Criterion
- B** Exceeded Criterion
- C** Surpassed Criterion
- D** Below Criterion

Interpretations/Key Strategies/Initiatives

- A) Graduation: 75 students graduated from the ECE program in 2011-12.
- B) Time to Degree: Of the 2011-12 ECE program's 75 graduates, 98.6% were considered to graduate on-time, which exceeds the CTL's 89.5%.
- C) West E scores: Of the 37 ECE program students taking their content area WEST-E in 2011-12, 86.5% successfully completed the test the first time. This exceeds the CTL's 71.4% and the CTL target of 80%.
- D) Certification Rate: The ECE program shows a certification rate of 76.4% while the CTL has an 84.1% rate of certification. Both percentages are lower than the CTL target of 90%, ECE may be influenced by non-certification majors and minors. If not this is an area of significant interest and concern.

Budget/Resource Analysis C) WEST-E preparation support.

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 Needs Improvement

B Met Criterion

C N/A

D Met Criterion

E Met Criterion

F Met Criterion

G Met Criterion

Interpretations/Key Strategies/Initiatives

- A) First Year Placement: Of the 74 ECE graduates in 2010-11, 15 (20%) secured first-time placements in OSPI schools, lower than the CTL's average of 34-36% for the same year. Significantly lower than the CTL target of 50%. The current data collected, however, is not complete for ECE since both certificated and non-certificated graduates may be accepting positions outside the OSPI scope.
- B) Third Year Placement: Third year placement data for 2008-2009 indicates 2 students with 100% placed within three years in OSPI sites.
- C) Employment Retention: No data set is included for the ECE program.
- D) Alumni Satisfaction Survey (Coursework): Satisfaction with coursework relevance in the ECE program according to the Satisfaction Survey is a 4.04, higher than both the CTL indicator of 3.62 and the CTL target of 3.5.
- E) Alumni Satisfaction Survey (Strategies and Assessment): Satisfaction with strategies and assessment in the ECE program according to the Satisfaction Survey is 3.8, higher than both the CTL indicator of 3.75, but lower than the CTL target of 4.0.
- F) Alumni Satisfaction Survey (Student Teaching): Satisfaction with Student Teaching Feedback is 3.92, higher than the CTL indicator of 3.76, but lower than the CTL target of 4.0.
- G) Alumni Satisfaction Survey (Difference in Coursework and Student Teaching): Satisfaction with Coursework and Student Teaching is 2.79, lower than the CTL indicator of 3.03 and within the CTL target of 3.0 or lower.

Budget/Resource Analysis

A) Workload recognition to redesign Livetext to align with EDEC 492 Seminar to upgrade professional portfolio format, contents, and use in professional settings. Support for web folio development.

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 N/A

B N/A

C Exceeded Criterion

Interpretations/Key Strategies/Initiatives

- A) Field Placement Documentation: Data for the program is not available from the CTL for the 2011-12 school year, but is in process for next year. Of the 36 EDEC 493 practicum students in 2011-12, 35 successfully completed the experience.
- B) New Teacher Survey Results: Data not currently available.
- C) Faculty meeting minutes and annual reports: The ECE program is near completion of re-designing the entire program, delivery, course content, course sequence, text selection, course artifacts, student and program assessment. The program has adopted a continuous improvement philosophy and is working on an annual self-assessment tool.

Budget/Resource Analysis C) Workload recognition for self-assessment design and annual implementation.

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 Met Criterion

B Met Criterion

C Needs Improvement

Interpretations/Key Strategies/Initiatives

- A) Professional Development: The program encouraged faculty to attend the Different Ways of Knowing panel discussion in the Spring of 2012.
- B) CTL Disposition Inventory analysis: ECE teacher candidates' post-test scores have positively improved in all four domains with a delta range of .15-.28, exceeding the CTL target of .10 improvement in each of the 4 domains.
- C) District Placements: ECE program graduates represent less than the 35% diversity CTL target. The program's highest diversity admissions rate in the past three years was 8.4 in 2010-11.

Budget/Resource Analysis C) Time, talent, and funding for recruitment of diverse students.

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 Needs Improvement

B Needs Improvement

Interpretations/Key Strategies/Initiatives

- A) Program Faculty Demographic Trends: The ECE program continues to request full-time tenure track FTE to meet program demands however, 2011-12 remained status quo due to budget conservation requests from the president and dean. However, a TT Faculty search was successfully completed in the Spring of 2012.
- B) Program Candidate Demographic Trends: As indicated earlier, our diversity of program candidates is very low.

Budget/Resource Analysis

- A) Additional TT FTE funding to meet program demands.
- B) Resources for recruitment and retention.

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 Met Criterion
- B Surpassed Criterion
- C Below Criterion

Interpretations/Key Strategies/Initiatives

- A) PEP and Program Portfolio Data on CDMS: Cultural awareness, understanding, and competence is especially demonstrated through field placement journals.
- B) Field Experience Data on CDMS: The ECE program is in progress of integrating field experience into coursework, all majors are required to complete a full-time practicum prior to student teaching and reflects a developmental focus and cultural identity unique to each person. Emphasis is placed on differentiation and individualization.
- C) Diversity Index Data on CDMS: Attempts are made to place students in field experiences with diverse populations. Recent attempts to reduce program expenditures have limited travel which impacts availability to diverse populations.

Budget/Resource Analysis C) Funding for travel.

Source URL: <http://www.cwu.edu/teaching-learning/node/2559/submission/27>