

Submission information

Form: [Annual Program Report Form](#)

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172.16.30.8

**Program** Elementary 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** Below Criterion

**B** Needs Improvement

**C** Met Criterion

- D Surpassed Criterion
- E Met Criterion
- F Met Criterion
- G Below Criterion

### **Interpretations/Key Strategies/Initiatives**

- A. Enrollment in program is dropping when looking at 5 year trends. However this is not an unexpected trend nor is it undesirable. The drop could be associated with forecasts of needs, better advising, new majors within education, Center offerings. The loss of 100 students over 5 years is not a concern.
- B. Diversity is not a required disclosure and thus the % is lower than reality. However Elem has a low % of males as well that should be addressed with targeted marketing.
- C. Data tells us that in 2012 85% were admitted to CTL programs.
- D. 95% passes Math section of West B.
- E. 89.4 % passes Reading section of West B
- F. 89.4% passes the Writing section of West B
- G. Data suggests that less than 4% fail to complete the DI. Since Elem program does not have students in last quarter, the PEP program might make a concerted effort to remind with a checklist.

### **Budget/Resource Analysis**

- B. Target marketing among minority groups at high school level and among males.

## **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 Met Criterion
- C Needs Improvement

### **Interpretations/Key Strategies/Initiatives**

- A. Mean was above a 4 on a 5 pt. scale, aligned with CLT mean.
- B. ELEM average was 8.18 quarters, however this is greatly influenced by the Centers and the cohort programs offered there. Campus average is 9.56 and could be lowered with better advising and cohort models.
- C. Data suggests that only 67% are completing a PEP portfolio. This is an issue that needs to be brought to EFC attention and addressed in that department.

### **Budget/Resource Analysis**

Advising load need to be reasonable. Elem faculty on campus carry over 90 students and are not rewarded for such with wlu's. Additional faculty are needed or monies to recognize the advising load. Campus department TEACH has TWO TT faculty. An additional two are needed.

## **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 Below Criterion
- B Surpassed Criterion
- C Met Criterion
- D Needs Improvement

### **Interpretations/Key Strategies/Initiatives**

A. Data shows that we are below target of 50%, but very close with 44% in at least one are of diversity. Field placements need this data and shared placing.

B. Elementary Teacher Candidates are meeting and exceeding the FSTE expectations of a 3 or better.

c.

D. Students are not meeting the WTPA expectations. Reasons for this are many; little training, program did not prepare students well, test is a pilot... however the faculty need professional development to embed the TPA into classes.

### **Budget/Resource Analysis**

D. professional development for all TEACH faculty- embedding the TPA into the classes and building rubrics aligned with TPA. 3 PD days per year. (summer) \$250 a day for about 15 faculty total of 11,300, plus an inhouse trainer.- for less than \$12,000.

AND

One TPA workshop offered to students at all Centers and Campus (1500 stipend given to developer and presenter)

## **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 Surpassed Criterion
- B Surpassed Criterion
- C Needs Improvement
- D Met Criterion

### **Interpretations/Key Strategies/Initiatives**

- A. 97.9% of our students graduate.
- B. Elementary Candidates graduate in an average of 8.1 quarters, better average than CTL
- C. ELEM is not meeting this goal of first time passers on the West E with only 64%

### **Budget/Resource Analysis**

C. ELEM wished to offer a workshop at every Center with ELEM programs and on Campus- total of 5 workshops, three hour each, total of 15 hours. This could be given at wlu's or stipend. (1500 stipend to develop and present)

## **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 Needs Improvement
- C Surpassed Criterion
- D Met Criterion
- E Met Criterion
- F Below Criterion
- G Met Criterion

### **Interpretations/Key Strategies/Initiatives**

A. More information is needed from the graduate. Did they actively seek employment? Are they place bound? Did they receive their endorsement, passed West E? 22% placement is not acceptable, but why is that? Discussions need to be had around this.

B. 50% of our graduates find employment within three years. Need discussion and further surveys.

F. EFC needs to respond to this data and share with programs.

### **Budget/Resource Analysis**

Discussions need to be had with programs and the community of education, districts, ESD's...  
What are the realistic needs for teachers?

## **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 Met Criterion
- B Needs Improvement
- C Surpassed Criterion

**Interpretations/Key Strategies/Initiatives**

- A. This is a topic of discussion at faculty meetings. Mentor training and reviews occurs in the content area and not necessarily within Elem meetings.
- B. Advising in Elementary Education is needing HELP! On campus we have only two TT faculty in TEACH advising and two from LLSE willing to support us. We have lost several TT faculty to administration at Centers, we have new program requirements needing additional teaching faculty and have an unfulfilled need for 2 TT faculty members in Elementary Education. Student load is over 90 advisees- unacceptable and not aligned with vision of advisors being mentors.
- C. Elementary faculty have attended our PD within TEACH, we have set goals for the program and a faculty that crosses three colleges. Collaborations is challenging but not difficult.

**Budget/Resource Analysis**

ELEMENTARY FACULTY: having only two TT faculty in ELEM on campus is challenging and most felt in advising and program development. Needed are two TT faculty! \$106,000 plus benefits.

## **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 Below Criterion
- B Met Criterion
- C Met Criterion

**Interpretations/Key Strategies/Initiatives**

- A. Few Centers and only beginning on campus are advisory groups for the major. Better use of advisories are needed.
- B. Great faculty to work with! We do hold one another accountable, set person goals, and review these with the Chair.
- C. Through Discussions, particularly with the Centers. Lack money to further plans

**Budget/Resource Analysis**

C. Address the state and partner districts' goals for diversifying the workplace is an ongoing discussion and the discussions need direction and funding either as stipends or WLU's (which then transfer into adjunct money) Needed are 3 WLU's given to someone to lead.

**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 Exceeded Criterion

### **Interpretations/Key Strategies/Initiatives**

- A. We follow University guidelines, ask candidates to teach one class and survey students. We have found that CWU's salary discourages many highly qualified candidates.
- B. Three of our 7 faculty members are ethnically diverse, 43%  
We seek to interview at least minority in every search.

### **Budget/Resource Analysis**

More resources needed for attracting and retaining faculty.

## **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 Below Criterion  
B Met Criterion  
C Needs Improvement

**Interpretations/Key Strategies/Initiatives**

A. Modifying portfolio by asking our students to reflect upon standards; standards based vs class based. Will have better data next year. Currently required to take EFC class.

B. Elementary has several field experiences. Program is in the process to identify and standardize the expectations, duration, location.

C. Most experiences in Elem are limited to the immediate surrounding community. There are exceptions when program transports students to surrounding communities for evening events.

**Budget/Resource Analysis**

Travel money needed for vans to transport students to surrounding communities.

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**Source URL:** <http://www.cwu.edu/teaching-learning/node/2559/submission/17>