

Submission information

Form: [Annual Program Report Form: Health & Fitness](#)

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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. 10% 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 Surpassed Criterion
- C Met Criterion
- D Exceeded Criterion
- E Exceeded Criterion

F Exceeded Criterion

G Met Criterion

Interpretations/Key Strategies/Initiatives

Based on the results, the enrollment numbers have dropped slightly. During 2011-2012, the program actually had 68 students while the report denotes 32. The codes for the PESH major has changed for Safari and the data base within CTL may not be reflecting accurate numbers. The strategy is to continue to recruit physical education and school health majors by targeting students during their freshman year. The PESH program has increased the representation in the diversity/military population. The goal is to continue recruiting. Based on the data results of the WEST B scores, 32 students took the exam in math. 100% passed on their first attempt. In reading, 34 students took the exam and 93.8% pass on their first attempt. In writing, 35 students took the exam, and 91.4% passed on their first attempt. Overall, the mean between all test areas was between 256 and 271 which exceeded the criterion score of 240.

Budget/Resource Analysis

The PESH program would like to seek the support from the enrollment management office and utilize some of their time for recruitment initiatives. For the department initiatives plan, a half time staff member would help to work with data collection, analysis, reports and programmatic changes.

Maintain student secretarial support that works with the program needs.

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 Below Criterion

C Needs Improvement

Interpretations/Key Strategies/Initiatives

The data does not lend itself for easy interpretation to determine whether 90% completed the standard. However, the PESH teacher candidates surpassed the criterion greater than 3.0 on the 2008 standards. The PESH major takes 6 quarters to complete all of the content courses. However, teacher candidates do not all integrate the professional education courses during those 6 quarters. Many teacher candidates will wait until summer school or after the major to complete the professional education sequence which may take another year. The PESH program will continue to encourage students to take the professional education courses sooner and integrate within the program. The PESH majors have artifacts in each course in the program and must submit to Livetext. The data only shows the professional education courses. The PESH majors need to improve submitting the requirement of their to the Livetext portfolio. As a program, we will look at the data further to determine contributing factors such as: additional minors or majors, low GPA, and outside opportunities like coaching that may slow candidates time to completion.

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 3point or better on the 10 FSTE rubrics
- C. 100% will demonstrate a positive change on all four domains of the DI
- D. 50% 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 Needs Improvement

D N/A

Interpretations/Key Strategies/Initiatives

Based on the results, the school diversity indexes are: ethnicity, poverty, bilingual and special education. 45.5% of the PESH teacher candidates are placed in highly diverse settings (ethnicity, poverty, and bilingual). The PESH program would like to see more placements in highly diverse settings for our teacher candidates. The Office of Field Experiences coordinate the placement process. PESH teacher candidates exceeded the criterion averaging a 3.0 or better on a scale of 5.0 on the 10 FSTE rubrics for student teaching.

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. 80% will Pass their Major Content Test (WEST-E) in their content area on their first attempt
- D. 85% will Pass their Major Content Test (WEST – E) in content area on their first attempt

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 Exceeded Criterion

D Exceeded Criterion

Interpretations/Key Strategies/Initiatives

96% of the teacher candidates in PESH are graduating ontime. Teacher candidates have traditionally performed well on the WEST E exams. This clearly indicates in our PESH program that the faculty are conveying the content knowledge. There were 19 health and fitness exam

taken during 2011-2012. Out of those 19 exam scores, 94.7% individuals passed the WEST E exam and one did not pass. The key strategy is to continue to keep the curriculum updated.

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** Below Criterion
- B** Exceeded Criterion
- C** Surpassed Criterion
- D** Needs Improvement
- E** Needs Improvement
- F** Needs Improvement
- G** Needs Improvement

Interpretations/Key Strategies/Initiatives

The first year placement for teachers were below criterion. However, the three year placement rate is at a 100%. The most recent data (2010-2011) for employment retention shows that out of 9 teachers hired, only one did not continue in the state of WA.

Budget/Resource Analysis

na

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 Exceeded Criterion

Interpretations/Key Strategies/Initiatives

The PESH teacher candidates have 3 practicums throughout the program. All rubrics are based on 4 level scale. On average, 80% of the candidates score a 3 or better. The initiative for next year is to change the rubrics for a 4 level to a 5. The PESH program faculty meet regularly throughout the academic year. Program faculty look at the Livetext results and revise curriculum changes as needed. Standards will change and each course in the program will revise accordingly that align with appropriate assessments.

Budget/Resource Analysis

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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 10% 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 Below Criterion

C Needs Improvement

Interpretations/Key Strategies/Initiatives

- A. This is a bigger issue for CTL and the department to discuss.
- B. Teacher candidates in PESH positively improved 2/4 domains. The candidates need to work on being better self-reflective practitioners and engage in more scholarly and collaborative pursuits.
- C. This is a collaborative effort to discuss in a CTL meeting and with the Office of Field Experiences for more placements in diversified settings.

Budget/Resource Analysis

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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. 10% 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 Surpassed Criterion

Interpretations/Key Strategies/Initiatives

20% of our PESH teacher candidates are from underrepresented populations. It is important to continue to actively recruit and admit new teacher candidates into the PESH program.

Budget/Resource Analysis

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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 N/A
- B N/A
- C N/A

Interpretations/Key Strategies/Initiatives

A, B, and C: No data was available to make a determination as to meeting criterion. For Fall, 2012, all PESH teacher candidates are now required to complete a dance course that reflects various cultural elements of dance and history. Teacher candidates will have an opportunity to teach a variety of cultural dances to elementary students as a field experience.

Budget/Resource Analysis

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Source URL: <http://www.cwu.edu/teaching-learning/node/2595/submission/8>