

**Because the Office of Undergraduate Studies is now requiring program assessment reports that are similar to CTL program assessment reports; The Office of Research, Evaluation, and Assessment (OREA) has identified where a response may satisfy both reports. In the future, the University Assessment Committee is committed to redesigning a format that will eliminate the need for two reports. In the meantime, the CTL report requires a bit more data in order to comply with the 2008 NCATE Standard 2: Assessment System and Unit Evaluation.**

*“The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.” (NCATE 2008 Standards, p.25-27).*

The CTL assessment system is comprehensively designed to be purposely redundant in the measurement of standards, flexible enough to meet specific program requirements, and robust enough to provide unit wide analyses for the purpose of improving unit operations. Multiple assessment data are collected and aggregated both at the program level and the unit level for initial, advanced, and other school professionals preparations using CTL, University, state, and national standards as the criteria for measurement.

**This report contains embedded prompts guided by NCATE compliance standards. Program coordinators are asked to share these summaries with program faculty to facilitate discussions. The culminating synthesis of those conversations (interpretations and conclusions of the data summaries) should be written in the spaces provided in this report. The primary purpose of the report is to demonstrate how the CTL uses data to update (improve) programs and unit operations, as well as the assessment system.**

Briefly describe the CTL/program's conceptual framework and how it guided the design of your program's assessment process? In other words and similar to the University's Request, "note how the outcomes are linked to department, college, and university mission and goals." Be sure to reference how the faculty and professional community in your program were involved in development, implementation, and ongoing evaluation of the measures and processes used.

**(This response should satisfy the CWU Assessment of Student Learning Report #1)**

The EDSE advanced program is intended for persons already endorsed and teaching in the field of special education. Graduate-level courses continue an undergraduate focus on assessment, curricula, instructional strategies, advocacy and service delivery beyond the classroom to public service area (e.g., DSHS, Corrections, DD, Head Start). As such, the program reflects the College and University's broad emphasis on contributing competent individuals, in our case, to the area of special education services.

...Briefly, three sources of data are considered. First, student performance in EDSE courses is considered. This ongoing performance is evaluated in alignment with the CTL conceptual framework in which candidates construct knowledge related to the field. The reflective process is routine practice all courses/experiences and related to becoming/continuing facilitators of learning. Next, collaborative communication among faculty, student and service agencies is ongoing in the program. Finally, student performance and feedback during their thesis/project defense generally summarizes the quality of the program.

Program assessment remains ongoing and includes evaluations of courses in the program, monitoring of numbers of students enrolled in the program, feedback from community agencies in which practica occur and evaluations of students' feedback and culminating performance on theses or projects. As indicated above, the EDSE master's program attempted to augment a school orientation with one that emphasizes community agencies. Thus, communications among faculty and with community agencies where practica occur have provided qualitative data about the program. The advanced program continues in the tradition of the undergraduate program in which feedback from the field was originally solicited, considered and implemented.

Please describe your program's assessment protocols. The following are to be used as guiding questions:

- 1) Is the system course based, end of program based, or other?
- 2) What measures are used and when are they administered?
- 3) How does the program eliminate bias and test for measurement fairness, accuracy, and consistency?
- 4) What technologies are employed to compile, aggregate, summarize, and report the data?
- 5) How is the program assessment process administered (all program faculty or a designee)?
- 6) How often do faculty meet to examine data?
- 7) How are data shared with candidates to help them reflect and improve?
- 8) How does the process maintain a record of formal complaints and subsequent resolutions?
- 9) How are these records taken into consideration during discussions of program improvement?

**(This response will satisfy CWU Assessment of Student Learning Report # 2 and #3)**

Student performance and feedback during courses occurs routinely. That is, graduate students evince competence based on assignments, activities, and formative and summative evaluations. However, grades are only a part of the assessment process. Theses/projects defenses, along with content specific inquiries by the students' committees during this culminating experience provide sensitive culminating feedback to the program.

Measures of success in courses are targeted in each course. Since the EDSE program uses common syllabi, competencies are addressed by whoever teaches the course. If there exists an apparent need to modify the course assignments, evaluative criteria, etc. these concerns come to the attention of the EDSE faculty during the weekly EDSE faculty meetings.

As with any course or field-based learning experience, students are apprised of their performance from the instructors and/or agency representatives where the practica take place. Formal complaints related to the EDSE master's program have not occurred. This is probably attributable to the ongoing interactions with faculty during courses/practica and the continued mentoring by the students' graduate committee.

Theses/projects performance can result in a pass/fail grade. To date, student/committee preparation for this culminating experience has only resulted in a successful conclusion.

**This section is for all advanced candidates.** Please summarize how well the candidates of your program are meeting the program's Content Standards. For the advanced teacher preparation programs, summarize candidate achievement of Content Knowledge. For other school professionals programs (administrator, school counseling, and school psychology) summarize candidate achievement of standards which relate to Knowledge and Skills. Conclude by stating the improvements made or plans to improve the program, which have helped or will help candidates achieve higher levels of Content Knowledge performance.

**(CWU Assessment of Student Learning Report #3)**

Program Interpretations and Conclusions:

As all students who enroll in the EDSE master's program are already endorsed special education teachers. They have already demonstrated content competencies in their school districts. Whether the student is a graduate of CWU or another institution, program entrance is contingent on satisfactory recommendations, one of which is required to come from their principal. To date, 100% of students who entered and remained in the EDSE master's program have satisfied the program content standards related to community-agency focused coursework unless they failed to attend the courses.

It is important to understand that data since summer 2006 indicate the following:

- 6 students initially applied and were admitted to the EDSE master's program;
- 3 students were 'discontinued' (i.e., 'non-payment of on-leave fee,' 'non-attendance,' & 'never enrolled');
- 1 student completed the master's degree program (3/14/08); and
- 2 students remain enrolled in the program.

Mastery of content knowledge has been assured in the EDSE program. Given that student numbers are extremely small, course participants are guaranteed, in most cases, individualized instruction. Few programs enjoy the luxury of such individualized involvement with advanced candidates. That leads to personalized and enhanced content knowledge through a process that resembles mentoring. In other words, mastery is easily monitored when advanced students meet individually with faculty members who teach courses in the advanced program. Given the emphasis on evidence based skills and new legislation affecting services to persons with disabilities, content knowledge is guaranteed mastery by advanced candidates. The results for the two students who are enrolled, and the one recent graduate, indicate high quality performance on content knowledge.

**Special Education (EDSE)**

**This section is only for advanced teacher preparation programs.** Please summarize how well the candidates of your program are meeting standards associated with Pedagogical Content Knowledge and Skills. Note: only those standards that integrate content and content specific pedagogy should be cited here. This section relates to the interaction of the subject matter and effective teaching strategies that help students learn the subject matter. It requires a thorough understanding of the content to teach it in multiple ways, drawing on the cultural backgrounds and prior knowledge and experiences of students. For further description read the target level of 1b. on page 17 of the NCATE 2008 Standards. Conclude by stating the improvements made or plans to improve the program, which have helped or will help candidates achieve higher levels of Pedagogical Content Knowledge and Skills performance.

**(CWU Assessment of Student Learning Report #3)**

## Program Interpretations and Conclusions:

As all students who enroll in the EDSE master's program are already endorsed special education teachers. They have already demonstrated content competencies in their school districts. As noted above, the EDSE master's program focuses on the application of teaching competencies to community service agencies (e.g., DSHS, Corrections, DD, Head Start). Given the low number of students pursuing the EDSE master's degree, it is relatively easy to conclude that master's candidates are meeting pedagogical content knowledge and skills. This is seen in specific course performance by the students' (n = 2) performance in those courses.

EDSE 523 where accommodations for persons with high incidence conditions are emphasized;  
 EDSE 512 in which legislation and litigation related working with persons with disabilities is emphasized;  
 EDSE 521, a course that builds on the linkage between functional behavioral assessment (FBA) and positive behavioral interventions plans (BIP);  
 EDSE 522, the focus of which is on using paraprofessional-type persons for the delivery of interventions;  
 EDSE 523 where curricular adaptations are emphasized (e.g., with adjudicated youths); and  
 EDSE 684, the practicum/internship experience where master's level students apply the aforementioned pedagogical content knowledge and skills in a non-school setting.

Improvements, while not apparent with one (of the two graduate students in or graduated from the program) have been needed. Communication with personnel at the internship sight for the single student who completed the EDSE program signaled the preparation competence was good.

To reiterate what has been said in the previous section, mastery of content knowledge and skills has been assured. Student numbers are extremely small. Thus, course participants are guaranteed, individualized instruction. Mastery is easily monitored when advanced students meet individually with faculty members who teach courses in the advanced program. Again advanced students performance reflect the individualized instruction that is provided in the EDSE advanced program.

**This section is only for advanced teacher preparation programs.** Please summarize how well the candidates of your program are meeting standards associated with Professional and Pedagogical Knowledge and Skills. This section relates to those program standards associated with historical, economic, sociological, philosophical, and psychological understandings of schooling and education. It also includes knowledge about learning, diversity, technology, professional ethics, legal and policy issues, pedagogy, and the roles and responsibilities of the profession of teaching. For a description read the target level of 1c. on page 18 of the NCATE 2008 Standards. Conclude by stating the improvements made or plans to improve the program, which have helped or will help candidates achieve higher levels of Professional and Pedagogical Knowledge and Skills performance.

**(CWU Assessment of Student Learning Report #3)**

Program Interpretations and Conclusions:

This response will resemble the previous one. We assume the difference in the question revolves around the work “Professional” in the stem question.

To reiterate, graduate student in the EDSE master’s program enter the program with demonstrated competencies in the field, specifically as teachers in special education. To be admitted, professional to the program, quality performance in a school is required for faculty approval for acceptance. If ‘professional’ competence that has been a prerequisite for EDSE master’s program differs from ‘professional’ competence in working with extra-school (e.g., DSHS, corrections, DD, Head Start) agencies, faculty in the program, faculty have not observed it. To summarize, student who has completed the EDSE master’s program exhibited the same professional competence in their culminating non-school experience (EDSE 684).

**This section is only for advanced teacher preparation programs.** Please summarize how well the candidates of your program are meeting standards associated with Student Learning. These data demonstrate the effects candidates have had on the students they teach. For a full description read the target level of 1d. on page 19 of the NCATE 2008 Standards. Conclude by stating the improvements made or plans to improve the program, which have helped or will help candidates achieve higher levels of Student Learning performance.

**(CWU Assessment of Student Learning Report #3)**

Program Interpretations and Conclusions:

If “student learning” can be extended to Head Start children, adjudicated youths, adults with Developmental Disabilities, the focus of the EDSE master’s program, the ‘n’ of 2 graduates indicates that our ‘completer’ and ‘in-progress’ students have done/are doing well, at least in their field experience. The supervisor for the single completed student in the last two years is no longer on staff to comment on the student’s performance. However, as a colleague of Dr. Curran, and member of this students’ master’s committee, I feel confident that her clients benefited from her participation in EDSE 684 experience.

The recent graduate’s work in the area of Response to Intervention with the local ESD and OSPI was the focus of her thesis. While during her defense evidence of student learning was not assessed, the collection and dissemination of information on RTI had an effect on her ‘students:’ teacher candidates, teachers and administrators who participated in the RTI panel presentation.

Improving excellent performance by students in the program is currently not contemplated. Ongoing formative data collection on individual students will continue.

**This section is only for other school professional programs.** Please summarize how well the candidates of your program are meeting standards associated with Student Learning. These data demonstrate how well candidates are prepared to critique and reflect on their work within the context of student learning. How well are candidates prepared to establish environments that support student learning, collect and analyze data related to student learning, and apply strategies for improving student learning within their own jobs and schools. Conclude by stating the improvements made or plans to improve the program, which have helped or will help candidates achieve higher levels of Student Learning performance.

**(CWU Assessment of Student Learning Report #3)**

Program Interpretations and Conclusions:

N/A
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**This section is for all advanced programs.** Please summarize how well the candidates of your program are meeting the program's Dispositional standards. Candidates are expected to work with students, families, colleagues, and communities in ways that reflect the professional dispositions expected of professional educators. For a full description read the target level of 1g. on page 20 of the NCATE 2008 Standards. Conclude by stating the improvements made or plans to improve the program, which have helped or will help candidates achieve higher levels of achieving dispositional skills of a professional educator.

**(CWU Assessment of Student Learning Report #3 example 3)**

Program Interpretations and Conclusions:

Dispositional standards are evaluated through ongoing contacts (courses, field experiences, committee meetings, advising) during the student's master's program. Instructors and the student's graduate committee chair have available to them the forum of the weekly EDSE faculty meeting to note strengths and concerns related to master's student dispositions. For both the enrolled and completed student, dispositional difficulties have not been observed.

During the thesis defense, the 'completer' exhibited strong positive disposition related professional activity. She remained active and involved in her assistantship duties during the program. Professional demeanor was also evident in her presentation of her research findings to a national audience.

Both the completer and the in-progress candidate have earned only positive dispositional comments from their campus supervisor nor their internship (EDSE 684) field representative. As indicated previously: 'Improving excellent performance by students in the program is currently not contemplated. Ongoing formative data collection on individual students will continue.'

All programs, please describe what measures are used to specifically provide data on candidate's abilities to help students from diverse populations learn? What do the results of these measures reveal? To help you answer this question, please show data relative to how well candidates perform on the following elements:

- 1) Candidates' understanding of diversity, including ELL and students with exceptionalities
- 2) Candidates' abilities to develop and teach lessons that incorporate diversity
- 3) Candidates' demonstration of sensitivity to cultural & gender differences
- 4) Candidates' abilities to incorporate multiple perspectives in instruction
- 5) Candidates' abilities to develop classroom/school climates that value diversity
- 6) Candidates' understanding of teaching and learning styles and adaptation of instruction
- 7) Candidates' disposition valuing in particular fairness and learning by all

Please refer to the additional attachment, 2004-05\_through\_2006-07\_Garduate\_Diversity\_Survey\_Report.pdf for survey of graduates results.

In summary, have the analyses and summaries of these data provided any evidence that the program needs to make adjustments in the preparation of candidates?

Program Interpretations and Conclusions:

All evaluative data on EDSE master's program candidates related to diversity are qualitative and based on the instructors' interactions with the 'completer' and in-progress candidates. Any weakness in accommodating/respecting diversity comes from faculty who oversee such experiences and would be shared at the weekly EDSE meetings. With regard to all the question prompts provided above, both EDSE master's program students (completer and in-progress) have been observed to fall short in this regard.

Apparently, a diversity survey has been sent to advanced graduates and the data were summarized. Commenting on the bar-graphs that depict student response would be inappropriate for two reasons, teasing out how programs are meeting diversity standards without program-specific data would be an error. Second, an email was sent to the most recent graduate (in last two years) and she indicated she had not responded to a survey and was unsure if it was actually sent to her.

**Special Education (EDSE)**

Please fill in the table below:

	2004/05	2005/06	2006/07	2007/08	2008/09
Applicants	DK	DK	5	4	0
Admits	1	2	3	2	0
Completers	DK	1	1	0	0
Non-completers	DK	DK	2	0	0

See attached enrollment figures (currentlyenrolled.xls)

What program interpretations and conclusions can be made about the above data? What efforts are planned to increase applicants? retain candidates? and increase completion rates?

**Program Interpretations and Conclusions:**

Few persons pursue undergraduate or graduate degrees in the field of special education. Thus, the descriptor: 'high needs area.' Given the approximate fifty thousand unfilled (or filled by under-qualified persons) positions in the field, the EDSE program at CWU is typically low enrolled. In the early nineties, faculty opted to pursue the beyond-school focus advanced program for the EDSE master's program (described earlier). Over the time that this was done, the numbers have dwindled in the master's program. (Note: Numbers in the EDSE undergraduate program have also decreased.)

Efforts now have informally shifted to incorporating acquisition of a special education teaching endorsement into the EDSE master's program. In other words, current teachers (advanced candidates) could pursue a master's degree and endorsement at the same time. Obviously, the length of such a program will grow and may work against enrollments in a master's that could be obtained on-line from other sources. EDSE faculty have agreed not to join the on-line parade for a variety of reasons. However, the data suggest that something justifiable should be attempted. Consequently, EDSE is in the process of exploring how certification and advanced program can be combined.

History tells us that small numbers are what we can expected in special education. Thus, the new focus of the EDSE faculty is on two things:

- 1) Offer coursework to current teachers that would lead to a special education endorsement, and
- 2) Modify the existing EDSE master's program to allow for a master's degree and certification.

**Special Education (EDSE)**

Please discuss the results of post-graduate employer satisfaction with candidates of your program. How were the data collected? Has the program considered preparation changes as a result of knowing how employers rated the graduates of the program? Were these results discussed with current candidates, all faculty, and PEAB members?

**(CWU Assessment of Student Learning Report # 3)**

Program Interpretations and Conclusions:

No post-graduation data are available for the completer of the EDSE master's program.

**Special Education (EDSE)**

Please discuss the results of post-graduate candidate satisfaction with how well the program prepared them for their current positions. How were the data collected? Has the program considered preparation changes as a result of knowing how well candidates rated their program satisfaction? Were these results discussed with current candidates, all faculty, and PEAB members? Please provide a table of placement rates for your candidates.

**(CWU Assessment of Student Learning Report # 3)**

Program Interpretations and Conclusions:

Qualitative information from the single 'completer' has been positive. These data are typically collected through interview questions at the end of the thesis/project defense. The main dissatisfaction is the paucity of students in EDSE graduate classes with whom to work during the program.

It should be noted that this observation is not based on the past 2 years. Rather it has been a common theme in 'master's defenses' since enrollees in the EDSE master's program have dwindled.

**Special Education (EDSE)**

Please discuss ways in which the program is planning to improve the program assessment process. What did the program do in response to last year's assessment information? Please reference data when you answer this question.

**(CWU Assessment of Student Learning Report #4 and #5)**

## Program Interpretations and Conclusions:

Current assessment processes are working. Faculty do not have plans to modify these but to continually monitor the program as has been done in the past. This implies that reports and feedback from faculty who serve on master's committees will be shared at the weekly EDSE faculty meetings throughout the academic year.