EXECUTIVE SUMMARY REPORT

DISAGGREGATED UNIVERSITY CORE THEME REPORT

UNIVERSITY CORE THEME 1. Teaching and Learning

UNIVERSITY OBJECTIVE 1.1 Enhance student success by continually improving the curricular, co-curricular, and extracurricular programs.

Unit Outcomes:

T1: Admissions will complement recruitment efforts of diversifying WA teacher workforce
Admissions Report

Unit Outcomes:

T2: 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
Retention Report

Unit Outcomes:

T3: Student Teaching provides candidates a diverse culminating experience where program content-pedagogy is synthesized and tested in real classrooms.
Student Teaching Report

Unit Outcomes:

T4: Graduation and Certification of program candidates will occur in a timely manner.
Program Completion Report

Unit Outcomes:

T5: The program prepares highly qualified and satisfied members of the teaching community.
Post-Graduation Report

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

Student Support Services Report
UNIVERSITY CORE THEME: 2 INCLUSIVENESS AND DIVERSITY

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

Inclusiveness Report

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

Underrepresented Faculty Report

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

Diverse Curriculum Report

CTL PROGRAM REPORTS

- Bilingual TESL
- Family & Consumer Sciences
- Professional Education Programs
- Dance
- Health & Fitness
- Sciences
- Early Childhood Education
- History/Social Studies
- Special Ed
- Elementary Education
- Literacy
- Technology & Traffic Safety
- English-Language Arts
- Mathematics
- Visual Arts
- Music
- World Language

Appendix
**CTL EXECUTIVE SUMMARY**

In an effort to reduce redundancy in reporting, maintain accuracy and meet the University requirements, the Office of Research, Evaluation and Assessment (OREA) has combined existing reports into one Center for Teaching and Learning (CTL) Annual Report Form. A Comprehensive Data Management System (CDMS) was created in an effort to adhere to the University’s Core Themes and Objectives and enhance data collection and analysis. The 2012-2013 results are delivered in the attached report detailing 17 CTL programs to support the university’s effort “to provide its students with accessible, diverse, personalized, distinctive, and rigorous curricular, co-curricular, and extra-curricular programs.” (CWU Strategic Plan, 2013).

The CTL Report provides evidence from 17 out of 17 of the programs, representing 31 endorsement areas. A thorough review of the disaggregated data provides evidence of continual curricular revisions in response to the information as well as to ever-changing state requirements. These changes demonstrate the CTL’s faculty commitment to maintaining “distinctive and rigorous curricular” demands.

Celebrated is the fact that 100% of the programs submitted reports in a timely fashion which allowed OREA to analyze the data disaggregated initially, followed by an aggregated summation. Specifically highlighted are results in reference to University Core Theme’s 1 and 2. Data pertaining to University Objective 1.1 supports programs’ efforts to prepare candidates as they move through the required progression of Transitions (i.e. T1-T5). Links are provided within the Table of Contents, which can be used to access each of the unit outcomes. To better understand the success levels of each program, a scale is provided with 1 representing the lowest level score and a 5 representing the highest level score. These scores were determined through the assessment of each indicator on a 5 point scale; 5=exceeds criterion, 4=surpassed criterion, 3=met criterion, 2=below criterion, and 1=needs improvement. This information can all be located in the tables specific to each University Objective. The following is an aggregate interpretation of the data as reported by programs.

**University Core Theme 1. Teaching and Learning**

**University Objective 1.1 Enhance student success by continually improving the curricular, co-curricular, and extracurricular programs.**

**Unit Outcomes:**

**T1: Admissions will complement recruitment efforts of diversifying WA teacher workforce**

Sixty-five percent of the programs met or exceeded the criterion for maintaining enrollment; the CTL scale score for meeting enrollment criteria is slightly less than the maintain criterion level. This can be explained by the declining enrollment trends in two programs. Fortunately
the majority have at least maintained current numbers. Student quality is evident in those admitted by the fact that only one program (i.e. Early Childhood) didn’t meet the criterion, at least 68% surpassed or exceeded the criterion scores for all three areas (i.e. math, reading, writing), 81% surpassed or exceeded criteria relative to the reading assessment. The CTL as a whole continues to move forward in the implementation of disposition assessment with 5 of the 15 reporting that 100% of their program’s students take the inventory. A steady increase in a more diverse population is occurring, however the minimum criterion is not currently being met. Given this, CTL units are currently exploring methods to recruit and retain a more diverse population with a request for increased help by the college and university to track student background.

**T2: 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.**

The CTL Unit reflects uniformity across programs in their ability to prepare teachers for the schools. As the CTL standards are reflective of that end, programs have been highly successful with 100% of those reporting, meeting or surpassing the minimum standard of a 90% equivalent score. For example, as the legislature has dictated increased involvement in field experiences, courses have been added, methods of tracking data have been developed and opportunities to focus student reflection through these have increased. Students are also able to complete their programs in a timely manner with only one program struggling to meet the criterion of finishing in 9 quarters. Finally, only one program is struggling to meet the portfolio requirement where all others reporting have experienced success. Evident in results related to T2 is the need to better delineate data that is provided through OREA for programmatic interpretation and reporting.

**T3: Student Teaching provides candidates a diverse culminating experience where program content-pedagogy is synthesized and tested in real classrooms.**

Four separate indicators are evaluated to determine success at this transitional point. The first indicator is the diversity of student teaching placement. Programs are not individually responsible for student teacher placement thereby, in many instances, they lacked the data to be able to respond to the placement of their students. In programs that have been able to access data relative to placement, more than 50% have met or exceeded the minimum criterion. Content areas have requested to be more involved in the student teaching advising process. Intuitively it makes sense due to the fact that program professors often are more readily capable of finding quality and potentially more diverse settings. The second indicator is the success rate on the final student teaching evaluation (FSTE). A success rate of 100% of the programs met or exceeded the criterion. It will be interesting to correlate this success rate with the Teacher Performance Assessment (edTPA) as it becomes a required component by the state
(edTPA data will be included in the 2013-2014 report). The third indicator is the assessment of change in the CTL preservice teacher’s disposition. All programs reported changes in the scores on the disposition although only 82% of the programs met the criterion. The fourth indicator is specific to the edTPA. During the 2012-2013 year, students were required to take the assessment but did not have to achieve a specific score. Given the non-essentiality of the assessment, it is not surprising that only 56% of the programs met or surpassed the criteria. Cut scores have been set and will be in effect January 2014. In response to these requirements, programs are working to accommodate the edTPA terminology and procedural elements into existing coursework. This effort is demanding and requests are being made to provide faculty reassigned time for course preparation.

**T4: Graduation and Certification of program candidates will occur in a timely manner.**

Graduation rates indicate that once students enrolled in a CTL program, they complete it. Ninety percent of the programs reporting indicated that they met or surpassed the minimum criteria level for graduation while 77% of the programs indicated that their students are graduating on time. As a part of the certification process for the state of Washington, students are required to pass the West-E in their content area. Sixty-four percent of the programs indicated that more than 80% of their students pass the first time. A variety of designs are ongoing to improve this number. An example is, as Science indicated, being “more intentional” in their preparation for the exam in areas (e.g. Middle Level Science) where pass rates could be improved. The West-E first time pass rate is similar to the residency certificate rate reported. Reassigned time was an additional request to enable faculty to run workshops to increase the success rate.

**T5: The program prepares highly qualified and satisfied members of the teaching community.**

Programs reported a significant level of their students’ success in finding teaching jobs during the first year after graduation. Math and Science programs exceeded the criterion. As a whole, approximately 77% of the CTL programs reported that there students are meeting or exceeding the criterion with 100% of the programs reporting that the students are still teaching after 5 years. Relative to satisfaction of the program, 100% of the 3 programs reporting, stated that they met the criterion.
EXECUTIVE SUMMARY

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

Individual programs have called for and are still requesting greater input in the field placement component. Content faculty tend to be more involved at the state level with content specific individuals who could provide high quality experiences for preservice and student teachers. Content faculty also tend to serve as contacts when k-12 teachers are requesting student teachers. It was felt that often times, these resources are overlooked. Feedback for advising was directed more at receiving indirect or anecdotal information provided by the programs. Some programs provided this through contacts at conferences in addition to word of mouth. Used as an example on last year’s report that is still relevant (i.e. they repeat it again) is the comment by Science that, “They (i.e. the students) feel far less supported in receiving advice from the PEP faculty.” Other areas point out that they are very involved in the advisement of their students. Most information concerning academic support and improvement report that the content faculty meet regularly and make adjustments as needed. Other areas like TEACH, have requested faculty replacements to handle the current load.

UNIVERSITY CORE THEME 2: INCLUSIVENESS AND DIVERSITY

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

The majority of programs either have in place or have partnered with other programs in providing professional development, recruiting and planning specific to underrepresented groups. Specifically, Math and Science have been involved in the NSF Robert Noyce teaching program. The Music Education Director is the liaison for professional development activities related to diversity for that department. Still other programs depend on the CTL to provide Professional Development opportunities related to diversity. As a whole, the CTL is aware of the need for similar programs and has established a committee that oversees diversity awareness and reports to the CTL Advisory Council. Analysis of dispositional data reveals that most programs report a positive change in the post-disposition inventory. However, only 67% percent met the minimum change of at least .10. Programs are working toward identifying additional methods to improve dispositional change. Establishing appropriate diversity levels both in students and faculty continues to be a challenge with a scale score of 2.78, especially given the fact that many of our students are being hired in diverse environments. Districts with diverse populations are hiring fifty percent of CWU Math
Education graduates.

**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

The CTL continues to be concerned about recruiting both faculty and students from diverse backgrounds. Currently, less than 24% of the faculty are from a historically underrepresented group. However, a scale score of 3.11 demonstrates that minimum criterion is being met by many of the programs. The OREA needs to establish a better tracking mechanism to be able to access this information for more comprehensive reporting. Programs recognize the need for recruiting diverse students and are seeking ways to improve the diversity of their candidates.

**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

One hundred percent of the programs reporting, met the criterion for CTL standard 1.3. CTL programs recognize the need for modeling in their own teaching while demanding candidates to document their preparation for pedagogical experiences with a diverse population. All but one program reported that field experiences in a variety of settings are a major component of their degrees. Science is representative of programs where an additional field experience has been added to ensure field experiences that are designed to prepare students for the edTPA as well as success in the future workplace. Continued effort is being made to increase the quantity and quality of field experiences. The OREA continues to refine data collection of the hours of field experience completed by candidates.
**PROGRAM OBJECTIVES AND CRITERIA**

**UNIVERSITY OBJECTIVE 1.1** Enhance student success by continually improving the curricular, co-curricular, and extracurricular programs.

Unit Outcomes:

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

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Expected Performance Level (Criterion):</th>
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<tbody>
<tr>
<td>A. Enrollment</td>
<td>A. Enrollment numbers are maintained</td>
</tr>
<tr>
<td>B. Diversity/ Military</td>
<td>B. 40% of our candidates will represent underrepresented populations including military</td>
</tr>
<tr>
<td>C. Rate of Acceptance</td>
<td>C. 75% of all applicants will be accepted into the program</td>
</tr>
<tr>
<td>D. WEST B Math</td>
<td>D. 90% will achieve 240 on Math</td>
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<tr>
<td>E. WEST B Reading</td>
<td>E. 90% will achieve 240 on Reading</td>
</tr>
<tr>
<td>F. WEST B Writing</td>
<td>F. 90% will achieve 240 on Writing</td>
</tr>
<tr>
<td>G. Disposition Inventory (DI)</td>
<td>G. 100% of Program Candidates will complete the DI</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Indicator/Performance Level Reported By / When do assessments take place? Term / Dates</th>
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<tbody>
<tr>
<td>A. OREA / Program / Fall Quarter November 1 and December 15</td>
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<tr>
<td>B. OREA / Program / Fall Quarter November 1 and December 15</td>
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<tr>
<td>C. OREA / IR / Program / Program / Fall Quarter November 1 and December 15</td>
</tr>
<tr>
<td>D. Pearson/ All Quarters</td>
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<tr>
<td>E. Pearson/ All Quarters</td>
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<tr>
<td>F. Pearson/ All Quarters</td>
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<td>G. OREA / Program / Fall Quarter November 1 and December 15</td>
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<td>PROGRAMS</td>
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<tr>
<td>Bilingual/TESL</td>
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<tr>
<td>Dance</td>
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<tr>
<td>Early Childhood Education</td>
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<td>Elementary Education</td>
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<td>English/Language Arts</td>
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<td>Family &amp; Consumer Sciences</td>
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<td>Health &amp; Fitness</td>
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<td>History/Social Studies</td>
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<td>Literacy</td>
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<td>Mathematics</td>
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<td>Music</td>
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<td>Professional Education</td>
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<td>Programs</td>
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<td>Sciences</td>
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<td>Special Education</td>
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<td>Traffic Safety/Technology</td>
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<tr>
<td>Visual Arts</td>
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<tr>
<td>World Languages</td>
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<td>Scaled Scores</td>
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### CTL Admissions

<table>
<thead>
<tr>
<th>Category</th>
<th>Mean (Scale 1-5)</th>
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<tbody>
<tr>
<td>Enrollment Maintained</td>
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<tr>
<td>Underrepresented Populations</td>
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<tr>
<td>Program Acceptance</td>
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<tr>
<td>WEST-B Math</td>
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<tr>
<td>WEST-B Reading</td>
<td>4.06</td>
</tr>
<tr>
<td>WEST-B Writing</td>
<td>3.81</td>
</tr>
<tr>
<td>Disposition</td>
<td>2.67</td>
</tr>
</tbody>
</table>
INTERPRETATIONS/KEY STRATEGIES/INITIATIVES:

Bilingual/TESL

A: Our enrollment numbers improved over the 2011-12 academic year but are still at the low end of our spectrum. This is impacted significantly by lower enrollments at the centers.
B: Our diversity numbers have increased each year and we are significantly higher than CTL numbers. However, we still need to encourage more ethnic minorities to become involved in teaching.
B1: A plan needs to be developed at the program level (as well as department and college levels) to develop an outreach program with the minority populations in central Washington.
C: Insufficient data.
D: 95% passed WEST-B Math
E: 95% passed WEST-B Reading
F: 90% passed WEST-B Writing
G: 19 of our students completed the Disposition Survey but no data to indicate total numbers of students who should have. Many of our students do not declare until the end of their programs.

Dance

The students in the dance program tested well in basics, but did not complete the disposition information. We are placing more emphasis on dispositions in our program for the upcoming year. It is a component in several of our classes, put needs improvement.

Early Childhood Education

a. Enrollment in the Early Childhood Education Program (ECE) had dropped from 194 to 164 students during the 2012-2013 AY. There are many factors that would have played into this drop in majors/minors for ECE. WA state endorsement criteria has shifted to include a heavier emphasis on the content instruction which CWU's ECE program needs to explicitly embed within the existing courses and develop new courses to address. We also need to increase the diversity in the teaching faculty that are delivering the on-campus program. Currently the entire 49 credits are taught by 2 TTF and 2 (.25 time) faculty. There needs to be more diversity in the program faculty to help with the fidelity with which the program operates and the content that is delivered. The CWU Center programs are holding steady for student enrollment much due to the 2 year cohort model.
B. The data collected (gender, ethnicity) are not sufficient to represent the full spectrum of diversity that is within the ECE student population. There does need to be stronger recruitment of males as well as other diverse populations as the program moves forward.

C. Well over 75% of the students who apply for the ECE program as either a major or minor are accepted into the program with an 80%+ graduate rate.

D. The WEST-B Math pass rate for first time takers is 83% but the information regarding the pass rate for students who take the exam more than once is not available. Of the 83% that passed on the first attempt the mean score was over the 240 by 22 points.

e. The WEST-B Reading pass rate for first time takers is 66%, the lowest of all areas, but the information regarding the pass rate for students who take the exam more than once is not available. Of the 66% that passed on the first attempt the mean score was over the 240 by 10 points.

F. The WEST-B Writing pass rate for first time takers is 76% but the information regarding the pass rate for students who take the exam more than once is not available. Of the 76% that passed on the first attempt the mean score was over the 240 by 17 points.

G. Data isn't available to determine the number of students who applied to the program in the 2012-2013 AY completed the Dispositional Survey. The survey is required to be fully admitted to the Teacher Education Programs so it is safe to assume that all candidates will have completed the DI if they are certification bound (ECE has a non-certification track for major and minors as well).

**Elementary Education**

Enrollment in the Elementary Education Program has continued to drop over the 5 year span (927 to 602). Some of the identifiable reasons for the decline include:

1. New Majors (middle level) that are drawing some students into other areas as they cannot teach at the 5/6-8 grade levels with an elementary endorsement due to changes in state requirements. So, approximately 90 students are currently under the ML majors that
would 3 years ago would have been Elementary K-8 endorsement candidates.

2. With the increased requirements (WEST-B/E, edTPA, TPEP, Common Core Standards, etc.) & expenses of becoming a teacher has deterred borderline candidates from entering the field. The Elementary Education percentage rate of first time passage of the WEST-B has shown a steady increased from 69.8% to 89% over the past 5 years.

3. The Elementary Education Program has in the past been offered at the main campus as well as 6 CWU centers. In 2012-13 the phase out began for the Lynnwood Center and the Kent Center was closed reducing the number of offerings of the Elementary Education Program and hence the number of students in the program.

4. The number of Elementary Education Teachers required by the market at large has also changed over the past 5 years. The move to Common Core standards and "highly qualified" requirements by the Federal and WA State governments have made the K-8 generalist teaching degree less marketable. The need for specialists in Early Childhood, Middle Level, and content areas has increased dramatically over the past 5 years.

The loss of majors from a high in 2008-2009 AY of 927 to our current status of 602 is not alarming the enrollment in the more specialized areas of Early Childhood, Middle Level (math, science, language arts, & social studies) have increased.

B. Ethnic Diversity has shown a steady increase from 8.5% in 2007-2008 AY to 12.5% in the 2012-2013 AY. Elementary Education is still targeting general diversity as an area to work on for the 2013-2014 AY. The general term "diversity" is hard to measure as there isn't a requirement for disclosure.

C. The rate of Elementary Education majors acceptance into the Teacher Certification Program for 2012-2013 was 88%.

D. WEST-B pass rate for the math test 93%.

E. West-B pass rate for the reading test was 89%.

F. West-B pass rate for the writing test was 86%.

G. There were 90 students that completed the Disposition Inventory pre assessment with 98% indicating a moderate to high recognition of the importance of the implementation of the 4 domains within their personal and professional life.
English/Language Arts

We will collaborate more closely with our CTL colleagues to attach the Dispositions Survey to the capstone course, ENG 488.

Family & Consumer Sciences

While FCS did not have a passing score at the time, we are now meeting the criterion.

Health & Fitness

Based on the results for 2012-2013, the enrollment numbers have dropped slightly from 2011-2012. As a program, we are only offering one cohort starting in the fall quarter. We now have two cohorts taking classes all year.

History/Social Studies

B. Where in the data does military status show up in terms of diversity? Regardless, increasing diversity of HIST/SS teaching program continues to be desired and is being looked at at the department level. One strategy to try to increase diversity is for department to teach “History” sections of UNIV 101 to provide support to all freshman potential majors including those of diverse backgrounds.

Literacy

B. From the data graph, it looks as if we met this goal, but the data is not clearly presented.
C. From the data, it looks as if this program goal was achieved, but the data is not clearly presented.
D. The data shows that 83.3% passed the math with a mean of 282 on the first time. However, the question does not state that it is asking only for first time test takers. All candidates will eventually pass with a 240 because they have to.
E. The data shows that 84% passed the reading with a mean of 249 on the first time. However, the question does not state that it is asking only for first time test takers. All candidates will eventually pass with a 240 because they have to.
F. The data shows that 88.2% passed the writing with a mean of 249 on the first time. However, the question does not state that it is asking only for first time test takers. All candidates will eventually pass with a 240 because they have to.
G. It appears that not all of the candidates completed the dispositional survey. That requirement needs to be completed as part of the admission process through the Certification Office.
Mathematics

A. We did not increase our enrollment by 10% but we did maintain our program even though the Westside program (Career Switcher) at CWU Lynnwood was discontinued.
B. Our diversity is below criterion, but the numbers are increasing. Our numbers last year where 8% and this year they are 23%.
C. The data does not show the true story, about 50 students inquire about teaching secondary math per year and about 20 make it through the math courses and apply to the program.
D-F. Math students pass the West-B in all areas at a high rate.
G. Math candidates are about the same on the disposition survey as the rest of the CTL.

Music

With regard to enrollment, admission, WEST-B, and disposition inventory, we appear to be on target in attracting and admitting well-qualified candidates. It has been rare for a music candidate to struggle with the WEST-B, so the new policy of accepting SAT/ACT scores will likely be a benefit to these students.

Diversity has increased over 2011-12 (10.8% up to 12.9%) and is near the CTL mean of 13.6%, yet remains below the target level. We have hired a departmental advising/recruiting specialist and will be working with her on targeted regional recruiting in under-represented communities. In addition, we will be involved with Compass 2 Campus and community college partnerships to increase the visibility of CWU music among populations of interest. We are partnering with YAMA (Yakima Music en Accion), an El Sistema-inspired community music program in Yakima, to reach underserved students and provide a community music program, teaching artists, and support system which we anticipate will result in many of these students excelling in music through secondary education and seeking higher education.

Professional Education Programs

Response was left blank.

Sciences

A. ADMISSIONS. Trends have remained roughly constant over the past several academic years, from lower enrollment numbers in 2007-2008. Current enrollment numbers indicate a fairly flat trend.
B. DIVERSITY. Ethnic diversity of science teaching candidates appears to be 12.5% in 2012-2013, which is slightly lower than our program target of 20%. ML science is lower at 9.2% diversity. We are taking active steps to recruit and retain diverse candidates, and are currently about 1% less than the CTL average, which is better in science than it has been historically. However, trends also indicate that CWU graduates a much higher percentage of female secondary science teachers, which is addressing a major area of need and is in contrast to existing science teacher positions that are predominantly occupied by males. Currently 63% of science candidates are female.

C. ACCEPTANCE (DATA NOT PROVIDED). If Science Education candidates are a smaller reflection of the CTL, then acceptance levels are at 89%.

D. MATH. During the past 5 years, Science Education has attracted well-qualified candidates who perform well above the CTL standard for mathematics (108% of CTL mean). 100% of science candidates met the math standard on the first attempt. ML Math/Science students were less likely to pass the WEST-B math section on the first attempt. We will continue to focus recruitment efforts on attracting and retaining candidates with high quantitative skill.

E. READING. As for Math, over the past 5 years Science Education has attracted well-qualified candidates who perform well above the CTL standard for reading (99% of CTL mean). ML Math/Science students were less likely to pass the WEST-B reading section on the first attempt. 100% of science candidates passed the reading standard on the first attempt. Recruitment efforts will continue to attract and retain candidates with high reading skill.

F. WRITING. Science candidates performed above the 90% standard in Writing (100% passing on first attempt). Writing in Science Education is receiving much greater emphasis and reflects national concerns to improve undergraduate writing quality and to better meet edTPA requirements. We have reformed our curriculum and assessment to more specifically address issues related to writing including format and creativity as well as writing mechanics.

G. DISPOSITIONS INVENTORY. Only 50% of science candidates completed the pre-DI; however, the CTL data indicates no candidates completed the pre-DI. Regardless, 50% completion is below our goal of 100% of candidates completing the Inventory. We should
consider strategies to increase completion, possibly by getting more specific information from CTL administration on who hasn't completed the form, or possibly including the DI as part of an entry-to-major advising package.

**Special Education**

B. The special education program will be at the Yakima Center in 2014-2016. Preliminary interest includes a majority of candidate representing the Latino community. Further outreach for that program will be completed in Yakima.

G. It is unclear who or a percentage of students completing the disposition survey.

**Traffic Safety/Technology**

Because the technology education program is small, it is difficult to get a meaningful statistical data.

Enrollment numbers provided in data appear to not coincide with actual enrollment numbers in program during reporting period.

**Visual Arts**

The Department of Art is holding an annual College Day for high school students open to all high schools in the state.

**World Language**

Enrollment is being maintained in WL, yet out diversity in 2012-13 seem to increase greatly. We saw a slight decline in our West B scores, especially in writing. All our incoming students showed average or above average dispositions for teaching.
BUDGET/RESOURCE ANALYSIS:

**Bilingual/TESL**

A & B: budget restraints make recruiting more diverse students difficult. There needs to be some source of funding available to assist in meeting goals. Faculty members are already overloaded meeting current responsibilities and do not have specialized training in fund raising.

**Dance**

Not that we have an additional full time faculty working in the program, we can put additional emphasis on some areas of the program to strengthen student success.

**Early Childhood Education**

A. Need additional TT faculty position for campus to help in the delivery and operations of the ECE major/minor.

B. Recruitment funding to begin High School to College partnerships, program advertising funds, etc.

C. An additional 0.5 Academic Advising support to help free faculty to work with students on developmental advising. Currently the TEACH program has 706 majors/minors with 3 FTT Faculty and one fulltime academic advisor.

d. - f. Resources to engage in Living Learning Communities for education so early preparation, advising, training, etc. can begin prior to students reaching the gateway for the major/minor.

g. no additional resources

**Elementary Education**

A. Work to develop new minors that would make K-8 Elementary Education Students more marketable with the combination of major/minors.
B. Target diverse populations in marketing of the Elementary Education Program.

**English/Language Arts**

With resources, we could increase our attention to the recruitment of a diverse population of candidates to our program through brochures, college major fairs, school visitations (as part of workload).

**Family & Consumer Sciences**

Although the budget/resources have not changed, we are successfully working with what we have.

**Health & Fitness**

Maintain our full faculty lines. No additional funding is needed to maintain program at this time.

**History/Social Studies**

Need for continued authorization for UNIV 101 to be included in faculty workloads.

**Literacy**

The Dispositional Survey needs to be completed through the application process and needs to be accurately reported in the data set given to complete reports such as this.

**Mathematics**

A-C. The Math Department did get help in marketing ideas and a small amount of funds. These were not enough so the Math Department has hired a marketing expert to help us recruit highly qualified math teacher candidates.
Music

The investment in a full-time recruiting/retention/advising specialist will be a great help in coordinating and streamlining all aspects of program recruiting and admission. We will work with department and CTL structures to seek other opportunities and faculty workload/release time to refine our efforts to recruit and support a diverse student body.

Professional Education Programs

Response was left blank.

Sciences

Recruitment of science teaching candidates, including students of diversity, is one of our major areas of focus. We need funds to develop a comprehensive marketing strategy and coordinated marketing plan across the region and state that highlights the center of science teaching excellence at CWU. We also need to improve the consistency and breadth of science teaching advising and associated materials. We request a goods and services increase of $3000 one time and $1000 ongoing, and a marketing/IT staff person to help design and implement the strategy.

Special Education

Increased budget for outreach is needed to increase diversity in the program.

Traffic Safety/Technology

The technology education program obtained funding from the Washington Industrial Technology Education Association to develop a recruiting video to attract more people into the Tech. Ed. program, including diverse populations.

Visual Arts

The Department of Art has obtained funds to hold its College Art Day and provide funds for professors to visit schools to talk about the art program at CWU

World Language

New track in heritage language seems to be increasing our diversity. This program could grow if we could hire an additional staff member.
PROGRAM OBJECTIVES AND CRITERIA

UNIVERSITY OBJECTIVE 1.1 Enhance student success by continually improving the curricular, co-curricular, and extracurricular programs.

Unit Outcomes:

T2: 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

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Expected Performance Level (Criterion):</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. CTL Standards</td>
<td>A. 90% Met 2008 Standards (3 on a 5 point scale)</td>
</tr>
<tr>
<td>B. Time to Completion</td>
<td>B. Time to completion = 9 quarters</td>
</tr>
<tr>
<td>C. Portfolio Submission</td>
<td>C. 90% are completing a Program and PEP core portfolio</td>
</tr>
</tbody>
</table>

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. OREA and Program / Fall Quarter October 1 and December 1</td>
<td></td>
</tr>
<tr>
<td>B. OREA and Program / Fall Quarter October 1 and December 1</td>
<td></td>
</tr>
<tr>
<td>C. OREA and Program / Fall Quarter October 1 and December 1</td>
<td></td>
</tr>
<tr>
<td>PROGRAMS</td>
<td>A CTL Standards</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Bilingual/TESL</td>
<td>Exceeded Criterion</td>
</tr>
<tr>
<td>Dance</td>
<td>Met Criterion</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>N/A</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>Surpassed Criterion</td>
</tr>
<tr>
<td>English/Language Arts</td>
<td>N/A</td>
</tr>
<tr>
<td>Family &amp; Consumer Sciences</td>
<td>Met Criterion</td>
</tr>
<tr>
<td>Health &amp; Fitness</td>
<td>N/A</td>
</tr>
<tr>
<td>History/Social Studies</td>
<td>N/A</td>
</tr>
<tr>
<td>Literacy</td>
<td>N/A</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Met Criterion</td>
</tr>
<tr>
<td>Music</td>
<td>Exceeded Criterion</td>
</tr>
<tr>
<td>Professional Education Programs</td>
<td>N/A</td>
</tr>
<tr>
<td>Sciences</td>
<td>N/A</td>
</tr>
<tr>
<td>Special Education</td>
<td>N/A</td>
</tr>
<tr>
<td>Traffic Safety/Technology</td>
<td>Exceeded Criterion</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Met Criterion</td>
</tr>
<tr>
<td>World Languages</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Scaled Scores</strong></td>
<td><strong>3.88</strong></td>
</tr>
</tbody>
</table>
**CTL Retention**

- **CTL Standards**: 3.88
- **Time to Completion**: 3.22
- **Core Portfolios**: 3.25

Mean (Scaled 1-5)
AGGREGATED RETENTION REPORT: PROGRAM RESPONSES (Progress in Achieving Criterion):

INTERPRETATIONS/KEY STRATEGIES/INITIATIVES:

**Bilingual/TESL**

A: Our students did exceptionally well in meeting CTL standards.

B & C: No data available.

**Dance**

The Dance Program Minor is set up to run over a two year period. The two year set calendar we use is beneficial for the students so they can plan ahead and finish in a timely fashion.

**Early Childhood Education**

a. Data is missing from CDMS.

b. Over 93% of the ECE students are graduating on time.

c. Data is missing on CDMS.

**Elementary Education**

A. Mean was 4.38 - 4.45 (1-5 scale) across all 5 CTL standards with 97% - 100% of the students in the Elementary Education Program meeting or exceeding 3.0.

**English/Language Arts**

No data available since 2010.

**Family & Consumer Sciences**

Our program is meeting the criterion for retention. We have had only one student drop (change their major) in the last two years. That was because of personal reasons.
Health & Fitness

Response was left blank.

History/Social Studies

No data is available in the CDMS for "T2. Retention" Indicates that OREA is compiling data and that it "will be coming soon."

Literacy

A. No retention data provided in the data set.

Mathematics

This data was missing but I was able to put together what I needed to do to address these goals.

Music

Students in the music program appear to be meeting and exceeding CTL content standards as measured by rubrics in the program portfolio.

Professional Education Programs

Response was left blank.

Sciences

A. CTL STANDARDS. In the last 5 years science students have performed at least as well as the average CTL student and in some cases one standard deviation above the CTL average. In 2011-2012 science students were slightly less than the CTL average for CTL 1.4. No data was provided for 2012-2013. We will investigate this standard and how it is currently assessed and make a recommendation for our program if necessary in order to support development in this area.

Special Education

There is no retention information available.
Traffic Safety/Technology

Unable to interpret indicator/performance level item B

Visual Arts

The program follows the CTL standards, National Art Education Standards, and the WA state standards.

World Language

No new data provided.
BUDGET/RESOURCE ANALYSIS:

Bilingual/TESL

Teacher candidates are progressing within the current financial structure. As we expand our online programs, additional funding will be needed.

Dance

It is important to have the faculty to offer the needed courses for the minor in a timely manor. We are on track with that now with two faculty teaching in the program.

Early Childhood Education

Faculty wlu release time to develop and conduct professional development students in the ECE/TEACH programs.

Faculty wlu release time to develop assessment rubrics for final portfolio and for Livetext.

Elementary Education

A. The lowest ranking on the CTL standards is 1.5 - Creating a Productive Environment. Elementary Education Students need more experience in producing and teaching instructional segments which would require students to spend more time in the field with faculty at elementary education classrooms. Additional resources (1 faculty) and transportation costs as well as funds for additional curriculum materials is needed to meet this goal.

English/Language Arts

No data available since 2010.

Family & Consumer Sciences

Response was left blank.
Health & Fitness

Response was left blank.

History/Social Studies

No data is available in the CDMS for “T2. Retention” Indicates that OREA is compiling data and that it "will be coming soon."

Literacy

Clearer data for retention needs to be shared in order to complete this report.

Mathematics

The math department still needs (.5 FTE) to collect and assess teaching effectiveness and make field placements for math teacher candidates. This half time positions would also be good PR for CWU and local school districts.

Music

Apart from the expense of a new staff position, further refinements are unlikely to have additional direct expense. Faculty workload to cover new music education courses will come from re-allocation of workload from advising. If courses are substitutable for courses in the teacher education program, some FTE may shift from EDF courses to MUS courses. This will be clearer as the curriculum process develops.

Professional Studies Program

Response was left blank.

Sciences

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

There is no retention information available.

Traffic Safety / Technology

As tuition continues to increase, it is critical to maintain or even reduce the undergraduate time to completion.

Visual Arts

None that I know of.

World Language

Response was left blank.
PROGRAM OBJECTIVES AND CRITERIA

UNIVERSITY OBJECTIVE 1.1 Enhance student success by continually improving the curricular, co-curricular, and extracurricular programs.

Unit Outcomes:

T3: Student Teaching provides candidates a diverse culminating experience where program content-pedagogy is synthesized and tested in real classrooms.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Expected Performance Level (Criterion):</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Candidates are ensured placements in school settings</td>
<td>A. 50% are placed in highly diverse settings</td>
</tr>
<tr>
<td>that are highly diverse during student teaching</td>
<td>B. 80% will Meet the Standards averaging 3point or better on the 10 FSTE rubrics</td>
</tr>
<tr>
<td>B. Final Student Teaching Evaluation (FSTE)</td>
<td>C. 100% will demonstrate a positive change on all four domains of the DI</td>
</tr>
<tr>
<td>C. Disposition Inventory</td>
<td>D. 80% will Average of 3 or better across 15 testing domains on the WTPA.</td>
</tr>
<tr>
<td>D. WTPA</td>
<td></td>
</tr>
</tbody>
</table>

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

<p>| A. Office of Field Experiences (OFE) / All Quarters                      |
| B. OFE / All Quarters                                                   |
| C. OREA / All Quarters                                                  |
| D. Pearson / All Quarters                                               |</p>
<table>
<thead>
<tr>
<th>PROGRAMS</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>Scaled Program Score</th>
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<tbody>
<tr>
<td></td>
<td>Diversity Experience</td>
<td>FSTE</td>
<td>Post Disposition</td>
<td>WTPA</td>
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<tr>
<td>Bilingual/TESL</td>
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<td>N/A</td>
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<tr>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<td>Needs Improvement</td>
<td>3.3</td>
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<td>English/Language Arts</td>
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<td>Met Criterion</td>
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<td>N/A</td>
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<td>History/Social Studies</td>
<td>Below Criterion</td>
<td>Exceeded Criterion</td>
<td>Below Criterion</td>
<td>Below Criterion</td>
<td>2.8</td>
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<td>Literacy</td>
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<td>Met Criterion</td>
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<td>Met Criterion</td>
<td>3.8</td>
</tr>
<tr>
<td>Music</td>
<td>Below Criterion</td>
<td>Surpassed Criterion</td>
<td>Surpassed Criterion</td>
<td>Met Criterion</td>
<td>3.3</td>
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<tr>
<td>Professional Education Programs</td>
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<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Sciences</td>
<td>N/A</td>
<td>Met Criterion</td>
<td>Below Criterion</td>
<td>Below Criterion</td>
<td>2.3</td>
</tr>
<tr>
<td>Special Education</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Traffic Safety/Technology</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
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<tr>
<td>Visual Arts</td>
<td>Met Criterion</td>
<td>Met Criterion</td>
<td>Met Criterion</td>
<td>Met Criterion</td>
<td>3.0</td>
</tr>
<tr>
<td>World Languages</td>
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<td>N/A</td>
<td>Met Criterion</td>
<td>Surpassed Criterion</td>
<td>3.5</td>
</tr>
<tr>
<td>Scaled Scores</td>
<td>2.88</td>
<td>4.00</td>
<td>3.00</td>
<td>2.56</td>
<td></td>
</tr>
</tbody>
</table>
INTERPRETATIONS/KEY STRATEGIES/INITIATIVES:

Bilingual/TESL

A: Data not available  
B: data not available  
C: Data not available  
D: Data not available  

Dance

We are not set up for student teaching as a minor program.

Early Childhood Education

a. More than 50% of the students in the ECE field experiences are placed in local schools that have a highly diverse (ethnic, language, free & reduced lunch program, etc.) during their major/minor program. Placements for student teaching are through the Office of Field Placement and the diversity rates for placement was not reported on the CDMS.

c. There was a positive change in the Disposition Inventory from pre to post that ranged from 0.1 to 0.19 across the 4 domains.

d. The pass rate at a 3.0 on the first 15 rubrics of the edTPA was significantly below the 80% rate.

b. The average for the ECE candidates on the Final Student Teaching Evaluations by Domains were all above the 3.0 point. However, they ECE averages were below the CTL averages indicating that ECE has some work to do in all domain areas.

Elementary Education

a. The percent of "high diverse" placement data was not available on the CDMS report but the mean index for the 2012-2013 AY increased in all 4 noted areas (ethnicity, poverty, special education, & bilingual).
English/Language Arts

For the Disposition Survey, our students improved in 3 of four categories but need to incorporate more self-reflective practice in our methods courses.

Family & Consumer Sciences

Since we are a small program, we can place all of our student teachers. Those placements are often based on teacher and student needs.

Health & Fitness

Response was left blank.

History/Social Studies

A. Data suggests that 0.0% of HIST/SS student teachers are being placed in diverse settings. %’s for CTL overall are not shown. Consequently, we cannot tell whether the data is indicating the lack of diverse placements or whether just the data is not currently being indicated correctly. Since programs have no authority over placements I suspect this will be an issue that Field Placement will have to rectify.

Literacy

A. It appears that about 10% of Literacy minors were placed in diverse settings. That number is comparable to the CTL placement rate. Additionally, the literacy program does not place our candidates for student teaching.
B. All of the averages for the FSTE are above a 3. We can estimate that at least 80% of them made the 3 and above average.
C. It appears that 100% of the candidates met the criterion; however, we do not know where the candidates started in order to make a clear connection.
D. 37% of those taking the literacy edTPA made the criterion. However, that data set is reflective of ALL elementary, SPED, and ECE majors who took that area of the edTPA. The data set is not reflective of those minoring in literacy.
Mathematics

A. The math teaching candidates were placed into classrooms with more diverse than those of the CTL. For example, the mean index for classroom ethnicity, poverty, and bilingual were at 5 which is much higher than for the rest of the CTL where the mean indexes were below 4.

Music

It is difficult to address the specific percentage of students in highly-diverse student teaching settings based on the available data. It appears that the mean School Diversity Index of music placements is below that of the CTL as a whole. The primary considerations for placement recommendations made by the music department to the Placement Office are the characteristics of the proposed mentor teacher and music program, viewed through the best interest of the student in supporting and extending their teaching skill. We will be attentive to the diversity of the school setting in developing these recommendations, and it is likely that we can improve on this indicator. As noted last year, we would like to hire additional field supervisors with music specializations in areas like the Yakima Valley and South King/Pierce Counties.

Professional Education Programs

Response was left blank.

Sciences

A. DIVERSE STUDENT TEACHING PLACEMENT. No data was provided for 2012-2013. Historically, science student teachers are placed in schools as diverse, and in some cases, more diverse, than their CTL equivalents. Even though science students are being placed in more diverse schools, their placement is still below the goal of 50%. We plan to continue having conversations with student teaching placement personnel to ensure science students are provided with suitably diverse student teaching experiences.

Special Education

Response was left blank.
Traffic Safety /Technology

The data provided shows that there were no technology education students student teaching in fall, winter, or spring 2012-13 which is inaccurate. Because no data is shown, it is impossible to provide results on whether criteria was met or not.

Visual Arts

The strategies listed above seem to be working.

World Language

OSPI did not provide enough diversity information on our student teaching candidates to adequately answer the question of school diversity. Since there was probably only one student for whom we received scores, it is inappropriate to provide a result for diversity. WL student teachers still meet the evaluation criteria established by the office of field experience. 100% of WL student teachers claim to have the disposition to be effective teachers. In 2012-13 there were only three student teachers, but this year there are six that will student teach.
BUDGET/RESOURCE ANALYSIS:

Bilingual/TESL

No comments possible.

Dance

Response was left blank.

Early Childhood Education

Faculty wlu release time to integrate the edTPA and Common Core State Standards (literacy, math, science, & social studies indicators) into the methods and curriculum classes within the ECE program (estimated 15 wlu across 3 quarters).

Elementary Education

TEACH faculty need professional development in both the Common Core State Standards and the edTPA. Resources for the professional development and release time to further develop the new elementary education program that is aligned with the new standards is essential at this point. Estimated cost for 1 year of PD & program development is $16,250.

English/Language Arts

No needs.

Family & Consumer Sciences

Response was left blank.

Health & Fitness

Response was left blank.
History/Social Studies

Unknown.

Literacy

The data set for the edTPA needs to be broken out so that only the literacy minor scores are reflected in the data set.

Mathematics

Next year's report will reveal math teacher candidates that are much better prepared and we will be able to measure it better with edTPA data. Again to ensure this improvement the half time field experience coordinator is needed.

Professional Education Programs

Response was left blank.

Music

Our main priority is to revisit methods classes within the department to maximize opportunities to present and reinforce elements of the edTPA. We will also continue to work with EDF faculty and field supervisors to monitor student performance relative to the demands of the edTPA. The primary resource required for this work is faculty workload and time within a limited number of available class hours.

Sciences

Current results are inconclusive given the unofficial requirement of the edTPA. Science education faculty are currently building key TPA elements into existing methods and practicum coursework, and those changes should produce visible gains next year. A confounding factor is that science education faculty have little to no input on candidate placement, even though we are in the best position to evaluate their strengths and weaknesses and ensure a maximally effective placement. Science education faculty fully support diverse placements as they promote increased candidate professional and personal growth. We need to have more transparent communication about science education candidate placements and at least some input on where they eventually are placed. Given the technology-focused nature of the edTPA, we need suitable tools (e.g. flip cameras and the like) to enable students to record their performance and scientifically analyze it according to TPA and professional conventions. We also need updated computers that can handle video editing
and related technology processing for best presentation of candidate growth and ability to meet standards. See request in previous section for baseline faculty and student computers. In addition, we request a dedicated student workstation at $1500 and $1000 for portable video cameras and related recording devices. As with our prior request, these technology items require the support of an IT professional.

Special Education

Response was left blank.

Traffic Safety /Technology

See above

Visual Arts

Not known.

World Language

It would be nice to have an additional staff member to replace the position vacated by the Associate Dean.
PROGRAM OBJECTIVES AND CRITERIA

UNIVERSITY OBJECTIVE 1.1 Enhance student success by continually improving the curricular, co-curricular, and extracurricular programs.

Unit Outcomes:

T4: Graduation and Certification of program candidates will occur in a timely manner.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Expected Performance Level (Criterion):</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Graduation</td>
<td>A. 85% will graduate</td>
</tr>
<tr>
<td>B. Time to Degree</td>
<td>B. 90% of the candidates will complete the program on-time</td>
</tr>
<tr>
<td>C. WEST E scores</td>
<td>C. 80% will Pass their Major Content Test (WEST-E) in their content area on their first attempt</td>
</tr>
<tr>
<td>D. Certification Rate</td>
<td>D. 90% receive a first time residency certificate</td>
</tr>
</tbody>
</table>

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 |
## Program Responses (Progress in Achieving Criterion)

<table>
<thead>
<tr>
<th>Programs</th>
<th>A Graduation</th>
<th>B Time to Degree</th>
<th>C WEST-E</th>
<th>D Certification Rate</th>
<th>Scaled Program Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual/TESL</td>
<td>Met Criterion</td>
<td>Met Criterion</td>
<td>Met Criterion</td>
<td>Below Criterion</td>
<td>2.8</td>
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<tr>
<td>Dance</td>
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<td>Exceeded Criterion</td>
<td>Exceeded Criterion</td>
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<td>5.0</td>
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<tr>
<td>Early Childhood Education</td>
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<td>Met Criterion</td>
<td>Needs Improvement</td>
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<td>2.0</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>Surpassed Criterion</td>
<td>Met Criterion</td>
<td>Below Criterion</td>
<td>N/A</td>
<td>3.0</td>
</tr>
<tr>
<td>English/Language Arts</td>
<td>Below Criterion</td>
<td>Below Criterion</td>
<td>N/A</td>
<td>Exceeded Criterion</td>
<td>3.0</td>
</tr>
<tr>
<td>Family &amp; Consumer Sciences</td>
<td>Met Criterion</td>
<td>Met Criterion</td>
<td>Met Criterion</td>
<td>Met Criterion</td>
<td>3.0</td>
</tr>
<tr>
<td>Health &amp; Fitness</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>History/Social Studies</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
<td>Surpassed Criterion</td>
<td>Surpassed Criterion</td>
<td>N/A</td>
<td>Below Criterion</td>
<td>3.3</td>
</tr>
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<td>Mathematics</td>
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<td>Below Criterion</td>
<td>Surpassed Criterion</td>
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**Scaled Scores**

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CTL Program Completion

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<td>Time to Degree</td>
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<td>Certification Rate</td>
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INTERPRETATIONS/KEY STRATEGIES/INITIATIVES:

Bilingual/TESL

A: The data for this performance objective is incomplete. However, from the existing data we can surmise that those who complete the program and graduate include more than 80% of those who declared the minors.
B: We are above the goal.
C: The data demonstrate that 80% of our candidates successfully pass the WEST-E assessments on their first try.
D: Our numbers have 87% of our candidates receiving their first Residency certificate.
D1: What has happened to the remaining 13%? We need to investigate why they have not received their residency.

Dance

Our students are completing the dance minor program in a timely manner in regards to both program and graduation.

Early Childhood Education

a. Not able to determine if 85% of majors/minors graduate as the number that change majors/minors, dropout, etc. is not available. The total noted is for each year and not for the program as a whole so the CDMS data is insufficient to determine the global graduation rate.
b. On time graduate rate is 93% for ECE.
c. Only 55% of the ECE majors/minors pass the WEST-E on their first attempt. This needs to be addressed through program review and redesign of classes within the program.
d. The 90% receive a first time residency certificate is hard to determine due to the lack of a hard number of students who enter & maintain a major/minor within the program for each year. Based on the number of students who attempt student teaching and went on to obtain a first time residency ECE certificate of ECE majors/minors was 86% but there is no clear indicator if the certificate was in ECE or some other endorsable area. Perhaps Professional Education Program or Teacher Certification could provide further insight.

Elementary Education

A. Over 95% of Elementary Education majors graduate.
B. Over 93% of Elementary Education majors graduate on-time.
C. The pass rate on the two required elementary education WEST-B (both exams have to be passed on the first trial) is 65.8% which is up from 64.7 and 59.7 from the prior two academic years. However, the pass first time pass rate is lower than the 80% goal level and needs to be a focus area.
D. The data is inconclusive. There were 267 elementary education certificates awarded during the 2012-2013 AY of which 180 were first residence certificates. The number that graduated and applied for certification for the 2012-2013 AY is unavailable.

**English/Language Arts**

We are 7% from the goal for graduation, 10% from our goal on on time completion. The data for the WEST-E included no percentages. We well exceeded the 90% goal for certificate completion.

**Family & Consumer Sciences**

Our graduates complete the program in a timely manner. If schooling takes longer (or shorter) time, it is because of personal needs.

**Health & Fitness**

Response was left blank.

**History/Social Studies**

Response was left blank.

**Literacy**

A. 93% graduated.
B. 93% completed on time
C. The data states that 36 literacy minors took the test and that 51 of them passed on the first time. This data set needs to be reworked so an accurate assessment can be made.
D. 84% received their first time residency certificate.

**Mathematics**

A. All math teacher candidates graduated.
B. All but one math teacher candidates completed the program in 6 to 8 quarters, one teacher candidate took 9 quarters to complete
the program.
C. This year was the largest drop in first time passes since the new West-E exam was introduced: The first time pass rate was 60%. The math faculty believes we have fixed part of the instruction problem and the pass rate on the West-E for this fall is above 80%.
D. All candidates eventually received their teaching certificate, except the one that took 9 quarters and she is in the process of receiving it now.

Music

We do not currently have data addressing the percentage of students who declare the major or are admitted to the Teacher Education Program actually complete the program.

At 88% on-time graduation, we are only slightly below the target of 90%. We will continue to monitor this rate, and the impact of advising initiatives mentioned earlier.

Music students show a first-time pass rate on the WEST-E of 96%, above the CTL mean and the target.

According to available data, 82% of music graduates obtained their residence certificate below the target of 90%. Some students may delay certification in lieu of performance or graduate school plans. We will look at the list of 2012-13 graduates and attempt to determine who may have deferred certification and for what reason.

Professional Education Programs

Response was left blank.

Sciences

A. GRADUATION. There is insufficient data to answer this. What is needed to answer this question is data on how many students are enrolled vs how many graduated. These data are not currently provided.

B. TIME TO DEGREE. In 2012-2013, 50% of science candidates and 72% of ML Math/Science candidates graduated on time vs. 81% for CTL mean. However, it is unclear how this metric is calculated, as science candidates frequently decide to become science teachers later in a science program. A more clear definition of this metric is needed prior to making any concrete conclusions. Historically, with the exception of 2010-2011, undergraduate science teaching candidates graduated on-time about 90% of the time. It is unclear why there was a decrease in that year. Science education faculty plan to investigate the issue to ensure on-time
graduation remains at acceptable levels.

C. WEST E Scores. If the data can be relied on to be accurate, the average of first-time WEST-E passers across all science areas is between 50-60%, which is below standard. ML West-E is difficult to determine since these candidates have to take both the Math and Science West-E, and the results are not broken out. It is difficult to extract the information needed from the tables to make an accurate determination. Science education faculty will need to have a collaborative discussion about how to ensure more candidates are passing the WEST-E the first time they take it. We know from other data sources that ML Science candidates need more content prior to taking the West-E. It will also be useful to disaggregate available data into the different science content areas so our efforts can be maximally productive and strategically focused.

D. Certification Rate. In 2012-2013, 175% science candidates were certified in their content area. This makes no sense, and so it is difficult to draw conclusions from these results without further clarification and data integrity. For ML Math/Science, 88% were certified vs. 74% for the CTL. Over the 5 year review period, on average science candidates received certificates in their content area over 90% of the time. There were some anomalies in 2010-2011 that are difficult to analyze from the data provided. Science education faculty will continue to evaluate certification data to ensure that candidates are becoming certified to teach in their chosen science specialty.

Special Education

Response was left blank.

Traffic Safety/Technology

Data for Technology Education and Traffic Safety need to be separated. These are two different programs which are very unique. Once again the data showing only 1 student took the WEST-E is inaccurate.

Visual Arts

The indicators seem to be working.
World Language

All three WL students did graduate. In fact, over the last six years every WL student has graduated on time. This year, 90% of the West E tests taken by WL students were passed the first time. Unfortunately, we had no placement of our WL students in Washington public schools, but one student is teaching in Spain.
BUDGET/RESOURCE ANALYSIS:

Bilingual/TESL

D1: There needs to be access to records that indicate lack of residency certificates.

Dance

Continue current staffing levels.

Early Childhood Education

a. - c. More academic advising model (academic & developmental advising) will help identify potential students earlier and advise them in general education preferences for the program. Once students are in the major/minor the developmental advising model will help keep students to increase the graduation rate as well as the end of program assessments at a higher rate.

c. In addition to better advising having faculty wlu release to develop the mentoring program and professional development workshops for the ECE/TEACH students. One additional TT faculty position is required to diversify the class offerings and to develop the mentoring/developmental advising/professional development programs for ECE.

c. Additional faculty wlu release time to develop workshop and in-service programs to be delivered throughout the candidate's educational career to help develop focal points and study perspectives for success in the field of education.

Elementary Education

The TEACH program has proposed the development of a workshop to be offered multiple times each quarter for students at the various program locations to help students prepare for the WEST-E. The workshops would not be a cram course but an organizational and key points to get from your program as you progress through the degree. Students at all points in the program would benefit from the workshops as they would gain data on what to focus on as they move through the programs. The cost of developing the workshop focus points and format will have an associated cost of 1 wlu x 5 plus 2.5 wlu for conducting the workshops each quarter at each campus.
AGGREGATED PROGRAM COMPLETION REPORT: PROGRAM RESPONSES (Progress in Achieving Criterion):

**English/Language Arts**
None needed.

**Family & Consumer Sciences**
Response was left blank.

**Health & Fitness**
Response was left blank.

**History/Social Studies**
Response was left blank.

**Literacy**
C. The data for this set needs to be reworked.

**Mathematics**
The math department developed and implemented the on-line West-E prep courses as an elective. The only resources we need to address these area are enough Math Education faculty to teach all the new courses.

**Music**
There are no direct financial or resource impacts for this indicator.

**Professional Education Programs**
Response was left blank.
**Sciences**

Secondary science education candidates are doing reasonably well in passing the WEST-E exam required for endorsement in their science content area, with the exception of Middle Level Science. The reality is that Middle Level students simply do not have enough content exposure to provide the background needed to pass the WEST-E. Science education faculty would like to be more intentional and coordinated about final WEST-E preparation for ALL secondary candidates to ensure a larger number are passing their first time. We also need to update our instructional materials on hand to ensure candidates are experiencing the most current pedagogical tools used in the field. To meet these needs, we request 5 WLU annually to teach an interdisciplinary content course (SCED 311) that enables candidates to identify areas of content weakness and address them accordingly. This course is taught periodically at CWU centers but should also be taught on the main campus. Current workload time restrictions prevent this from occurring. Furthermore, we request $1500 annually to purchase and refurbish necessary instructional materials.

**Special Education**

Response was left blank.

**Traffic Safety /Technology**

Additional resources need to be provided for recruiting efforts. Ther is tremendous need to increase the number of endorsements for Technology Education.

**Visual Arts**

None that I know of.

**World Language**

Response was left blank.
**PROGRAM OBJECTIVES AND CRITERIA**

**UNIVERSITY OBJECTIVE 1.1** Enhance student success by continually improving the curricular, co-curricular, and extracurricular programs.

Unit Outcomes:

T5: The program prepares highly qualified and satisfied members of the teaching community.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Expected Performance Level (Criterion):</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. First Year Placement</td>
<td>A. 50% of the program’s graduates will find teaching jobs within the 1st year after certification</td>
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<tr>
<td>B. Third Year Placement</td>
<td>B. 70% of the program’s graduates will find teaching jobs within 3 years after certification</td>
</tr>
<tr>
<td>C. Employment retention</td>
<td>C. 80% of the graduates hired will remain teaching after five years</td>
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<td>D. Alumni Satisfaction Survey (Coursework)</td>
<td>D. Satisfaction with “Coursework Relevance” indicated by a 3.5 or better</td>
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<td>E. Alumni Satisfaction Survey (Strategies and Assessment)</td>
<td>E. Satisfaction with “Strategies and Assessment” indicated by a 4 or better</td>
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<tr>
<td>F. Alumni Satisfaction Survey (Student Teaching)</td>
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<td>G. Alumni Satisfaction Survey (Difference in coursework and Student Teaching)</td>
<td>G. Coherence with “coursework and student teaching” indicated by a 3 or lower</td>
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</table>

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

<p>| A. 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              |                                                                                                           |</p>
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<th>B Teaching Within 3 Yrs</th>
<th>C Still Teach after 5 yrs</th>
<th>D Coursework Relevance</th>
<th>E Strategies &amp; Assessment</th>
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<td>3.00</td>
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</table>

**CTL Post Graduation**

![Bar Chart]

The bar chart above illustrates the mean scaled scores for various categories post graduation. The scores are as follows:
- 1st Yr: 3.29
- 3rd Yr: 3.50
- 5th Retent: 3.50
- CW Relevance: 3.00
- Strategies: 3.00
- ST Feedback: 3.00
- CourseWork/ST: 3.00
INTERPRETATIONS/KEY STRATEGIES/INITIATIVES:

**Bilingual/TESL**

Response was left blank.

**Dance**

N/A No data available to tell which dance minor/El. Ed. majors are getting placed in jobs. Would like to see this linked.

**Early Childhood Education**

a.-c. The data provided is unclear as to the percentage of first and third year hires. A trend analysis of the data suggests that there are more third year post-graduate students getting jobs. The number of openings as the economics of the state increases may be responsible for the increase.

d. Data on Alumni/Principal Survey was not available on CDMS.

e. - g. Data on survey results wasn't available.

**Elementary Education**

a. The first year out employment rate is approximately 40%. This is very low and the etiology is multifaceted. The job market is beginning to open back up after the recession. The number of graduates seeking jobs is not tracked nor are the graduates that leave the state of Washington.

**English/Language Arts**

On one year placement, we are 5% below our target. For 5 years, we exceeded our goal by 30%. No data included for C through G.
Family & Consumer Sciences

Our program is one of only two programs in the state preparing FCS teacher. It has a high placement rate. Our graduates are sought after. Our graduates tend to stay in the profession for numerous years.

Health & Fitness

Response was left blank.

History/Social Studies

Response was left blank.

Literacy

A & B. The data set appears to be unclear. It appears to state how many were hired, yet there is not a total number of graduates listed. That number is needed in order to figure out the percent.

C. The data is not present to make this assessment.

D E F & G. The data sets are not presented in order to make this assessment.

Mathematics

A. All our teacher candidates took jobs even the two that finished this fall just were hired.

B. For as much data as we have the third year placement is over 85%.

C. For as much data as we have the employment retention is over 80%.

D-E. Did not get alumni satisfaction survey data.

Music

One, three, and five year employment data proved difficult for us to interpret, although it appears that after a dip in 2011, the number of first-year hires has increased to a new five-year high. It is our opinion, based on anecdotal evidence, that music
candidates seeking employment have been quite successful in getting it, and tend to remain employed and advancing in their careers. Many have returned as part of our summer MM cohort. We will work with our department advisor to develop an alumni database and other post-graduation outreach efforts as part of our general department development strategy.

Post-graduation survey data for items D-G were not available at the time of this report.

**Professional Education Programs**

Response was left blank.

**Sciences**

A. FIRST YEAR PLACEMENT. In 2012-2013, 100% of science candidates held a science teaching job within the first year compared to a CTL average of 29%. ML Math/Science placement was 50%. Historically, with the exception of 2010-2011, we are meeting our goal of 50% placement. As with other indicators, 2010-2011 appears to have spurious results. When all 5 years are taken into account we are not meeting this standard. We would like to focus more on post-graduation induction. This should be part of a larger conversation within the CTL, as it is a trend both in our program and across the CTL.

**Special Education**

Response was left blank.

**Traffic Safety/Technology**

Response was left blank.

**Visual Arts**

Also student feedback that I have received indicate that my visual art teaching candidates fit in well in the teaching communities where they are hired.
World Language

WL teachers have found it difficult to find jobs in Washington public schools the last several years. We believe that the economic upturn may affect future hiring. It is also a concern that students hired in private schools and outside of the state of Washington are not included in this data set. No alumni survey data was provided in this year's CDMS.
AGGREGATED POST GRADUATION REPORT: PROGRAM RESPONSES (Progress in Achieving Criterion):

BUDGET/RESOURCE ANALYSIS:

Bilingual/TESL
Response was left blank.

Dance
Response was left blank.

Early Childhood Education
Unknown as the data is not available to make any program decisions.

Elementary Education
The office that is collecting the post-graduation surveys needs to make that data available.

English/Language Arts
Response was left blank.

Family & Consumer Sciences
Response was left blank.

Health & Fitness
Response was left blank.

History/Social Studies
Response was left blank.
Literacy

The full data sets need to be present in order to make the assessments.

Mathematics

If the university can not get data on the math alumni, the math department would like $1000 to set up a program to support and track our students after graduation.

Music

Staff workload and time to develop music education alumni database.

Professional Education Programs

Response was left blank.

Sciences

Our analysis of CDMS-provided data indicates that first and third year placements are above the CTL standard. Since no data was provided for employment retention or alumni satisfaction, we cannot draw any conclusions on those metrics. Some of these data collection issues could be mitigated with a science education-specific alumni survey. Science education faculty have accumulated considerable data on graduating seniors as part of the comprehensive assessment strategy we currently have in place. We are quite clear on what program elements students felt were most, and least, effective, including science education AND PEP courses and experiences. What is needed is a clearer picture of what is happening with science education first and third year retained teachers, using a MUCH larger dataset. We would like to connect post-graduation assessment via surveys and similar tools to our requested marketing strategy so that alumni experiences are linked to recruitment of new science teaching candidates. No additional funds are requested beyond those previously requested for marketing.

Special Education

Response was left blank.
Traffic Safety /Technology

Unknown.

Visual Arts

Response was left blank.

World Language

Response was left blank.
PROGRAM OBJECTIVES AND CRITERIA

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

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Expected Performance Level (Criterion):</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Field Placement documentation</td>
<td>A. Field placement data show 80% of Program candidates’ score a level 3 or better on field placement rubrics</td>
</tr>
<tr>
<td>B. New Teacher Survey results</td>
<td>B. Survey results show improvements in satisfaction</td>
</tr>
<tr>
<td>C. Faculty meeting minutes and annual reports</td>
<td>C. Programs attempt to make one improvement annually</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Indicator/Performance Level Reported By / When do assessments take place? Term / Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. OFE and OREA Fall Quarter / November 1/ Programs /December 15</td>
</tr>
<tr>
<td>B. OREA Fall Quarter / November 1/ Programs /December 15</td>
</tr>
<tr>
<td>C. OREA Fall Quarter /November 1/ Programs /December 15</td>
</tr>
<tr>
<td>PROGRAMS</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>Bilingual/TESL</td>
</tr>
<tr>
<td>Dance</td>
</tr>
<tr>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>Elementary Education</td>
</tr>
<tr>
<td>English/Language Arts</td>
</tr>
<tr>
<td>Family &amp; Consumer Sciences</td>
</tr>
<tr>
<td>Health &amp; Fitness</td>
</tr>
<tr>
<td>History/Social Studies</td>
</tr>
<tr>
<td>Literacy</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Music</td>
</tr>
<tr>
<td>Professional Education Programs</td>
</tr>
<tr>
<td>Sciences</td>
</tr>
<tr>
<td>Special Education</td>
</tr>
<tr>
<td>Traffic Safety/Technology</td>
</tr>
<tr>
<td>Visual Arts</td>
</tr>
<tr>
<td>World Languages</td>
</tr>
</tbody>
</table>

Scaled Scores: 3.25, 3.17, 3.50
INTERPRETATIONS/KEY STRATEGIES/INITIATIVES:

Bilingual/TESL

Response was left blank.

Dance

Students get advising quarterly and complete a form which is signed by both faculty and student. The dance program faculty are continually making program updates and changes to reflect best practices in our field.

Early Childhood Education

a. The number of individuals that scored a 3.0 or higher is not available through the CDMS system, but a summary of the mean scores indicate that the average for the ECE majors/minors was above the 3.0 criteria in all 10 domains. However, the ECE mean scores were all below the CTL averages on all 10 domains.

b. All four domains on the Disposition Inventory have increased by 0.1 for the ECE candidates.

c. Due to the loss and non-replacement of a faculty position in TEACH the work load has been redistributed and specific program improvements were on hold for the 2012-2013 AY.

Elementary Education

a. The data shows that on the Final Student Teaching Evaluations the Elementary Education students all scored above a 3.77.

b. Data not available.

c. The elementary education program is undergoing a major review of the entire program during the 2013-2014 AY. During the 2012-2013 AY a new major and two new minors during the 2012-2013 AY. During the 2011-2012 AY we conducted a complete review of the ECE program.

As we move into the new Elementary Education Program era it is the goal of TEACH to use a general advisor for academic advising needs and use faculty as developmental advisors and mentors.
English/Language Arts

No data was provided for University Objective 1.2. However, the English Education faculty meets annually to discuss data and to plan improvements. We also utilize LiveText data and information from the capstone presentations to teachers for program evaluation. Students are assessed by their practicum teacher for their ENG 492 practicum experience in the schools.

Family & Consumer Sciences

The program director has direct contact with graduates of the program. Many of the graduates are at professional conferences, and discussions about improving/changing the program (to the better) take place there.

Health & Fitness

Response was left blank.

History/Social Studies

Response was left blank.

Literacy

A & B. The data sets are not available in order to make this assessment.

Mathematics

A. The math teaching program offers and supports multiple professional development opportunities per year to faulty related to teacher effectiveness and equity.

B. Candidates showed satisfaction with the program surveys given (Livetext Program entrance and exit surveys).

C. The math education faculty meet frequently to monitor and discuss the program. These reports can be obtained from Dr. Oursland.
Music

Data from EFC 330 was not available; however, music department faculty are unaware of any problems or issues. Students are performing above target on Final Student Teaching Evaluations and the edTPA.

Data from the New Teacher Survey was not available at the time of this report.

The primary program improvement for the period of review was the implementation of revised methods course assignments aligned with the edTPA, and a general focus on edTPA in terms of our program planning and assessment. We also successfully hired a department advisor, and are transitioning faculty advising duties to her. As a consistent and centrally located resource for students, we anticipate many benefits.

Professional Education Programs

Response was left blank.

Sciences

A. EFFECTIVENESS OF FIELD PLACEMENTS. Field placement results are summarized in the section on Student Teaching.

B. STUDENT ADVISING SATISFACTION. No data is provided. Data from our comprehensive assessment plan indicates that students feel supported and satisfied with the advising and mentoring they receive in science education. They feel far less supported in receiving advice from the PEP faculty.

C. MINUTES AND REPORTS. Science education faculty meet regularly and collaboratively discuss student and program assessment data and continuously make program changes based on results and data trends. Previous data was used to make major program changes in middle level science and general science teaching. All curriculum and course changes over the past 10 years have followed our collaborative developmental model, as evidenced by meeting minutes and annual reports.

Special Education

Response was left blank.
Traffic Safety/Technology

Response was left blank.

Visual Arts

Students seem satisfied with the program.

World Language

As an indirect assessment measure, we have our own graduate exit survey to determine student satisfaction and program improvement.
BUDGET/RESOURCE ANALYSIS:

Bilingual/TESL

Response was left blank.

Dance

Continue current faculty staffing to ensure adequate time for these important program components.

Early Childhood Education

a. Faculty wlu release time to analyze the program courses and to redesign class outcomes to meet the deficit areas.
   b. none
   c. One TT faculty position to replace the loss of positions from prior years.

Elementary Education

More wlu time to manage and continue to develop student learning supports.

English/Language Arts

Funding is essential for continuing support for the secondary cooperating teachers who assess the capstone portfolios and presentations and who work with our students in the practicum experience.

Family & Consumer Sciences

There has been increased financial support of the faculty and students to attend professional meetings.

Health & Fitness

Response was left blank.
History/Social Studies

Response was left blank.

Literacy

More time is needed in order to complete program revisions.

Mathematics

No resources requested.

Music

None at this time.

Professional Education Programs

Response was left blank.

Sciences

Our comprehensive portfolio assessments provide considerable data on candidate performance over time which is regularly reviewed to maximize student learning performance. The previously requested 2 WLU for each faculty that coordinates a science teaching program is sufficient for science education faculty to accomplish ongoing planning and evaluation. No additional funds are requested.

Special Education

Response was left blank.

Traffic Safety /Technology

Response was left blank.
Visual Arts

Response was left blank.
World Language

Response was left blank.
**PROGRAM OBJECTIVES AND CRITERIA**

**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

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Expected Performance Level (Criterion):</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Professional Development</td>
<td>A. The Program offers one professional development opportunity per year to faculty learn more about equity pedagogy from different underrepresented groups</td>
</tr>
<tr>
<td>B. CTL Disposition Inventory analysis</td>
<td>B. Candidates’ post-test scores have positively improved by .10 on all four domains</td>
</tr>
<tr>
<td>C. District Placements</td>
<td>C. Graduates represent 35% diversity (including military)</td>
</tr>
</tbody>
</table>

**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
<table>
<thead>
<tr>
<th>PROGRAMS</th>
<th>A Professional Development</th>
<th>B Post Disposition</th>
<th>C Graduate Diversity</th>
<th>Scaled Program Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual/TESL</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Dance</td>
<td>Surpassed Criterion</td>
<td>Met Criterion</td>
<td>N/A</td>
<td>3.5</td>
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<tr>
<td>Early Childhood Education</td>
<td>Met Criterion</td>
<td>Met Criterion</td>
<td>Met Criterion</td>
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</tr>
<tr>
<td>Elementary Education</td>
<td>Met Criterion</td>
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<td>Met Criterion</td>
<td>3.0</td>
</tr>
<tr>
<td>English/Language Arts</td>
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<td>Below Criterion</td>
<td>Below Criterion</td>
<td>2.3</td>
</tr>
<tr>
<td>Family &amp; Consumer Sciences</td>
<td>Met Criterion</td>
<td>Met Criterion</td>
<td>Met Criterion</td>
<td>3.0</td>
</tr>
<tr>
<td>Health &amp; Fitness</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
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<tr>
<td>History/Social Studies</td>
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<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
<td>Met Criterion</td>
<td>Below Criterion</td>
<td>Below Criterion</td>
<td>2.3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Surpassed Criterion</td>
<td>Below Criterion</td>
<td>Surpassed Criterion</td>
<td>3.3</td>
</tr>
<tr>
<td>Music</td>
<td>Met Criterion</td>
<td>Below Criterion</td>
<td>N/A</td>
<td>2.5</td>
</tr>
<tr>
<td>Professional Education Programs</td>
<td>N/A</td>
<td>N/A</td>
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</tr>
<tr>
<td>Sciences</td>
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<td>Below Criterion</td>
<td>Below Criterion</td>
<td>2.7</td>
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<td>Special Education</td>
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<td>N/A</td>
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</tr>
<tr>
<td>Visual Arts</td>
<td>Met Criterion</td>
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<td>Met Criterion</td>
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<tr>
<td>World Languages</td>
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<td>Met Criterion</td>
<td>Met Criterion</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Scaled Scores</strong></td>
<td><strong>3.27</strong></td>
<td><strong>2.55</strong></td>
<td><strong>2.78</strong></td>
<td></td>
</tr>
</tbody>
</table>
**INTERPRETATIONS/KEY STRATEGIES/INITIATIVES:**

**Bilingual/TESL**

Response was left blank.

**Dance**

The nature of our field in Dance is very inclusive and diverse. Faculty continue to participate in workshops and conference presentations to improve program pedagogy.

**Early Childhood Education**

a. The ECE program participates in the day of diversity event that the CTL hosts each year.

b. All four domains on the Disposition Inventory have increased by 0.1 for the ECE candidates.

c. While the CDMS system does not indicate all the diversity categories that are considered by the ECE/TEACH program it is not possible to provide direct information from the data base. However, the diversity rate within the ECE graduates exceeds the 35% rate of the goal when taking into account the full spectrum of "diversity" within the program.

**Elementary Education**

a. The diversity workshop is offered to all TEACH faculty each year.

b. The scores on the post inventory have all increased.

c. Over 35% of our graduates represent diversity.

**English/Language Arts**

The CTL provides faculty development opportunities related to different ways of knowing and culturally responsive teaching. Our students improved in three of four domains on the Disposition Survey. We are still falling short on our diversity goals but our department has set improving diversity as a strategic goal for all major programs.
Family & Consumer Sciences

The program has an advisory committee. That committee meets on an annual basis to help improve the program. There are individuals from public education, the university, business, clergy, students, and OSPI. It tries to respond to all socio-groups. Especially to help with promotion and retention.

Health & Fitness

Response was left blank.

History/Social Studies

Response was left blank.

Literacy

A. CTL has offered programs.

B. The candidates did not make criterion in Domain 3.

C. The literacy program did not meet this criteria; however, the number is reflective of the CTL percent.

Mathematics

A. The math teaching program is involved in the NSF Robert Noyce Teacher program for the purpose of recruitment and retention of teacher candidates from underrepresented populations. Also the math teaching program holds at least 3 family math nights in districts with underrepresented populations such as Yakama Tribal School.

B. The math teacher candidates improved in all areas except self-reflection and that might be because they were required to do twice as much written self-reflections as before.

C. Over 50% of the math teacher candidates are employed in diverse districts.
Music

The music education area coordinator participated in CTL professional development activities related to diversity, and is the liaison for these activities to department faculty. Materials and resources are retained in the department.

Consistent with last year, Domain 1 (.09 change) and Domain 3 (.05 change) remain below the target of .10 change. These domains include student recognition of teaching as "scholarly and collaborative" professional pursuit, and "need to be self-reflective practitioners." We will endeavor to interpret these dispositions and identify whether/how activities within the music degree program can further support them.

Data on graduate diversity was not available, but given the current student population, is likely below 35%. It may be warranted to develop program-specific targets (we note that the targets increased from 20 to 40% for admission, and 20 to 35% for graduation between 11-12 and 12-13).

Professional Education Programs

Response was left blank.

Sciences

A. INPUT FROM UNDERREPRESENTED GROUPS. The CTL offered a professional development opportunity focused on diversity during the 2012-2013 academic year and several science education faculty attended. Previously, two science education faculty attended a workshop on Guided Language Acquisition Design that focused on supporting English Language Learners. Two science education faculty attended a regional Noyce training on how to support migrant families. Science education faculty will continue to explore and implement best teaching practices to support diverse students.

B. DISPOSITIONS. Historically, the average science candidate shows gains in DI scores across the four domains; however scores were less positive in 2012-2013. Analysis of the discipline specific disposition survey that is part of our comprehensive assessment system also reveals positive change as a result of our program. Science education faculty will continue to advise, mentor, model, and assess for dispositions required to become an effective teacher. Science education faculty will work to be more intentional and consistently build these important professional characteristics into science education courses.

C. WORKPLACE DIVERSITY. Ethnically the secondary science education programs has less than ideal diversity, although we are showing gains in this area. The CDMS data does not include diversity measures for our graduates, only for majors. There is no reason to believe that the diversity of the candidates graduating in secondary science is significantly different from the diversity of students in
the program. Historically, women have been underrepresented in secondary science teaching, and this is a major area of growth for science teaching. Over the last 5 years 70-80% of science teaching candidates have been women. Recruiting a diverse pool of science teaching candidates is a necessary and major area of focus.

Special Education

Response was left blank.

Traffic Safety/Technology

Response was left blank.

Visual Arts

The above indicators seem satisfactory.

World Language

The WL Dept. has added a new second year heritage language track in Spanish. This program is designed to increase the diversity of WL students in our profession. Should we be able to hire, we would certainly seek a trained professional in the field of Spanish heritage language instruction. If the faculty member were to be from an underrepresented population, this might have a significant impact on this program.
BUDGET/RESOURCE ANALYSIS:

Bilingual/TESL

Response was left blank.

Dance

Continue using professional development funds for faculty to attend workshops and conferences.

Early Childhood Education

The Program follows the CWU guidelines for hiring and is active in recruiting diversity in all areas. A budget for recruitment and additional support in terms of wlu release would allow faculty to do more high school partnership programs in an effort to attract a wider array of students (wlu release of 15 credits a year).

Elementary Education

Continued funding for the yearly diversity and sensitivity training.

English/Language Arts

Support for recruiting minority teacher education candidates would assist our efforts to improve our diversity.

Family & Consumer Sciences

There is now department funding to help defray the cost of such a group.

Health & Fitness

Response was left blank.

History/Social Studies

Response was left blank.
Literacy

The CTL needs to provide leadership in a collective push to increase diversity of its candidates.

Mathematics

Our resources for the family math nights come from CESME, so keep supporting CESME.

Music

The same targeted recruiting and retention efforts mentioned in previous sections apply here.

Professional Education Programs

Response was left blank.

Sciences

Recruitment of science teaching candidates, including students of diversity, is one of our major areas of focus. We need funds to develop a comprehensive marketing strategy and coordinated marketing plan across the region and state that highlights the center of science teaching excellence at CWU. We also need to improve the consistency and breadth of science teaching advising and associated materials. The goods and services, IT staff, and faculty workload request made under University Objective 1.1 will be sufficient funds to include specific recruiting efforts for a diverse candidate pool.

Special Education

Response was left blank.

Traffic Safety /Technology

Response was left blank.

Visual Arts

Response was left blank.
World Language

Need funding to hire for this position.
PROGRAM OBJECTIVES AND CRITERIA

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

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Expected Performance Level (Criterion):</th>
</tr>
</thead>
</table>
| A. Program Faculty Demographic Trends  
B. Program Candidate Demographic Trends | 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
<table>
<thead>
<tr>
<th>PROGRAMS</th>
<th>A Faculty Diversity</th>
<th>B Candidate Diversity</th>
<th>Scaled Program Score</th>
</tr>
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<tbody>
<tr>
<td>Bilingual/TESL</td>
<td>N/A</td>
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<tr>
<td>Dance</td>
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<td>Early Childhood Education</td>
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<td>English/Language Arts</td>
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<tr>
<td>Health &amp; Fitness</td>
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<td>History/Social Studies</td>
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<td>Literacy</td>
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<td>2.0</td>
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<tr>
<td>Mathematics</td>
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<td>N/A</td>
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<td>Music</td>
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<tr>
<td>Professional Education Programs</td>
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<td>Sciences</td>
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</tr>
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<td>Special Education</td>
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<td>Traffic Safety/Technology</td>
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</tr>
<tr>
<td>Visual Arts</td>
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<td>Met Criterion</td>
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</tr>
<tr>
<td>World Languages</td>
<td>N/A</td>
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<tr>
<td><strong>Scaled Scores</strong></td>
<td><strong>3.11</strong></td>
<td><strong>2.50</strong></td>
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</tbody>
</table>
CTL Faculty Diversity

<table>
<thead>
<tr>
<th></th>
<th>Mean (Scaled 1-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Diversity</td>
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</tr>
<tr>
<td>Candidate Diversity</td>
<td>2.50</td>
</tr>
</tbody>
</table>
INTERPRETATIONS/KEY STRATEGIES/INITIATIVES:

Bilingual/TESL

Response was left blank.

Dance

The Dance Program has a new MFA faculty this year from New Mexico.
The Dance Program draws all types of ethnically diverse groups.

Early Childhood Education

a. The 3 full-time tenure track faculty members have remained. However the ECE/TEACH program has gone from 11 TT faculty to 5 over the past 5 years due to not being able to replace vacant positions.

b. The 3 TT faculty members in ECE are diverse in cultural aspects but are all ethnically the same.

Elementary Education

a. & b. TEACH follows CWU program guidelines for hiring practices. Candidates teach a class session and students are surveyed regarding their teaching effectiveness, interactions, etc. Unfortunately the relatively low salaries for assistant professors discourages many highly qualified and diverse candidates from applying.

TEACH has a 43% ethnically diverse faculty at the current time.

English/Language Arts

Our faculty is diverse but our student population does not reflect the diversity we hope to see.

Family & Consumer Sciences

Although males, and diversity, are encouraged within the program this is an area that needs to be worked on. FCS Ed is currently all female.
Health & Fitness

Response was left blank.

History/Social Studies

Response was left blank.

Literacy

A. The literacy faculty has tried to hire in the past five years, but have not been able to. Two TT positions have been eliminated from this department.

B. 6.4% of the candidates are from underrepresented groups.

Mathematics

Response was left blank.

Music

We have had no faculty changes in the last five years.

Prior commentary and initiatives regarding targeted recruiting and retention apply. We would encourage an examination of these targets (are they realistic? are they applicable to every program?)

Professional Education Programs

Response was left blank.
Sciences

A. FACULTY DEMOGRAPHIC. The science education faculty are 100% caucasian and 57% female. Since females are underrepresented in most of the science programs we support (i.e. Chemistry, Earth Science, Physics) and in secondary science teaching, a greater the 50% female faculty is a positive indicator of diversity. During the last 5 years we have done two faculty searches and hired females each time.

B. CANDIDATE DEMOGRAPHIC. As indicated in previous section of this document, the secondary science teaching candidate pool is not sufficiently diverse. Specific recruiting of students of color is necessary. Science education faculty have expanded relationships with teachers at schools with high ethnic diversity (e.g. Wahluke High School, Sierra Vista Middle School, and Davis High School) to provide more diverse experiences for science teaching candidates. Science education faculty will continue to expand these relationships and focus on recruiting.

Special Education

Response was left blank.

Traffic Safety/Technology

Response was left blank.

Visual Arts

The above indicators seem appropriate.

World Language

We have been unable to hire replacement staff in Spanish and applied linguistics (teacher training faculty). Even though we see an increase in our student interest with the new heritage track, we have lacked the ability to expand and recruit until instructional support is received. Combined with the size of the program, the limited staff, and the fact that we haven't been approved to hire WL teaching faculty, it has become challenging for more than one of our faculty members go on sabbatical in the same year for an entire year, without affecting program scheduling. This compromises deserving WL faculty who are eligible for professional leave, but restricted in their ability to take sabbaticals for the amount of time or the year for which they apply in ways that faculty in larger departments are not.
BUDGET/RESOURCE ANALYSIS:

Bilingual/TESL

Response was left blank.

Dance

Continue funding for new faculty position as it adds so much room for program growth.

Early Childhood Education

Need to be have one of three lost TT positions reinstated.

Elementary Education

Increase the base salary for assistant professors.

English/Language Arts

Response was left blank.

Family & Consumer Sciences

The program and department has put money into promoting the program, especially for male students.

Health & Fitness

Response was left blank.
History/Social Studies

Response was left blank.

Literacy

Recruiting efforts, including having a webmaster for CEPS, would assist in this effort.

Mathematics

Response was left blank.

Music

Prior commentary applies.

Professional Education Programs

Response was left blank.

Sciences

Faculty diversity is high from the perspective of gender but low ethnically. If given an opportunity to hire a new faculty member, the search committee will actively recruit candidates of diverse ethnicities. Solving the problem of the lack of ethnic diversity in the secondary science teaching candidate pool requires time be spent on a comprehensive, consistent marketing plan including specific recruiting materials. Funds requested under University Outcome 1.1 are sufficient to support the recruitment of greater numbers of ethnic minorities into the secondary science teaching programs.

Special Education

Response was left blank.

Traffic Safety/Technology

Response was left blank.
Visual Arts

Response was left blank.

World Language

Need an additional staff member and/or financial support to cover staffing while more than one faculty member is on leave.
PROGRAM OBJECTIVES AND CRITERIA

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

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Expected Performance Level (Criterion):</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.  A. PEP and Program Portfolio Data on CDMS</td>
<td>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</td>
</tr>
<tr>
<td>B.  Field Experience Data on CDMS</td>
<td>B. Field Experience data demonstrate 100 hours of embedded practice that includes assessed reflections on instruction and differentiation</td>
</tr>
<tr>
<td>C.  Diversity Index Data on CDMS</td>
<td>C. The diversity index illustrated that 80% of Program candidates have had an experience in a classroom dissimilar to their our background</td>
</tr>
</tbody>
</table>

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
### AGGREGATED DIVERSE CURRICULM REPORT: PROGRAM RESPONSES (Progress in Achieving Criterion):

#### DCR-2

<table>
<thead>
<tr>
<th>PROGRAMS</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Scaled Program Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CTL Standard 1.3</td>
<td>Differentiated Reflections</td>
<td>Diversity Index</td>
<td></td>
</tr>
<tr>
<td>Bilingual/TESL</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Dance</td>
<td>Met Criterion</td>
<td>Below Criterion</td>
<td>N/A</td>
<td>2.5</td>
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<tr>
<td>Early Childhood Education</td>
<td>N/A</td>
<td>Exceeded Criterion</td>
<td>Met Criterion</td>
<td>4.0</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>Surpassed Criterion</td>
<td>Met Criterion</td>
<td>Met Criterion</td>
<td>3.3</td>
</tr>
<tr>
<td>English/Language Arts</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Family &amp; Consumer Sciences</td>
<td>Met Criterion</td>
<td>Met Criterion</td>
<td>Met Criterion</td>
<td>3.0</td>
</tr>
<tr>
<td>Health &amp; Fitness</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>History/Social Studies</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
<td>Surpassed Criterion</td>
<td>N/A</td>
<td>Below Criterion</td>
<td>3.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>Met Criterion</td>
<td>Met Criterion</td>
<td>N/A</td>
<td>3.0</td>
</tr>
<tr>
<td>Professional Education Programs</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Sciences</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Traffic Safety/Technology</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Met Criterion</td>
<td>Met Criterion</td>
<td>Met Criterion</td>
<td>3.0</td>
</tr>
<tr>
<td>World Languages</td>
<td>N/A</td>
<td>Met Criterion</td>
<td>Met Criterion</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Scaled Scores</strong></td>
<td><strong>3.33</strong></td>
<td><strong>3.14</strong></td>
<td><strong>2.83</strong></td>
<td></td>
</tr>
</tbody>
</table>
CTL Diverse Curriculum

![Bar chart showing the mean scores for different categories.]

- CTL Standard 1.3: 3.33
- Differentiated Reflections: 3.14
- Diversity Index: 2.83
INTERPRETATIONS/KEY STRATEGIES/INITIATIVES:

Bilingual/TESL

Response was left blank.

Dance

The dance program has several opportunities for field experiences at local elementary schools, but not 100 hours. Thinking of setting up a dance practicum, but as a minor program students it is challenging.

Early Childhood Education

a. CTL Standards Achievement Data was not available in CDMS.

b. The ECE majors complete 320 hours of field experience as part of the program. The assessment data (reflections on Livetext as well as in hardcopy, lesson plans, video evidence, etc.) are maintained by the department for 5 years after the practicum experience.

c. The students are typically placed in smaller rural school districts that have high free and reduced lunch, language differences, 12% special education populations, etc.

Elementary Education

a. The data from the CTL 1.3 indicates that over 90% of the elementary education students have strategies for meeting the needs of diverse learners.

b. The expected 100 hours of work and reflections on delivering educational experiences to diverse populations is in place within the Teacher Education Program. Elementary Education is working to customize the placement of the students to specifically address issues within the K-8 population and educational arena. All Elementary Education program students are getting some diversity experience but not the targeted 100 hours.

c. Students are getting experiences that are different from their home/school environment of origin. However, they are not getting as much experience as the program would like. Much of this is due to the limited availability of sites within a short distance from the Ellensburg campus. With scheduling changes students could spend one day a week in a school 30-50 miles from campus and the program would broaden all candidates experiences. Considerations of class scheduling are currently under consideration.
**English/Language Arts**

No current data provided.

**Family & Consumer Sciences**

Students in the program must successfully complete classes dealing with various cultures. Program completion portfolios often depict the use of that knowledge through videos and written papers.

**Health & Fitness**

Response was left blank.

**History/Social Studies**

Response was left blank.

**Literacy**

A. The literacy program scored a 4.3 on the diversity indicator.

C. As indicated in the data, the placement of literacy minors in diverse settings was low. The number appears to be parallel to the CTL numbers.

**Mathematics**

Response was left blank.
Music

Music candidates appear to meet or exceed the criteria for CTL standard 1.3, and to meet the requirements of EDF field experiences. There are no additional field experiences within the music major, primarily due to credit loads and faculty workloads.

It is difficult to interpret the diversity index as requested, as a percentage of candidates that have had an experience dissimilar to their own background. As mentioned earlier, we will continue to work with the Office of Field Experiences in determining the optimal placement on a case-by-case basis.

Professional Education Programs

Response was left blank.

Sciences

A. CANDIDATE CULTURAL COMPETENCE. No CTL standards data was provided in 2012-2013. Historically, secondary science teaching candidates score on average 4.48 on CTL Standard 1.3 and thus exceed the CTL standard of 3 or better. Science education faculty will model culturally competent pedagogies when teaching.

B. FIELD EXPERIENCE REFLECTION. No data is provided in the CDMS currently to evaluate performance in this area. Science education has recently implemented a 50 hour practicum course that includes reflection elements similar to those required in the edTPA. We also have implemented practicum field experiences in science teaching methods courses and provide many programmatic opportunities for students to work in the field (informal science, etc).

C. DIVERSITY OF FIELD EXPERIENCE. No data is provide for 2012-2013. Historically, data indicate that in the last two years the percentage of candidates experiencing ethnically diverse field placements has increase from an average around 30% to and average of just over 50%. The percentage of candidates receiving a bilingual and a high poverty experience is roughly parallel to the ethnicity data. Science education faculty currently have no say in student teaching placements. We plan to continue having conversations with student teaching placement personnel to ensure science students are provided with suitably diverse student teaching experiences.

Special Education

Response was left blank.
Traffic Safety/Technology

Response was left blank.

Visual Arts

The above indicators seem satisfactory.

World Language

Traditionally, we have placed our students in schools that have provided enriching diversity experiences.
BUDGET/RESOURCE ANALYSIS:

Bilingual/TESL
Response was left blank.

Dance
May need to consider funding for staffing dance practicums to meet the field experience requirement if it is applicable to a minor program.

Early Childhood Education
Response was left blank.

Elementary Education
Travel funding and van availability to take students to school sites for diverse experiences on a continual basis.

English/Language Arts
Response was left blank.

Family & Consumer Sciences
Response was left blank.

Health & Fitness
Response was left blank.

History/Social Studies
Response was left blank.
Literacy

B. The data sets need to be complete in order to assess this area.

The literacy program supports those making the field placements toward more diverse settings.

Mathematics

Response was left blank.

Music

Increased flexibility and communication with Office of Field Experiences with regard to the particular placement options and opportunities in quality music programs that represent diversity.

Professional Education Programs

Response was left blank.

Sciences

Faculty modelling culturally competent teaching is important for candidates to understand how to demonstrate effective strategies and dispositions related to cultural competence. Modeling effective strategies requires that faculty develop cultural competence and related teaching strategies. Providing time for candidates to reflect on their teaching and how they differentiated instruction is important and just as important is the time required for faculty to provide feedback on student reflections. Placing candidates in diverse field experiences will increase cultural competence, however, science education faculty have little to no input on candidate placement which is one reason why we implemented a secondary science practicum course. Science education faculty fully support diverse placements as they promote increased candidate professional and personal growth. We need to have more transparent communication about science education candidate placements and at least some input on where they eventually are placed. We request 1 WLU per faculty member (7 WLU total) to participate in professional development around cultural competency and to develop modules in science teaching courses that explicitly model culturally competent teaching. The faculty time requested in a prior section for advising and assessment will effectively allow faculty time to provide opportunities for and feedback on candidate teaching reflection.
Special Education

Response was left blank.

Traffic Safety /Technology

Response was left blank.

Visual Arts

Response was left blank.

World Language

Response was left blank.
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 1and December 15

A Met Criterion
B Below Criterion
C Met Criterion
D Surpassed Criterion
E Surpassed Criterion
F Met Criterion
G N/A

Interpretations/Key Strategies/Initiatives  A: Our enrollment numbers improved over the 2011-12 academic year but are still at the low end of our spectrum. This is impacted significantly by lower enrollments at the centers.
B: Our diversity numbers have increased each year and we are significantly higher than CTL numbers. However, we still need to encourage more ethnic minorities to become involved in teaching.
B1: A plan needs to be developed at the program level (as well as department and college levels) to develop an outreach program with the minority populations in central Washington.
C: Data for this question comes from program notes. The only applicants who were not admitted to the Bilingual Education/Teaching ESL programs were those who had not been fully admitted into the PEP program.
D: 95% passed WEST-B Math
E: 95% passed WEST-B Reading
F: 90% passed WEST-B Writing
G: 19 of our students completed the Disposition Survey but no data to indicate total numbers of students who should have. Many of our students do not declare until the end of their programs.

Budget/Resource Analysis  A & B: budget restraints make recruiting more diverse students difficult.
There needs to be some source of funding available to assist in meeting goals. Faculty members are already overloaded meeting current responsibilities and do not have specialized training in fund raising.

**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  Met Criterion  
C  N/A

Interpretations/Key Strategies/Initiatives  
A: Our students did exceptionally well in meeting CTL standards.  
B: The average time to completion for our program students was 8.25. Each sub-category group of our students met the outcome except for those from main campus.  
C: No data available.

Budget/Resource Analysis  Teacher candidates are progressing within the current financial structure. As we expand our online programs, additional funding will be needed.  
C: There needs to be additional advising resources available for the students on our main campus. Their time-to-completion is three to four quarters longer than students who transfer to main campus or those who are at the centers.

**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
Submission #33
Published on Center for Teaching and Learning
(http://www.cwu.edu/teaching-learning)

D. Pearson / All Quarters

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

Interpretations/Key Strategies/Initiatives
A: From the data available program candidates tend to be placed in diverse classrooms for student teaching at a higher rate than other programs. The inclusion of practicum placement would increase this ratio because most such placements are in diverse classrooms.
B: The data available does not provide the information needed to document the outcome. However, the program candidates average well above the 3.0 outcome for each area, allowing us to assume that the outcome was met.
C: Candidates improved their scores on three of the four domains. Program will need to focus on developing reflective practitioners.
D: WTPA data not available.

Budget/Resource Analysis
We need data that matches outcomes.

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 Met Criterion
C Met Criterion
D Below Criterion

Interpretations/Key Strategies/Initiatives
A: The data for this performance objective is incomplete. However, from the existing data we can surmise that those who complete the program and graduate include more than 80% of those who declared the minors.
B: We are above the goal.
C: The data demonstrate that 80 % of our candidates successfully pass the WEST-E assessments on their first try.
D: Our numbers have 87% of our candidates receiving their first Residency certificate.
D1: What has happened to the remaining 13%? We need to investigate why they have not received their residency.

Budget/Resource Analysis
D1: There needs to be access to records that indicate lack of residency
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 Exceeded Criterion
C Exceeded Criterion
D N/A
E N/A
F N/A
G N/A

Interpretations/Key Strategies/Initiatives
A: Data indicates that only 41% of candidates find employment in first year.
B: The data indicates that all program graduates were employed after three years.
C: Data indicates that all program graduates remained teaching after 5 years.
D-G: No data available.

Budget/Resource Analysis This is an area where it is not clear how our program can improve. These trends (beyond first year) are more a matter of district/school conditions and programs as well as graduate university programs.

UNIVERSITY OBJECTIVE 1.2: Enhance the Effectiveness of Student Support Services

Unit Outcomes A. Faculty annually review effectiveness of field placements, mentoring, and mentor
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 Met Criterion

Interpretations/Key Strategies/Initiatives
A & B: No data available.
C: Our program has made practicum placement possibilities more exciting by including the possibility of placement in Honduras.

Budget/Resource Analysis
Other possible practicum placements could be included in program.

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 Needs Improvement
B Below Criterion
C N/A
Interpretations/Key Strategies/Initiatives  
A: The program did not offer any sch training opportunities.  
B: Candidates exceeded the growth expectations in three of the four areas, but actually regressed in Domain Three. The average of the four domains do exceed the .10 growth.  
C: Data on enrollments was available but not graduates.  

Budget/Resource Analysis  
We need data on graduating demographics.

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. Surpassed Criterion

Interpretations/Key Strategies/Initiatives  
A: We have maintained our program faculty diversity at 50%.  
B: 50% of are faculty are ethnic minorities.

Budget/Resource Analysis  
Maintain budget for 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
A N/A
B N/A
C N/A

Interpretations/Key Strategies/Initiatives  No data available.
Budget/Resource Analysis  Data needs to be collected which would require increased release time for program faculty or more data from university.

Source URL:
http://www.cwu.edu/teaching-learning/node/2559/submission/33?destination=node/2559/submission/33
Submission information  
Form: Annual Program Report Form

Submitted by youngth
Thu, 12/12/2013 - 11:43
172.16.30.13

Program Dance

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 Below Criterion
C Exceeded Criterion
D Exceeded Criterion
E Exceeded Criterion
F Exceeded Criterion
G Below Criterion

Interpretations/Key Strategies/Initiatives  The students in the dance program tested well in basics, but did not complete the disposition information. We are placing more emphasis on dispositions in our program for the upcoming year. It is a component in several of our classes, put needs improvement.

Budget/Resource Analysis  Not that we have an additional full time faculty working in the program, we can put additional emphasis on some areas of the program to strengthen student success.

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  Met Criterion  
B  Met Criterion  
C  Met Criterion  
Interpretations/Key Strategies/Initiatives  
The Dance Program Minor is set up to run over a two year period. The two year set calendar we use is beneficial for the students so they can plan ahead and finish in a timely fashion.  
Budget/Resource Analysis  
It is important to have the faculty to offer the needed courses for the minor in a timely manner. We are on track with that now with two faculty teaching in the program.  

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  N/A  
B  N/A  
C  N/A  
D  N/A  
Interpretations/Key Strategies/Initiatives  
We are not set up for student teaching as a minor program.  
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. 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. Exceeded Criterion
B. Exceeded Criterion
C. Exceeded Criterion
D. N/A

Interpretations/Key Strategies/Initiatives Our students are completing the dance minor program in a timely manner in regards to both program and graduation.

Budget/Resource Analysis Continue current staffing levels.

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. N/A
D. N/A
E. N/A
F. 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  N/A  
B  Met Criterion  
C  Exceeded Criterion

Interpretations/Key Strategies/Initiatives  
Students get advising quarterly and complete a form which is signed by both faculty and student. The dance program faculty are continually making program updates and changes to reflect best practices in our field.

Budget/Resource Analysis  
Continue current faculty staffing to ensure adequate time for these important program components.

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 Surpassed Criterion
B Met Criterion
C N/A

Interpretations/Key Strategies/Initiatives The nature of our field in Dance is very inclusive and diverse. Faculty continue to participate in workshops and conference presentations to improve program pedagogy.

Budget/Resource Analysis Continue using professional development funds for faculty to attend workshops and conferences.

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 Surpassed Criterion
B Met Criterion

Interpretations/Key Strategies/Initiatives The Dance Program has a new MFA faculty this year from New Mexico. The Dance Program draws all types of ethnically diverse groups.

Budget/Resource Analysis Continue funding for new faculty position as it adds so much room for program growth.

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 own 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  Below Criterion  
C  N/A

Interpretations/Key Strategies/Initiatives  
The dance program has several opportunities for field experiences at local elementary schools, but not 100 hours. Thinking of setting up a dance practicum, but as a minor program students it is challenging.

Budget/Resource Analysis  
May need to consider funding for staffing dance practicums to meet the field experience requirement if it is applicable to a minor program.

Source URL:  
http://www.cwu.edu/teaching-learning/node/2559/submission/41?destination=node/2559/submission/41
Submission information

Form: Annual Program Report Form
Submitted by salyerk
Tue, 12/17/2013 - 08:02
172.16.30.8

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 Needs Improvement
B Met Criterion
C Surpassed Criterion
D Below Criterion
E Below Criterion
F Below Criterion
G Met Criterion

Interpretations/Key Strategies/Initiatives

a. Enrollment in the Early Childhood Education Program (ECE) had dropped from 194 to 164 students during the 2012-2013 AY. There are many factors that would have played into this drop in majors/minors for ECE. WA state endorsement criteria has shifted to include a heavier emphasis on the content instruction which CWU's ECE program needs to explicitly embed within the existing courses and develop new courses to address. We also need to increase the diversity in the teaching faculty that are delivering the on-campus program. Currently the entire 49 credits are taught by 2 TTF and 2 (.25 time) faculty. There needs to be more diversity in the program faculty to help with the fidelity with which the program operates and the content that is delivered. The CWU Center programs are holding steady for student enrollment much due to the 2 year cohort model.

B. The data collected (gender, ethnicity) are not sufficient to represent the full spectrum of diversity that is within the ECE student population. There does need to be stronger recruitment of males as well as other diverse populations as the program moves forward.

C. Well over 75% of the students who apply for the ECE program as either a major or minor are accepted into the program with an 80%> graduate rate.
D. The WEST-B Math pass rate for first time takers is 83% but the information regarding the pass rate for students who take the exam more than once is not available. Of the 83% that passed on the first attempt the mean score was over the 240 by 22 points.

e. The WEST-B Reading pass rate for first time takers is 66%, the lowest of all areas, but the information regarding the pass rate for students who take the exam more than once is not available. Of the 66% that passed on the first attempt the mean score was over the 240 by 10 points.

F. The WEST-B Writing pass rate for first time takers is 76% but the information regarding the pass rate for students who take the exam more than once is not available. Of the 76% that passed on the first attempt the mean score was over the 240 by 17 points.

G. Data isn't available to determine the number of students who applied to the program in the 2012-2013 AY completed the Dispositional Survey. The survey is required to be fully admitted to the Teacher Education Programs so it is safe to assume that all candidates will have completed the DI if they are certification bound (ECE has a non-certification track for major and minors as well).

Budget/Resource Analysis

A. Need additional TT faculty position for campus to help in the delivery and operations of the ECE major/minor.

B. Recruitment funding to begin High School to College partnerships, program advertising funds, etc.

C. An additional 0.5 Academic Advising support to help free faculty to work with students on developmental advising. Currently the TEACH program has 706 majors/minors with 3 FTT Faculty and one fulltime academic advisor.

d. - f. Resources to engage in Living Learning Communities for education so early preparation, advising, training, etc. can begin prior to students reaching the gateway for the major/minor.

g. no additional resources

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 N/A

B Met Criterion

C N/A

Interpretations/Key Strategies/Initiatives

a. Data is missing from CDMS.

b. Over 93% of the ECE students are graduating on time.

c. Data is missing on CDMS.

Budget/Resource Analysis

Faculty wlu release time to develop and conduct professional development
students in the ECE/TEACH programs.
Faculty wlu release time to develop assessment rubrics for final portfolio and for Livetext.

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  Surpassed Criterion
D  Below Criterion

Interpretations/Key Strategies/Initiatives
a. More than 50% of the students in the ECE field experiences are placed in local schools that have a highly diverse (ethnic, language, free & reduced lunch program, etc.) during their major/minor program. Placements for student teaching are through the Office of Field Placement and the diversity rates for placement was not reported on the CDMS.

b. There was a positive change in the Disposition Inventory from pre to post that ranged from 0.1 to 0.19 across the 4 domains.

c. The pass rate at a 3.0 on the first 15 rubrics of the edTPA was significantly below the 80% rate.

b. The average for the ECE candidates on the Final Student Teaching Evaluations by Domains were all above the 3.0 point. However, they ECE averages were below the CTL averages indicating that ECE has some work to do in all domain areas.

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 / November 1 / December 15

A N/A
B Met Criterion
C Needs Improvement
D N/A

Interpretations/Key Strategies/Initiatives
a. Not able to determine if 85% of majors/minors graduate as the number that change majors/minors, dropout, etc. is not available. The total noted is for each year and not for the program as a whole so the CDMS data is insufficient to determine the global graduation rate.
b. Ontime graduate rate is 93% for ECE.
c. Only 55% of the ECE majors/minors pass the WEST-E on their first attempt. This needs to be addressed through program review and redesign of classes within the program.
d. The 90% receive a first time residency certificate is hard to determine due to the lack of a hard number of students who enter & maintain a major/minor within the program for each year. Based on the number of students who attempt student teaching and went on to obtain a first time residency ECE certificate of ECE majors/minors was 86% but there is no clear indicator if the certificate was in ECE or some other endorsable area. Perhaps Professional Education Program or Teacher Certification could provide further insight.

Budget/Resource Analysis
a. - c. More academic advising model (academic & developmental advising) will help identify potential students earlier and advise them in general education preferences for the program. Once students are in the major/minor the developmental advising model will help keep students to increase the graduation rate as well as the end of program assessments at a higher rate.
b. In addition to better advising having faculty wlu release to develop the mentoring program and professional development workshops for the ECE/TEACH students. One additional TT faculty position is required to diversify the class offerings and to develop the mentoring/developmental advising/professional development programs for ECE.
c. Additional faculty wlu release time to develop workshop and in-service programs to be delivered throughout the candidate's educational career to help develop focal points and study perspectives for success in the field of education.

**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 N/A
D N/A
E N/A
F N/A
G N/A

Interpretations/Key Strategies/Initiatives
a.-c. The data provided is unclear as to the percentage of first and third year hires. A trend analysis of the data suggests that there are more third year post-graduate students getting jobs. The number of openings as the economics of the state increases may be responsible for the increase.
d. Data on Alumni/Principal Survey was not available on CDMS.
e. - g. Data on survey results wasn’t available.

Budget/Resource Analysis unknown as the data is not available to make any program decisions.

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
Interpretations/Key Strategies/Initiatives  
a. The number of individuals that scored a 3.0 or higher is not available through the CDMS system, but a summary of the mean scores indicate that the average for the ECE majors/minors was above the 3.0 criteria in all 10 domains. However, the ECE mean scores were all below the CTL averages on all 10 domains. 
b. All four domains on the Disposition Inventory have increased by 0.1 for the ECE candidates. 
c. Due to the loss and non-replacement of a faculty position in TEACH the work load has been redistributed and specific program improvements were on hold for the 2012-2013 AY.

Budget/Resource Analysis  a. Faculty wlu release time to analyze the program courses and to redesign class outcomes to meet the deficit areas.
b. none
c. One TT faculty position to replace the loss of positions from prior years.

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 

Interpretations/Key Strategies/Initiatives  a. The ECE program participates in the day of diversity event that the CTL hosts each year. 
b. All four domains on the Disposition Inventory have increased by 0.1 for the ECE candidates. 
c. While the CDMS system does not indicate all the diversity categories that are considered by the ECE/TEACH program it is not possible to provide direct information from the data base. However, the diversity rate within the ECE graduates exceeds the 35% rate of the goal when taking into account the full spectrum of “diversity” within the program.

Budget/Resource Analysis  The Program follows the CWU guidelines for hiring and is active in recruiting diversity in all areas. A budget for recruitment and additional support in terms of wlu release would allow faculty to do more high school partnership programs in an effort to attract a wider array of
students (wlu release of 15 credits a year).

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. Needs Improvement

Interpretations/Key Strategies/Initiatives
a. The 3 full-time tenure track faculty members have remained. However the ECE/TEACH program has gone from 11 TT faculty to 5 over the past 5 years due to not being able to replace vacant positions.
b. The 3 TT faculty members in ECE are diverse in cultural aspects but are all ethnically the same.

Budget/Resource Analysis Need to have one of three TT positions that have been vacated and not filled over the past 5 years reinstated.

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 own 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  Exceeded Criterion
C  Met Criterion

Interpretations/Key Strategies/Initiatives  
  a. CTL Standards Achievement Data was not available in CDMS.
  b. The ECE majors complete 320 hours of field experience as part of the program. The assessment data (reflections on Livetext as well as in hardcopy, lesson plans, video evidence, etc.) are maintained by the department for 5 years after the practicum experience.
  c. The students are typically placed in smaller rural school districts that have high free and reduced lunch, language differences, 12% special education populations, etc.

Budget/Resource Analysis  
  Travel expenses to broaden the placement opportunities would be very helpful as we grow the program and need more fulltime placement sites for ECE majors.

Source URL:  
http://www.cwu.edu/teaching-learning/node/2559/submission/49?destination=node/2559/submission/49
Submission information
Form: Annual Program Report Form
Submitted by salyerk
Mon, 12/16/2013 - 08:30
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 Met Criterion
C Exceeded Criterion
D Exceeded Criterion
E Exceeded Criterion
F Exceeded Criterion
G Exceeded Criterion

Interpretations/Key Strategies/Initiatives Enrollment in the Elementary Education Program has continued to drop over the 5 year span (927 to 602). Some of the identifiable reasons for the decline include:

1. New Majors (middle level) that are drawing some students into other areas as they cannot teach at the 5/6-8 grade levels with an elementary endorsement due to changes in state requirements. So, approximately 90 students are currently under the ML majors that would 3 years ago would have been Elementary K-8 endorsement candidates.

2. With the increased requirements (WEST-B/E, edTPA, TPEP, Common Core Standards, etc.)& expenses of becoming a teacher has deterred borderline candidates from entering the field. The Elementary Education percentage rate of first time passage of the WEST-B has shown a steady increased from 69.8% to 89% over the past 5 years.

3. The Elementary Education Program has in the past been offered at the main campus as well as 6 CWU centers. In 2012-13 the phase out began for the Lynnwood Center and the Kent Center was closed
reducing the number of offerings of the Elementary Education Program and hence the number of students in the program.

4. The number of Elementary Education Teachers required by the market at large has also changed over the past 5 years. The move to Common Core standards and “highly qualified” requirements by the Federal and WA State governments have made the K-8 generalist teaching degree less marketable. The need for specialists in Early Childhood, Middle Level, and content areas has increased dramatically over the past 5 years.

The loss of majors from a high in 2008-2009 AY of 927 to our current status of 602 is not alarming the enrollment in the more specialized areas of Early Childhood, Middle Level (math, science, language arts, & social studies) have increased.

B. Ethnic Diversity has shown a steady increase from 8.5% in 2007-2008 AY to 12.5% in the 2012-2013 AY. Elementary Education is still targeting general diversity as an area to work on for the 2013-2014 AY. The general term “diversity” is hard to measure as there isn’t a requirement for disclosure.

C. The rate of Elementary Education majors acceptance into the Teacher Certification Program for 2012-2013 was 88%.

D. WEST-B pass rate for the math test 93%.

E. West-B pass rate for the reading test was 89%.

F. West-B pass rate for the writing test was 86%.

G. There were 90 students that completed the Disposition Inventory pre assessment with 98% indicating a moderate to high recognition of the importance of the implementation of the 4 domains within their personal and professional life.

Budget/Resource Analysis  A. Work to develop new minors that would make K-8 Elementary Education Students more marketable with the combination of major/minors.

B. Target diverse populations in marketing of the Elementary Education Program.

**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. Met Criterion

Interpretations/Key Strategies/Initiatives

A. Mean was 4.38 - 4.45 (1-5 scale) across all 5 CTL standards with 97% - 100% of the students in the Elementary Education Program meeting or exceeding 3.0.

B. During the 2011-2012 year the time to graduation ranged from 8.18 - 9.56 quarters. The time to graduation has numerous factors that influence the number of quarters. The CWU centers are in cohorts so they take 16-18 credits a quarter without any real choice or potential schedule conflicts. On campus the number of credits students take a quarter depend on schedule conflicts, extra curricular activities, number of credits in the minors (which may or may not be teacher education related), etc. Elementary Education majors have to complete a major (50 credits), minor (27-45 credits), and the professional education sequence (50 credits) which requires a greater time to graduate than a traditional degree program on campus.

C. Even with the variables the data shows that Elementary Education has a 93% "ontime" graduation rate.

Budget/Resource Analysis

A. The lowest ranking on the CTL standards is 1.5 - Creating a Productive Environment. Elementary Education Students need more experience in producing and teaching instructional segments which would require students to spend more time in the field with faculty at elementary education classrooms. Additional resources (1 faculty) and transportation costs as well as funds for additional curriculum materials is needed to meet this goal.

Elementary Education has 2 FTT faculty (1 Lynwood & 1 campus) The addition of 2 additional faculty members would allow the program to grow and offer more field experiences.

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. Surpassed Criterion
B. Exceeded Criterion
C. Met Criterion
D. Needs Improvement

Interpretations/Key Strategies/Initiatives

a. The percent of "high diverse" placement data was not available on the CDMS report but the mean index for the 2012-2013 AY increased in all 4 noted areas (ethnicity, poverty, special education, & bilingual).

B. All 239 Elementary Education students exceeded the 3.0 rating (3.77 - 4.2) on the Final Student Teaching Evaluation by Domains.

C. There has been an increase in the 4 disposition inventory areas ranging from 0.05 to 0.25.

D. The average pass rate at the 2.3 cut rate (3.0 was original projection but WA State lower the min. criteria to 2.3) was 26%, well below the 80% goal at 3.0. The TEACH Elementary Education Faculty have worked to integrate the edTPA criteria into existing courses but more professional development needs to be done. The elementary education program is also in the middle of a complete program revision to address these issues as well as other preparatory alignment issues with the existing program.

**Budget/Resource Analysis**

TEACH faculty need professional development in both the Common Core State Standards and the edTPA. Resources for the professional development and release time to further develop the new elementary education program that is aligned with the new standards is essential at this point. Estimated cost for 1 year of PD & program development is $16,250.

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**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 / November 1 / December 15

**Interpretations/Key Strategies/Initiatives**

A. Over 95% of Elementary Education majors graduate.
B. Over 93% of Elementary Education majors graduate on-time.
C. The pass rate on the two required elementary education WEST-B (both exams have to be passed on the first trial) is 65.8% which is up from 64.7 and 59.7 from the prior two academic years. However, the pass first time pass rate is lower than the 80% goal level and needs to be a focus area.

**Budget/Resource Analysis**

The TEACH program has proposed the development of a workshop to be...
offered multiple times each quarter for students at the various program locations to help students prepare for the WEST-E. The workshops would not be a cram course but an organizational and key points to get from your program as you progress through the degree. Students at all points in the program would benefit from the workshops as they would gain data on what to focus on as they move through the programs. The cost of developing the workshop focus points and format will have an associated cost of 1 wlu x 5 plus 2.5 wlu for conducting the workshops each quarter at each campus.

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 Below Criterion
C Surpassed Criterion
D N/A
E N/A
F N/A
G N/A

Interpretations/Key Strategies/Initiatives  a. The first year out employment rate is approximately 40%. This is very low and the etiology is multifaceted. The job market is beginning to open back up after the recession. The number of graduates seeking jobs is not tracked nor are the graduates that leave the state of Washington.

b. Here again the data is unclear and the program should consider using other indicators for measuring these outcomes.

C. Graduates that are hired maintain their job status into the third year and beyond.
Budget/Resource Analysis  The office that is collecting the post graduation surveys needs to make that data available.

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  Surpassed Criterion

Interpretations/Key Strategies/Initiatives  a. The data shows that on the Final Student Teaching Evaluations the Elementary Education students all scored above a 3.77.

b. Data not available.

c. The elementary education program is undergoing a major review of the entire program during the 2013-2014 AY. During the 2012-2013 AY a new major and two new minors during the 2012-2013 AY. During the 2011-2012 AY we conducted a complete review of the ECE program.

As we move into the new Elementary Education Program era it is the goal of TEACH to use a general advisor for academic advising needs and use faculty as developmental advisors and mentors.

Budget/Resource Analysis  More wlu time to manage and continue to develop student learning supports.

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 Met Criterion

Interpretations/Key Strategies/Initiatives
a. The diversity workshop is offered to all TEACH faculty each year.
b. The scores on the post inventory have all increased.
c. Over 35% of our graduates represent diversity.

Budget/Resource Analysis
Continued funding for the yearly diversity and sensitivity training.

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 Surpassed Criterion

Interpretations/Key Strategies/Initiatives
a. & b. TEACH follows CWU program guidelines for hiring practices. Candidates teach a class session and students are surveyed regarding their teaching effectiveness, interactions, etc. Unfortunately the relatively low salaries for assistant professors discourages many highly qualified and diverse candidates from applying.

TEACH has a 43% ethnically diverse faculty at the current time.
b. Budget/Resource Analysis  Increase the base salary for assistant professors.

**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 Surpassed Criterion
B Met Criterion
C Met Criterion

Interpretations/Key Strategies/Initiatives  a. The data from the CTL 1.3 indicates that over 90% of the elementary education students have strategies for meeting the needs of diverse learners.

b. The expected 100 hours of work and reflections on delivering educational experiences to diverse populations is in place within the Teacher Education Program. Elementary Education is working to customize the placement of the students to specifically address issues within the K-8 population and educational arena. All Elementary Education program students are getting some diversity experience but not the targeted 100 hours.

c. Students are getting experiences that are different from their home/school environment of origin. However, they are not getting as much experience as the program would like. Much of this is due to the limited availability of sites within a short distance from the Ellensburg campus. With scheduling changes students could spend one day a week in a school 30-50 miles from campus and the program would broaden all candidates experiences. Considerations of class scheduling are currently under consideration.

Budget/Resource Analysis  Travel funding and van availability to take students to school sites for diverse experiences on a continual basis.

**Source URL:**
http://www.cwu.edu/teaching-learning/node/2559/submission/47?destination=node/2559/submission/47
Submission information
Form: Annual Program Report Form
Submitted by: cummings
Mon, 12/02/2013 - 16:34
172.16.30.13
Program: English/Language Arts
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 Below Criterion
C Exceeded Criterion
D Met Criterion
E Exceeded Criterion
F Met Criterion
G Needs Improvement

Interpretations/Key Strategies/Initiatives
We will collaborate more closely with our CTL colleagues to attach the Dispositions Survey to the capstone course, ENG 488.

Budget/Resource Analysis
With resources, we could increase our attention to the recruitment of a diverse population of candidates to our program through brochures, college major fairs, school visitations (as part of workload).

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 N/A
B N/A
C N/A

Interpretations/Key Strategies/Initiatives
No data available since 2010.

Budget/Resource Analysis
No data available since 2010.

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 N/A
B Exceeded Criterion
C Met Criterion
D N/A

Interpretations/Key Strategies/Initiatives
For the Disposition Survey, our students improved in 3 of four categories but need to incorporate more self-reflective practice in our methods courses.
No data on WTPA was provided. It is no longer in use.

Budget/Resource Analysis
No needs.

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 / November 1 /December 15

A. Below Criterion
B. Below Criterion
C. N/A
D. Exceeded Criterion

Interpretations/Key Strategies/Initiatives
We are 7% from the goal for graduation, 10% from our goal on on time completion. The data for the WEST-E included no percentages. We well exceeded the 90% goal for certificate completion.

Budget/Resource Analysis None needed.

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. N/A
D. N/A
E. N/A
F. 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 N/A
B N/A
C N/A

Interpretations/Key Strategies/Initiatives  No data was provided for University Objective 1.2. However, the English Education faculty meets annually to discuss data and to plan improvements. We also utilize LiveText data and information from the capstone presentations to teachers for program evaluation. Students are assessed by their practicum teacher for their ENG 492 practicum experience in the schools.

Budget/Resource Analysis  Funding is essential for continuing support for the secondary cooperating teachers who assess the capstone portfolios and presentations and who work with our students in the practicum experience.

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. Below Criterion 
C. Below Criterion 

Interpretations/Key Strategies/Initiatives  
The CTL provides faculty development opportunities related to different ways of knowing and culturally responsive teaching. Our students improved in three of four domains on the Disposition Survey. We are still falling short on our diversity goals but our department has set improving diversity as a strategic goal for all major programs. 

Budget/Resource Analysis  
Support for recruiting minority teacher education candidates would assist our efforts to improve our diversity.

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. Exceeded Criterion 
B. Below Criterion 

Interpretations/Key Strategies/Initiatives  
Our faculty is diverse but our student population does not reflect the diversity we hope to see. 
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
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 own 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

No current data provided.

Budget/Resource Analysis

N/A

Source URL:
http://www.cwu.edu/teaching-learning/node/2559/submission/36?destination=node/2559/submission/36
Submission information  Form: Annual Program Report Form
Submitted by wyattm
Wed, 12/11/2013 - 08:55
172.16.30.8
Program  Family & Consumer Sciences
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  Met Criterion
E  Met Criterion
F  Met Criterion
G  Met Criterion

Interpretations/Key Strategies/Initiatives  While FCS did not have a passing score at the time, we are now meeting the criterion
Budget/Resource Analysis  Although the budget/resources have not changed, we are successfully working with what we have.

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 Met Criterion
B Met Criterion
C Met Criterion

Interpretations/Key Strategies/Initiatives  Our program is meeting the criterion for retention. We have had only one student drop (change their major) in the last two years. That was because of personal reasons.

Budget/Resource Analysis

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 Met Criterion
B Met Criterion
C Met Criterion
D Met Criterion

Interpretations/Key Strategies/Initiatives  Since we are a small program, we can place all of our student teachers. Those placements are often based on teacher and student needs.

Budget/Resource Analysis

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 / November 1 / December 15

A Met Criterion
B Met Criterion
C Met Criterion
D Met Criterion

Interpretations/Key Strategies/Initiatives
Our graduates complete the program in a timely manner. If schooling takes longer (or shorter) time, it is because of personal needs.

Budget/Resource Analysis ---

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 Met Criterion
B Met Criterion
C Met Criterion
D Met Criterion
E Met Criterion
F Met Criterion
G Met Criterion
Interpretations/Key Strategies/Initiatives  Our program is one of only two programs in the state preparing FCS teacher. It has a high placement rate. Our graduates are sought after. Our graduates tend to stay in the profession for numerous years.

Budget/Resource Analysis  ---

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  Met Criterion
C  Met Criterion

Interpretations/Key Strategies/Initiatives  The program director has direct contact with graduates of the program. Many of the graduates are at professional conferences, and discussions about improving/changing the program (to the better) take place there.

Budget/Resource Analysis  there has been increased financial support of the faculty and students to attend professional meetings

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 Met Criterion

Interpretations/Key Strategies/Initiatives
The program has an advisory committee. That committee meets on an annual basis to help improve the program. There are individuals from public education, the university, business, clergy, students, and OSPI. It tries to respond to all socio-groups. Especially to help with promotion and retention.

Budget/Resource Analysis
There is now department funding to help defray the cost of such a group

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 Below Criterion
B Below Criterion

Interpretations/Key Strategies/Initiatives
Although males, and diversity, are encouraged within the program this is an area that needs to be worked on. FCS Ed is currently all female.

Budget/Resource Analysis
The program and department has put money into promoting the program, especially for male students

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 an experience in a classroom dissimilar to their own 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  Met Criterion  
C  Met Criterion

Interpretations/Key Strategies/Initiatives  
Students in the program must successfully complete classes dealing with various cultures. Program completion portfolios often depict the use of that knowledge through videos and written papers.

Budget/Resource Analysis  ---  

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Submission information
Form: Annual Program Report Form
Submitted by henschph
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Program Health and Fitness
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 Needs Improvement
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 for 2012-2013, the enrollment numbers have dropped slightly from 2011-2012. As a program, we are only offering one cohort starting in the fall quarter. We now have two cohorts taking classes all year.

Budget/Resource Analysis Maintain our full faculty lines. No additional funding is needed to maintain program at this time.

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

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</tr>
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<td>C. OREA and Program / Fall Quarter</td>
<td>October 1 and December 1</td>
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| A  | N/A |
| B  | N/A |
| C  | N/A |

Interpretations/Key Strategies/Initiatives 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

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<tr>
<td>D. Pearson</td>
<td>All Quarters</td>
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</tbody>
</table>

| A  | Needs Improvement |
| B  | Surpassed Criterion |
| C  | Met Criterion |
| D  | Below Criterion |

Interpretations/Key Strategies/Initiatives

- B. The final student teaching evaluations definitely improved from 2011-2012. Only two areas the teacher candidates were slightly below the overall CTL mean. The areas were use of constructivism (3.76) and professionalism (4.03). These are still high passing scores.

- C. The teacher candidates did not all submit their disposition inventory as the n= 15 for pre and n=14 for post to get an accurate reading. The teacher candidates did not do all domains for the post. For example in domain 2, only 8 teacher candidates scored. There was a slight positive change in all four domains.

- D. The teacher candidates in Health and Fitness had a passing rate of 63.6% (7/11) for the edTPA for the cut-off score of 35. The average of a 3 or better across all 15 testing domains on the EdTPA for the teacher candidates did not meet. The rubric 9 average did score above a 3.0 (3.09 in the area of subject-specific pedagogy).

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. 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 / November 1 / December 15  

A Exceeded Criterion  
B Exceeded Criterion  
C Met Criterion  
D Exceeded Criterion  

Interpretations/Key Strategies/Initiatives  B. 90% of the teacher candidates in PESH are graduating on time.  
D. 110% of our PESH teacher candidates receive a first time residency certificate (n= 22) compared to the overall CTL percent of 74.2%.  

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
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 N/A

Interpretations/Key Strategies/Initiatives n/a  
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 N/A

Interpretations/Key Strategies/Initiatives n/a
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 Surpassed Criterion

Interpretations/Key Strategies/Initiatives n/a
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 an experience in a classroom dissimilar to their own 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  Met Criterion
C  Met Criterion

Interpretations/Key Strategies/Initiatives  n/a

Budget/Resource Analysis  n/a

Source URL:  
http://www.cwu.edu/teaching-learning/node/2559/submission/44?destination=node/2559/submission/44
Submission information
Form: Annual Program Report Form
Submitted by moorest
Thu, 12/12/2013 - 11:34
172.16.30.8
Program History/Social Studies
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 N/A
C Exceeded Criterion
D Exceeded Criterion
E Exceeded Criterion
F Exceeded Criterion
G Met Criterion

Interpretations/Key Strategies/Initiatives A. The department is currently investigating reasons for declines in enrollment over the past couple years. One explanation is that we inexplicably began offering fewer survey sections which is our main recruiting base for new majors. Another likely factor is the challenge of acquiring teaching, especially Hist/SS teaching, jobs in the current economic climate. We will continue to monitor this.
B. Where in the data does military status show up in terms of diversity? Regardless, increasing diversity of HIST/SS teaching program continues to be desired and is being looked at at the department level. One strategy to try to increase diversity is for department to teach "History" sections of UNIV 101 to provide support to all freshman potential majors including those of diverse backgrounds. Finally, would recommend that the goal be reduced from 40% to something along the lines of 15-20%. To expect 40% of our majors to come from underrepresented groups is probably unrealistic.

Budget/Resource Analysis Need for continued authorization for UNIV 101 to be included in faculty workloads.

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

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. Below Criterion  
B. Exceeded Criterion  
C. Below Criterion  
D. Below Criterion  

Interpretations/Key Strategies/Initiatives  A. Data suggests that 0.0% of HIST/SS student teachers are being placed in diverse settings. %'s for CTL overall are not shown. Consequently, we cannot tell whether the data is indicating the lack of diverse placements or whether just the data is not currently being indicated correctly. Since content programs have no authority over placements I suspect this will
be an issue that Field Placement will have to rectify.
B. HSST averages are all above 3.64 and are right at CTL averages.
C. For two domains, the delta is ~negative 0.12. Since each candidate is not identified individually, I cannot tell whether a certain % show growth. Does the wording of the "Expected Performance Level" need to be changed? Clearer delineation of what this data is showing would be very helpful here.
D. Unfortunately, edTPA results for HIST/SS teaching candidates in 2013 was significantly below those achieved in the 2011-12 academic year, when HIST/SS was one of the 2-3 highest achieving programs in the entire CTL. Winter and spring quarter numbers (no fall numbers were included) indicate that only 3 of 8 candidates averaged 3 or better across the 15 areas. Initial reflections on this data: (1) The fact that HIST/SS candidates did so well a year ago and not nearly as well raise questions about the inter-rater reliability and/or the inter-year reliability of the edTPA as no changes were made in the HIST/SS side of the certification program. (2) Perhaps related to #1, it is unclear how seriously students are taking the edTPA since it is not yet required for successful student teaching completion and certification. Once it becomes required in 2014 we should get better information on this factor. (3) Finally, because content areas are primarily responsible for training student in content, not pedagogy, and because content programs are credit limited, it is clear that the EFC/PEP program needs to take the lead in preparing students for pedagogical expectations of the edTPA. Within the noted credit limit impediments, HSST/SS is interested in ways we can support the PEP program in terms of edTPA performance.

Budget/Resource Analysis  Unknown at this time.

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 / November 1 / December 15

A Exceeded Criterion
B Exceeded Criterion
C Exceeded Criterion
D Exceeded Criterion

Interpretations/Key Strategies/Initiatives  A. It appears that 10 candidates student taught and 10 candidates graduated, indicating a 100% graduation rate.
B. 91% of students completed program on time, slightly exceeding the CTL average.
C. 8 out of 9 students passed a West E Certification exam on their first try. However, since some of these exams were taken in areas other than HIST/SS, it is not entirely which tests they did not pass. This is one area of the CDMS where the presentation of the data needs to be more clear. At the same, given that 14 certificates were given out in HIST/SS for the year indicates that the pass rate for the West E in HIST or SS must be relatively high. Again, however, it is unclear whether those are first time passers or just some who had much earlier taken and passed their respective West E's or first or subsequent times. Also, it is very important for the programs to know whether the WestE takers were degree seeking
students who took most of their content at CWU or whether they are post-bacc cert only's who might have taken most of their coursework elsewhere.

D. Given that we only had 10 candidates but awarded 14 certificates seems to indicate that we are exceeding our goals here. However, one issue that CDMS probably does not account for, but is likely factoring in, is that there are a relatively high number of HIST/SS candidates who are post-bac cert. only candidates who do not intend to "graduate" since they are only seeking certification. It would be really helpful if CDMS could distinguish between degree-seeking and cert-only students.

Budget/Resource Analysis  
none at this time

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  Below Criterion
C  N/A
D  N/A
E  N/A
F  N/A
G  N/A

Interpretations/Key Strategies/Initiatives  
A. First year employment remains challenging with only 2 of 16 (or 12%) past-year graduates indicating achieving employment in 2011-12. However, given state of recent economy, this is not surprising. Additionally, HIST/SS continues to be one of the more challenging of content areas for job seekers.
B. For candidates who graduate in 2009-10, it appears that after 3 years approximately 30% (5 of 16) have obtained employment. Previous years numbers indicate that about ~50% of HIST/SS completer received jobs in their first 3 years. (CTL averages seems to be around 40%). This could use some clarification and further delineation: does it, for example, indicate graduates who are no longer seeking
teaching jobs and/or who have dropped out of the market entirely
C. No data available from OREA.
D. No data available from OREA.
E. No data available from OREA.
F. No data available from OREA.
G. No data available from OREA.
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  N/A
B  N/A
C  Surpassed Criterion
Interpretations/Key Strategies/Initiatives
A. HIST/SS receives no Field Placement documentation nor do HIST/SS faculty have any input in field placement issues.
B. HIST/SS receives no "New Teacher Survey" results.
C. At multiple department meetings, HIST/SS has explored methods of attracting/retaining new majors, discussed edTPA results, and tangibly, continued to improve advising of HIST/SS teaching majors through updates website materials, UNIV 101 course teaching, and instructor(s) have begun integrating edTPA materials into HIST 421 hist/ss teaching methodology course.

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 Exceeded Criterion  
B N/A  
C N/A  

Interpretations/Key Strategies/Initiatives  
A. HIST/SS recruited assistance from Africana and Black Studies and the Asian Studies Program in order to hire new Asian historian and new African historian to increase diversity opportunities in program.  
B. HIST/SS does not receive data from CTL regarding changes between pre- and post-test scores for individual candidates on the CTL Disposition Inventory Analysis.  
C. HIST/SS does not have data that indicates how many graduates have military background. Thus our "diversity" numbers (when meant to include military background) are unknown.  

Budget/Resource Analysis  
unknown  

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 Exceeded Criterion  
B Below Criterion  

Interpretations/Key Strategies/Initiatives  
A. Added historians in the areas of Africa and Asia.  
B. We continue to seek candidates from diverse cultures through both faculty hires, program offerings, UNIV 101 and improvements in advising. This remains a significant challenge.  

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 N/A
B N/A
C Below Criterion

Interpretations/Key Strategies/Initiatives
A. No data identified for CTL standard 1.3 on CDMS
B. Data provided on CDMS does not seem to identify how many hours of embedded practice include reflections on instruction and differentiation.
C. Numbers from CDMS seem to indicate that the Field Placement Office has not been able to accomplish this for HIST/SS students.

Budget/Resource Analysis n/a

Source URL:
http://www.cwu.edu/teaching-learning/node/2559/submission/40?destination=node/2559/submission/40
Submission information

Form: Annual Program Report Form

Submitted by butterfc
Fri, 12/13/2013 - 13:28
172.16.30.8

Program: Literacy

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 1and December 15

A. Met Criterion
B. Met Criterion
C. Met Criterion
D. Met Criterion
E. Met Criterion
F. Met Criterion
G. Below Criterion

Interpretations/Key Strategies/Initiatives

B. From the data graph, it looks as if we met this goal, but the data is not clearly presented.
C. From the data, it looks as if this program goal was achieved, but the data is not clearly presented.
D. The data shows that 83.3% passed the math with a mean of 282 on the first time. However, the question does not state that it is asking only for first time test takers. All candidates will eventually pass with a 240 because they have to.
E. The data shows that 84% passed the reading with a mean of 249 on the first time. However, the question does not state that it is asking only for first time test takers. All candidates will eventually pass with a 240 because they have to.
F. The data shows that 88.2% passed the writing with a mean of 249 on the first time. However, the question does not state that it is asking only for first time test takers. All candidates will eventually pass with a 240 because they have to.
G. It appears that not all of the candidates completed the dispositional survey. That requirement needs to be completed as part of the admission process through the Certification Office.

Budget/Resource Analysis

The Dispositional Survey needs to be completed through the application process and needs to be accurately reported in the data set given to complete reports such as this.
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  N/A  
B  Surpassed Criterion  
C  Surpassed Criterion  

Interpretations/Key Strategies/Initiatives  
A. No retention data provided in the data set.  
B. Data shows that 93.3% of program graduates completed on-time.  
C. 100% of Literacy minors complete a program portfolio as part of EDLT 493. We do not have the data to speak to the PEP portfolio process.  

Budget/Resource Analysis  
Clearer data for retention needs to be shared in order to complete this report.

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  Met Criterion  
C  Met Criterion  
D  N/A  

Interpretations/Key Strategies/Initiatives  
A. It appears that about 10% of Literacy minors were placed
in diverse settings. That number is comparable to the CTL placement rate. Additionally, the literacy program does not place our candidates for student teaching.

B. All of the averages for the FSTE are above a 3. We can estimate that at least 80% of them made the 3 and above average.

C. It appears that 100% of the candidates met the criterion; however, we do not know where the candidates started in order to make a clear connection.

D. 37% of those taking the literacy edTPA made the criterion. However, that data set is reflective of ALL elementary, SPED, and ECE majors who took that area of the edTPA. The data set is not reflective of those minoring in literacy.

Budget/Resource Analysis  The data set for the edTPA needs to be broken out so that only the literacy minor scores are reflected in the data set.

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 N/A
D Below Criterion

Interpretations/Key Strategies/Initiatives
A. 93% graduated.
B. 93% completed on time
C. The data states that 36 literacy minors took the test and that 51 of them passed on the first time. This data set needs to be reworked so an accurate assessment can be made.
D. 84% received their first time residency certificate.

Budget/Resource Analysis  C. The data for this set needs to be reworked.

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 N/A  
D N/A  
E N/A  
F N/A  
G N/A

Interpretations/Key Strategies/Initiatives
A & B. The data set appears to be unclear. It appears to state how many were hired, yet there is not a total number of graduates listed. That number is needed in order to figure out the percent.
C. The data is not present to make this assessment.
D E F & G. The data sets are not presented in order to make this assessment.

Budget/Resource Analysis
The full data sets need to be present in order to make the assessments.

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 Met Criterion

Interpretations/Key Strategies/Initiatives  A & B. The data sets are not available in order to make this assessment.
C. The literacy program continually revises the EDLT 493 practicum to meet current standards, including the edTPA. The program reduced the number of credit hours so that candidates can complete the program on time.

Budget/Resource Analysis  More time is needed in order to complete program revisions.

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 Below Criterion
C Below Criterion

Interpretations/Key Strategies/Initiatives  A. CTL has offered programs.
B. The candidates did not make criterion in Domain 3.
C. The literacy program did not meet this criteria; however, the number is reflective of the CTL percent.

Budget/Resource Analysis  The CTL needs to provide leadership in a collective push to increase diversity of its candidates.

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  Below Criterion  
B  Below Criterion  

Interpretations/Key Strategies/Initiatives  
A. The literacy faculty has tried to hire in the past five years, but have not been able to. Two TT positions have been eliminated from this department.  
B. 6.4% of the candidates are from underrepresented groups.  

Budget/Resource Analysis  Recruiting efforts, including having a webmaster for CEPS, would assist in this effort.  

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 an experience in a classroom dissimilar to their 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  Surpassed Criterion  
B  N/A  
C  Below Criterion  

Interpretations/Key Strategies/Initiatives  
A. The literacy program scored a 4.3 on the diversity indicator.  
C. As indicated in the data, the placement of literacy minors in diverse settings was low. The number appears to be parallel to the CTL numbers.  

Budget/Resource Analysis  B. The data sets need to be complete in order to assess this area.  

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The literacy program supports those making the field placements toward more diverse settings.

Source URL:
http://www.cwu.edu/teaching-learning/node/2559/submission/46?destination=node/2559/submission/46
UNIVERSITY OBJECTIVE 1.1: T2 Retention

Submission information
Form: Annual Program Report Form
Submitted by oursland
Thu, 12/12/2013 - 11:54
172.16.30.13
Program Math
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 1and December 15

A Met Criterion
B Below Criterion
C Met Criterion
D Surpassed Criterion
E Surpassed Criterion
F Surpassed Criterion
G Met Criterion

Interpretations/Key Strategies/Initiatives
A. We did not increase our enrollment by 10% but we did maintain our program even though the Westside program (Career Switcher) at CWU Lynnwood was discontinued.
B. Our diversity is below criterion, but the numbers are increasing. Our numbers last year were 8% and this year they are 23%.
C. The data does not show the true story, about 50 students inquire about teaching secondary math per year and about 20 make it through the math courses and apply to the program.
D-F. Math students pass the West-B in all areas at a high rate.
G. Math candidates are about the same on the disposition survey as the rest of the CTL.

Budget/Resource Analysis
A-C. The Math Department did get help in marketing ideas and a small amount of funds. These were not enough so the Math Department has hired a marketing expert to help us recruit highly qualified math teacher candidates.
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  Met Criterion  
B  Exceeded Criterion  
C  Exceeded Criterion  

Interpretations/Key Strategies/Initiatives  This data was missing but I was able to put together what I needed to do to address these goals.  
A. The math teacher candidates are statistically doing the same as the rest of the CTL. The math faculty expect our students do to better and they did increase in some of the standards from the previous year, but without more data I can not tell how much.  
B. Almost all the math candidates completed the the program on-time which is 6 quarters once they enter the program: 15/19 completed on-time the 4 students took on the average another 2 quarters.  
C. 100% of the secondary Livetext portfolio are completed for those candidates who complete the program and 90% of PEP portfolio for those classes that apply.  

Budget/Resource Analysis  The math department still needs (.5 FTE) to collect and assess teaching effectiveness and make field placements for math teacher candidates. This half time positions would also be good PR for CWU and local school districts.

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  Surpassed Criterion  
B  Exceeded Criterion  
C  Met Criterion
Met Criterion

Interpretations/Key Strategies/Initiatives  
A. The math teaching candidates where placed into classrooms with more diverse than those of the CTL. For example the mean index for classroom ethnicity, poverty, and bilingual were at 5 which is much higher than for the rest of the CTL where the mean indexes were below 4.
B. The average math teaching candidate out performed the other CTL candidates in all student teaching areas except use of technology. Last year, School, Home, and Community was the only score lower than the CTL average. The math teacher candidates are doing well in student teaching.
C. The math teaching candidates completed the survey and improve on the disposition survey except slight decrease in self reflection. If anything this might because they were asked to increase the amount of self reflection that they must submit in written form.

Budget/Resource Analysis  Next years report will reveal math teacher candidates that are much better prepared and we will be able to measure it better with edTPA data. Again to sure this improvement the half time field experience coordinator is needed.

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

Surpassed Criterion  
Exceeded Criterion  
Below Criterion  
Surpassed Criterion

Interpretations/Key Strategies/Initiatives  
A. All math teacher candidates graduated.  
B. All but one math teacher candidates completed the program in 6 to 8 quarters, one teacher candidate took 9 quarters to complete the program.  
C. This year was the largest drop in first time passes since the new West-E exam was introduced: The first time pass rate was 60%. The math faculty believes we have fixed part of the instruction problem and the pass rate on the West-E for this fall is above 80%.  
D. All candidates eventually received their teaching certificate, except the one that took 9 quarters and she is in the process of receiving it now.

Budget/Resource Analysis  The math department developed and implemented the on-line West-E prep courses as an elective. The only resources we need to address these area are enough Math Education faculty to teach all the new courses.

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 Exceeded Criterion
B Exceeded Criterion
C Surpassed Criterion
D Met Criterion
E Met Criterion
F Met Criterion
G Met Criterion

Interpretations/Key Strategies/Initiatives
A. All our teacher candidates took jobs even the two that finished this fall just were hired.
B. For as much data as we have the third year placement is over 85%.
C. For as much data as we have the employment retention is over 80%.
D-E. Did not get alumni satisfaction survey data.

Budget/Resource Analysis
If the university can not get data on the math alumni, the math department would like $1000 to set up a program to support and track our students after graduation.

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  Surpassed Criterion
   C  Surpassed Criterion
   Interpretations/Key Strategies/Initiatives  A. The math teaching program offers and supports multiple professional development opportunities per year to faulty related to teacher effectiveness and equity.
   B. Candidates showed satisfaction with the program surveys given (Livetext Program entrance and exit surveys).
   C. The math education faculty meet frequently to monitor and discuss the program. These reports can be obtained from Dr. Oursland.

   Budget/Resource Analysis  No resources requested.

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  Surpassed Criterion
   B  Below Criterion
   C  Surpassed Criterion
   Interpretations/Key Strategies/Initiatives  A. The math teaching program is involved in the NSF Robert Noyce Teacher program for the purpose of recruitment and retention of teacher candidates from underrepresented populations. Also the math teaching program holds at least 3 family math nights in districts with underrepresented populations such as Yakama Tribal School.
B. The math teacher candidates improved in all areas except self reflection and that might be because they were required to do twice as much written self reflections as before.
C. Over 50% of the math teacher candidates are employed in diverse districts.

Budget/Resource Analysis  Our resources for the family math nights come from CESME, so keep supporting CESME.

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. Met Criterion

Interpretations/Key Strategies/Initiatives  
A. The math faculty is represented by 10% minorities and 40% women. More importantly the math education faculty took part in and is involved in many programs to support the math education of underrepresented groups and minorities.
B. The math department has increase the number of minority candidates from 8% to 23%.

Budget/Resource Analysis  
Resources to assist the effort of the math department to market and recruit our program in minority populated schools.

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  Exceeded Criterion
C  Exceeded Criterion

Interpretations/Key Strategies/Initiatives
A. The math teaching candidates scored above a 3 in demonstrates cultural competence.
B. The math teaching program has continuous field experiences in diverse settings for 5 quarters leading to student teaching (150 hours).
C. The diversity index illustrates that all of our candidates have participated in a diverse classroom while in the program.

Budget/Resource Analysis  The field experience need the half time field experience coordinator previously mentioned.

Source URL:
http://www.cwu.edu/teaching-learning/node/2559/submission/42?destination=node/2559/submission/42
Submission information

Form: Annual Program Report Form
Submitted by bpsmith
Wed, 11/27/2013 - 14:27
172.16.30.13

Program: Music 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 Met Criterion
B Below Criterion
C Met Criterion
D Surpassed Criterion
E Surpassed Criterion
F Surpassed Criterion
G Met Criterion

Interpretations/Key Strategies/Initiatives
With regard to enrollment, admission, WEST-B, and disposition inventory, we appear to be on target in attracting and admitting well-qualified candidates. It has been rare for a music candidate to struggle with the WEST-B, so the new policy of accepting SAT/ACT scores will likely be a benefit to these students.

Diversity has increased over 2011-12 (10.8% up to 12.9%) and is near the CTL mean of 13.6%, yet remains below the target level. We have hired a departmental advising/recruiting specialist and will be working with her on targeted regional recruiting in under-represented communities. In addition, we will be involved with Compass 2 Campus and community college partnerships to increase the visibility of CWU music among populations of interest. We are partnering with YAMA (Yakima Music en Accion), an El Sistema-inspired community music program in Yakima, to reach underserved students and provide a community music program, teaching artists, and support system which we anticipate will result in many of these students excelling in music through secondary education and seeking higher education.

Budget/Resource Analysis
The investment in a full-time recruiting/retention/advising specialist will be a great help in coordinating and streamlining all aspects of program recruiting and admission. We will work with department and CTL structures to seek other opportunities and faculty workload/release time...
to refine our efforts to recruit and support a diverse student body.

**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 Below Criterion
  - C Below Criterion

Interpretations/Key Strategies/Initiatives  Students in the music program appear to be meeting and exceeding CTL content standards as measured by rubrics in the program portfolio.

We are aware of the need to minimize avoidable barriers to on-time graduation, and have created 4- and 5-year degree plans, updated advising sheets, instituted group advising sessions, and hired a dedicated department advising specialist in order to monitor and intervene when students are at-risk. Given the credit demands of NASM accreditation and PESB requirements, we are developing discipline-specific courses which we hope to integrate into the program in order to streamline content and delivery.

We believe 100% of music education students purchase LiveText and all of them complete required artifacts in MUS 323, 325, and 329. We have no information regarding the professional core courses and their requirements and procedures for production of a portfolio (we do not require a music portfolio), and are unsure as to how we in the department can address the reported rate of portfolio completion.

Budget/Resource Analysis  Apart from the expense of a new staff position, further refinements are unlikely to have additional direct expense. Faculty workload to cover new music education courses will come from re-allocation of workload from advising. If courses are substitutable for courses in the teacher education program, some FTE may shift from EDF courses to MUS courses. This will be clearer as the curriculum process develops.

In last year's report, we noted occasional problematic scheduling conflicts between EDF courses and required music courses, particularly ensembles, as well as the difficulties created by "long block" EDF courses in general. It seems this situation has not gotten worse, and we will continue to communicate with the EDF chair to keep the issue on the agenda.

**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  Surpassed Criterion
D  Met Criterion

Interpretations/Key Strategies/Initiatives  
It is difficult to address the specific percentage of students in highly-diverse student teaching settings based on the available data. It appears that the mean School Diversity Index of music placements is below that of the CTL as a whole. The primary considerations for placement recommendations made by the music department to the Placement Office are the characteristics of the proposed mentor teacher and music program, viewed through the best interest of the student in supporting and extending their teaching skill. We will be attentive to the diversity of the school setting in developing these recommendations, and it is likely that we can improve on this indicator. As noted last year, we would like to hire additional field supervisors with music specializations in areas like the Yakima Valley and South King/Pierce Counties.

Music students appear to be meeting and exceeding expectations in the Final Student Teaching Evaluation and the Disposition Inventory. In the edTPA pilot, music students would have had an 83% pass rate based on the 2013 cut score of 35. A target of 3 on each rubric as stated in the expected performance level, would result in a total score of 45. We suggest that this expected performance level be adjusted to reflect the current state cut score of 35.

Budget/Resource Analysis  
Our main priority is to revisit methods classes within the department to maximize opportunities to present and reinforce elements of the edTPA. We will also continue to work with EDF faculty and field supervisors to monitor student performance relative to the demands of the edTPA. The primary resource required for this work is faculty workload and time within a limited number of available class hours.

**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 / November 1 / December 15

A. N/A
B. Below Criterion
C. Exceeded Criterion
D. Below Criterion

Interpretations/Key Strategies/Initiatives We do not currently have data addressing the percentage of students who declare the major or are admitted to the Teacher Education Program actually complete the program.

At 88% on-time graduation, we are only slightly below the target of 90%. We will continue to monitor this rate, and the impact of advising initiatives mentioned earlier.

Music students show a first-time pass rate on the WEST-E of 96%, above the CTL mean and the target.

According to available data, 82% of music graduates obtained their residence certificate below the target of 90%. Some students may delay certification in lieu of performance or graduate school plans. We will look at the list of 2012-13 graduates and attempt to determine who may have deferred certification and for what reason.

Budget/Resource Analysis There are no direct financial or resource impacts for this indicator.

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. Met Criterion
One, three, and five year employment data proved difficult for us to interpret, although it appears that after a dip in 2011, the number of first-year hires has increased to a new five-year high. It is our opinion, based on anecdotal evidence, that music candidates seeking employment have been quite successful in getting it, and tend to remain employed and advancing in their careers. Many have returned as part of our summer MM cohort. We will work with our department advisor to develop an alumni database and other post-graduation outreach efforts as part of our general department development strategy.

Post-graduation survey data for items D-G were not available at the time of this report.

Budget/Resource Analysis  Staff workload and time to develop music education alumni database.

**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

- **Met Criterion**  
- **N/A**  
- **Met Criterion**

**Interpretations/Key Strategies/Initiatives**  
Data from EFC 330 was not available; however, music department faculty are unaware of any problems or issues. Students are performing above target on Final Student Teaching Evaluations and the edTPA.

Data from the New Teacher Survey was not available at the time of this report.

The primary program improvement for the period of review was the implementation of revised methods course assignments aligned with the edTPA, and a general focus on edTPA in terms of our program planning and assessment. We also successfully hired a department advisor, and are transitioning faculty
advising duties to her. As a consistent and centrally located resource for students, we anticipate many benefits.

Budget/Resource Analysis  None at this time.

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  Below Criterion
C  N/A

Interpretations/Key Strategies/Initiatives  The music education area coordinator participated in CTL professional development activities related to diversity, and is the liaison for these activities to department faculty. Materials and resources are retained in the department.

Consistent with last year, Domain 1 (.09 change) and Domain 3 (.05 change) remain below the target of .10 change. These domains include student recognition of teaching as “scholarly and collaborative” professional pursuit, and “need to be self-reflective practitioners.” We will endeavor to interpret these dispositions and identify whether/how activities within the music degree program can further support them.

Data on graduate diversity was not available, but given the current student population, is likely below 35%. It may be warranted to develop program-specific targets (we note that the targets increased from 20 to 40% for admission, and 20 to 35% for graduation between 11-12 and 12-13).

Budget/Resource Analysis  The same targeted recruiting and retention efforts mentioned in previous sections apply here.

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  
We have had no faculty changes in the last five years.

Prior commentary and initiatives regarding targeted recruiting and retention apply. We would encourage an examination of these targets (are they realistic? are they applicable to every program?)

Budget/Resource Analysis  
Prior commentary applies.

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  Met Criterion  
C  N/A

Interpretations/Key Strategies/Initiatives  
Music candidates appear to meet or exceed the criteria for CTL standard 1.3, and to meet the requirements of EDF field experiences. There are no additional field experiences within the music major, primarily due to credit loads and faculty workloads.
It is difficult to interpret the diversity index as requested, as a percentage of candidates that have had an experience dissimilar to their own background. As mentioned earlier, we will continue to work with the Office of Field Experiences in determining the optimal placement on a case-by-case basis.

**Budget/Resource Analysis** Increased flexibility and communication with Office of Field Experiences with regard to the particular placement options and opportunities in quality music programs that represent diversity.

**Source URL:**
http://www.cwu.edu/teaching-learning/node/2559/submission/34?destination=node/2559/submission/34
Submission information  Form: Annual Program Report Form
Submitted by loverroi
Mon, 12/09/2013 - 13:24
172.16.30.13
  Program  Ed Foundations & Curriculum
  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 1and December 15

  A  Below Criterion
  B  Below Criterion
  C  N/A
  D  Below Criterion
  E  Exceeded Criterion
  F  Exceeded Criterion
  G  Exceeded Criterion

  Interpretations/Key Strategies/Initiatives  Overall, our number of students has only dipped a small amount. The percentage of students identified as ethnic minorities has grown substantially, yet nowhere the target criteria. Given the limits of the data I have available to me in the CDMS, I cannot accurately judge the % of students scoring above 240 on any of the WEST-B exams beyond the first attempt. I do not have any stat regarding the rate of acceptance. I am also unclear on the difference between “Surpassing” and “Exceeding” criteria.

  Budget/Resource Analysis  I do not see any resource implications, except to say that recruiting efforts appear to be paying off.

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  N/A
B  Met Criterion
C  Exceeded Criterion

Interpretations/Key Strategies/Initiatives  No data is available for these criteria in the CDMS this year. It 
appears that nearly 90% of the undergrads finished on time, but it is unclear what the total number of 
students actually is.

Budget/Resource Analysis  There are no budget/resource issues to comment upon.

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  N/A
B  Exceeded Criterion
C  Met Criterion
D  N/A

Interpretations/Key Strategies/Initiatives  The data on % of students in highly diverse settings is not 
available in CDMs. I do not see any edTPA data in CDMS.

Budget/Resource Analysis  I cannot make any conclusions related to budget/resources from these 
data.

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 / November 1 / December 15

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

Interpretations/Key Strategies/Initiatives  
I don’t see any graduation rate data in CDMS. I mentioned previously that the % graduating onetime appears to be high, but the total number of students is unclear. It is clear that more needs to be done to improve WEST-E scores. This however is the domain of the endorsement areas, so it does not apply to EFC.

Budget/Resource Analysis  
I do not have any conclusions about how to use resources to improve WEST-E scores or residency certificate rates.

**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 N/A
C N/A
D N/A
E N/A
F N/A
G N/A

Interpretations/Key Strategies/Initiatives I can only comment on the number of students being hired in their first year after graduation, although I have data for those in the third year, I do not know the n, so I can't calculate a percentage. I think we need to focus on helping our graduates get jobs, both by learning how to sell themselves, but we need to seek CWU to districts. I have no data of Satisfaction Surveys, so I cannot comment.

Budget/Resource Analysis The low employment numbers may be due to saturated market. If that is true, instead of focusing on growing our programs, we should be focusing them.

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 Exceeded Criterion
B N/A
C Exceeded Criterion

Interpretations/Key Strategies/Initiatives I do not know the % of students scoring 3 or better on field placement rubrics, but I do know the means are well above 3.0. I know that our program seeks to make many more than one improvement each year, but I don't think OREA would track that sort of thing.

Budget/Resource Analysis No budget/resource issues here.

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  Below Criterion
C  Below Criterion

Interpretations/Key Strategies/Initiatives
Our students do not demonstrate a large increase in Domain 3. I don't know if this is due to a ceiling effect or if they simply do not change their opinions in that Domain. We need to increase ethnic minority recruitment. 35% may be unrealistically high a goal.

Budget/Resource Analysis
We need to increase ethnic minority recruitment. 35% may be unrealistically high a goal.

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  Exceeded Criterion
B  Below Criterion

Interpretations/Key Strategies/Initiatives
We have added an excellent new faculty member who is Latina.

Budget/Resource Analysis
I don't think this is an issue of resources, as much as effort.

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 own 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
I don't see any data related to these questions in CDMS.

Budget/Resource Analysis
Without data, I do not have any analyses.

Source URL:
http://www.cwu.edu/teaching-learning/node/2559/submission/37?destination=node/2559/submission/37
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 Below Criterion
C N/A
D Exceeded Criterion
E Exceeded Criterion
F Exceeded Criterion
G Below Criterion

Interpretations/Key Strategies/Initiatives A. ADMISSIONS. Trends have remained roughly constant over the past several academic years, from lower enrollment numbers in 2007-2008. Current enrollment numbers indicate a fairly flat trend.

B. DIVERSITY. Ethnic diversity of science teaching candidates appears to be 12.5% in 2012-2013, which is slightly lower than our program target of 20%. ML science is lower at 9.2% diversity. We are taking active steps to recruit and retain diverse candidates, and are currently about 1% less than the CTL average, which is better in science than it has been historically. However, trends also indicate that CWU graduates a much higher percentage of female secondary science teachers, which is addressing a major area of need and is in contrast to existing science teacher positions that are predominantly occupied by males. Currently 63% of science candidates are female.

C. ACCEPTANCE (DATA NOT PROVIDED). If Science Education candidates are a smaller reflection of the CTL, then acceptance levels are at 89%.

D. MATH. During the past 5 years, Science Education has attracted well-qualified candidates who
perform well above the CTL standard for mathematics (108% of CTL mean). 100% of science candidates met the math standard on the first attempt. ML Math/Science students were less likely to pass the WEST-B math section on the first attempt. We will continue to focus recruitment efforts on attracting and retaining candidates with high quantitative skill.

E. READING. As for Math, over the past 5 years Science Education has attracted well-qualified candidates who perform well above the CTL standard for reading (99% of CTL mean). ML Math/Science students were less likely to pass the WEST-B reading section on the first attempt. 100% of science candidates passed the reading standard on the first attempt. Recruitment efforts will continue to attract and retain candidates with high reading skill.

F. WRITING. Science candidates performed above the 90% standard in Writing (100% passing on first attempt). Writing in Science Education is receiving much greater emphasis and reflects national concerns to improve undergraduate writing quality and to better meet edTPA requirements. We have reformed our curriculum and assessment to more specifically address issues related to writing including format and creativity as well as writing mechanics.

G. DISPOSITIONS INVENTORY. Only 50% of science candidates completed the pre-DI; however, the CTL data indicates no candidates completed the pre-DI. Regardless, 50% completion is below our goal of 100% of candidates completing the Inventory. We should consider strategies to increase completion, possibly by getting more specific information from CTL administration on who hasn't completed the form, or possibly including the DI as part of an entry-to-major advising package.

Budget/Resource Analysis Recruitment of science teaching candidates, including students of diversity, is one of our major areas of focus. We need funds to develop a comprehensive marketing strategy and coordinated marketing plan across the region and state that highlights the center of science teaching excellence at CWU. We also need to improve the consistency and breadth of science teaching advising and associated materials. We request a goods and services increase of $3000 one time and $1000 ongoing, and a marketing/IT staff person to help design and implement the strategy.

We also request a minimum of 1 WLU per SCED faculty member (7 WLU total), to be flexibly allocated by the department to meet our advising need.

**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  N/A
B  N/A
C  N/A

Interpretations/Key Strategies/Initiatives A. CTL STANDARDS. In the last 5 years science students have performed at least as well as the average CTL student and in some cases one standard deviation above the CTL average. In 2011-2012 science students were slightly less than the CTL average for CTL 1.4. No
data was provided for 2012-2013. We will investigate this standard and how it is currently assessed and make a recommendation for our program if necessary in order to support development in this area.

B. TIME TO COMPLETION. No data was provided for 2012-2013. Since 2010, science students have a shorter time to completion than the CTL average. Historical trends show main campus students are taking more time than either transfer or center students. One of our goals is to improve advising and council students earlier so their time to graduation can be decreased. This situation should be improved by having more students declare science majors earlier.

C. COMPLETION OF PROGRAM AND PEP PORTFOLIOS. No data was provided for 2012-2013; however, Science Education faculty have an academic hold in place to prevent science teaching candidates from student teaching prior to completion of program portfolios. We also have a course that assists students in assembling program portfolios. Historically, the data shown does not provide an intuitive indication of student completion; however, a comparison of science and CTL students shows science students complete PEP portfolios a higher percentage of time than CTL students. We plan to get further clarification on this metric, because if science shows only a 51.1% completion percentage, and the goal is 90%, then there is a problem in PEP courses where these portfolios are required or there is a systematic issue with PEP portfolio completion with insufficient monitoring of the process. With regards to program portfolios, no data is provided to enable informed decision-making on this metric.

Budget/Resource Analysis Science education faculty have a comprehensive portfolio assessment strategy that has a 100% completion rate within our department. The data provided in the CDMS indicate that some SCED students are not completing required PEP portfolios, or PEP portfolios are not being assessed by PEP faculty. Implementing the comprehensive portfolio strategy ensures science education candidates have the requisite knowledge, skills, and dispositions needed for science teaching excellence. However, this assessment strategy is very time consuming. Current workload allocations limit continuous adjustment of portfolios based on best practices research and evaluation of student data. Updates to our technology infrastructure are also needed to ensure seamless data collection and analysis. We request 2 WLU per science teaching program (Biology, Chemistry, Earth Science, Physics, Middle Level, and General Science Teaching), to be allocated by the department to program coordinators. We also request an annual goods and services increase of $2000 to support faculty computers and $2400 annually to support student workstations. An IT staff is also needed to provide logistical support for science education technology.

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. DIVERSE STUDENT TEACHING PLACEMENT. No data was provided for 2012-2013. Historically, science student teachers are placed in schools as diverse, and in some cases, more diverse, than their CTL equivalents. Even though science students are being placed in more diverse schools, their placement is still below the goal of 50%. We plan to continue having conversations with student teaching placement personnel to ensure science students are provided with suitably diverse student teaching experiences.

B. FINAL STUDENT TEACHING EVALUATION. In 2012-2013 science teaching candidates did not perform as well as their CTL counterparts; however, science candidates met 9 out of 10 criteria for student teaching evaluation. ML Math/Science met criteria for all 10 metrics. Historically, science students perform as well as CTL students over the 5 year period under review. Science students tend to perform better in the areas of foundational knowledge, classroom management, and assessment, and score less well in school, home, and community. We plan to investigate the specifics for 2012-2013 to identify whether this is a trend or an anomaly because of the small dataset. We also plan to continue building candidate foundational knowledge, classroom management, and assessment - elements that are deeply embedded in the scientific enterprise - and focus more energy building community connections with candidates.

C. DISPOSITION INVENTORY. DI changes were largely flat for 2012-2013, with the greatest need for improvement in becoming a self-reflective practitioner. ML Math/Science showed positive change in 3 of 4 metrics. Across the prior 5 year review period, the average science candidate shows larger positive changes in teaching disposition than does the average CTL student. Disposition 3 (self reflection) shows more variability than other dispositional indicators, indicating a greater need for developing this disposition during their program. Science teaching faculty have taken steps to emphasize these dispositional qualities, and it will likely be another year before results begin to show.

D. edTPA. This first pass through the edTPA indicates that science candidates outperformed the average in 9 out of 15 indicators on the edTPA. Only 2 indicators are above a scores of 3, on average. Clearly there is room for improvement, and in response we have re-designed science teaching methods courses to increase training and TPA preparedness. Since the edTPA was not required to pass student teaching last year, it is unlikely that students showed the level to which they are truly capable of performing. Regardless, the science education faculty are actively evaluating and incorporating key elements of the edTPA into several science education courses. These changes should have a positive impact on edTPA scores moving forward.

Budget/Resource Analysis Current results are inconclusive given the unofficial requirement of the edTPA. Science education faculty are currently building key TPA elements into existing methods and practicum coursework, and those changes should produce visible gains next year. A confounding factor is that science education faculty have little to no input on candidate placement, even though we are in the best position to evaluate their strengths and weaknesses and ensure a maximally effective placement. Science education faculty fully support diverse placements as they promote increased candidate professional and personal growth. We need to have more transparent communication about science education candidate placements and at least some input on where they eventually are placed. Given the technology-focused nature of the edTPA, we need suitable tools (e.g. flip cameras and the like) to enable students to record their performance and scientifically analyze it according to TPA and professional conventions. We also need updated computers that can handle video editing and related technology processing for best presentation of candidate growth and ability to meet standards. See request in previous section for baseline faculty and student computers. In addition, we request a dedicated student workstation at $1500 and $1000 for portable video cameras and related recording devices. As with our prior request, these technology items require the support of an IT professional.
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 / November 1 / December 15

A  N/A
B  Below Criterion
C  Below Criterion
D  N/A

Interpretations/Key Strategies/Initiatives  A. GRADUATION. There is insufficient data to answer this. What is needed to answer this question is data on how many students are enrolled vs how many graduated. These data are not currently provided.

B. TIME TO DEGREE. In 2012-2013, 50% of science candidates and 72% of ML Math/Science candidates graduated on time vs. 81% for CTL mean. However, it is unclear how this metric is calculated, as science candidates frequently decide to become science teachers later in a science program. A more clear definition of this metric is needed prior to making any concrete conclusions. Historically, with the exception of 2010-2011, undergraduate science teaching candidates graduated on-time about 90% of the time. It is unclear why there was a decrease in that year. Science education faculty plan to investigate the issue to ensure on-time graduation remains at acceptable levels.

C. WEST E SCORES. If the data can be relied on to be accurate, the average of first-time WEST-E passers across all science areas is between 50-60%, which is below standard. ML West-E is difficult to determine since these candidates have to take both the Math and Science West-E, and the results are not broken out. It is difficult to extract the information needed from the tables to make an accurate determination. Science education faculty will need to have a collaborative discussion about how to ensure more candidates are passing the WEST-E the first time they take it. We know from other data sources that ML Science candidates need more content prior to taking the West-E. It will also be useful to disaggregate available data into the different science content areas so our efforts can be maximally productive and strategically focused.

D. CERTIFICATION RATE. In 2012-2013, 175% science candidates were certified in their content area. This makes no sense, and so it is difficult to draw conclusions from these results without further clarification and data integrity. For ML Math/Science, 88% were certified vs. 74% for the CTL. Over the 5 year review period, on average science candidates received certificates in their content area over 90% of the time. There were some anomalies in 2010-2011 that are difficult to analyze from the data provided. Science education faculty will continue to evaluate certification data to ensure that candidates are becoming certified to teach in their chosen science specialty.

Budget/Resource Analysis  Secondary science education candidates are doing reasonably well in passing the WEST-E exam required for endorsement in their science content area, with the exception of Middle Level Science. The reality is that Middle Level students simply do not have enough content...
exposure to provide the background needed to pass the WEST-E. Science education faculty would like to be more intentional and coordinated about final WEST-E preparation for ALL secondary candidates to ensure a larger number are passing their first time. We also need to update our instructional materials on hand to ensure candidates are experiencing the most current pedagogical tools used in the field. To meet these needs, we request 5 WLU annually to teach an interdisciplinary content course (SCED 311) that enables candidates to identify areas of content weakness and address them accordingly. This course is taught periodically at CWU centers but should also be taught on the main campus. Current workload time restrictions prevent this from occurring. Furthermore, we request $1500 annually to purchase and refurbish necessary instructional materials.

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  Exceeded Criterion
B  Exceeded Criterion
C  N/A
D  N/A
E  N/A
F  N/A
G  N/A

Interpretations/Key Strategies/Initiatives  A. FIRST YEAR PLACEMENT. In 2012-2013, 100% of science candidates held a science teaching job within the first year compared to a CTL average of 29%. ML Math/Science placement was 50%. Historically, with the exception of 2010-2011, we are meeting our goal of 50% placement. As with other indicators, 2010-2011 appears to have spurious results. When all 5 years are taken into account we are not meeting this standard. We would like to focus more on post-graduation induction. This should be part of a larger conversation within the CTL, as it is a trend both in our program and across the CTL.
B. THIRD YEAR PLACEMENT. Using the same metrics as for A, these data indicate 100% of science and ML Math/Science candidates were hired by the third year during 2012-2013. However, these results make it difficult to know for sure how to interpret or draw any concrete conclusions about hires. For example, the numbers for the science education program 3rd year employment indicate that 100% of our graduates are teaching science; however these numbers do not match the table above for first year employment, and there is no obvious connection between the two.

C. EMPLOYMENT RETENTION. No data is provided on employment retention.

D. ALUMNI SATISFACTION - COURSES. No data is provided.

E. ALUMNI SATISFACTION - STRATEGIES/ASSESSMENT. No data is provided.

F. ALUMNI SATISFACTION - STUDENT TEACHING. No data is provided.

G. ALUMNI SATISFACTION - COURSEWORK/STUDENT TEACHING DIFFERENCES. No data is provided.

Budget/Resource Analysis  Our analysis of CDMS-provided data indicates that first and third year placements are above the CTL standard. Since no data was provided for employment retention or alumni satisfaction, we cannot draw any conclusions on those metrics. Some of these data collection issues could be mitigated with a science education-specific alumni survey. Science education faculty have accumulated considerable data on graduating seniors as part of the comprehensive assessment strategy we currently have in place. We are quite clear on what program elements students felt were most, and least, effective, including science education AND PEP courses and experiences. What is needed is a clearer picture of what is happening with science education first and third year retained teachers, using a MUCH larger dataset. We would like to connect post-graduation assessment via surveys and similar tools to our requested marketing strategy so that alumni experiences are linked to recruitment of new science teaching candidates. No additional funds are requested beyond those previously requested for marketing.

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. Below Criterion
B. N/A
C. Exceeded Criterion

Interpretations/Key Strategies/Initiatives

A. EFFECTIVENESS OF FIELD PLACEMENTS. Field placement results are summarized in the section on Student Teaching.

B. STUDENT ADVISING SATISFACTION. No data is provided. Data from our comprehensive assessment plan indicates that students feel supported and satisfied with the advising and mentoring they receive in science education. They feel far less supported in receiving advice from the PEP faculty.

C. MINUTES AND REPORTS. Science education faculty meet regularly and collaboratively discuss student and program assessment data and continuously make program changes based on results and data trends. Previous data was used to make major program changes in middle level science and general science teaching. All curriculum and course changes over the past 10 years have followed our collaborative developmental model, as evidenced by meeting minutes and annual reports.

Budget/Resource Analysis
Our comprehensive portfolio assessments provide considerable data on candidate performance over time which is regularly reviewed to maximize student learning performance. The previously requested 2 WLU for each faculty that coordinates a science teaching program is sufficient for science education faculty to accomplish ongoing planning and evaluation. No additional funds are requested.

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. Surpassed Criterion
B. Below Criterion
C. Below Criterion

Interpretations/Key Strategies/Initiatives

A. INPUT FROM UNDERREPRESENTED GROUPS. The CTL offered a professional development opportunity focused on diversity during the 2012-2013 academic year and several science education faculty attended. Previously, two science education faculty attended a workshop on Guided Language Acquisition Design that focused on supporting English Language Learners. Two science education faculty attended a regional Noyce training on how to support migrant families. Science education faculty will continue to explore and implement best teaching practices to
B. DISPOSITIONS. Historically, the average science candidate shows gains in DI scores across the four domains; however scores were less positive in 2012-2013. Analysis of the discipline specific disposition survey that is part of our comprehensive assessment system also reveals positive change as a result of our program. Science education faculty will continue to advise, mentor, model, and assess for dispositions required to become an effective teacher. Science education faculty will work to be more intentional and consistently build these important professional characteristics into science education courses.

C. WORKPLACE DIVERSITY. Ethnically the secondary science education programs has less than ideal diversity, although we are showing gains in this area. The CDMS data does not include diversity measures for our graduates, only for majors. There is no reason to believe that the diversity of the candidates graduating in secondary science is significantly different from the diversity of students in the program. Historically, women have been underrepresented in secondary science teaching, and this is a major area of growth for science teaching. Over the last 5 years 70-80% of science teaching candidates have been women. Recruiting a diverse pool of science teaching candidates is a necessary and major area of focus.

Budget/Resource Analysis  Recruitment of science teaching candidates, including students of diversity, is one of our major areas of focus. We need funds to develop a comprehensive marketing strategy and coordinated marketing plan across the region and state that highlights the center of science teaching excellence at CWU. We also need to improve the consistency and breadth of science teaching advising and associated materials. The goods and services, IT staff, and faculty workload request made under University Objective 1.1 will be sufficient funds to include specific recruiting efforts for a diverse candidate pool.

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. FACULTY DEMOGRAPHIC. The science education faculty are 100% caucasian and 57% female. Since females are underrepresented in most of the science programs we support (i.e. Chemistry, Earth Science, Physics) and in secondary science teaching, a greater the 50% female faculty is a positive indicator of diversity. During the last 5 years we have done two faculty searches and hired females each time.

B. CANDIDATE DEMOGRAPHIC. As indicated in previous section of this document, the secondary science
teaching candidate pool is not sufficiently diverse. Specific recruiting of students of color is necessary. Science education faculty have expanded relationships with teachers at schools with high ethnic diversity (e.g. Wahluke High School, Sierra Vista Middle School, and Davis High School) to provide more diverse experiences for science teaching candidates. Science education faculty will continue to expand these relationships and focus on recruiting.

Budget/Resource Analysis  Faculty diversity is high from the perspective of gender but low ethnically. If given an opportunity to hire a new faculty member, the search committee will actively recruit candidates of diverse ethnicities. Solving the problem of the lack of ethnic diversity in the secondary science teaching candidate pool requires time be spent on a comprehensive, consistent marketing plan including specific recruiting materials. Funds requested under University Outcome 1.1 are sufficient to support the recruitment of greater numbers of ethnic minorities into the secondary science teaching programs.

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. CANDIDATE CULTURAL COMPETENCE. No CTL standards data was provided in 2012-2013. Historically, secondary science teaching candidates score on average 4.48 on CTL Standard 1.3 and thus exceed the CTL standard of 3 or better. Science education faculty will model culturally competent pedagogies when teaching.

B. FIELD EXPERIENCE REFLECTION. No data is provided in the CDMS currently to evaluate performance in this area. Science education has recently implemented a 50 hour practicum course that includes reflection elements similar to those required in the edTPA. We also have implemented practicum field experiences in science teaching methods courses and provide many programmatic opportunities for students to work in the field (informal science, etc).
C. DIVERSITY OF FIELD EXPERIENCE. No data is provide for 2012-2013. Historically, data indicate that in the last two years the percentage of candidates experiencing ethnically diverse field placements has increase from an average around 30% to and average of just over 50%. The percentage of candidates receiving a bilingual and a high poverty experience is roughly parallel to the ethnicity data. Science education faculty currently have no say in student teaching placements. We plan to continue having conversations with student teaching placement personnel to ensure science students are provided with suitably diverse student teaching experiences.

   Budget/Resource Analysis Faculty modelling culturally competent teaching is important for candidates to understand how to demonstrate effective strategies and dispositions related to cultural competence. Modeling effective strategies requires that faculty develop cultural competence and related teaching strategies. Providing time for candidates to reflect on their teaching and how they differentiated instruction is important and just as important is the time required for faculty to provide feedback on student reflections. Placing candidates in diverse field experiences will increase cultural competence, however, science education faculty have little to no input on candidate placement which is one reason why we implemented a secondary science practicum course. Science education faculty fully support diverse placements as they promote increased candidate professional and personal growth. We need to have more transparent communication about science education candidate placements and at least some input on where they eventually are placed. We request 1 WLU per faculty member (7 WLU total) to participate in professional development around cultural competency and to develop modules in science teaching courses that explicitly model culturally competent teaching. The faculty time requested in a prior section for advising and assessment will effectively allow faculty time to provide opportunities for and feedback on candidate teaching reflection.

Source URL:
Submission information  Form: Annual Program Report Form
Submitted by spybrook
Thu, 12/12/2013 - 12:08
172.16.30.8
  Program Special 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 Met Criterion
B Below Criterion
C Surpassed Criterion
D Surpassed Criterion
E Surpassed Criterion
F Surpassed Criterion
G Below Criterion

Interpretations/Key Strategies/Initiatives B. The special education program will be at the Yakima Center in 2014-2016. Preliminary interest includes a majority of candidate representing the Latino community. Further outreach for that program will be completed in Yakima.
G. It is unclear who they are or a percentage of students completing the disposition survey.

Budget/Resource Analysis Increased budget for outreach is needed to increase diversity in the program. Other efforts that are being used are the creation of the Compass 2 Campus program to have underrepresented students from grades 5-12 participate in a campus tour day and mentoring. It is predicted that over time students may take an interest in attending college with a goal of teaching.

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 N/A
   B N/A
   C N/A

Interpretations/Key Strategies/Initiatives There is no retention information available.

Budget/Resource Analysis There is no retention information available.

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 N/A
   B Exceeded Criterion
   C Met Criterion
   D Needs Improvement

Interpretations/Key Strategies/Initiatives A. There is no explanation of the Diverse settings data. What does a diversity index of 3.3 mean?
B. All scores were at 4 or better. It was especially significant that all 10 areas exceeded the CTL average. In three areas: instructional planning, classroom management and assessing basic skills the scores for special education candidates were .39 higher than the CTL average.
C. There was a positive change across all four domains
D. Improvement on the TPA is needed. Although at this point, it is difficult to draw conclusions based on the Special Education "pass rate" because the TPA was not required, it is an area of concern. Special education candidates do well on the FSTE rubrics, so why was the "pass rate" only 37% for special education teacher candidates? The special education program will continue to address TPA requirements in special education classes, as well as use the practicum experience to incorporate TPA rubrics for additional practice.

Budget/Resource Analysis Faculty resources will be used to incorporate TPA rubrics into courses as
well as criteria for practicum competencies. The faculty in the special education program will also investigate the possibility of candidates remaining in their practicum placement for student teaching.

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 / November 1 / December 15

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

Interpretations/Key Strategies/Initiatives A. On-time graduation was 87 percent, so the assumption is that at least 85% of the students graduated.
C. It is unclear how many of the special education teaching candidates passed the Special Education WEST-E from the data. Many of the candidates are double majors and took the elementary education WEST-E as well as the special education. Those numbers were not given in the data. The special education candidates passed 70% of all content areas (elementary, early childhood, literacy, math, science etc.) on their first attempt.
D. From the data, it appears that 79% received a first time residency certificate.

Budget/Resource Analysis Past information suggested that 100% of candidates passed the special education WEST-E. It is important that the special education program find out that specific information for the 2012-2013 school year.

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 Surpassed Criterion  
B Surpassed Criterion  
C Met Criterion  
D N/A  
E N/A  
F N/A  
G N/A  

Interpretations/Key Strategies/Initiatives  
A. Data available from 2011-12 indicate over 50% of candidates (11 out of 20) were employed in their first year. There is no data for the 2012-2013 candidates.  
B. The numbers for this data are difficult to interpret. It appears that 22 candidates were hired within 3 years for the 2009-2010 school year.  
C. No retention data. However it was reported that “Of the 128 SpEd students that graduated from CWU between 2008 and 2012, there were 106 or (83%) working in Washington K-12 Schools last year (OREA information reported to PEAB).”  
D, E, F, G had no data reported.  

Budget/Resource Analysis  
Program coordinator compiles lists of students who are employed after graduation. The program coordinator also communicates with local district special education directors about hiring needs.

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 Exceeded Criterion  
B N/A  
C Exceeded Criterion  

Interpretations/Key Strategies/Initiatives  
A. All program candidates scored above a 4 on all rubrics.  
B. No survey data was available.  
C. Special Education faculty meet weekly to discuss improvements in the undergraduate and graduate programs. Classes are periodically reviewed for effectiveness.  

Budget/Resource Analysis  
It will be important to continue to receive updated data on employment after graduation as well as successful completion of the TPA, and what areas (Literacy, Math, Special Education) were used for the evaluation.

**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 Exceeded Criterion  
C Needs Improvement  

Interpretations/Key Strategies/Initiatives  
A. There were at least 2 professional development opportunities offered to and attended by faculty in the special education program. One involved Native American and the other African American populations.  
B. All four domains increased by more than .10.  
C. The percentage was not clear. However, there is always a need for improvement since most data show only a 4% diversity in special education.  

Budget/Resource Analysis  
More resources are needed for outreach.

**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  Below Criterion
B  Below Criterion

Interpretations/Key Strategies/Initiatives
A. Although the special education faculty recruited and offered positions to underrepresented qualified faculty, the candidate did not accept the position. However, of 5 faculty 1 is Latino, 1 is Asian and 3 are Caucasian.
B. In the special education program, there have only been 4% considered to be of cultures other than caucasian. However, numbers are increasing of Latino students. There will be additional diversity with the cohort in Yakima in 2014.

Budget/Resource Analysis
Recruiting and retaining candidates and faculty from underrepresented groups is a priority for the special education program. Faculty are involved in Compass 2 Campus and the Yakima campus that promote recruitment of diverse students, including those with disabilities.

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 own 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. Exceeded Criterion
C. Exceeded Criterion

Interpretations/Key Strategies/Initiatives  
A. Candidates in special education complete portfolios for courses and practicum. Candidates scored a 4.13 on Working with Diverse Populations, a rubric for student teaching.
B. In addition to student teaching, candidates in special education spend 350 hours in a special education practicum that has a reflection component with each competency assessed (14 competencies).
C. Although the data was not provided, candidates in special education work in classrooms of highly diverse students, including those with disabilities.

Budget/Resource Analysis  
The special education program will continue to seek opportunities for candidates to participate in field experience settings that are diverse.

Source URL:  
http://www.cwu.edu/teaching-learning/node/2559/submission/43?destination=node/2559/submission/43
Submission information  Form: Annual Program Report Form
Submitted by calahans
Thu, 12/12/2013 - 13:10
172.16.30.8

Program Technology & Traffic Safety

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 Exceeded Criterion
E Exceeded Criterion
F Exceeded Criterion
G Below Criterion

Interpretations/Key Strategies/Initiatives Because the technology education program is small, it is difficult to get a meaningful statistical data. Enrollment numbers provided in data appear to not coincide with actual enrollment numbers in program during reporting period.

Budget/Resource Analysis The technology education program obtained funding from the Washington Industrial Technology Education Association to develop a recruiting video to attract more people into the Tech. Ed. program, including diverse populations.

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  Met Criterion
   C  Met Criterion

   Interpretations/Key Strategies/Initiatives  Unable to interpret indicator/performance level item B
   Budget/Resource Analysis  As tuition continues to increase, it is critical to maintain or even reduce the
   undergraduate time to completion.

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  N/A
   B  N/A
   C  N/A
   D  N/A

   Interpretations/Key Strategies/Initiatives  The data provided shows that there were no technology
   education students student teaching in fall, winter, or spring 2012-13 which is inaccurate. Because no
   data is shown, it is impossible to provide results on whether criteria was met or not.
   Budget/Resource Analysis  see above

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 / November 1 / December 15  

A. Exceeded Criterion  
B. Met Criterion  
C. Exceeded Criterion  
D. Exceeded Criterion  

Interpretations/Key Strategies/Initiatives  
Data for Technology Education and Traffic Safety need to be separated. These are two different programs which are very unique. Once again the data showing only 1 student took the WEST-E is inaccurate.  

Budget/Resource Analysis  
Additional resources need to be provided for recruiting efforts. There is tremendous need to increase the number of endorsements for Technology Education.

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. Exceeded Criterion  
B. Exceeded Criterion
C Exceeded Criterion  
D N/A  
E N/A  
F N/A  
G N/A  

Interpretations/Key Strategies/Initiatives  Once again, the technology education and traffic safety programs must have separate data. Technology students have a 100% placement rate the first year of degree, so indicator B is irrelevant. The number of completers is also higher that what this data indicates.  

Budget/Resource Analysis  Additional resources must be allocated to help recruit students in the technology education program. The demand far exceeds the number of graduates in our program.

**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 Met Criterion  

Interpretations/Key Strategies/Initiatives  Unable to locate OREA data provided for this category.  

Budget/Resource Analysis  See above

**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  Exceeded Criterion  
   B  N/A  
   C  N/A  

   Interpretations/Key Strategies/Initiatives  Unable to locate OREA data to address items B, C.  

   Budget/Resource Analysis  see above

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  Below Criterion  
   B  Met Criterion  

   Interpretations/Key Strategies/Initiatives  ETSC department attempts to hire diverse faculty. Currently there are no female faculty members in the department. The technology education program continually seeks to recruit females and other underrepresented students into the major.  

   Budget/Resource Analysis  Funds to actively recruit students would help. The low salary offered to female faculty has been problematic.

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  Below Criterion
C  Met Criterion

Interpretations/Key Strategies/Initiatives
Students are given opportunities to participate in not only the traditional field experiences, but also help plan, organize, and judge events that have students from varied populations such as: TSA, Skills USA, and others.
Very difficult to provide additional field experiences without increases course loads and credits offered.

Budget/Resource Analysis
Difficult to provide additional field experiences without additional resources.

Source URL:
http://www.cwu.edu/teaching-learning/node/2559/submission/45?destination=node/2559/submission/45
Submission information
Form: Annual Program Report Form
Submitted by stoddars
Tue, 12/10/2013 - 11:00
Program Visual Arts
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 Met Criterion
E Met Criterion
F Met Criterion
G Met Criterion

Interpretations/Key Strategies/Initiatives The Department of Art is holding an annual College Day for high school students open to all high schools in the state.
Budget/Resource Analysis The Department of Art has obtained funds to hold its College Art Day and provide funds for professors to visit schools to talk about the art program at CWU

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
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 Met Criterion  
C Met Criterion  
D Met Criterion

Interpretations/Key Strategies/Initiatives  The strategies listed above seem to be working.

Budget/Resource Analysis  Not known.

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
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<td>D. Certification Office (CO) / Fall Quarter / November 1 / December 15</td>
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</table>

| A | Met Criterion |
| B | Met Criterion |
| C | Met Criterion |
| D | Met Criterion |

**Interpretations/Key Strategies/Initiatives**

The indicators seem to be working. Budget/Resource Analysis None that I know of.

**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

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</tr>
</tbody>
</table>

| A | Met Criterion |
| B | Met Criterion |
| C | Met Criterion |
| D | Met Criterion |
| E | Met Criterion |
| F | Met Criterion |
| G | Met Criterion |

**Interpretations/Key Strategies/Initiatives**

Also student feedback that I have received indicate that my visual art teaching candidates are fitting in well in the teaching communities where they are hired. Budget/Resource Analysis Unknown
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 Met Criterion  
C Met Criterion

Interpretations/Key Strategies/Initiatives  
Students seem satisfied with the program.

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 Met Criterion  
B Met Criterion  
C Met Criterion

Interpretations/Key Strategies/Initiatives  
Students seem satisfied with the program.

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 Met Criterion

Interpretations/Key Strategies/Initiatives
The above indicators seem appropriate.

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 background

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

Page 5 of 6
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 Met Criterion
C Met Criterion

Interpretations/Key Strategies/Initiatives The above indicators seem satisfactory.

Budget/Resource Analysis N/A

Source URL:  
http://www.cwu.edu/teaching-learning/node/2559/submission/38?destination=node/2559/submission/38
Submission information

Form: Annual Program Report Form

Submitted by nataliel
Fri, 11/22/2013 - 14:25

Program: World Languages

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 Surpassed Criterion
C N/A
D Met Criterion
E Met Criterion
F Below Criterion
G Met Criterion

Interpretations/Key Strategies/Initiatives
Enrollment is being maintained in WL, yet our diversity in 2012-13 seems to increase greatly. We saw a slight decline in our West B scores, especially in writing. All our incoming students showed average or above average dispositions for teaching.

Budget/Resource Analysis
New track in heritage language seems to be increasing our diversity. This program could grow if we could hire an additional staff member.

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)
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  N/A
B  N/A
C  Met Criterion
D  Surpassed Criterion

Interpretations/Key Strategies/Initiatives  OSPI did not provide enough diversity information on our student teaching candidates to adequately answer the question of school diversity. Since there was probably only one student for whom we received scores, it is inappropriate to provide a result for diversity. WL student teachers still meet the evaluation criteria established by the office of field experience. 100% of WL student teachers claim to have the disposition to be effective teachers. In 2012-13 there were only three student teachers, but this year there are six that will student teach.

Budget/Resource Analysis  It would be nice to have an additional staff member to replace the position vacated by the Associate Dean.

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 Exceeded Criterion  
C Surpassed Criterion  
D Below Criterion

Interpretations/Key Strategies/Initiatives  
All three WL students did graduate. In fact, over the last six years every WL student has graduated on time. This year, 90% of the West E tests taken by WL students were passed the first time. Unfortunately, we had no placement of our WL students in Washington public schools, but one student is teaching in Spain.

Budget/Resource Analysis  
NA

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 Below Criterion  
C N/A  
D N/A  
E N/A  
F N/A  
G N/A

Interpretations/Key Strategies/Initiatives  WL teachers have found it difficult to find jobs in Washington public schools the last several years. We believe that the economic upturn may affect future hiring. It is also a concern that students hired in private schools and outside of the state of Washington are not included in this data set. No alumni survey data was provided in this year's CDMS.

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 Met Criterion  
C Met Criterion

Interpretations/Key Strategies/Initiatives  As an indirect assessment measure, we have our own graduate exit survey to determine student satisfaction and program improvement.

Budget/Resource Analysis  NA

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 Met Criterion

Interpretations/Key Strategies/Initiatives The WL Dept. has added a new second year heritage language track in Spanish. This program is designed to increase the diversity of WL students in our profession. Should we be able to hire, we would certainly seek a trained professional in the field of Spanish heritage language instruction. If the faculty member were to be from an underrepresented population, this might have a significant impact on this program.

Budget/Resource Analysis Need funding to hire for this position.

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 N/A
B Surpassed Criterion

Interpretations/Key Strategies/Initiatives We have been unable to hire replacement staff in Spanish and applied linguistics (teacher training faculty). Even though we see an increase in our student interest with the new heritage track, we have lacked the ability to expand and recruit until instructional support is received. Combined with the size of the program, the limited staff, and the fact that we haven’t been approved to hire WL teaching faculty, it has become challenging for more than one of our faculty members go on sabbatical in the same year for an entire year, without affecting program scheduling. This compromises deserving WL faculty who are eligible for professional leave, but restricted in their ability to take sabbaticals for the amount of time or the year for which they apply in ways that faculty in larger departments are not.

Budget/Resource Analysis Need an additional staff member and/or financial support to cover staffing
while more than one faculty member is on leave.

**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 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  Met Criterion  
C  Met Criterion

Interpretations/Key Strategies/Initiatives  
Traditionally, we have placed our students in schools that have provided enriching diversity experiences.

Budget/Resource Analysis  
NA

**Source URL:**
http://www.cwu.edu/teaching-learning/node/2559/submission/32?destination=node/2559/submission/32