Submission information
Form: Annual Program Report Form
Submitted by butterfc
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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 1 and December 15

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

Interpretations/Key Strategies/Initiatives E.F. G. No data available.
Budget/Resource Analysis The Dispositional Survey needs to be completed through the application process and should be accurately reported in the data set given in order to complete this report.

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. Time to Completion
B. Portfolios

Expected Performance Level (Criterion) A. Time to completion = 9 quarters
B. 90% are completing a Program and PEP core portfolio
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. edTPA

Expected Performance Level (Criterion)  
A. 50% are placed in highly diverse settings  
B. 80% will Meet the Standards averaging 3point or better on the 10 FSTE rubrics  
C. 100% will demonstrate a positive change on all four domains of the DI  
D. 50% will Score a 3 or better in each of the edTPA rubrics

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

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

Interpretations/Key Strategies/Initiatives  Data not available.

Budget/Resource Analysis  Clearer data needs to be provided.

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 or Number Compared to Number in Program

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
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

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

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

A N/A
B N/A
C 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. Percentages were not given.
C. The data is not present.

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  N/A

Interpretations/Key Strategies/Initiatives
A, B & C. No data provided.

Budget/Resource Analysis
Data needs to be provided in order to complete the report.

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 professional development.
B. The candidates did not make criterion in Domain 3
C. The Literacy program did not meet this criterion, however the number is reflective of the CTL percent.

Budget/Resource Analysis
CWU recruitment needs to provide leadership and a push to increase 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 Needs Improvement
B Below Criterion

Interpretations/Key Strategies/Initiatives
The Literacy faculty has tried to hire in the past 5 years, but has not been granted permission.

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

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
B. Field Experience Data
C. Diversity Index Data

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
No data available.

Budget/Resource Analysis
The data set needs to be complete in order to assess this area. The Literacy program supports field placements in diverse settings.