Submission information
Form: Annual Program Report Form
Submitted by garyd
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172.16.30.13
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 Below Criterion
C Met Criterion
D Met Criterion
E Met Criterion
F Met Criterion
G N/A

Interpretations/Key Strategies/Initiatives A-Undergraduate enrollment went from 120 students in Fall 2013 to 114 students in the Spring of 2014. Possible reasons may be due to the fact that as an early childhood major students need to complete a quarter of field experience. If they drop to a minor they do not which would allow them to graduate a quarter earlier.

B-Most of our enrollment is female with a small minority of males 5% or less. European/Middle Eastern? White dominate the ethnicity, although our Latino population is growing (7% in the Fall of 2013 to 10% in the Spring of 2014. Generally the minor and non cert programs are the same with about 75% European/Middle Easter/White. Our non cert program attracts Asians, possibly because their English speaking abilities are not adequate to meet the challenge of the edTPA.

C. From the data presented it is ambiguous, and not clear if this were met, based on the data available.
D. All candidates pass with a 240 because it is the basal. However, the students that take the assessment more than once is not indicated in the data presented.
E. All candidates pass with a 240 because it is the basal. However, the students that take the assessment more than once is not indicated in the data presented.
F. All candidates pass with a 240 because it is the basal. However, the students that take the
assessment more than once is not indicated in the data presented.
G. I am unsure from the data presented if all candidates completed the DI. I assume that it is part of the application process, but don't have concrete data to indicate that it is or is not.

Budget/Resource Analysis  N/A

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

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  Met Criterion
B  Surpassed Criterion

Interpretations/Key Strategies/Initiatives  A. From the data presented it appears that the candidates are able to complete the program in a timely manner. However, it was quite difficult for me to see the breakdown of early childhood because it was grouped as education.
B. Artifacts and evidence of meeting the standards is one of the early childhood major requisites. Portfolios reflect that evidence and is kept ongoing in each early childhood class throughout the completion of the the program. The portfolios and completed in the last EDEC class and inspected not only by CWU faculty but also external evaluators.

Budget/Resource Analysis  N/A

UNIVERSITY OBJECTIVE 1.1: T3 Student Teaching

Unit Outcomes  Student Teaching provides candidates a diverse culminating experience where program content-pedagogy is synthesized and tested in real classrooms.
Indicators  A. Candidates are ensured placements in school settings that are highly diverse during student teaching
B. Final Student Teaching Evaluation (FSTE)
C. Disposition Inventory
D. 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. Field Experiences within Content Areas
B. All Quarters
C. OREA / All Quarters
D. Pearson / All Quarters
A. Below Criterion  
B. Met Criterion  
C. N/A  
D. N/A  

Interpretations/Key Strategies/Initiatives  
A. At least 50% are placed in diverse settings (Yakima, George, Union Gap) etc. Because many of our candidates do not have transportation many are placed in the Ellensburg school district where the diversity is not as varied as in the more Eastern side of Washington State.

C. From the data presented it is almost impossible for me to determine the statistics for the Early childhood Department. From what I can interpret the education department is presented as one group and not segmented into departments.

D. It appears from the data presented that early childhood majors/minors did not take the early childhood TPA, but rather chose to take the literacy or math.

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 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  
B. OREA/ IR / Summer Quarter  
C. Pearson / All Quarters  
D. Certification Office (CO) / Fall Quarter / November1 /December 15

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

Interpretations/Key Strategies/Initiatives  
A, B, C, D, - The data is not broken down into the early childhood department, so from the data I am seeing it is for the entire education department.

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
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. C. Again I can only guess how many were early childhood majors. However, it appears that over 50% of candidates obtained teaching positions within their first year of holding a license. The data tells me how many were hired, but not how many actually graduated.

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  N/A

Interpretations/Key Strategies/Initiatives  
A-C: I could not make this determination with the data provided. Our progress towards improvement is an ongoing process that continues and never ends. We have attempted to align our program to meet the standards of the edTPA, standard 5, and the new Washington State Endorsement Competencies. We have made progress, but certainly have a long way to go.

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 N/A
C Needs Improvement

Interpretations/Key Strategies/Initiatives
A- The university offers programs in equity. However, it is up to each faculty member to attend at will.
B- Data in not adequate for me to make a determination.
C- Candidates do not represent a diverse ethnicity.

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 Below Criterion
B. Below Criterion

Interpretations/Key Strategies/Initiatives

A - Hiring is dependent on the pool of applicants and does not always provide highly qualified individuals from which to choose. Efforts are made to hire highly qualified personnel, but often because of the structure of reimbursement, and or demographic area, quality may be hired instead of highly qualified. Highly qualified is ambiguous and has a variety of definitions depending on who is choosing.

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
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 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. Below Criterion

Interpretations/Key Strategies/Initiatives

B - Field experience is available in its' fullest form (35 hours per week) in the last quarter of the program. Field experience needs to be available during the program, instead of at the end.
C- Depending on the placement, the cultural diversity is not always dissimilar to the candidates' ethnicity.

Budget/Resource Analysis  N/A

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