Please enter the appropriate information concerning your student learning assessment activities for this year.

**Academic Year of Report:** 2014 - 2015  
**College:** CEPS  
**Department:** Educational Foundations and Curriculum  
**Program:** Master Teacher

1. **What student learning outcomes were assessed this year, and why?**

   The Master Teacher 2012-2013 report year serves as the initial or baseline structure for “Assessment of Student Learning” report. The 2014-2015 assessment is the second year we have gathered data aligned to the Student Learning Outcome Assessment Plan submitted for 2012-2013 year.

   The Master Teacher Program assessed two programmatic outcomes beginning with the 2013-2014 year. The outcomes are from and aligned to the:

   **Master Teacher Strategic Plan:** Theme 1 -- Teaching and Learning

   The Master Teacher Program is designed to help candidates create an advanced program to meet their unique interests in teaching and learning through educational foundations, their knowledge, skills, and dispositions to demonstrate competency in the seven Master Teacher Program standards. These standards are integrated with the Department of Educational Foundations and Curriculum, Center for Teaching and Learning, and Central Washington University.

   For this report and the 2014-2015 school year, Theme 1 – Teaching and Learning assessed the two standards noted below. These standards were evaluated using the two-level Master Teacher Strategic Plan assessment rubric to determine if the Master Teacher Program and candidates met the criteria established by faculty of the Department of Educational Foundations and Curriculum.

   **Standard 1 -- Critical skills in general and content specific pedagogy**

   **Standard 2 -- Highly developed oral and written communication skills**
Central Washington University and the Educational Foundations and Curriculum department programmatic outcomes for the Master Teacher Program follow:

1. Students will demonstrate competence in critical general and content specific pedagogy skills. This goal is related to:
   
a. CWU Theme 1: Teaching and Learning  
   University Objective 1.1: Enhance student success by continually improving the curricular, co-curricular, and extracurricular programs.

   b. EFC Theme 1: Master Teacher Theme 1: Teaching and Learning  
   Objective 1.1: Enhance student success by continually improving the curricular, pedagogical, technological, research and co-curricular program components.

2. Students will demonstrate competence in oral and written communication skills. This goal is related to:
   
a. CWU Theme 1: Teaching and Learning  
   University Objective 1.1: Enhance student success by continually improving the curricular, co-curricular, and extracurricular programs.

   b. EFC Theme 1: Master Teacher Theme 1: Teaching and Learning  
   Objective 1.1: Enhance student success by continually improving the curricular, pedagogical, technological, research and co-curricular program components.

2. How were they assessed?

A) What methods were used?

All Master Teacher Program candidates who wish to earn a graduate degree must demonstrate research and writing competence culminating in a summative experience to the satisfaction of the candidate’s graduate committee. More specifically, the candidate must demonstrate their competence through both an oral and written defense utilizing one of the following three options.

1. A research study culminating in a written thesis report.
2. An educational development project together with a written project report.
3. Extensive guided reading in the area of specialization culminating in a written comprehensive examination.
4. For online courses -- assignments, class projects and/or exams.
Oral and written skills

Standard 1 -- Critical skills in general and content specific pedagogy  
Standard 2 -- Highly developed oral and written communication skills

Candidates who complete their summative assessment and receive a satisfactory rubric score will earn their master’s degree from the Master Teacher Program.

Candidates whose culminating assessment is unsatisfactory will either engage in successful remediation or will fail to earn a master’s degree from the Master Teacher Program.

B) Who was assessed?

All candidates in the Master Teacher Program are assessed at the end of their program as and through their online coursework.

Candidates complete a capstone summative writing experience (thesis, project or exam) as well as undergo an oral comprehensive examination after completing a thesis, project, or written comprehensive examination. The oral portion of their examination includes a defense of their thesis, project, or written examination, as well as coursework taken for their master’s program.

In the event of an unsatisfactory oral examination, a second examination may be scheduled upon the endorsement of the major department chair and with the approval of the Associate Vice President of Graduate Studies and Research.

C) When was it assessed?

Each candidate chose one of the three culminating, practitioner-based experiences listed below:

1. Thesis -- Oral and written defense  
2. Project – Oral and written defense  
3. Exam – Oral and written defense

Beginning with the 2013-2014 year, the “Assessment of Student Learning” outcomes included:

Standard 1-- Critical skills in general and content specific pedagogy, and  
Standard 2 -- Highly developed oral and written communication.
Candidates were assessed using the below rubric with 80 per cent (80%) minimal competency at or above the “Proficient” level:

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>PROFICIENT</th>
<th>IMPROVEMENT NEEDED</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Critical skills in general and content specific pedagogy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Highly developed oral and written communication skills</td>
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</tbody>
</table>

3. **What was learned?**

**Qualitative information**

In evaluating the overall Master Teacher Program and receiving course feedback, the Master Teacher Program committee found one evident need, consistent pedagogy with highly developed oral and written communication amongst CWU centers.

To best support candidates’ consistent pedagogy with highly developed oral and written communication amongst CWU centers, the Master Teacher Program has provided the following:

1. Consistent pedagogy with highly developed oral and written communication is important for all candidates and needs to be taught by tenured-track Educational Foundations and Curriculum faculty.
2. Online instruction – all Master Teacher Program courses need to be utilizing a standard format and syllabus.
3. Implemented plans of action for non-completed candidates to best support their success in completing their degrees.

**Quantitative information**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Candidates</th>
<th>New Candidates</th>
<th># In progress</th>
<th># Defense Remaining</th>
<th># Defense Remediation Needed</th>
<th># Failed Defense</th>
<th># Master’s Degree Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>32</td>
<td>9</td>
<td>25</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>
4. What will the department or program do as a result of that information?

To best support CWU candidates and ensure pedagogical consistency, the Master Teacher Program incorporated the following:

1. Consistent pedagogy with highly developed oral and written communication is now being provided for all candidates and taught by tenured-track Educational Foundations and Curriculum faculty.
2. Online instruction of all Master Teacher Program courses is now being taught utilizing a standard format and syllabus.
3. Implemented plans of action for non-completed candidates to best support their success in completing their degrees.
4. Implemented outreach for students who have not completed their master’s degree due to pedagogy and writing concerns.

Additionally, the Master Teacher Program Committee is continuing to improve and expand:

1. Data analysis
2. Rubric development
3. Candidate identification regarding those who have
   a. completed their coursework, but have not defended their summative experience (thesis, project or exam)
   b. received defense remediation
   c. failed their defense
4. Factors leading to a completed Master Teacher Program degree

To better support candidate degree completion as well as future growth and support of the Master Teacher Program, the Master Teacher Committee will report results and changes to the following internal and external stakeholders:

1. Educational Foundations and Curriculum Department faculty
2. College of Education and Professional Studies
3. Central Washington University

5. What did the department or program do in response to last year’s assessment information?

As part of our program evaluation, the Master Teacher committee has seen a need to:

1. Continued to provide outreach to students who have not completed their master’s degree due to pedagogy and writing concerns.
2. Implemented plans of action for non-completed candidates to best support their success in completing their degrees.
3. Begun revision of the Master Teacher Handbook to increase candidate guidance and support.
4. Developed a draft of comprehensive and annotated Project Study Guidelines for students to better support their:
   a. Competence in written communication at a master’s level for research, writing and presentation skills, and
   b. Competence in critical general and content specific pedagogy skills required of project studies.
5. Continued to provide consistent pedagogy with highly developed oral and written communication for all candidates taught by tenured-track Educational Foundations and Curriculum faculty.
6. Continued to provide online instruction of all Master Teacher Program courses utilizing a standard format and syllabus.
7. Improve and expand on:
   a. data analysis
   b. rubric development
   c. candidate identification regarding those who have
      i. completed their coursework, but have not defended their summative experience (thesis, project or exam)
      ii. received defense remediation
      iii. failed their defense
   d. factors leading to a completed Master Teacher Program degree

Additionally, we have focused on growing our program through additional marketing strategies. To accomplish growth, the program has developed and implemented the following strategies:

1. Social media website – Facebook
2. Begun collaborative efforts for Areas of Emphasis with the following content area departments:
   a. Advanced Programs – Library Media
   b. Bilingual/TESL
   c. Literacy
3. Created flyers for
   a. Master Teacher Program
   b. Areas of Emphasis
4. Initiated collaboration with the School of Graduate Studies to developed CWU marketing strategies and secure graduate feedback to better support the program needs of our candidates and prospective candidates.

6. Questions or suggestions concerning Assessment of Student Learning at Central Washington University:

   We welcome your feedback.