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

1.0 Candidates have knowledge of the literacy processes and know how to apply the results of evidence-based literacy research (qualitative and quantitative) to instructional practices. Literacy is defined as:
   - The integration of listening, speaking, reading, writing and critical thinking across all media types
   - The knowledge to recognize and use language appropriate to a situation
   - The ability to think, create, question, solve problems and reflect.

2.0 Candidates demonstrate knowledge of the assessment/instruction cycle (data analysis, universal screening, diagnostic, progress monitoring, formative, summative), and how to use a variety of assessment tools and practices to plan and evaluate evidence-based literacy instruction.

3.0 Candidates have knowledge of a wide range of instructional practices, approaches, methods, and curriculum materials to support literacy instruction.

4.0 Candidates foster literacy development by using instructional practices, curriculum materials and the appropriate use of assessments to create a literate environment.

5.0 Candidates view professional development as a career-long effort and responsibility.

6.0 Candidates demonstrate a deep understanding of the pedagogical knowledge and practice specific to the teaching of literacy.

*Reasons for these Outcomes and Alignment to Program/Department, College, and University Goals*

The above outcomes are aligned with the six (6) standard areas for the WA P-12 Reading Endorsement (http://program.pesb.wa.gov/endorsements/list/rdg). The MEd-Literacy candidates are held to these accountability standards by the state.
These outcomes are also aligned with program, department, college, and university goals. The goals are aligned as follows:

1.0  Candidates have knowledge of the literacy processes and know how to apply the results of evidence-based literacy research (qualitative and quantitative) to instructional practices. Literacy is defined as:
   • The integration of listening, speaking, reading, writing and critical thinking across all media types
   • The knowledge to recognize and use language appropriate to a situation
   • The ability to think, create, question, solve problems and reflect.

Program/Department Goals:
Candidates will demonstrate the knowledge, skills, and dispositions to be successful as community leaders in the area of literacy

College Goals:
Candidates will demonstrate subject matter knowledge

University Goals:
Goal 1 & 2 “Maintain and strengthen an outstanding academic and student life.”

2.0  Candidates demonstrate knowledge of the assessment/instruction cycle (data analysis, universal screening, diagnostic, progress monitoring, formative, summative), and how to use a variety of assessment tools and practices to plan and evaluate evidence-based literacy instruction.

Program/Department Goals:
Candidates will demonstrate the knowledge, skills, and dispositions to be successful as community leaders in the area of literacy.
Candidates will demonstrate how school and community partners will be actively involved in activities and events related to course content.

College Goals:
Candidates will demonstrate subject matter knowledge.
Candidates will demonstrate a thorough understanding of professional and pedagogical knowledge and skills.

University Goals:
Goal 1 & 2 “Maintain and strengthen an outstanding academic and student life.”

3.0  Candidates have knowledge of a wide range of instructional practices, approaches, methods, and curriculum materials to support literacy instruction.

Program/Department Goals:
Candidates will become facilitators of learning in a diverse world.

College Goals:
Candidates will reflect dispositions expected of professional educators.
Candidates will participate in opportunities to learn from a diverse representation of faculty.
Candidates will participate in opportunities to learn with a diverse representation of candidates.

University Goals:
Goal 6 “Promote intellectual inquiry and encourage civility, mutual respect, and cooperation.”
4.0 Candidates foster literacy development by using instructional practices, curriculum materials and the appropriate use of assessments to create a literate environment

Program/Department Goals:
Candidates will demonstrate the knowledge, skills, and dispositions to be successful as community leaders in the area of literacy

College Goals:
Candidates will demonstrate subject matter knowledge.
Candidates will demonstrate a thorough understanding of professional and pedagogical knowledge and skills.

University Goals:
Goal 1 & 2 “Maintain and strengthen an outstanding academic and student life.”

5.0 Candidates view professional development as a career-long effort and responsibility.

Program/Department Goals:
Candidates will demonstrate the knowledge, skills, and dispositions to be successful as community leaders in the area of literacy. Candidates will apply communication knowledge and theory to the development of effective relationships.

College Goals:
Candidates will reflect dispositions expected of professional educators.

University Goals:
Goal 4 “Build mutually beneficial partnerships.”
Goal 6 “Promote intellectual inquiry and encourage civility, mutual respect, and cooperation.”

6.0 Candidates demonstrate a deep understanding of the pedagogical knowledge and practice specific to the teaching of literacy.

Program/Department Goals:
Candidates will apply communication knowledge and theory to the development of effective relationships.

College Goals:
Candidates will demonstrate a thorough understanding of professional and pedagogical knowledge and skills.

University Goals:
Goal 1 & 2 “Maintain and strengthen an outstanding academic and student life.”

2. How were the student learning outcomes assessed?

See Table below
Table
Description of the MEd-Literacy Assessment Process
Includes Standard of Mastery

2013 Cohort= Candidate data reflects enrollment from Fall 2014-Summer 2015 in EDLT 700 N = 6
2014 Cohort= Candidate data reflects enrollment from Fall 2014-Summer 2015 N = 10
2015 Cohort = Candidate who began MEd-Literacy in Summer, 2015, and therefore reflects only Summer 2015 data) N = 13

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>What Methods were Used? (D= Direct; I = Indirect) (P = Performance; K = Knowledge; A = Attitudes) Standard of Mastery</th>
<th>Who was Assessed?</th>
<th>When was it Assessed?</th>
</tr>
</thead>
<tbody>
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<td>Thesis/Project D, K, A, P Standard of Mastery: 85% of candidates Successfully complete EDLT 700 including defense of thesis/project.</td>
<td>2013 Cohort</td>
<td>During enrollment in: EDLT 700 3 Candidates completed.</td>
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Standard of Mastery for 2014 & 2015 Cohorts: 1. Rubrics are used to assess each of
these course components. Rubrics are based on a 10-point scale and posted in the electronic course before the assignment is given. Rubric criteria includes “exceeds the standard,” “meets the standard,” and below the standard: areas. Rubrics are completed and returned to the candidates with the evaluated assignment.

2. 85% of candidates must maintain a 3.0 GPA to remain in MEd-Literacy Program
2.0 Candidates will describe understanding of the assessment, diagnosis, and evaluation process as it relates to current position. Candidates will share how this knowledge is used in monitoring and reporting of assessment data to interested parties.

<table>
<thead>
<tr>
<th>Thesis/Project D, K, A, P</th>
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<tr>
<td>Discussion Boards-D, K, A</td>
<td>Assessment Collection-D, K Case Studies D, K, A, P Summative Module Papers D, K, A IRIS Assessments D, P</td>
</tr>
<tr>
<td>2013 Cohort</td>
<td></td>
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<tr>
<td>Discussion Boards-D, K, A</td>
<td>Motivation to Read Profile D, K, P</td>
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</table>

<p>|                | During enrollment in: EDLT 700 3 Candidates completed.                                                    |
| Discussion Boards-D, K, A | Motivation to Read Profile D, K, P                                                                       |
| 2013 Cohort               |                                                                                                          |
| During enrollment in: EDLT 535-Teaching Diverse Learners EDLT 592C-Practicum EDLT 526-Assessing Literacy EDLT 528-Personalizing Literacy Instruction EDLT 592D-Practicum |
| During enrollment in: EDLT 534-Learning Theories |
| 2015 Cohort               |                                                                                                          |</p>
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<tr>
<th>Candidates have knowledge of a wide range of instructional practices, approaches, methods, and curriculum materials to support literacy instruction.</th>
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<td>Discussion Boards D, K, A  Literature Reviews D, K  Article Analyses D, K</td>
<td>2015 Cohort</td>
<td>During enrollment in: EDLT 534-Learning Theories  EDLT 523-Issues and Trends in Literacy Instruction</td>
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| 4.0 Candidates foster literacy development by using instructional practices, curriculum materials and the appropriate use of assessments to create a literate environment | Thesis/Project D, K, A, P  
**Standard of Mastery:**  
85% of candidates Successfully complete EDLT 700 including defense of thesis/project. |
|---|---|
| Discussion Boards-D, K, A  
Literature Reviews D, K  
Article Analyses D, K  
Presentations-D, K, P  
Case Studies D, K, A, P  
Summative Module Papers D, K, A  
IRIS Assessments D, P | 2013 Cohort  
During enrollment in: EDLT 700  
3 Candidates completed. |
| Discussion Boards-D, K, A  
Motivation to Read Profile D, K, P | 2014 Cohort  
During enrollment in: EDLT 700  
During enrollment in: EDLT 520-Literacy Curriculum-Design and Delivery  
EDLT 592A-Practicum  
EDLT 521 Program Organization: Literacy Coaching Leadership  
EDLT 592B-Practicum  
EDLT 535-Teaching Diverse Learners  
EDLT 592C-Practicum  
EDLT 526-Assessing Literacy  
EDLT 528-Personalizing Literacy Instruction  
EDLT 592D-Practicum | 2015 Cohort  
During enrollment in: EDLT 534-Learning Theories  
EDLT 523-Issues and Trends in Literacy Instruction |
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<tr>
<th>5.0 Candidates view professional development as a career-long effort and responsibility.</th>
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<td>2014 Cohort</td>
<td>During enrollment in: EDLT 520-Literacy Curriculum-Design and Delivery EDLT 592A-Practicum EDLT 521 Program Organization: Literacy Coaching Leadership EDLT 592B-Practicum EDLT 535-Teaching Diverse Learners EDLT 592C-Practicum EDLT 526-Assessing Literacy EDLT 528-Personalizing Literacy Instruction EDLT 592D-Practicum</td>
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<td>Coaching Reports-D, K, P</td>
<td>Case Studies D, K, A, P</td>
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<td>Reflection Papers D, K, A</td>
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</table>
3. **What was learned?**

*Link to SLOs and Standard of Mastery for 2013 Cohort*

The standard of mastery for the 2013 cohort was not met. An 85% completion rate was set. Of the 6 candidates who completed the course of study, 3 have so far defended a project in order to earn the degree. That comes to 50% of the cohort members graduating. Of the remaining 3, 1 took a year off and is in the process of writing her project, while 2 have not returned inquiries from their committee chairs about the continuation to degree completion. During the defense of the project, each candidate was responsible for showing how each of the SLOs was met. All 3 candidates who successfully defended the project, met the standard for the SLOs. But again that was a 50% completion rate for the degree being awarded.

*Link to SLOs and Standard of Mastery 1 for 2014 and 2015 Cohorts*

The standards of mastery for the 2014 and 2015 cohorts were met. Evidence of Standard of Mastery 1 is qualitative reporting in that the rubrics were used to assess individual assignments in the courses. The rubrics were completed and returned to the candidates as assignments were submitted.

**Interpretation/Analysis of Results**

Because of the implementation of the Common Core State Standards (CCSS) within Washington Schools, it was decided that the assignments needed to clearly reflect the candidates’ understanding of the CCSS within course assignments. Therefore, the content of the rubrics aligned with the candidates understandings of the implementation of the CCSS in their classrooms.

Second, the Literacy Faculty has noted that those candidates who are currently teaching produced much deeper reflections and understanding of content within their assignments. The Literacy Faculty attributed this to the fact that most of the criteria for the assignments asked the candidates to complete the practical portions within their classrooms. This requires the candidates to make clear connections between the content of the course and the implementation of the concepts within their own teaching. It appears that those not currently teaching receive lower scores on assignments (as evidenced by the assignment rubrics).

Finally, because the program is offered solely on-line, it appears that those who are stronger writers achieve higher grades on their assignments (as evidence by assignment rubrics), and therefore the course(s). This has affected at least two (2) candidates who do not appear to be as strong of writers as others enrolled. The lower grades have affected their status within the program.
**Link to SLOs and Standard of Mastery 2 for 2014 and 2015 Cohorts**
Evidence of Standard of Mastery 2 was achieved in that both the 2014 and 2015 cohorts showed 100% of candidates maintaining a 3.0 GPA, thus remaining in the program.

**Interpretation/Analysis of Results**
Because 100% of the candidates in the 2014 and 2015 cohorts maintained a 3.0 GPA, it is interpreted that the candidates are motivated with staying in the program through the coursework. Further analysis of the completion rate once these candidates enter the project stage will be warranted.

4. **What will the department or program do as a result of that information?**

Changes to the program have been made as each new cohort has begun the program. Each instructor has updated the course content as a new cohort entered the program. Because of the implementation of the Common Core State Standards (CCSS) in Washington Schools, the content of the courses now reflects the candidates’ understanding and implementation of the CCSS within their teaching protocols. Changes seem to be made each year within the WA school system, and therefore, course instructors have revised course content to reflect these changes. Additionally, because instructors are becoming more adept at facilitating courses online, they have included additional use of technology. After the teaching of each course, the rubrics have been updated to reflect feedback from candidates. Finally, instructors are offering more writing assistance and resources to these on-line students. Writing resources are posted within the electronic course, instructors conduct telephone writing conferences with candidates, and candidates are encouraged to meet with a representative from the CWU Writing Center.

Results of these changes are recorded in program minutes so there is a record for other faculty to view. Candidates are notified of the changes through announcements and documents within the electronic course.

5. **What did the department or program do in response to previous years’ assessment results, and what was the effect of those changes?**

Changes to improve student learning based on the SLOs and Standards of Mastery were previously discussed in this report. However, Changes to improve student learning through the completion of the degree needs to be addressed. As the result of this analysis, the literacy program now has some documentation about the success of the completion of the program. With just a 50% degree completion rate toward the degree thus far, the faculty will now look for ways to improve that rate. First, it would be helpful to know what the degree completion rates across CWU Graduate Programs and the nation are. That would provide the literacy faculty with an accurate target percent that is in line with norms. Second, it would be necessary to make further contact with those who have not communicated with program faculty to see why they have not completed the program. Their ideas may provide further insights as to how these candidates could be assisted toward completion. Third, the members of the 2014 cohort are in the process of completing EDLT 700, with most of them intending to graduate in Spring or Summer of 2016. When those candidates complete the program, we may have a more accurate portrayal of a degree completion rate. In turn, that information will affect future assessment plans.

6. **Questions or suggestions?** Contact Tom Henderson (henderst@cwu.edu) or Bret Smith (bpsmith@cwu.edu)