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

In answering this question, please identify: the specific student learning outcomes that were assessed:

1. Establish and maintain a professional growth plan.
2. Differentiate learning developmentally, with regard to cultural responsiveness.
3. Develop early childhood content knowledge.
4. Utilize the cycle of teaching and learning.
5. Complete ECE level practicum experience.
6. Create a personalized professional portfolio.

- Reasons for assessing the outcomes, with the outcomes written in clear, measurable terms

1. **Establish and maintain a professional growth plan:** Professional growth plan is a state requirement for teacher certification, as well as a professional skill for students to practice and perfect.

2. **Differentiate learning developmentally, with regard to cultural responsiveness:** Developmentally appropriate practice is a cornerstone of the profession, criteria for professional standards such as NAEYC, and teacher certification standards. Cultural responsiveness addresses standards established by the state and professional organizations as well as preparing students for the current work force.

3. **Develop early childhood content knowledge:** Students must pass a content exam (NES) in order to qualify for certification. Content knowledge is also tied to professional development and state programming (such as Washington State push in
early numeracy). Clear content knowledge prepares students for differentiation in instruction and work force readiness.

4. **Utilize the cycle of teaching and learning**: Professional, state, and college standards support the learning of the teaching and learning cycle, especially the practice of reflection. Students utilize the practice in completion of the EdTPA, a criteria for certification, and will continue the practice in the TPEP as a professional.

5. **Complete ECE level practicum experience**: The practicum experience is designed to meet best practices as defined by NAEYC, and to meet the criteria or state certification. The practicum experience, along with a substantial seminar, is designed to scaffold students to a successful student teaching experience.

6. **Create a personalized professional portfolio**: The portfolio is aligned with the University data system (Livetext) and is used for program and college data collection as well as student preparation. Students maintain a portfolio of work that exemplifies their understanding of professional standards and present the material in exit interview with faculty. Portfolios are also reviewed by external reviewers such as ESD personnel.

- **Which CWU Strategic Plan Outcome(s) do the student learning outcomes relate to:**

  All student learning outcomes are designed to relate to CWU Strategic Plan Outcome:
  
  a. **Outcome 1.1.1**: Students will achieve programmatic learning outcomes.

2. **How were the student learning outcomes assessed?**

1. **Professional growth plan**:
   A. Growth plans are assessed through direct evaluative review.
   B. All early childhood education majors are assessed.
   C. Plans are established in the first quarter in the ECE program and reviewed in the 2nd and 4th quarters of the program, as well as during exit interviews.
2. Culturally responsive, developmentally appropriate learning:
A. Direct assessment through observation of student, participation, quality of course assignments, and Livetext.
B. All early childhood education majors are assessed.
C. Students are assessed throughout coursework and are expected to maintain a 3.00 GPA or higher.

3. Develop early childhood content knowledge:
A. Direct assessment through content based exam (NES)
B. Students are required to take exam prior to student teaching; must pass prior to certification.
C. Students must pass the exam with a score of 80%

4. Utilize the cycle of teaching and learning
A. Observation of student participation, quality of course assignments, and Livetext.
B. All ECE majors are assessed
C. Coursework is under constant supervision, Livetext evaluated at end of quarters.

5. Complete ECE level practicum experience
A. Observation, mid-term evaluation, and final observation
B. All majors seeking certification
C. Final quarter of ECE program, enrolled in EDEC 493

6. Create a personalized professional portfolio
A. Exit interview with rubric and outside evaluation from EESD, also with rubric
B. All students completing practicum experience (majors seeking certification)
C. 5th quarter (final quarter of ECE program)

3. What was learned?

Students met mastery in terms of maintaining GPA and passing required courses. Portfolios assessed by outside sources were all approved, 100% completion. Students passed required content assessments: NES (91.5%) and edTPA® 100%

4. What will the department or program do as a result of that information?
The NES data reflects a weakness in the area of content knowledge. This data, as well as outside evaluation from PESB (voluntary evaluation) points to a need to strengthen programming in

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terms of specific content areas; math, literacy, the arts, science and social studies. The ECE program has begun the process of course and program revision.

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

Changes in programming included outside evaluation of portfolios and extending rubrics for exit interviews to replicate professional job interviews. These changes increased student professionalism and also created an extended exposure for CWU students to local education agencies.

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