Assessment of Student Learning Outcomes
Degree Program Report

College: CEPS    Department: TEACH
Program: Elementary Education    Degree: Bachelor of Arts in Education

1. What student learning outcomes were assessed this year, and why?
The following student learning outcomes are based upon our current program: four courses within TEACH, four within LLSE, one within SCED, one with HED, and the PEP Program. These outcomes are assessed by the Elementary Education program within the four courses under the responsibility of the Elementary Education program, within the science methods course, and within three literacy courses.
The first outcome represents what candidates should know, understand, and be able to do resulting from their complete program of study and is assessed within the capstone course.
The second outcome represents the essence of what teacher candidates must understand and be able to do for teaching math, social studies, reading, inquiry-based science, children's literature, and for integrating arts into instruction.

1. Students can apply specific content understanding, theoretical knowledge, and interdisciplinary teaching practices to plan, instruct, assess, analyze, and reflect upon standards-based instruction
2. Students will independently create and effectively deliver responsive and relevant curriculum
3. Students will pass the EdTPA during student teaching with a score of 42.

Note: The official cut score in Washington for the EdTPA is 35. Our program has set the outcome at 42 for program review/improvement purposes. A score below 42 is not consequential for program completion.

Each outcome was assessed during the 2014 – 2015 year. These outcomes align to the InTASC Standards, the WA Elementary Endorsement Standards, and Standard 5 Program Standards and to CWU Strategic Plan Outcome 1.1.1: Students will achieve programmatic learning outcomes.

2. How were the student learning outcomes assessed?
A) What methods were used?

Outcome 1 is summatively assessed at the program level in the capstone course for the elementary program. Outcome 1 is assessed with a direct, performance assessment involving planning, instructing, evaluating evidence of student learning, feedback, and next-step instruction. The assessment is evaluated using Standard 5 rubrics.
Outcome 2 is assessed at the course level in the 3 remaining methods courses within our responsibility (math, integrated arts, and social studies), and within one science and three literacy methods courses. Outcome 2 is assessed with direct, performance assessments as either field experience-based or mock setting. These assessments involve planning, instructing and assessing by creating either lessons, learning segments or units, and are evaluated using department-created rubrics aligned to the WA Elementary Education Endorsement Standards.

Outcome 3 is assessed via the report of the EdTPA scores and is used for program evaluation and improvement.

The standard of mastery for the elementary education program is 95% of our students will meet the standard(s) or be approaching the standard(s).

B) Who was assessed?

<table>
<thead>
<tr>
<th>Course number/Title</th>
<th>Population: # of Candidates Assessed &amp; Campus/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEL 320 Integrated Arts</td>
<td>43 (Ellensburg, Des Moines, Pierce)</td>
</tr>
<tr>
<td>EDEL 323 Math Methods</td>
<td>83 (Ellensburg)</td>
</tr>
<tr>
<td>EDEL 420 Social Studies Methods</td>
<td>136 (Ellensburg, Des Moines, Pierce)</td>
</tr>
<tr>
<td>EDEL 423 Integrated Methods/Capstone</td>
<td>101 (Ellensburg, Des Moines, Pierce)</td>
</tr>
<tr>
<td>EDSE 322 Science Methods</td>
<td>132 (Ellensburg, Des Moines, Pierce, Yakima)</td>
</tr>
<tr>
<td>EDLT 409 Teaching Reading</td>
<td>147 (Ellensburg, Des Moines, Pierce, Wenatchee)</td>
</tr>
<tr>
<td>EDLT 321 Teaching Children's Lit</td>
<td>84 (Ellensburg, Pierce, Wenatchee)</td>
</tr>
<tr>
<td>EDLT 422 Teaching Language Arts</td>
<td>133 (Ellensburg, Des Moines, Pierce, Wenatchee, Yakima)</td>
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</tbody>
</table>

C) When was it assessed?

The assessments take place within the above courses every quarter. There is no sequence to the courses, other than the capstone course - EDEL 423 - is taken the quarter prior to student teaching. The candidates take the methods courses at varying times in their program of study, though most take the arts, reading, and math in the junior year or first year of the program and social studies, science, and language arts in the senior year or 2nd year of the program.

3. What was learned?

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Related CWU Strategic Outcome</th>
<th>Standard of Mastery</th>
<th>Assessment Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can apply specific content understanding, theoretical knowledge, and interdisciplinary teaching practices to plan, instruct, assess analyze, and reflect upon standards-based instruction</td>
<td>1.1.1 Students will achieve programmatic learning outcomes.</td>
<td>95% of candidates achieving met standard (level 3) or approaching standard (level 2) on the Standard 5 rubrics</td>
<td>N=101 Overall = 85%</td>
</tr>
<tr>
<td>Students will independently create and effectively deliver responsive and relevant curriculum</td>
<td>1.1.1 Students will achieve programmatic learning outcomes.</td>
<td>95% of candidates achieving met standard or approaching standard on the department-created rubrics for the</td>
<td>N=758 (Math = 83; arts = 43; ss = 136; reading = 147; science = 132; children's lit = 84; language arts =</td>
</tr>
</tbody>
</table>
Students will pass the EdTPA during student teaching with a score of 42.  

**Objective 1:** The standard of mastery was not met for objective 1. The Standard 5 rubrics are descriptive of candidates in field experiences/internships with PK-12 children at the end of their program of study. The candidates on the west side campuses are double majors and therefore are completing the capstone course while in a practicum associated with the second major; Early Childhood. As the elementary program does not have a practicum, candidates on main campus only experience practica associated with their minor (6 credits) or with a double major (12 – 15 credits). The minor or 2nd major practica are not associated with the capstone course on main campus. Therefore the ability to demonstrate meeting the expectations of Standard 5 is more challenging when assessed in courses not associated with field experience and contributes to the scores.

**Objective 2:** The standard of mastery was not met for objective 2. The various department created rubrics are not the same. Some use a 5-point rubric while others a 3-point rubric with evaluative criteria defined differently (i.e. excellent, good, proficient, partially proficient and incomplete or target, satisfactory, unsatisfactory, or met standard, approaching standard, minimal). Creating a common rubric scale with more uniform evaluative criteria may improve the accuracy of the overall percentages of students meeting or approaching standards.

**Objective 3:** The standard of mastery for objective 3 was not met. However, 89% pass rate at a score of 42 is strong. As the state standard is a score of 35, these results indicate that while improvements are needed, teacher candidates are being prepared to a level that exceeds state requirements.

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

The elementary education program will look at the data and discuss modifications to our current four courses' expectations/rubrics. Additionally, the four courses under our responsibility have implemented the following changes for the 2015 - 2016 school year and will be collecting data for next year's report.

- Revise and fine-tune the four courses under our responsibility, specifically ensuring that the department-created rubrics are aligned with the Standard 5 expectations.
- For main campus, continue to develop Professional Development School (PDS) relationships, which we began Fall 2015. These PDS settings allow candidates to earn elective practica credits in a K-5 building for one full school year. Candidates opting for the PDS pathway remain in the same placement for student teaching.

The program will include 2 additional outcomes for the 2015 & 2016 school year. They are:
• Students demonstrate appropriate professionalism in all aspects: Oral and written communication, collaboration, behavior, expressions, and attire. This will be assessed in the capstone course. The program will initiate conversations the other programs (science, literacy, and health) concerning assessment of this outcome within their field experiences.
• Students will create a professional growth plan based upon the TPEP for their student teaching and first year of teaching. This outcome will be assessed in the capstone course.

The elementary program will also initiate conversations with the other programs (science, literacy, and health) regarding a common rubric scale and evaluative criteria.

A revised elementary program was created over an 18-month process by an interdisciplinary team of faculty from three colleges (CEPS, CAH, COTS) in 2013 - 2014. The program is still under scrutiny in CEPS with a deadline of June 15, 2016 for final revisions. This new program is expected to significantly impact student learning in that it is proposed as a clinical model with greater coherence across the course work and with an intentional focus on transfer of knowledge/skills from college courses to classroom experiences. The new program is our major response to the data and the changes needed for improving student learning.

Over the past year, the proposed program has been shared with the WA Stem Association, Eastern Washington University Elementary Education faculty, and OSPI. After the new program has been finalized and approved, the elementary program will begin an extensive communication process within and beyond the University, including the CEPS Alumni Advisory Board, our district partners in the PDS program, and districts in which we place candidates for student teaching.

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

Previous year’s assessment results have led to many discussions and proposed changes for the elementary education program. As previously stated, in 2013, an interdisciplinary team of 12 individuals from 3 colleges and representing all content areas for elementary education - math, literacy, science, health education/physical education, science, social studies met weekly and bi-weekly over a period of 18 months to create a new program that reflected current expectations/standards, both national and state, which would better support student learning. This new program remains under scrutiny in CEPS with a deadline of June 15, 2016 for final revisions. The new program will be implemented in the 2017 -2018 school year.

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