

Weber State University
Progress Report for the
Northwest Commission on Colleges and Universities
September 2008

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Fall 2004 Recommendation 1:

The Commission recommends that the institution regularly and systematically assess the general education curriculum and document that assessment activities lead to improvement. Based on evidence from faculty, students, administration and the provided documentation, the Evaluation Committee was unable to verify regular and systematic assessment of the general education curriculum and that assessment activities have led to improvement (Standard 2.B and policy 2.2 Educational Assessment).

Weber State University (WSU) has responded seriously to the charge to “regularly and systematically assess general education.” The assessment has provided information that the university has used to alter program design, to improve instructional technology and to allocate resources to create greater emphasis on particular general education areas.

I. Structure of Weber State University General Education

Although many of the components of general education for Utah’s colleges and universities are determined by Board of Regents policies, WSU has crafted its own General Education Mission Statement that is consonant with the Regents’ policies and incorporates eight learning outcomes. This mission statement was adopted by the university’s faculty senate in December 2006 and has been distributed to faculty, staff and students through a university assessment website and printed materials. The assessment of the learning outcomes is a joint responsibility of the standing Faculty General Education Improvement and Assessment Committee and the Provost’s Office.

General Education Mission Statement

(Approved by Faculty Senate, December 2006)

General education at Weber State University provides students with a foundation in the arts and sciences that transcends and complements their academic emphases. This exposure to diverse fields of study enables students to make intellectually honest, ethical decisions that reflect a knowledge of and respect for diverse people, ideas and cultures. Such breadth of education also cultivates skills critical to student success in academic, personal, professional and community endeavors both within and beyond the university. Students completing the general education program can:

1. Communicate, understand and interpret ideas and information using written, oral and visual media.
2. Think critically and creatively to construct well-reasoned arguments supported by documented research.
3. Use quantitative, mathematical relationships, operations and reasoning.
4. Demonstrate an understanding of the history, foundational principles, economics and politics of the United States.
5. Demonstrate proficiency in computer and information literacy.
6. Demonstrate an understanding of how the biological and physical sciences describe and explain the natural world.
7. Demonstrate an understanding of humans, their behavior and their interaction with and within their physical, social, local and global environments.
8. Demonstrate an understanding of diverse forms of aesthetic and intellectual expression.

II. The Weber State University General Education Assessment Process

WSU currently uses a combination of four nationally standardized tests, four local measures and six secondary indicators to assess the general education learning outcomes.

The nationally-normed tests that are used as direct measures or secondary indicators of student learning include:

1. The Collegiate Learning Assessment (CLA), a direct measure of students' critical thinking, communication, understanding of statistical data and appreciation of diverse viewpoints, (This instrument provides primary indicators for WSU Learning Outcomes 1, 2, 3, 4, 7&8.) has been administered on the campus three times since 2006. After the current year's administration it will be repeated every three years. (see Statistical Appendix III)
2. The National Survey of Student Engagement (NSSE), a secondary measure of students' understanding of civic systems in the United States and diverse cultures and expressions and a direct measure of students' participation in oral and written expression, community service and student scholarship, including research, (The NSSE is used as a primary indicator for WSU Learning Outcomes 1, 2, 4, 7&8.) has been administered four times since 2000 and is repeated at least every three years. (see Statistical Appendix I)
3. The Noel-Levitz Student Satisfaction Survey (Noel-Levitz), which allows a direct measure of students' perceptions regarding their learning and the academic and administrative systems that impeded or support that learning, (These surveys provide secondary indicators for all WSU Learning Outcomes.) has been given five times since 1997 and is repeated every three years. (see Statistical Appendix II)
4. The Higher Education Research Institute Faculty Survey (HERI), which directly measures the academic practices of faculty (secondary indicators for all WSU Learning Outcomes) and provides an important baseline for changes in programs or pedagogical practices, has been administered once and will be repeated every three years.

WSU has now gathered sufficient data from these nationally-normed assessment tools to both provide direction for program changes and resource decisions and to provide a baseline against which the locally developed measures can be normed.

Locally-developed assessments include:

1. Review of educational portfolios. Several programs including Art, Teacher Education, the Community Involvement Center, the Bachelor of Integrated Studies and the Honor's Program use portfolios either by themselves or in conjunction with capstone courses to assess general education outcomes. The Faculty General Education Improvement and Assessment Committee is facilitating the broader use of electronic portfolios this year, following up on an earlier pilot project which suggested that such portfolios showed promise as a basis for cross-discipline general education assessment. (These provide primary and secondary indicators for all WSU General Education Learning Outcomes.) Each of these programs report general education outcomes as part of their annual assessment report. These general education outcomes are currently normed and reported from within the disciplines, however there are efforts to establish shared rubrics that would allow for cross-disciplinary norming.

2. Capstone courses. Approximately eighty percent of all WSU students participate in a capstone class or project. (These provide primary and secondary indicators for all WSU General Education Learning Outcomes.) General education attainment is assessed in each of these summative settings and is reported as part of each college's annual assessment report. As with the portfolio data, these general education outcomes are presently normed within the disciplines. To allow the data from the portfolios and capstone courses to be more easily compared, the Faculty General Education Improvement and Assessment Committee is working this year on expanding the learning outcomes to a set of shared developmental rubrics for each of the general education learning outcomes.
3. Grades, which reflect attainment of general education competencies in general education and discipline courses.
4. Graduating student outcomes surveys. We have administered a general survey to all graduating seniors. In addition, many departments use this as a way of assessing summative attainment of disciplinary and general education learning outcomes
5. Targeted locally developed surveys. For example, the Community Involvement Center (CIC) administers a survey to students enrolled in community-based learning courses asking students for feedback in four general areas: a) perception of service-learning; b) evaluation of the service-learning course; c) attitude toward community involvement; d) influence of service on major or profession; and e) personal reflections on service. Other campus areas have similar surveys that elicit information specific to their program.

Other data that provides both secondary evidence of general education attainment includes:

6. Scores on nationally standardized exams that reflect general education proficiency. Such exams are associated with most of the programs in the College of Health Professions and in many of the programs within the College of Applied Science and Technology. These include:
 - CLT/MLT (medical laboratory technician) and CLS/MT (medical technologist) and Board of Registry exams by the American Society for Clinical Pathology
 - American Dental Association Nurse Hygiene Board exam
 - National Registry EMT and Paramedic exams
 - American Registry of Radiologic Technologists Certification exam, American Registry of Diagnostic Medical Sonographers exam, Nuclear Medicine Technology Certification Board exam, ISCD - International Society of Clinical Densitometry exam, Certification Board for Radiology Practitioner Assistants exam
 - Registered Health Information Technology exam and the Registered Health Information Administrator exam
 - National Board for Respiratory Care Certified Respiratory Therapist exam and the Registry Examination for Advanced Respiratory Therapists exam
 - National Council Licensure Examination for Registered Nurses and National Council Licensure Examination for Practical Nurses
 - Certified computer technician exams including A+, MCSA and MCSE
 - Automotive technician exams given by the National Association for Automotive Service Excellence
7. Each department tracks discipline-based outcomes and general education outcomes. These results are reflected in each department's annual assessment report. These reports

are analyzed and then placed on a shared assessment website. (For examples of the annual assessment reports, see Attachment A.)

8. Rates of participation in undergraduate research, which reflect successful integration of general education skills and discipline-based knowledge.
9. Participation rates in community service or other civic engagement, which are indicators of understanding of civics and diverse cultures.
10. Graduation rates, which reflect successful utilization of general education skills in upper division discipline based classes.
11. Placement rates, which suggest attainment of competency in general education skills that correspond to entry-level job expectations.
12. Employer surveys, which reflect proficiency of graduates in employing general education skills and knowledge in a practical work setting.

The following chart indicates the sources used to assess each general education learning outcome.

WSU General Education Learning Outcomes	Primary Indicators	Secondary Indicators
1. Communicate, understand and interpret ideas and information using written, oral and visual media.	CLA, Portfolios, Capstone Classes, National Certifying Exams, Graduating Student Exams Grades in Required Composition and Communications Classes	NSSE, Noel-Levitz, HERI, GSOS, Portfolios, Capstone Classes, National Certifying Exams, Grades, Graduation Rates, Placement Rates, Undergraduate Research, Civic Engagement, Graduation Survey, Employer Survey
2. Think critically and creatively to construct well-reasoned arguments supported by documented research.	CLA, Portfolios, Capstone Classes, National Certifying Exams, Graduating Student Exams Grades in Required Composition, Mathematics, Social Sciences, American Institutions and Communications Classes	NSSE, Noel-Levitz, HERI, GSOS, Portfolios, Capstone Classes, National Certifying Exams, Grades, Graduation Rates, Placement Rates, Undergraduate Research, Civic Engagement, Graduation Survey, Employer Survey
3. Use quantitative, mathematical relationships, operations and reasoning.	CLA, Portfolios, Capstone Classes, National Certifying Exams, Graduating Student Exams Grades in Required Mathematics and Computer Literacy Classes	NSSE, Noel-Levitz, HERI, GSOS, Portfolios, Capstone Classes, National Certifying Exams, Grades, Graduation Rates, Placement Rates, Undergraduate Research, Civic Engagement, Graduation Survey, Employer Survey
4. Demonstrate an understanding of the history, foundational principles, economics and politics of the	CLA, Portfolios, Capstone Classes, Graduating Student Exams, National Certifying Exams, Graduating Student	NSSE, Noel-Levitz, HERI, GSOS, Portfolios, Capstone Classes, National Certifying Exams, Grades, Graduation

United States.	Exams Grades in Required Composition, Mathematics, American Institutions, Social Science and Communications Classes	Rates, Placement Rates, Undergraduate Research, Civic Engagement, Graduation Survey, Employer Survey
5. Demonstrate proficiency in computer and information literacy.	Portfolios, Capstone Classes, National Certifying Exams, Graduating Student Exams Grades in Required Mathematics and Computer and Information Literacy Classes	NSSE, Noel-Levitz, HERI, GSOS, Portfolios, Capstone Classes, National Certifying Exams, Grades, Graduation Rates, Placement Rates, Undergraduate Research, Civic Engagement, Graduation Survey, Employer Survey
6. Demonstrate an understanding of how the biological and physical sciences describe and explain the natural world.	Portfolios, Capstone Classes, National Certifying Exams, Graduating Student Exams Grades in Required Mathematics, Computer and Information Literacy, Physical Science and Life Science Classes	NSSE, Noel-Levitz, HERI, GSOS, Portfolios, Capstone Classes, National Certifying Exams, Grades, Graduation Rates, Placement Rates, Undergraduate Research, Civic Engagement, Graduation Survey, Employer Survey
7. Demonstrate an understanding of humans, their behavior and their interaction with and within their physical, social, local and global environments.	CLA, Portfolios, Capstone Classes, National Certifying Exams, Graduating Student Exams Grades in Required American Institutions, Social Science, Humanities, Creative Arts and Communications Classes	NSSE, Noel-Levitz, HERI, GSOS, Portfolios, Capstone Classes, National Certifying Exams, Grades, Graduation Rates, Placement Rates, Undergraduate Research, Civic Engagement, Graduation Survey, Employer Survey
8. Demonstrate an understanding of diverse forms of aesthetic and intellectual expression.	Portfolios, Capstone Classes, National Certifying Exams, Graduating Student Exams Grades in Required American Institutions, Social Science, Humanities, Creative Arts and Communications Classes	CLA, NSSE, Noel-Levitz, HERI, GSOS, Portfolios, Capstone Classes, National Certifying Exams, Grades, Graduation Rates, Placement Rates, Undergraduate Research, Civic Engagement, Graduation Survey, Employer Survey

WSU also tracks pedagogy relating to general education. This is important not only as a secondary indicator of learning, but also as a base point that catalogs institutional practices that may need to be changed to improve student learning.

Pedagogy Relating to General Education	Primary Indicators	Secondary Indicators
Course content	Review of syllabi	CLA, Capstone Classes, Local Surveys, National Certifying Exams, Grades
Co-curricular experiences	NSSE, GSOS, Noel Levitz	CIC Survey, Local Surveys

III. Data Collection and Analysis.

The general education data is collected and analyzed by a number of campus areas. The national tests such as the CLA and the NSSE, in addition to graduation and placement research are administered and analyzed by the Institutional Research Office. Each academic department and major student service or general service area compiles an annual statistical report that reflects any general education assessment impacts. All data, is sent at least annually to the Provost's office where further analysis of all of the data identifies emerging trends and issues with respect to general education and other assessment areas. These trends and issues are then discussed with the General Education Improvement and Assessment Committee, the Deans' Council and the President's Council. Any needed changes in resource allocations and/or program modifications are identified and determined within these groups.

IV. Case Studies Illustrating the Use of the General Education Outcomes Data to Improve Teaching and Learning

The two following case studies reflect the process at two different stages and suggest the effectiveness of the current general education assessment process. The first illustration, "Focus on Civic Involvement and Diversity," involves a problem identified over two years ago that has a number of institutional responses and some clear methods to collect evidence of improved results. The second, "Improving coherence in general education," was identified this past year and the institutional responses are currently being formulated.

1. Focus on Civic Involvement and Diversity

- a. The Problem: The Weber State Mission Statement emphasizes the importance of civic engagement as an element of students' general education. "The university, in partnership with the broader community, engages in research, artistic expression, public service, economic development and community-based learning experiences in an environment that encourages freedom of expression while valuing diversity." The paired concepts of engagement and diversity undergird this general education expectation. The General Education Mission Statement reinforces this emphasis by stating that general education at Weber State University should include "exposure to diverse fields of study [that] enables students to make intellectually honest, ethical decisions that reflect a knowledge of and respect for diverse people, ideas and cultures. Such breadth of education also cultivates skills critical to student success in academic, personal, professional and community endeavors both within and beyond the university." These issues are particularly critical for WSU. WSU is a commuter institution located in the one of the most culturally diverse communities in Utah. Local civic issues often focus on race, religion or other diversity issues.
 - 1) A review of the 2005 NSSE data (2005) suggested that students perceived themselves as having relatively low levels of community engagement as part of their academic coursework. Although seniors respond more favorably than freshman to the statement "participated in a community-based project as part of a regular course," the difference between the two groups was small. (see Statistical Appendix I)
 - 2) The Noel-Levitz data for 2006 suggests that students perceive the institution's "concern for the individual" as marginally lower than the

national average, while the perceptions about institutional “responsiveness to diverse populations” is somewhat higher than the national average. The Noel-Levitz also reflected relatively lower student-reported rates of collaborative and active learning or enriching educational experiences. (see Statistical Appendix II)

- 3) Data from both the NSSE and the Noel-Levitz suggested that WSU students had lower than average exposure to individuals from diverse backgrounds.
- 4) Data from repeated administrations of the CLA suggested that, although WSU senior students overall outperformed their expected results in all of the CLA tasks, the rate of improvement in those tasks that require students to “acknowledge alternative explanations/viewpoints” which includes “consider[ing] other viewpoints and acknowledg[ing] that his/her answer is not the only perspective,” were meaningfully lower than the scores on the portions of the exam that required analysis and synthesis of the data, but did not require the student to take multiple perspectives. (see Statistical Appendix III)
- 5) The 2005 HERI data (2005) indicated that almost half of the faculty included civic engagement in their instruction. (18.2% taught a service-learning course; 48.6% collaborated with local community in research/teaching) or co-curricular activities (50.7% advised student groups involved in service/volunteer work). However, the HERI data also suggested incongruence for faculty. Almost 62% of faculty members believed WSU makes building community partnerships a high priority, but only 43.4% believed WSU makes “providing resources for faculty to engage in community-based teaching or research” a high priority.
- 6) One of the key findings of a CIC survey administered in 2006, regarding the community-based learning experience, was that although the majority of student respondents to the survey saw the application of their course material to everyday life via the service-learning experience (78.9%), only half suggested that the service experience helped them to better understand course material (52.1%). This suggested that students may need more assistance making direct connections between their service experience and their coursework.
- 7) Taken together, the students’ perceptions of their relatively low campus-related civic engagement experiences and their inability to take a position different than their own reflected a general education outcome that was quite different than institution’s intended outcomes with respect to civic engagement and diversity. This finding impacts on at least four of the general education outcomes that WSU has adopted.

b. The institutional response:

- 1) Setting an institutional example. The WSU President, who feels strongly about modeling outcomes that the university is seeking from its students, has become deeply involved with Campus Compact and with local civic organizations. Other senior administrators and faculty hold elected political positions and/or serve on community boards.
- 2) Providing shared instructional materials that encourage diverse viewpoints. Faculty and administration have collaborated to provide free copies of the New York Times and the Wall Street Journal to all students. Many faculty members include current issues from these papers in their lectures. These

discussions are intended to help the students recognize the importance of civic engagement and to acknowledge diverse perspectives.

- 3) Designing a curricular and co-curricular program of student engagement. Faculty and administration (including a member of the WSU Board of Trustees) designed the “Civitas” program that involves curricular and co-curricular opportunities for students to interact with individuals of diverse backgrounds and to become meaningfully involved with the larger community.
 - 4) Submitting an application to be designated as a Carnegie “Community Engaged Institution.” This designation would allow the university to focus greater attention on the centrality of civic engagement and understanding of diverse cultures.
 - 5) Dedicating space, personnel and other resources to establish a Civic Involvement Center. The center is co-chaired by a faculty member and a student life professional who each have a half-time assignment in the center. Students, faculty and staff have been recruited to facilitate service learning, community-based research and service projects.
 - 6) Creating a community-based learning supplemental instructor (CBLSI) program for community-based learning classes. Courses with a CBLSI designation will offer students additional instruction on community-based learning assignments and reflection exercises beginning Fall 2008.
 - 7) Integration of a service-learning track in the Bachelor of Integrated Studies program. This program allows students to design their own degree by fulfilling minor requirements in three disciplines. Each student is required to complete one of three kinds of capstone projects, one of which is a service-learning experience. Other programs that require capstone experiences encourage students to choose a community-based project. For example, in the Manufacturing and Mechanical Engineering Technology program, a group of students last year created a crash simulator for the Utah Highway Patrol to help them better demonstrate the need for seatbelts.
 - 8) Instituting a service project as part of The First Year Experience (FYE) program. The 500 students enrolled in FYE each year utilize the service opportunity to explore career possibilities or to teach the time management skills they’re learning to at-risk youth in local schools and afterschool programs.
 - 9) Building community-based learning into core courses in specific disciplines so that all students majoring in those disciplines will have a community-based learning experience. For example, the athletic training program requires students to participate in service-learning opportunities in each year of the program through a series of required courses.
 - 10) Integrating service learning into general education courses. For example, the Small Group and Interpersonal Communication course requires service-learning in every section and approximately 59% of WSU students taking core general education classes in a given year satisfy their humanities breadth area requirement by taking this course.
- c. Outcomes: While the majority of freshmen who have come in during the period of greater emphasis on civic engagement and diversity will not be seniors for two or more years, there are some encouraging initial results.
- 1) In the last academic year, 82,327 hours of service were tracked in the CIC.

- 2) The percentage of faculty and students involved in formal service learning classes has increased.

d. Metrics to Track Changes

- 1) HERI, CLA, NSSE and Noel-Levitz, through the next two administrations of each instrument, should give evidence of any changes in levels of students' appreciation for diversity and in their capacity to take perspectives other than their own.
- 2) Data collected in conjunction with FYE, BIS, CIVITAS programs and the college-level assessments should provide ways to triangulate the data collected through nationally standardized tests.

2. Improving Coherence in General Education

- a. The Faculty General Education Improvement and Assessment Committee prefaces its statement on general education with, "General education at Weber State University provides students with a foundation in the arts and sciences that transcends and complements their academic emphases." In contrast, many students and some faculty refer to the general education process as a hurdle to be completed in the first two years of enrollment, rather than as an integrated part of major study. Failure to integrate general education into upper division courses has caused general education instruction to lack coherence and relevance for students.

- 1) A pattern emerged in the CLA results suggesting a need for improvement in students' integrating their general education experience to create "deep knowledge."
- 2) Data from departmental studies of Math and English pass rates suggest that, although pass rates are stable, students persist in seeing these classes as obstacles rather than as tools.
- 3) Data from the NSSE studies indicated that nearly half of all students surveyed didn't perceive that their classes required them to synthesize data and over a third of students perceived that their courses did not require them to apply theories to data.
- 4) Data from Noel-Levitz suggests that there is greater satisfaction with major classes and professors than with classes in general or than with classes offered by adjunct faculty, who often teach introductory general education classes.
- 5) The Faculty General Education Improvement and Assessment Committee had a discussion with 60 general education faculty members to identify issues relating to general education on campus. The relevance of general education to major study emerged as a serious concern.
- 6) Academic advisers reported a large number of concerns expressed by students about the relevance of general education to their major study.

b. Responses:

- 1) WSU is working with the Utah State Regents' General Education Task Force to include the WSU electronic portfolio project in a statewide review of general education assessment through electronic portfolios.

- 2) The Faculty General Education Improvement and Assessment Committee held a retreat in August, 2008, on “Achieving Coherence in General Education and General Education Assessment.” Outcomes of this effort included the following charges for the General Education Committee:
 - i. Propose possible structures and student and faculty incentives for participating in linked courses.
 - ii. Consider learning communities and propose practices that would promote this kind of learning, including advising templates that could facilitate students taking courses with others who share their broad disciplinary interests.
 - iii. Consider cross-disciplinary faculty discussions of areas of shared general education interests and propose ways that these conversations might be more effectively sustained.
 - iv. Develop and disseminate initial cross-disciplinary developmental general education rubrics that could lead to embedded assessment of general education within existing curriculum.
 - v. Facilitate the identification of an e-portfolio as a mechanism for assessment of general education.

- 3) Several departments, including Teacher Education, English, the Honors Program, BIS and Communications have agreed to participate in an assessment project with electronic portfolios. This pilot will expand a smaller pilot project completed three years ago that suggested that portfolio-based assessment may facilitate greater integration of general education.

V. Conclusion

Weber State University has taken very seriously the charge to assess student learning and to use the assessment for improvement. With respect to general education, the nationally-normed exams, coupled with a large number of local primary and secondary measures have provided information that has already made a difference in the kind of learning our students can experience. At our campus, improved general education learning is a process. Emerging assessment approaches will allow us to continually refine the process, while building on the substantial body of statistics that we have already collected and utilized.

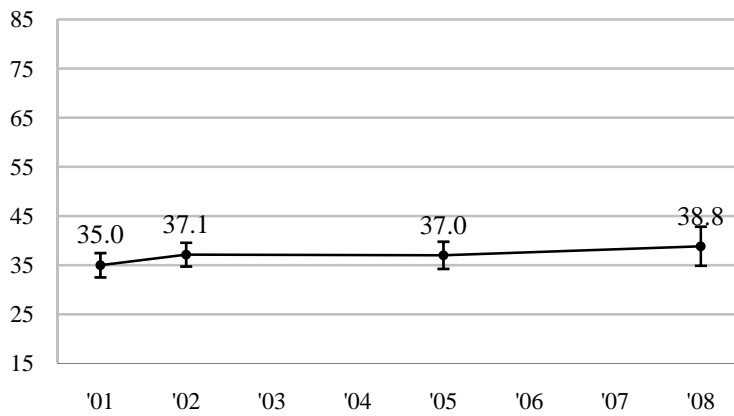
STATISTICAL APPENDICES

APPENDIX I

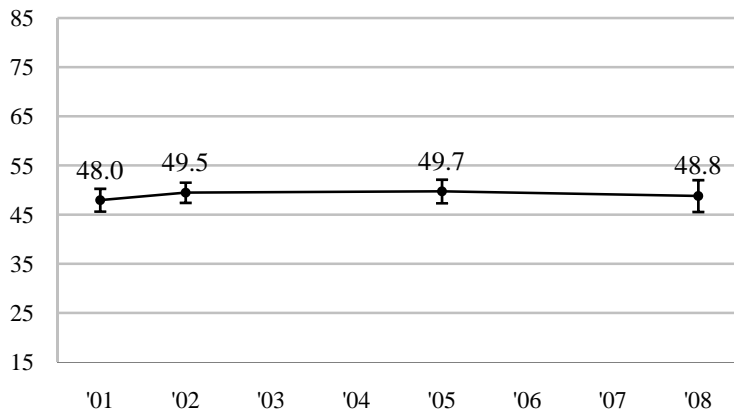
The general scales of NSSE help to track learning patterns and pedagogical practices. The subscales of the NSSE, when contrasted for entering and graduating students, provided important insight on both the issues of Diversity and Coherence.

NSSE Multi Year WSU Freshman Data

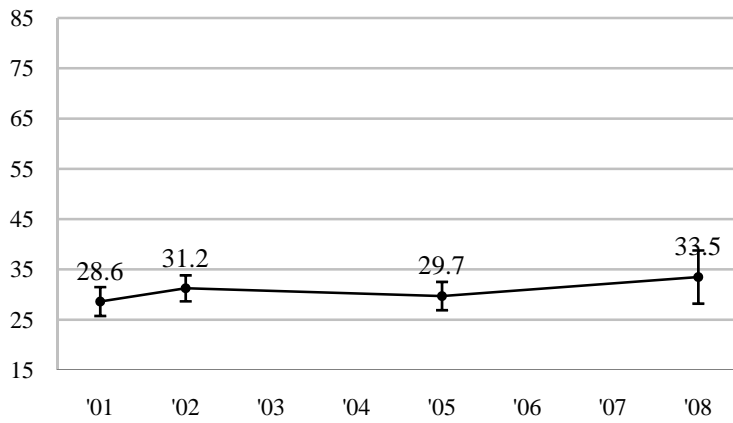
Active and Collaborative Learning (ACL)



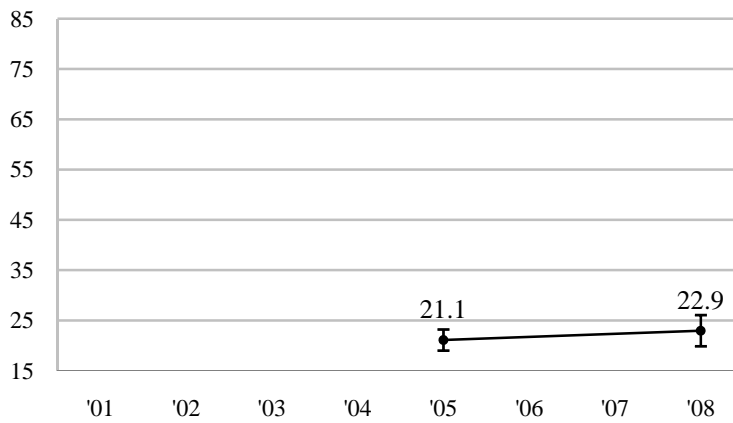
Level of Academic Challenge (LAC)



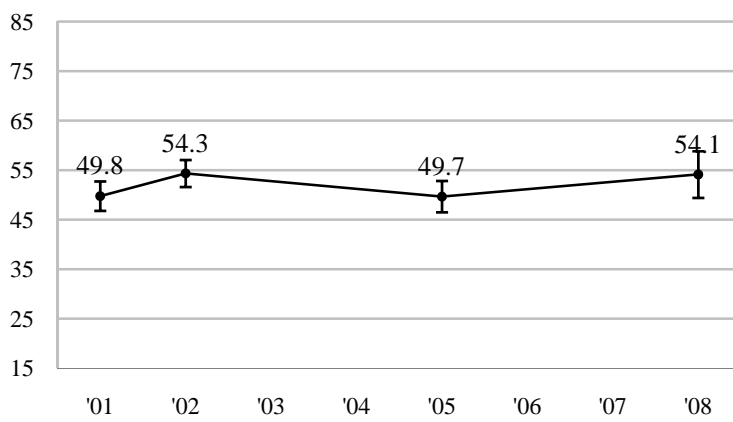
Student-Faculty Interaction (SFC)^b



Enriching Educational Experiences (EEE)^c

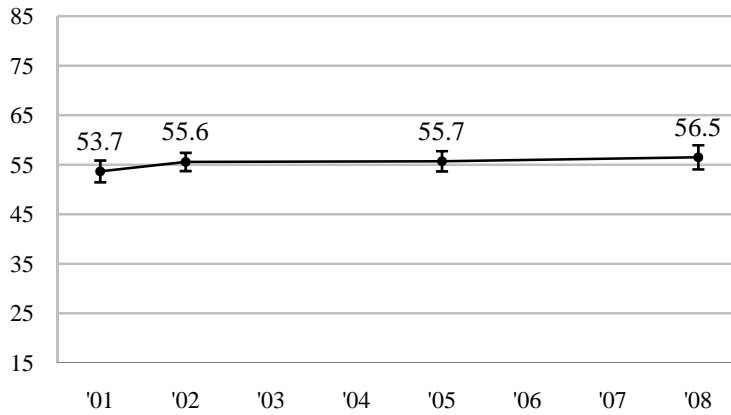


Supportive Campus Environment (SCE)

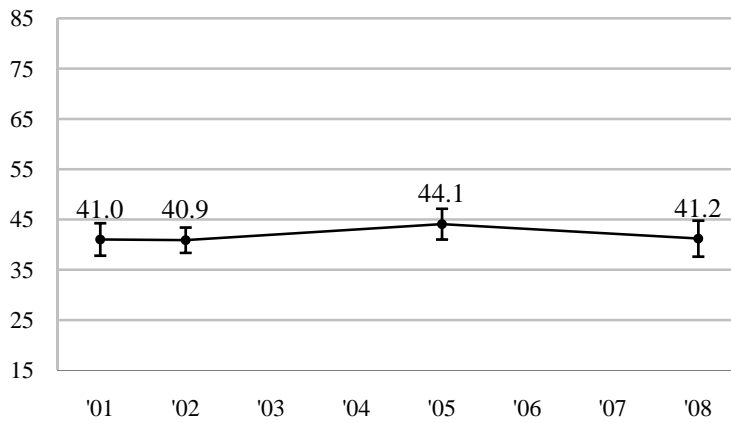


NSSE Multi-year Senior Data

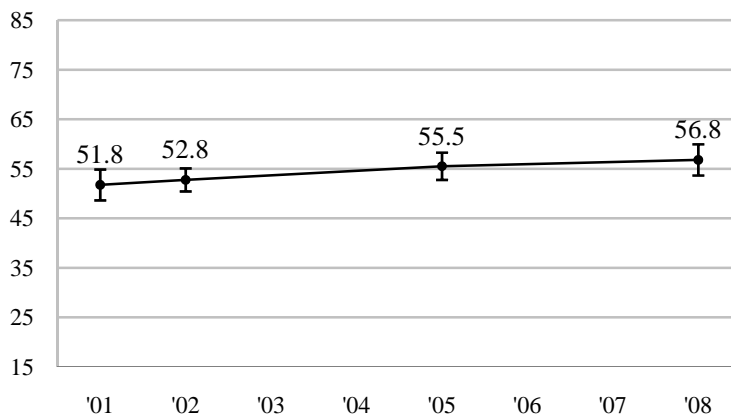
Level of Academic Challenge (LAC)



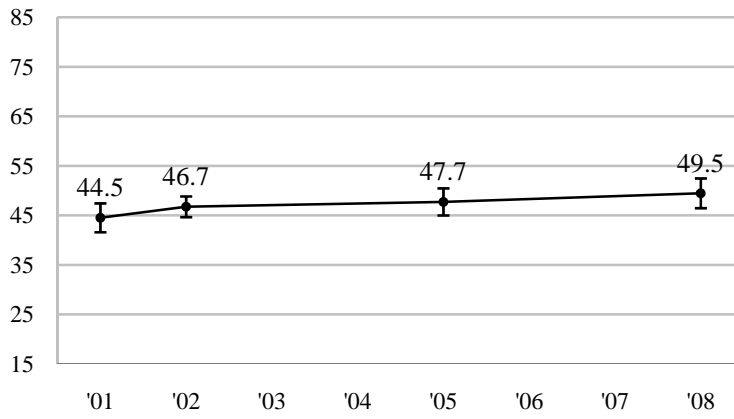
Student-Faculty Interaction (SFC)^b



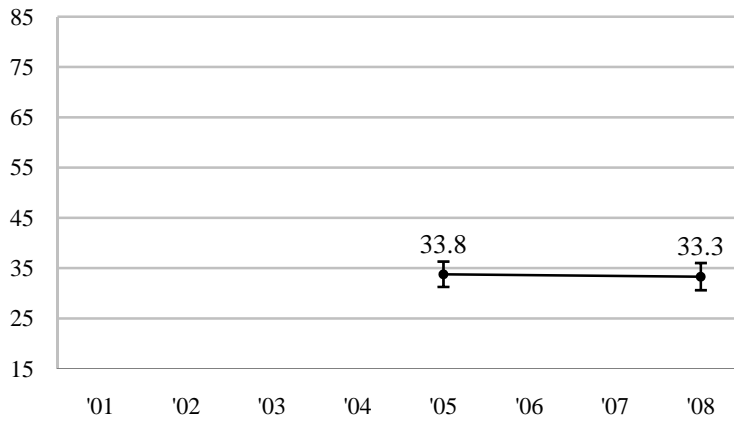
Supportive Campus Environment (SCE)



Active and Collaborative Learning (ACL)



Enriching Educational Experiences (EEE)^c



APPENDIX II

The general scales of the Noel-Levitz provide some easily compared data on student satisfaction with services and instruction. Analysis of multi-year patterns within the individual questions and subscales of the Noel-Levitz helped the institution to understand issues relating to diversity.

Noel Levitz Multi-Year Table

	1997	2000	2003	2006	1997	2003	2006
	WSU	WSU	WSU	WSU	National Norms	National Norms	National Norms
Academic Advising	4.67	4.78	4.94	4.83	4.97	5.11	5.2
Campus Climate	4.74	4.87	5.02	4.86	4.76	4.9	5.05
Campus Life	4.5	4.56	4.75	4.55	4.59	4.7	4.83
Campus Support Services	4.69	5.10	5.13	5.17	4.89	5.06	5.23
Concern for the Individual	4.61	4.72	4.85	4.71	4.67	4.79	4.93
Instructional Effectiveness	5.07	5.11	5.26	5.17	5	5.09	5.21
Recruitment and Financial Aid	4.51	4.57	4.63	4.49	4.48	4.65	4.8
Registration Effectiveness	4.75	4.81	4.88	4.72	4.68	4.82	4.92
Safety and Security	4.15	4.31	4.43	4.36	4.31	4.33	4.47
Service Excellence	4.59	4.76	4.81	4.69	4.61	4.72	4.9
Student Centeredness	4.72	4.84	4.98	4.86	4.78	4.92	5.08

APPENDIX III

The CLA is designed to assess several areas of general education. The following data reflects higher than expected performance by graduating Weber State students. However, analysis of multi-year patterns comparing student performance on the CLA subscales that reflect assessment tasks that required simple analysis versus tasks that required critical thinking from the perspectives of others provided insight on issues relating to diversity and the coherence of general education across curricula.

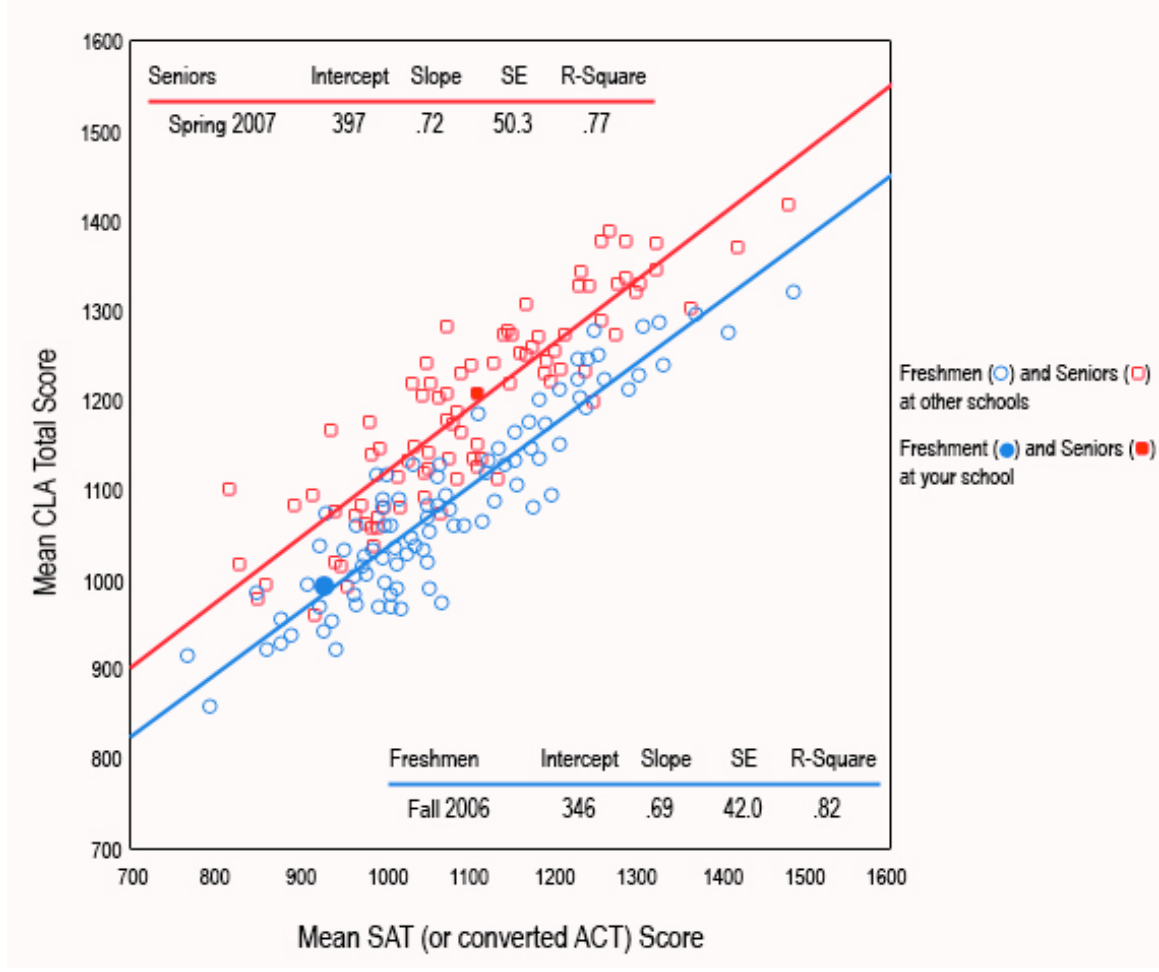
COLLEGIATE LEARNING ASSESSMENT DATA

Weber State University contributes more to the learning gains made by students than 67 percent of the 176 four-year undergraduate institutions participating in the 2007-2008 CLA.

	Freshman		Seniors		Value Added Estimate	
	Percentile Rank	Performance Level	Percentile Rank	Performance Level	Percentage Rank	Performance Level
Total CLA	39	At	53	At	67	At
Performance Task	41	At	89	Above	98	Well Above

	Performance Level										Expected Value	Actual Value
Freshmen	Well Below	Below	At	Above	Well Above	981	988					
Seniors	Well Below	Below	At	Above	Well Above	1197	1209					
Difference	1	2	3	4	5	6*	7	8	9	10	216	221
					6*							

Figure 1: Relationship between CLA Performance and Incoming Academic Ability



Examples of Illustrative Annual Departmental Assessment Reports

Accountancy - Undergraduate and Graduate

Results of Assessment

2006-2007 (submitted 11/06/07)

The School of Accountancy seeks to continuously improve by assessing student, faculty and program-related outcomes. The following information is provided to describe the efforts over the past year by faculty and staff to assess the effectiveness of the program's mission and goals and to measure learning outcomes.

Student Learning Outcomes

Graduates from the School of Accountancy will:

1. Have mastered the key competencies¹ of the accounting profession.
 - a. The professional role played by accountants in society providing and ensuring the relevance and integrity of financial and other information;
 - b. The ethical and regulatory environment for accountants;
 - c. Business processes, analysis, and decision making;
 - d. Internal controls and security;
 - e. Risk assessment and assurance for financial and non-financial reporting;
 - f. Recording, analysis and interpretation of accounting data for decision making;
 - g. Project and engagement management;
 - h. Design and application of technology to financial and non-financial information management;
 - i. Tax policy, law and compliance for individuals and enterprises.
2. Be given opportunities to communicate orally and in writing in professional situations and to participate in group learning.
3. Use library, Internet and research databases as resources to gather information.
4. Understand relevant political, economic, social and international issues in the accounting profession.

¹ AACSB Accounting Accreditation Standards

Assessment Results and Implications – Developing & Interpreting Direct Assessment

As a result of active faculty involvement in assessment since Spring semester of 2006, the learning outcomes above continue to be refined and developed through primary trait analysis (PTA). Since the Fall of 2005, some data has been collected to determine and describe what students know about a few of our fully-developed outcomes. A more detailed description of the learning outcomes is shown in the Assessment Plan for 2007 at the following URL: http://programs.weber.edu/assessment/participants/assessment%20plan/acctng_undergradap.htm. The results of the data collection were discussed by faculty based on a presentation shown below.

As a result of the discussion among faculty, it was determined to continue to refine our outcomes and our data collection methods. More data is needed before beginning to make significant adjustments to our curriculum and delivery. However, it is clear that small, incremental changes are taking place in how faculty approach assessment and how outcomes are taught.

Major Field Test Results

2005*		2006	
Mean (of 200)	Count	Mean (of 200)	Count

Score on all questions

	2005*	Count	2006	Count
WSU	165.0	37	166.0	21
All Students	157.2	4,862	153.1	8,986
All Institutions	156.7	10	152.5	181

Percent Correct on Accounting Questions

WSU	55.0%	63.0%
All Institutions	48.7%	50.7%

*Comparative Data is from a report for all students at 10 institutions from 2002-2005.

Weber State students majoring in business have scored above their peers at other institutions for the past two years. All GSBE majors are required to complete Accounting 2010 and 2020 as part of their degree preparation. These courses in financial and managerial accounting appear to be providing students with an understanding of accounting concepts such that they score well above their peers at other institutions taking the major field test during the same period.

Assessment Results and Implications – Indirect Assessment

Advisory Council: To ensure that the program's outcomes are appropriate and meaningful, an active advisory council of accounting community professionals met twice last year, in October and April. Key agenda items were the School of Accountancy's assurance of learning efforts and accreditation status, moving the MAcc program to the WSU Davis Campus, computer software used in industry, Meet the Firms on the Golf Course, BAP, discussion of the school's mission, goals and learning outcomes, Career Services and scholarship money.

Meet-the-Firms: Another form of assessment is the level of participation by firms in the annual Meet-the-Firms night. In the Fall of 2006, 29 firms participated, of which 15 were public Accounting firms. Many students attended the event to network and begin or continue the process of finding a job in the profession. Feedback from firms was received on ways to improve the night and improve the students' preparation for the evening.

Meet-the-Firms on the Golf Course: During the Fall of 2006, 27 firms sent 62 representatives to the golf outing, including 4 national and 13 local/regional firms. 62 students attended.

The level of participation in these two events by the firms in the region suggests that they find the WSU Accounting program to have sufficient quality to warrant their recruiting efforts.

Recruiting: In 2005-06, there were 79 recruiters actively engaging accounting majors. In 2006-07, the number of recruiters jumped to 97. The following table lists those firms recruiting our accounting majors at WSU.

Air Force Audit Agency	Hansen Barnett & Maxwell	Questar Market Resources
ALSCO	Haynie & Company	Resource Management Inc.
America West Bank	HCA Supply Chain Mgmt	Rio Tinto
AMER Sports	HJ Associates	Salt Lake City Corporation
Arnold Machinery	Intermountain Healthcare	Salt Lake County
Baird & Associates	IRS	Schmitt Griffiths Smith
Barnes Bank	James & Company	Sorenson, Vance & Co.
Beneficial Financial Group	Jensen & Keddington	State of Utah Mental Health
Bookwise	Jones Simkins	Steve Johnstun & Assoc.
Box Elder County	Keller Williams Realty	Superior Lending
Burbank Trader & Wilde	Kennecott Copper	Tanner LLC
Carver Florek & Wilde	KPMG	Teleperformance USA
Castle Arch Real Estate	L-3 Communications	TenFold
CBIZ	Legislative Auditor's Office	The Depot
CHG Healthcare Services	Lifetime Products	The Leverich Group
Child Van Waggoner & Sullivan	Larson & Co.	Tomax
Convergys	Longhorn Pipe Inc.	USA Cash Services
Crane Christensen & Ambrose	Lockheed Martin	USANA
Dannon Co.	Mgmt & Training Corp	Utah Dept. of Health
Defense Contract Audit Agency	Marquette Equipment Finance	Utah State Auditor
Deloitte LLP	Meadow Gold Dairies	Utah State Legislature
Deseret Book	Microsoft	Utah State Tax Commission
DFG Inc.	Morningstar Foods	Utah State University
Digital Draw Network	Mrs. Fields Cookies	Utah Taxpayers Assoc.
Drollinger Judd & Associates	Nievarro, Kofoed, & Teran	
Enterprise Solutions Group	Nutraceutical Corp.	
Ephraim City	Office of the Courts	
Ernst & Young	Ogden City Corporation	
FAC Business Solutions	Orbit Irrigation	
Farm Management Company	Paice Tax Auditing	
Flying J Inc.	Park City School District	
Freedom Roads LLC	PricewaterhouseCoopers	
Goldman Sachs	Proficio Bank	

Placement: The following tables illustrate how students were placed in key segments of the accounting profession based on exit survey responses.

Undergraduate Students

Career Segment	Total	Percent
Government	10	14.1%
Public Accounting – National	2	2.8%

Public Accounting – Regional/Local	6	8.5%
Industry	36	50.7%
Graduate School	12	16.9%
Stay-at-home mom	2	2.8%
Unreported	3	4.2%
Total	71	100.0%

Graduate Students

Career Segment	Total	Percent	Tax▯Track	Professional▯Track
Government	5	12.5%	2	3
Public Accounting – National	7	17.5%	1	6
Public Accounting – Regional/Local	8	20.0%	2	6
Industry	19	47.5%	7	12
Unreported	1	2.5%	0	0
Total	40	100.0%	12	27

Exit Surveys: To understand the current state of performance related to the program’s outcomes and to gain insight into the experience of graduates at Weber State, exit surveys are completed each year by the School of Accountancy’s graduates. Each year, the surveys yield meaningful information pertaining to student opinion. The results of these questions are shown below (on a scale of 1 to 5, with 1 being equivalent to “strongly agree” and 5 being “strongly disagree”).

2006-07 Results – Overall Satisfaction: The 2007 exit survey found that students continue to agree that their experience in the program was pleasant and one that they would recommend. On a scale of 1 to 5, with 1 being equivalent to “strongly agree” and 5 being “strongly disagree”, the following scores were achieved.

Undergraduate Students

Exit Survey Question	Baseline: 2001	2005	2006	2007
My overall experience in the undergraduate program in the School of Accountancy was very pleasant.	1.975	1.76	1.69	1.64
I would recommend the undergraduate accounting program	1.875	1.55	1.58	1.59

to my friends.				
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Graduate Students

Exit Survey Question	2006	2007
My overall experience in the MAcc program was very pleasant.	1.66	1.53
I would recommend the MAcc program to my friends	1.59	1.44

2006-07 Results - Student Outcomes: To add detail to the overall satisfaction students experience in the program, the exit survey collects responses to 33 additional questions that can be grouped into the program's student learning outcomes.

Undergraduate Students

Outcome/Year	Exit Survey Scores						
	2001	2002	2003	2004	2005	2006	2007
Knowledge Acquisition:	1.900	1.885	1.710	1.735	1.89	1.82	1.95
Critical Thinking Skills:	1.625	1.485	1.835	1.780	1.80	1.68	1.56
Information Skills:	1.864	1.796	1.817	1.854	1.98	1.98	1.80
Professional Values:	2.000	1.500	1.710	2.050	2.00	1.85	1.75
Communication Skills:	1.913	1.970	2.130	2.105	2.54	2.16	2.08
Contextual Awareness:	2.162	2.187	2.213	2.204	2.18	2.10	2.01
Interpersonal Skills:	1.925	1.730	2.080	2.210	2.24	2.19	2.00

The table illustrates that the students' perception of the program is strong in helping students acquire knowledge; develop critical thinking skills, information skills and professional values. It is also evident from the scores and their year-to-year trends that further emphasis needs to be placed on providing additional opportunities for students to improve communication and interpersonal skills and gain contextual awareness. In summary, students agree that the student outcomes are being met, however, differences among the variables suggest that program improvement, as always, is needed. The program will continue to assess these variables and adapt to counter unfavorable trends. It is important that direct measures be implemented to assess what students know to validate what they think they know. With new learning outcomes in place, the exit surveys will be revised to reflect these outcomes and to measure students' perception of how well they achieved them.

Graduate Students

Outcome/Year (Sorted by 2007 scores)	Exit Survey Scores	
	2006	2007
Critical Thinking Skills:	1.66	1.69
Information Skills:	1.71	1.69
Communication Skills:	1.67	1.75
Professional Values:	1.79	1.88
Knowledge Acquisition:	1.73	1.91
Interpersonal Skills:	1.97	1.93
Contextual Awareness:	2.32	2.27

2006-07 Results – Faculty and Program Support Resources: For the purpose of improvement, the faculty, course administration and support resources of the program are assessed by students in the exit survey. Students are asked about the faculty’s availability, classroom environment, gender, religious and ethnic biases, respect for students and the administration of the course. The program support staff and resources are rated in terms of availability, helpfulness and the ability to answer questions. Faculty and program support resources were given the following favorable ratings over the past several years.

Undergraduate Students

Outcome/Year	Exit Survey Scores						
	2001	2002	2003	2004	2005	2006	2007
Faculty	2.024	1.858	1.867	1.849	1.83	1.75	1.76
Course Administration	2.04	1.69	1.8	1.8	1.92	1.80	1.85
Program Support Resources	2.085	1.752	2.034	1.940	1.89	1.86	1.86

Graduate Students

Outcome/Year	2006	2007
Faculty	1.79	1.83
Course Administration	2.08	1.97

Program Support Resources	1.81	1.68
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2006-07 Results - Career Services: Graduates in Accounting have reflected some neutrality toward career services on their survey scores.

Undergraduate Students

Outcome/Year	Exit Survey Score						
	2001	2002	2003	2004	2005	2006	2007
Career Services	2.798	2.583	2.17	2.557	2.59	2.88	2.81

Graduate Students

Outcome/Year	Exit Survey Score		
	2005	2006	2007
Career Services	3.16	2.61	2.61

Clearly, in 2001, career services was a concern to students, and thus to faculty and administration. In 2003, students improved their stance on how career services helped them. However, students leaving WSU in 2006 & 2007 offered a survey score that suggests a need to look at the way these services are made available to students. One possible explanation for the lower score is that with a baccalaureate degree in Accounting, students will find that salary reports show a starting salary that is nearly \$7,200 below the regional average and \$6,500 below the national average of \$46,718. The salary differences may be accounted for by the fact that Utah is a state in which the CPA license will not be granted without 30 hours beyond the bachelor degree. Many of the program's baccalaureate graduates move into the Master's of Professional Accounting program (In the Fall of 2006, 34 (59%) of the 58 masters students were from WSU's undergraduate program.). Therefore, as they graduate with a baccalaureate degree and complete exit surveys they respond neutrally to questions about career services, thus yielding a lower score. However, as more emphasis is placed on getting internships prior to the MAcc program, we expect that undergraduate students will have greater interest in how the Career Center can serve them.

The Masters of Accounting students also provide exit survey data regarding Career Services. The survey score among graduate students in 2007 was 2.61, on a 1 to 5 scale, for Career Services. This suggests that Masters level students were more satisfied with the outcomes of the Career Services process than the undergraduate students. Efforts were taken to improve Career Services during the 2005-06 year and even more recently in 2007. The GSBE now has its own Career Center with dedicated resources. The results of these efforts may reflect an improved exit survey score regarding Career Services for MAcc students, but not undergraduate students. Salary may become a factor in future ratings however. WSU graduates with a MAcc degree have an average salary that is over \$2,400 below the regional average and nearly \$2,500 below the national average, a gap that has narrowed since last year. The average MAcc salary offer was \$46,848, nearly \$6,700 higher than the BA/BS offers.

Early Childhood / Early Childhood Education

Results of Assessment

2006-2007 (submitted 09/04/2007)

Prepared by Jim Bird, Ph. D.

Three outcome measures were implemented during the Spring 2007, and one for Spring, Summer & Fall 2006. These measures are designed to help determine the progress of students majoring in Early Childhood (EC) and Early Childhood Education (ECE), and assess the department's curriculum. The four measures were an exit interview questionnaire, a student teaching rating scale, an evaluation of student teacher's work samples and a comprehensive Capstone Essay Exam.

Synopsis of assessment information

The results from these assessments indicate that the program continues to provide an educational arena that produces ethical early childhood professionals who meet the NAEYC standards for Promoting Child Development and Learning; Building Family and Community Relationships; Observing, Documenting and Assessing; Teaching and Learning; and Becoming a Professional.

The assessments suggest the students can demonstrate in both written and applied format appropriate principles of guidance, assessment and analysis of student learning. Additionally, the information gleaned from these assessment tools indicate the students who graduate from the program believe they have the necessary skills to work with children and families, and the faculty were "helpful and supportive".

On all of the assessment tools, the students either met or exceeded the established criteria. Thus, looking at areas where the students scored low needs to be done with both caution and an understanding that they are only low relative to the higher areas – they still met the criteria. Given this caution, the students' lower abilities seemed to be in the area of articulating the theory and rationale behind some developmentally appropriate principles, and involving family and culture into the curriculum. Additionally, they may benefit from more information about methods for deciding when a child requires outside consultation or referral. As it pertains to the department, the students seem to want more contact with professionals in the field, more information on planning educational experiences for children, and more effective advisement.

Implementation of strategies based upon past outcome assessments

Changes that have been made in the department in response to past outcome assessments appear to be having positive results. For example:

1. Past exit surveys indicated that the ECE majors did not feel they received adequate advisement. In order to better assist the ECE students, the department's advisor enhanced the communication between the departments of Teacher Education and Child and Family Studies' faculty and the students. As a result, the ECE students responded positively to the question "I feel I received adequate academic advisement assistance" on the exit survey. The ECE majors had not responded positive to this question in past surveys. In addition, both the ECE and EC majors replied positively on "I would choose a major in Child and Family Studies if I could do it all over again."

2. Both the 2004 and the 2005 outcome assessments indicated the ECE students do not believe they received opportunities to meet professionals within their field, or was exposed to professional organizations and publications within their field. The department, through its student organization, implemented strategies to address this. For example, the student organization is attempting to develop a student affiliate to the Utah Association for the Education of Young Children. Additionally, the department was able to provide funds from a private donor to help send students to professional conferences.
3. The 2004 outcome assessment indicated the department needed to increase the students' familiarity with anti-bias curriculum. Because of this, the department implemented more direct instruction and modeling during student teaching. Also, more information regarding anti-bias curriculum has been added to courses. As evidenced by the Student Teacher evaluation, this curriculum change has been effective.

Summary of the results from the three assessments

1. Exit Interview Questionnaire

The Exit Interview Questionnaire is sent to graduates in the department's three majors; Family Studies (FS), Early Childhood (EC) and Early Childhood Education (ECE). This questionnaire has been sent out since 2003. Only the data for the Early Childhood and Early Childhood Education majors were tabulated for this summary.

The data listed below (Table 1) is taken from students who graduated in Spring, Summer and Fall 2006. Thirty-one surveys were sent and 12 students returned them, which is a 39% return rate. The students who returned the survey included 6 Early Childhood and 6 Early Childhood Education.

The Exit Interview Questionnaire consists of 15 questions. The first question asks for the student's major. Questions 2-15 ask the students to rate their experiences on a 7-point Likert style scale (1=strongly disagree, 7=strongly agree). Averages were compiled on each question, overall by major and the overall group of students. The overall average was 5.95. The average for EC was 5.93 and ECE was 5.95.

A review of each question indicates questions 5 and 15 rank the highest; 6.42 and 6.35, respectively. Question 5 states, "My experiences in Child and Family Studies allowed me to gain skills needed to be an educator of parents and /or children. Question 15 states, "The Child and Family Studies faculty has been helpful and supportive".

The lowest scores (all falling 1 SD below the mean) are numbers 8 and 6; 5 and 5.09, respectively. Question 8 states, "My experiences in Child and Family Studies taught me how to plan educational experiences." Question 6 states, "My experiences in Child and Family Studies gave me an opportunity to meet professionals in my field."

A comparison of the 2006 responses to the 2005 reveal that question 6 still rates lower than the other questions; although, it needs to be noted that a score of 5.09 still reflects "agree".

A review of the averages by major reveals the Early Childhood major to have concerns with item 14 (average = 5). This questions states, "I feel I received adequate academic advisement assistance. Question 14 was rated comparatively lower in 2005 (average = 5.67), 2004 (average=5.25), and 2003 (average = 5.1).

Table 1. Exit Interview Spring & Summer 2006. Early Childhood and Early Childhood Education Graduates.

Question #	EC N=6 EC MAJOR AVG SCORE	ECE N=6 ECE MAJOR AVG SCORE	Combined Average
2	6.33	6.33	6.33
3	6.33	6.67	6.5
4	6.33	6.33	6.33
5	6.5	6.33	6.42
6	5	5.17	5.09
7	6.5	6.67	6.59
8	4.83	5.17	5
9	5.17	5.17	5.17
10	6.17	5.33	5.75
11	6.17	6	6.09
12	6	6.5	6.25
13	6.17	6.33	6.25
14	5	5.33	5.17
15	6.5	6.2	6.35
Overall AVG	5.93	5.97	5.95
Standard Dev	0.63	0.59	0.60
+1 STD	6.56	6.56	6.55
-1 STD	5.30	5.37	5.35

Implications

In summary, overall it appears that both the EC and ECE majors “strongly agree” that they had positive educational experiences. They particularly believe that their experiences allowed them to gain the skills they needed to be an educator of parents and children. They also felt the faculty had been helpful and supportive. The areas that were comparatively weaker were in “opportunities to meet professionals in the field”, and having experiences that exposed them to real world issues. Additionally, the EC majors felt they needed more advisement.

The department has been trying to address the students' need for more opportunities to meet other professionals by having a yearly "round table" luncheon where students are invited to have a free lunch and meet representatives from various early childhood professional fields. Additionally, the students are encouraged and can receive some financial assistance, to attend the National Association for the Education of Young Children's national conference. However, there are very few EC majors who take advantage of these opportunities. Another method for getting the EC student familiar with professionals and real world opportunities is the requirement to complete a Cooperative Work Experience (CHF 4860) in the community.

As it pertains to academic advisement, the department provides an academic advisor who reviews each student's program. The advisor then assigns the student to an individual faculty member. The faculty attempt to assist the student in identifying special concerns and selecting the appropriate courses.

2. Student Teaching Rating Scale

The Student Teacher Evaluation rating scales has been used for six years. During spring semester 2003, the department revised this assessment to reflect NAEYC/NCATE's preference for a three level rating scale. In 2004, in order to obtain more information related to NAEYC's professional standards, the tool was revised again by increasing the total number of items to 24. In the summer of 2004, an additional 12 items were added. This brings the current form to a total of 36 items.

The professional lead teacher in the Melba Lehner Children's School administers this assessment based on the student teacher's performance at the end of the semester. The questions are clustered into 5 areas; Guidance, Planning, Family, Teamwork and Personal. The form uses a 3 point criteria; Exceeds Criteria = 3, Meets Criteria = 2, Doesn't Meet Criteria = 1. A minimum score of 2 is required for passing.

Nineteen student teachers were evaluated in spring semester of 2007. As indicated in Table 2, the overall average of the 19 students was 2.39, which meets the "Pass" criteria. This is slightly lower than the results from Fall 2006 when the average was 2.54. However, it is the same as the average in 2005. These scores indicate that the students continue to meet the overall competency requirements established by the department. These scores were also examined by major, as shown in Table 2. The Early Childhood major obtained an average of 2.34. The Early Childhood Education (ECE) major received an average of 2.48.

Looking at the averages for the five competency areas demonstrates that the students passed each of these areas. The highest average was for "Guidance". This was true for both majors. The "Guidance" area examines teachers' abilities to build positive trust relationships, use developmentally appropriate guidance strategies, and articulate the theoretical and developmentally appropriate reasons for their decisions. The lowest average was on "Family", however, it appears this was low because the ECE majors brought the average down. "Family" was the lowest average for ECE. The lowest for EC was "Planning". The "Family" criteria measure the student's ability to involve family and culture into the curriculum. "Planning" focuses on planning and articulating developmentally appropriate activities and anti-bias curriculum.

An examination of the averages for each of the 36 individual questions demonstrates that the students received a "Pass" for all of them. The highest individual item was question #8 (AVG=2.74). This item asks the supervising teacher to rate the student teacher's ability to get on the children's level physically and intellectually. The lowest item was question #3 (AVG=2.05) that rates the student teacher's ability to explain theoretical and developmentally appropriate reasons for guidance strategies.

Table 2 Student Teaching Rating Scale Spring 2007

AREA Spring 2007	TOT AVG	EC AVG	ECE AVG	CRITERIA PERFORMANCE
GUIDANCE	2.51	2.46	2.57	Pass
PLANNING	2.32	2.22	2.46	Pass
FAMILY	2.25	2.30	2.17	Pass
TEAMWORK	2.38	2.27	2.53	Pass
PERSONAL	2.45	2.43	2.47	Pass
OVERALL AVG	2.39	2.34	2.48	PASS

Implications:

Overall the students continue to demonstrate competency in the established criteria. All areas appear to be strong. Within the areas, the teachers show strength in relating to the children. The department should continue to increase the curriculum to enhance the students' ability to articulate the theoretical and DAP reasons for guidance. This item was the lowest in 2005 (AVG=2.0) and 2006 (AVG=2.21).

In summary, the 19 student teachers that were evaluated in spring 2007 received an average of "Pass" in the 5 areas. This data appears to support the department's instructional programs as it pertains to guidance, developmental planning, respecting and supporting families, cooperative and collaborative teamwork and ethical and considerate teaching practices. Additionally, this information indicates that the student teachers go beyond minimal requirements and/or are consistently prepared ahead of time, which is a strong complement to the EC and ECE majors.

3. Early Childhood/Early Childhood Education Teacher Work Sample (TWS)

Each student teacher in the Children's School submits Work Samples (TWS) that correspond to the following six rubrics: contextual factors; objectives/intended learning outcomes; assessment plan; design for instruction & instructional decision-making; analysis of student (child) learning; and reflection & self-evaluation. The TWS particularly addresses the students' ability to meet NAEYC's Standard 4c, understanding content knowledge in early education, and 4d, building meaningful curriculum.

The Teacher Work Samples are based on the educational activities the students had implemented during their student teaching. The instructor for the Advanced Planning and Guidance course (CHFAM 4710) reviews the Work Samples and rates them on a 3-point scale; exceeds criteria (3), meets criteria (2), and doesn't meet criteria (see example below). The Advanced Planning and Guidance course (CHFAM 4710) is taken by the student teacher concurrently with student teaching.

The Candidates Work Samples need to contain items that relate to the rubrics, as listed below:

- Contextual Factors: The teacher uses information about the learning-teaching context and student individual differences to set learning objectives and plan instruction and assessment.
- Objectives/Intended Learning Outcomes: The teacher sets a measurable objective based on the Children's Schools goals.
- Assessment Plan: The teacher uses assessment tools aligned with the objective to assess student learning before, during, and after instruction.
- Design for Instruction & Instructional Decision-Making: The teacher designs instruction from

assessments, taking into account students needs and interests. The teacher uses ongoing analysis of student learning to make instructional decisions.

- Analysis of Student Learning: The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.
- Reflection and Self-Evaluation: The teacher reflects on his or her instruction and student learning in order to improve teaching practice.

Table 3 lists the average scores, and if the criteria were passed by the 19 students. A score of 2 or higher reflects meeting or exceeding the criteria.

Table 3 Spring 2007 Teacher Work Samples

Area	Overall Avg N=17	Criteria	EC Avg (n=9)	ECE Avg (n=8)
Contextual	2.40	Pass	2.47	2.31
Objectives/Intended Outcomes	2.31	Pass	2.41	2.21
Assessment Plan	2.08	Pass	2.07	2.08
Design for Instruction and Instructional Decision-Making	2.06	Pass	2.06	2.06
Analysis of Student learning	2.44	Pass	2.39	2.5
Reflection and Self Evaluation	2.22	Pass	2.15	2.29
Overall Average for all areas	2.24	Pass	2.25	2.22

As indicated in Table 3, the average score of the 17 student teachers resulted in an overall “Pass” (AVG=2.24). Additionally, the overall scores on each of the two majors received a “Pass”. Furthermore, The average scores for each of the 6 areas resulted in “Pass” for all 6 areas, and for both majors.

An examination of each area for both majors reflects the highest score is for the “Analysis of Student Learning” Area (AVG=2.44). The lowest area is “Design for Instruction and Instructional Decision-Making” (AVG=2.08).

Implications

The data in Table 3 indicates that the student teachers met the necessary criteria and standards for all of the areas. This demonstrates they understand the content knowledge in early education and can build meaningful curriculum.

It should be noted that in both 2004 and 2005 the students did not meet the criteria for “Design for Instruction & Instruction Decision Making”. This year, they did (AVG=2.06), although it was the lowest of the 6 areas. This suggests that the curriculum is enhancing the students’ abilities to design instruction from assessments, taking into account individual student’s needs and interests.

The highest area was in “Analysis of Student Learning” (AVG=2.44). This area indicates that the student teachers are very good at using assessment data to profile student learning and

communicate information about children’s progress and achievement.

Capstone Essay Exam

The Capstone Essay Exam consists of 6 questions. This exam has been used since 2000, but was changed in 2005. The previous exams included 5 questions, with slightly different ratings. This comprehensive essay examination is given at the end of the term to the students registered in the Early Childhood Senior Seminar (CHFAM 4990A), which is a capstone course for Early Childhood and Early Childhood majors. The questions assess the students’ ability to describe, in written form, their understanding of pertinent early childhood principles and practices. These include the goals, theories, and strategies of guidance; guidelines for constructing developmentally appropriate curriculum that includes an anti-bias strand relative to elements of diversity; using components of various developmental and learning theories for planning and evaluating instruction; describing the purpose of the NAEYC Code of Ethical Conduct and it’s major principles; explaining the process for deciding when a child’s behavior required outside consultation and/or referral; and describing an effective family involvement program in the school using the Epstein model. This last question was added in 2005.

The Table 4 indicates the average percent, by year, which students received on each question of the comprehensive exam, and the overall average score by year.

Table 4 Comprehensive Exam Average Percent by Question from 2000-2007

Year	2000	2001	2002	2003	F2003	S2004	S2006	S2007
Question 1	71.88	82.66	87.14	77.14	95.6	86.06	90.48	90.74
Question 2	70.62	79.73	80	77.14	80.8	83.88	98.86	88.44
Question 3	78.75	89.95	82.42	70.29	84.8	86.67	84.57	85.89
Question 4	92.19	90.51	90.97	88.1	80.67	82.63	94.29	90.37
Question 5	64.06	86.86	78.6	64.29	69.73	94	87.14	78.61
Question 6							94.29	88.33
Average %	75.5	85.94	83.82	75.39	82.17	82.64	91.71	90.64
Criteria Per	Fail	Pass	Pass	Fail	Pass	Pass	Pass	Pass

Table 5: Comprehensive Exam Spring 2007 - Percent by Student and Question # - Question # and Possible Points

Student	#1=15	#2=25	#3=25	#4 = 15	#5 = 10	#6 = 10	Total
#1 EC	15	18.5	25	12	8	10	88.5
#2 EC	15	23.5	23.5	15	10	10	97
#3 EC	12.5	22.5	16.5	15	10	10	86.5
#4 EC	14.5	25	19	15	9	8	90.5
#5 EC	15	25	24	15	10	8	97
#6 EC	15	24	21.5	13.5	9.5	10	93.5

#7 EC	15	20	19	13	7.5	7	81.5
#8 EC	14	21.5	24	13.5	9	10.00	92
#9 EC	14.5	17.5	24	9	7.5	8.00	80.5
#10 EC	15	25	21.5	15	9	10.00	95.5
#11 EC	11	17	14.5	15	8	10.00	75.5
#12 ECE	12.5	20	25	13	0	4.00	74.5
#13 ECE	15	23	23	15	10	10.00	96
#14 ECE	13	23.5	24	13	7.5	9.00	90
# 15 ECE	15	25	25	15	10	10.00	100
#16 ECE	11	24	16	12	7	10.00	80
#17 ECE	11.5	18	17	10.5	4	6.50	67.5
#18 ECE	10.5	25	24	14.5	5.5	8.50	88
Average	13.61	22.11	21.47	13.56	7.86	8.83	90.64
Percent	90.74%	88.44%	85.89%	90.37%	78.61%	88.33%	
Stand Dev	1.68	2.87	3.53	1.77	2.58	1.68	
EC Avg	14.23	21.77	21.14	13.73	8.86	9.18	
ECE Avg	12.64	22.64	22.00	13.29	6.29	8.29	

The department establishes an 80% cut-off score for passing. As Table 4 demonstrates, the 2007 students passed the exam overall (AVG=90.64). Additionally, the students have maintained an average of over 90% the last two years.

Table 5 reflects the scores in the 6 competency areas and indicates that the individual student's score. An examination of Table 5 indicates that the students failed to meet the 80% competency for question 5 (average = 78.61). This question asks the student to describe a procedure for deciding when a child requires outside consultation or referral. However, an examination of the individual scores reveals that one student (#12) received a zero for this question. The reason the student received a zero is because she did not answer the question. When student #12 is removed from the equation, the average becomes 83.2%, which meets the competency. Additionally, a comparison of question 5 between Early Childhood (EC) and Early Childhood Education (ECE) indicates the EC students passed this criteria, whereas ECE did not; 88.6% & 62.9%, respectively.

Implications

Overall, the scores from the Capstone Exam demonstrate the students are able to describe, in written form, important developmentally appropriate practices. Although it appears that the students average score on question #5 failed to meet the criteria, this appears to stem from the failure of an ECE student to answer the question. This question deals with specific information that is taught in CHF 3500 – Children at Risk. Although this is a required course for Early Childhood majors, it is not required for the Early Childhood Education major (ECE). ECE majors can take an alternative course from the Teacher Education department (The Exceptional Student). It is likely that the student who failed this question did not take this course because she was an ECE major. The department may want to consider re-writing this question so it reflects information pertinent to explaining the process for deciding when a child's behavior requires outside consultation and/or referral that would be learned in either class.