

**ANNUAL REPORT –DEPARTMENT OF EDUCATIONAL STUDIES –  
FISCAL YEAR 2010-2011  
Francisco Rios, Department Head**

**Section 1: Introduction**

The following annual report represents the 2010-2011 fiscal year for the Department of Educational Studies. The Department of Educational Studies offers the foundation courses for the undergraduate and post baccalaureate teacher education programs. The department also shares the Curriculum and Instruction graduate programs with the Department of Elementary Education and the Department of Secondary Education.

We currently have 10 tenured/tenure-track faculty members (Cho, Jaime, Janak, Kambutu [UWCC], Keefauver, Kleinsasser, Rios, Roxas, Shim, and Trent). Francisco Rios has served as the department chair since fall, 2009. Jenna Shim joined our department in January 2010 as a tenure-track assistant professor. Sara Chapa is our department's administrative assistant.

This academic year we conducted a search and screen for a new Academic Professional Lecturer. We had 50 individuals apply, phone interviewed 7, and invited two to campus for interviews. We were very pleased to offer the position to Dr. Terry Burant who subsequently accepted. She will begin her appointment in fall, 2011. We thank Dr. Angela Jaime and the search and screen committee for their exemplary work on this important task.

Our department faculty members are active from local to international levels. This year, some of our accomplishments include the following:

- Jeasik Cho and John Kambutu were on sabbatical 2010-11. Both seemed to have advanced their research agendas considerably as a result.
- Jeasik Cho and Allen Trent have been invited to write two chapters on qualitative research for the prestigious *Oxford Handbook of Qualitative Research*. The invitation comes as a result of the international reputation of these two scholars.
- Angela Jaime served as the Director of this year's Shepard Symposium for Social Justice and will continue to do so through 2012.
- Ed Janak received the College of Education's *Outstanding Advising Award*. In addition, he received the PIE Award for teaching of first and second year students.
- John Kambutu continues advance his work in International Education given his service-learning work in Kenya including a new initiative to build a school kitchen for a school there. His work and reputation in international education also led him to be invited to serve as guest editor of the journal *Multicultural Perspectives* for a theme issue on international and multicultural education.

- Audrey Kleinsasser continues to lead active and innovative activities to advance the Wyoming School-University Partnership.
- Francisco Rios, along with three UW colleagues (M. Zamudio, C. Russell, and J. Bridgeman), had their book *Critical Race Theory Matters* published this year by Routledge. He also served as the Director of the Social Justice Research Center.
- Kevin Roxas, along with Jeasik Cho, have been invited to be editorial board members of *Multicultural Education Review*.
- Jenna Shim has been awarded the Ellbogen Early Career Award for 2011-2013 to engage in work around ESL education in rural school districts. In addition she has served as Co-Chair of the ESL Teacher Preparation program and will assume complete leadership in fall, 2011.
- Allen Trent has been appointed to the state-wide Professional Teacher Standards Board. This is in addition to his work with the Wyoming Teacher Policy Initiative, an action-research based project with a focus on informing public policy.

## **Section 2: Academic Planning Implementation**

The following bulleted list documents our progress in implementing our EDST Academic Plan for 2009-2014. We recognize that we are in the second year of pursuing activities relative to these new five year goals. Notwithstanding, action items/steps to accomplish goals have been evaluated by the department and are organized and presented in the following three categories respective to each goal:

- 1) *Items Completed or Near Complete***
- 2) *Items/Actions in Progress***
- 3) *Items Not Completed***

### **Goal 1: Expand Curricular Focus on Democratic, Multicultural Teacher Education.**

#### ***Items Completed or Near Complete***

- Revisit democracy and language diversity integration including both processes and content for the integration. This included a sharing of two scholarly research projects that explored this integration and what we are able to learn from those initial studies.
- Continue activities to get students into alternative educational settings than those typically provided in Wyoming. This includes our continual visits to the Denver Public Schools and the Wind River Reservation.
- Institutionalize the Denver Public Schools experience for 2480 students.

#### ***Items/Actions in Progress***

- Revisit skills, assessments, dispositions, rubrics and reporting documentation for these experiences (significant revision of College of Education Information Database to accomplish this).

- Consider new curriculum materials that might be assistance related to teaching democracy and language diversity; Add resources to curriculum integration binders.
- Invite faculty to attend professional development opportunities around these two topics.
- Make more concerted effort to include other alternative school settings including Cathedral Home and Whiting School.
- Strengthen and increase our use of public schools in Cheyenne.
- Expand experiences in Denver Public Schools for students in EDST 3000.
- Seek funding to institutionalize field experiences to the Wind River Reservation

***Items/Actions Not Completed***

- Consider new research projects to demonstrate impact of these two curriculum integration topics.
- Consider two new areas for infusion including GLBTQ issues and the education of American Indian students; use the democracy and language diversity work as template for new areas of focus.

**Goal 2: Recruitment and Retention of Students from Under-represented Populations**

***Items Completed or Near Complete***

- Begin to identify those students who we are most interested in targeting for these efforts: non-declared UW students of color, high school students, and students from the Denver schools.

***Items/Actions in Progress***

- Have second meeting with UW's Denver recruiter.
- Begin initial conversations with COE diversity committee.

***Items Not Completed***

- Attend LCCC college fair.
- Begin conversations with Wyoming community colleges about recruiting ethnic minority students.
- Discuss possible collaborations with Minority Student Leadership Initiative, Multicultural Resource Center and athletic departments here on campus
- Develop brochure for advising centers and advisors

**Goal 3: Increase Visibility of Scholarship.**

***Items Completed or Near Complete***

- Make scholarly work more prominent on our department webpage.
- Continue to promote active scholarly agendas for all faculty with research assignments on their work load.
- Active participation in Wyoming School-University Partnership via Wyoming Agenda for Education in a Democracy conference with focus on educational studies.

- Have faculty attend the American Educational Studies Association Annual Meeting in Denver, fall, 2010.
- Expand participation in National Network for Educational Renewal (NNER) activities (Leadership program, annual meeting, and program planning for Denver in 2012).
- Provide information on Educational Studies efforts in NNER journal (article published in January, 2011)

***Items/Actions in Progress***

- Provide opportunities for scholarly discussions within the department.

***Items Not Completed***

- Present at American Educational Studies Association conference.

**Goal 4: Delineate the Role of the Educational Studies Department in the College of Education.**

***Items Completed or Near Complete***

- Get Educational Studies to count for OIA data (via C&I).
- Develop a mission statement and value postulates for the department. Share with other departments and college.

***Items/Actions in Progress***

- Discussion of the role Educational Studies plays vis-a-vis the new Teacher Professional Assessment initiative in the College.
- Articulate Educational Studies courses with the seven community colleges.

***Items Not Completed***

- Discuss pros/cons of an Educational Studies for non-Education major students.
- Develop an Educational Studies newsletter to highlight contributions, student learning, department-level expertise.
- Host conversations with other departments about possible collaborations and sharing expertise.

**Section 3: Teaching Activities**

The EDST department continues to play an active role in aligning our classes, assessments, and the WTEP (Wyoming Teacher Education Program) decision points to the standards for the teacher preparation programs. This evidence, along with the College of Education Information Database (CEID)--the COE database system--documents the development of our students as competent, democratic professionals. All of our EDST courses have common syllabus templates, embedded common assessments, and rubrics used to evaluate students' proficiency related to the WTEP Standards. Subsequently, data related to student proficiency and dispositions is entered in the CEID database for aggregation and tracking.

A significant activity during this period was discussion of our role in the new

Teacher Professional Accountability Consortium. The department has actively taken a role in initial efforts to prepare our undergraduate students for this new requirement. It included an opportunity to share with those responsible for the teacher preparation programs (notably, Elementary and Secondary Education departments) what we do in our courses and the role we will play in this new initiative.

The Department of Educational Studies provides the required foundational courses for the Wyoming Teacher Education Program, and so we continue to offer multiple sections of all our required courses (EDST 2450 Human Lifespan Development; EDST 2480 Diversity and Politics of Schooling; EDST 3000 Teacher as Practitioner; EDST 3550 Educational Assessment) including offering one section of all these courses in the summer semester. EDST courses have maintained the following 2003 USP designations: EDST 1500 (I, L); EDST 2450 (CS); EDST 2480 (D); EDST 3000 (O, WB). In the 2010-2011 academic year (including summer, 2010), we served 974 students in our EDST courses on the Laramie campus. The department offered 137 undergraduate/EDST credit hours this same academic year. Of these 137 EDST hours offered, 65 were covered by EDST faculty members (one faculty member was on family leave for the year while two had a semester on sabbatical).

Our department continues to utilize course level working groups of faculty teaching particular foundations courses. These groups meet to share ideas about resources, curriculum alignment, content, assessment methodologies and strategies, and instructional models. Members from other departments who teach some of our courses (as well as adjunct and GA instructors) are included in these groups.

Collaboration, for our department, *is* the mentoring program we have in place. We also continually inform faculty and graduate assistants of the professional growth opportunities that are available. Our department has worked to see that each member has a peer review of a class session by a member of our department. These are on-going and in a rotation annually so instructors receive a feedback from a variety of perspectives. Feedback is provided to department members through the use of a uniform template provided for this purpose.

It is important to mention that all our tenure track faculty members have had outstanding teaching evaluation averages (3.9+ on a 5.0 scale) during the reported year as assessed by our electronic course evaluation system. It is also noteworthy to mention that faculty evaluations have shown a trend of continual improvement. We plan to continue engaging in collaborative professional development in order to maintain this positive trend.

#### **Section 4: Research and/or Creative Activities**

The Department of Educational Studies values and supports the research and

creative activities of its faculty. The faculty members with research responsibilities continue to be active in these areas.

In addition, the Department collectively (in Calendar Year 2011) continued a strong record of scholarly activity. Faculty members in the Department of Educational Studies accounted for 1 book and 1 book in press, 6 chapters in books with 2 in press, 9 refereed publications and 3 refereed publications in press, 3 book reviews, and 2 non-refereed publications in press. Collectively, this represents 27 works published or in press for the department. 14 works are currently under review. Additionally, faculty provided 19 professional presentations throughout the year and it included a key note presentation by Cho. The faculty was also awarded, in 2010, five grants (internal) representing \$26,500. Faculty vitae detailing this scholarship are available on our EDST website.

A few publication highlights are included in the bullets below. Importantly, scholarship and teaching in our department continue to be intertwined, yielding a mutually supportive, reciprocal relationship. Of note are those publications that were produced in conjunction with undergraduate or graduate students.

#### Scholarship Highlights:

- Cho, J. Walker, J., Cardona, V., & Wasilik, O. (2010). Ethics and politics of critical cultural studies in international contexts: Autoethnographic tales of growing qualitative researchers toward co-constructive social justices. *Asian Journal of Educational Research and Synergy*, 2(1), 1-22. \*\*\*Publication with three graduate students
- Fuentes, R., Emmett, L., & Rios, F. (2010). Teaching and learning social justice as an “intellectual community” requirement: Pedagogical opportunities and student understanding. *Equity and Excellence in Education*, 43(3), 357-374. \*\*\*Publication with two undergraduates
- Janak, E., & Moran, P. (2010). “Unlikely Crusader: John Eldred Swearingen and African-American Education in South Carolina.” *Educational Studies*, 46(2), 224-249. \*\*\*Publication in primary academic journal of the discipline
- Rios, F., & Rogers Stanton, C. (in press). *Understanding multicultural education*. Rowman and Littlefield. \*\*\*Book with former graduate student
- Rogers, C., & Jaime, A. M. (May 2010). Listening to the community: Guidance from Native community members for emerging culturally responsive educators. *Equity and Excellence in Education*, 43(2), 188-201. \*\*\*Publication with graduate student
- Trent, A., Cho, J., Rios, F., & Mayfield, K. (2010). Democracy in teacher education: Learning from preservice teachers’ understandings and Perspectives. *Education in a Democracy: A Journal of the NNER (National Network for Educational Renewal)*, 2, 183-210. \*\*\*Action-research project on democracy in education curriculum initiative of department

- Whiteplume, B., & Rios, F. (2010). Tooté American Indian teachers? Challenges, assets and decolonizing practices. *Journal of Teacher Recruitment and Retention*, 1(1), 30-44. \*\*\*Publication with graduate student
- Zamudio, M., Russell, C., Bridgeman, J., & Rios, F. (2011). *Critical race theory matters: Education and ideology*. Routledge/Taylor & Francis. \*\*\*Collaborative publication with three UW faculty

Of note, every active faculty member with research obligations as part of their job published (or have in press) at least one peer-reviewed publication last year.

### **Section 5: Service, Extension and Outreach Activities**

The Educational Studies Department has a high “service oriented” ethic that guides much of our efforts. Our list of service activities is impressive even though only 5% of each faculty member’s workload relates directly to service. Our service activities include: department, college, university, local community, statewide, national, and international levels.

Our faculty members are engaged in many department and college level and responsibilities including the Advisory Council for Graduate Education (ACGE) with one representative; the Advisory Council for Teacher Education (ACTE) with two representatives; the Technology committee; the Technology Fee committee; and two members on the C&I Graduate Admissions committee. Almost every member of the department was on at least one search committee. Additionally we had two members serve on College of Education scholarship selection committee. Three faculty members are advisors to Recognized Student Organizations here at the UW.

As a department, we continue to demonstrate our commitment to diversity through our service activities. We have two members of the Shepard Symposium for Social Justice Committee Steering Committee including the chair for the 2011 conference (Jaime). Department members also serve on the College Diversity Committee, the UW Diversity Team, the American Indian Studies Advisory Committee and Chicano Studies Advisory Committee. More diversity related service is included in the diversity specific section of this report (section 9).

Our regional/national level service activities continue to increase. Cho and Roxas has been appointed to an editorial board for a Korean education journal. Jaime was chair of the Indigenous Peoples of the Americas Special Interest Group of the American Educational Research Association. Kleinsasser’s work with the Partnership revitalization has benefitted educators across our region including WY, CO, and NE. She, along with Rios, serve as Agenda for Education in a Democracy Scholars group. Rios continues to serve as Editor of *Multicultural Perspectives* the Journal of the National Association for Multicultural Education

as well as director of the Social Justice Research Center. Trent continues to play important leadership roles on the state level with respect to the National Board Certification for Wyoming Teachers as well as the Wyoming Teacher Policy Institute.

All faculty members engage in meaningful service (on average at least two committees each). Service is at the core of what we do. In fact, it is hoped that all the activities described in this report (teaching, scholarship, etc.) provide valuable service to our field, state, country and world.

## **Section 6: Student Recruitment and Retention Activities and Enrollment Trends**

Our involvement in student recruitment activities is manifested in many ways. Perhaps most importantly, we have placed this as one of our goals in the 2009-2014 five year plan and have begun important conversations about our special and unique role we can play, especially in increasing the number of students from under-represented populations.

We have a continuing presence at Discovery Days, the College of Education recruitment and informational sessions. We also actively participate in the Freshman Interest Group program (FIG). This also assists in recruitment/retention. The department also offers EDST 1500: an I course (USP) to interest students in pursuing education as a career. One department member is very involved in the Casper community speaking to and interacting with public school students on a regular basis.

All faculty in the department engage in retention focused activities, but to date these are individual efforts. These efforts at retention, in part, focus on the curriculum taught in the department courses. For example, the employment of common syllabi, assessments and rubrics across all sections of a designated course; vertical articulation between department courses; and modeling good teaching practices by our department members all help to engage students and promote retention in teacher education. Additionally, the department is active in all facets of the graduate and undergraduate student advising processes.

It is difficult to review trends in enrollment specific to our department. As a department, we have no “majors” because our department primarily delivers the required, undergraduate level courses for all elementary education and secondary education majors. Figures are largely in line with the enrollment numbers in these departments. Additionally, there are many students who transfer from Wyoming community colleges with various levels of program completion that enter the Wyoming Teacher Education Program (WTEP). There are also students with undeclared majors or majors in other colleges that are investigating education as a major.

## **Section 7: Development Activities and Public Relations**

Our website has recently been updated and is in excellent condition. We have converted it to the new university templates and guidelines. The website contains useful information about our courses, faculty, accomplishments, and information about the English as a Second Language endorsement program. We are visible at state, regional and national conferences for public relations and student and faculty recruiting. We participate in college-sponsored events for alumni and donors.

## **Section 8: Classified and Professional Staffing**

We continue to be delighted to have Sara Chapa as our Office Associate. Her expertise in the college, familiarity with certification requirements, her competency with technology, her pleasant demeanor, and her incredible professionalism are all appreciated. No doubt, Ms. Chapa's support increases the effectiveness of all department members.

## **Section 9: Diversity**

We continue to take leadership roles in diversity related efforts in various arenas: classes (curriculum and assessment integrations), the college, and the university (through the provision of professional development and participation in the Shepard Symposium on Social Justice). We include in these efforts the development of resource materials and scholarly publications and presentations all connected to diversity, teaching and learning. Many of these (and other) activities and accomplishments have been discussed throughout this report.

Highlights of our diversity efforts include leadership roles in the Shepard Symposium for Social Justice and the Social Justice Research Center. It includes serving as primary home of the English as a Second Language program. Finally, it serves as the home of *Multicultural Perspectives*, the journal of the National Association for Multicultural Education.

## **Section 10. Assessment of Student Learning:**

1. Identify **each undergraduate and graduate program** within your department and select the tier that best describes the current state of assessment for the program. After selecting the tier, provide an explanation of how you arrived at this particular conclusion and/or evidence to support your conclusion.

### College of Education – Undergraduate Program

There is one overall teacher education program in College of Education in which various departments contribute to this undergraduate preservice program – Elementary Education and Early Childhood, Secondary Education, Educational

Studies, and one course each through Special Education and Adult Learning & Instructional Technology. Within the program, all students take commonly defined education and assessment courses, and then branch into education courses related to their specific teaching area. All students also have a defined set of content area courses in their program that are taught through various departments throughout the university. At the secondary level, students earn concurrent majors in education and in a content area (e.g., science education/chemistry; English education/English, etc.) through the College of Education. In each case, the content major has been articulated through the relevant College and Department (A & S, Agriculture, etc. – Mathematics, History, Modern Languages, etc.) and aligns with the program requirements for non-education students in those majors.

The undergraduate teacher education program is well established and was reaccredited through NCATE and the Wyoming PTSB in spring 2008. This accreditation is granted through spring 2016. In preparation for this most recent accreditation process, data were collected through the College of Education Information Database system (CEID) where defined assessments and student dispositions in key courses\* were tracked over time and analyzed. These key course assessments were developed by faculty with the intent that each course would have common assessments no matter who taught the course. Since the College was reaccredited, department faculty have again met to discuss the effectiveness of the assessments in the courses they teach and to refine the assessments to better inform course instruction. These refined assessments are, as before, being tracked each semester through the CEID. It is the expectation in the College that every faculty member teaching one of the identified key courses enter their student assessment results as well as student disposition ratings into the database.

\* Key Courses Common to all students in elementary and secondary teacher education programs

EDST 2450 (3) Human Lifespan Development (CS)  
ITEC 2360 (3) Teaching with Technology (L)  
EDST 2480 (4) Diversity & the Politics of Schooling (D)  
EDEX 2484 (3) Intro to Special Education  
EDST 3000 (6) Teacher as Practitioner (O)  
EDST 3550 (2) Educational Assessment

\*\* Beyond the common key courses defined above, there are common assessments and dispositions tracked for each specific secondary methods courses and elementary methods courses, and a midterm and final evaluation rating form during residency semester. These assessments are tracked on the CEID. All students are required to maintain a 2.75 overall GPA and a 2.5 GPA in their specific content area. This is tracked and students cannot move forward from semester to semester unless they meet the GPA requirements.

**TIER 1 REPORTING FOR 2010-2012 –**

**College of Education, Teacher Education (undergraduate) Program: The Teacher Education Program is the undergraduate program for the college so applies to the following depts.-- Secondary Education, Elementary Education, Educational Studies**

Tier 1 programs are required to submit an assessment report each year for the next two years. The project report described in Question 3 can be submitted in either July 2011 or July 2012.

1. Please check which of the following types of assessment(s) your department/program has engaged in over the last five years. A description of these activities is available at the end of this document.

**Direct Assessments**

- ? Standardized tests
- The Teacher Education Program does not require a standardized exit test to graduate, but the Professional Teaching Standards Board does require a PRAXIS II test for elementary education and social studies graduates to be licensed in Wyoming. These 2 areas are required to take the test because of the scope of content they teach. Other secondary content areas are not required because they receive a concurrent major in the content they will be teaching.

- Embedded question analyses

**Indirect Assessments**

- Dispositional surveys
- While Dispositional Surveys were marked – we really have disposition ratings (what we consider crucial professional skills and behaviors) that are recorded in key classes throughout the Teacher Education Program and entered into the CEID (college database). The intent is to track these student dispositions to identify students who need contracts to continue and/or further support.

- Student satisfaction surveys
- 1) Every other year the undergraduate program contracts with the WYSAC for a student teacher/mentor teacher survey on specified categories of the Teacher Education Program. This is given during the residency semester. These

data are tracked over years to determine change

2) Every year students and mentors receive a reflection survey during residency to consider: 1) what mentors think they have provided in different areas of curriculum, assessment, management, etc. and, 2) what student teachers think they have gained in those areas. These data are tracked from year to year.

3) Many faculty teaching classes throughout the Teacher Education program give informal surveys on how the class is going at different points in the semester. This data is informal but used to consider changes during the semester.

4) Students have the opportunity to fill out online course evaluations for each class they take each semester. This data (aggregated, but with individual comments) is then provided to the dept. heads and the appropriate faculty member.

Student learning portfolios

Exit interviews

Examination of student work examples

Alumni surveys

Key courses within the Teacher Education Program define common assessments (e.g., project, paper, study, etc.) which all students do in

that course no matter the instructor. These are then grades and entered into the CEID system.

- |  |   |
|--|---|
| <input type="checkbox"/> Jury panels                         | <input type="checkbox"/> Focus groups               |
| <input type="checkbox"/> Employer panels                     | <input type="checkbox"/> Retention analysis         |
| <input type="checkbox"/> Internship/externship reviews       | <input type="checkbox"/> FTE analysis               |
| <input type="checkbox"/> Senior-level final examinations     | <input type="checkbox"/> Grade distribution reports |
| <input type="checkbox"/> Oral examinations                   | <input type="checkbox"/> Job placement data         |
| <input type="checkbox"/> Simulation exercises                | <input type="checkbox"/> Faculty surveys            |
| <input type="checkbox"/> Capstone projects                   | <input type="checkbox"/> Transfer student surveys   |
| <input checked="" type="checkbox"/> Other (please specify) – | <input type="checkbox"/> Other (please specify)     |

1) Teacher Performance Assessment (Outside scoring with rubrics). This might also be considered a capstone though it is not titled that. This is a national development effort, headed by Stanford and involving 21 states, to create a comprehensive teacher assessment measuring context, planning, instruction, and assessment. We piloted this instrument (only residency without any previous experience with the tool) in one elementary and one secondary section this spring. TPA will be further piloted with a greater number of content areas next year as a “no fault” pilot. Thereafter, scores will not be recorded and shared. When the pilot phase is over, the scores will be reported through a data system (to be selected) and will be available to college personnel and for university and national reports. These assessments will be introduced

throughout the program in defined Educational Studies courses, Elementary Education courses, and Secondary Education Courses. The final product will be developed and scored during the residency semester as an exit assessment.

2) Student teaching evaluation – during residency, the mentor teacher fills out a defined evaluation covering content knowledge and dispositions of teaching (rated on a 4 point scale - unsatisfactory, basic, proficient, distinguished - for each category.). This is done at midterm for the student to have time to work on areas defined as U or B and then again at the end of residency. No student can pass residency with more than three basic ratings out of 14-19 categories depending on the content area.

2. If your program(s) is/are under the auspices of outside accreditation, provide a short summary of where you are in the accreditation process and what are/were the outcomes.

We are program accredited through NCATE and our last visit was in the spring 2008. The programs were accredited without conditions through spring 2016. We are also evaluated by the Professional Standards Teaching Board (Wyoming) at that same time and have been program approved through that process as well, so PTSB licenses are granted based on program completion rather than course by course. Additionally, each content area is either “nationally recognized” through their Specialized Professional Association (SPA) -- e.g., National Council of Teachers of Mathematics (NCTM), National Council for Social Studies (NCSS), National Council of Teachers of English (NCTE), National Science Teacher Association (NSTA), Association for Childhood Education International (ACEI), etc. -- or approved through the PTSB for state-level approval where content areas do not have a specific SPA or the program has different goals/directions in Wyoming. Since the NCATE visit the following undergraduate program content areas have received national recognition which

is good for the same length of time as the NCATE approval: elementary education, mathematics, English, physical education (not in our college but works through the college for these approvals), social studies, and science. The modern languages content area was SPA approved with “recognition with conditions” and a report has been submitted addressing the feedback, with the final review results in August, 2011. If approved, the modern languages will also have “national recognition”. The other content areas have been state approved for their content area programs: art, agricultural education, and technical education.

3. Provide an example of one assessment project start to finish, including what you did, who was involved, what the results were, how your department used the information, and what changes were made as a result of the assessment. The example you provide should be written in a format that can be understood easily by others outside of your discipline. This example will be published on the UW assessment of student learning website and may be distributed to the university community via various assessment related workshops and meetings. A template for this report is available at the end of this document.

My department/program will submit its report in:

July 2011

July 2012 – Project: We will report on the TPA pilot process which will be further along at that point and we will be able to describe specific examples.