Woodring College of Education  
Woodring Advisory Council Meeting  
Tuesday, June 10, 2014  

Minutes

Regrets:  Dana Edward, Kristen French, Tom Krabbenhoft,

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<th>Agenda Items</th>
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<td><strong>CAEP</strong></td>
<td>Francisco welcomed everyone to the meeting and asked for introductions around the table. He began the discussion by providing a context for a CAEP decision and reviewing the process to date. He asked the department chairs to report back on their department conversations.</td>
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<td>• ELED – Generally, faculty felt that, if the College could provide adequate resources, it would be worth pursuing CAEP accreditation. It might require some additional expertise to do it well. Woodring’s reputation within the state is long-standing so it may not need the national accreditation to maintain its reputation. However, national accreditation is very important to the ECE program.</td>
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<td>• SEC – Faculty didn’t feel they had enough information to make a recommendation. They needed to understand more about the costs/benefits of joining CAEP; why the other WA public institutions had chosen to forgo national accreditation; and, whether there were ideological difference between CAEP and Woodring.</td>
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<td>• SPED – There was a general consensus among faculty that CAEP accreditation would be a good thing to pursue. It would provide focus and a framework for continuous improvement. Also, if the state and CAEP standards will be more closely aligned, it may only require minimal additional work so would be worth pursuing. Participating in a national accreditation also says something about the College and its willingness to examine its programs against national standards.</td>
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Stan reported on the FAC discussion which raised more questions than conclusions. There were concerns over the costs vs. benefits. FAC didn’t feel that CAEP would make us more competitive with students. The benefit of
CAEP might be that it would help us engage in continuous improvement. The FAC was not unanimous. The trend seemed to be that the potential benefits would not outweigh the costs.

Other comments/questions from the discussion:
• National accreditation does set Woodring apart from other teacher education programs. Students do express that it made a difference in their decision to attend Woodring. It also helps attract prospective faculty. Does the College want to be satisfied with just state approval?

• There are concerns over CAEP as an organization, its philosophy and connections with other organizations/corporations. More research is needed to determine how its ideology aligns with Woodring’s.

• Diversity is not a stand-alone in CAEP standards. Diversity and technology must be addressed in all standards. In addition to meeting the mandated standards, the institution is required to select at least one focus area with defined outcomes and measures for its self-study.

• How has NCATE accreditation been helpful to Woodring in the past? Has it helped in obtaining grants? Does it help graduates who are seeking jobs outside of Washington state?

• If CAEP is requiring more analysis, would a new PhD level faculty member with expertise in assessment be needed? There are currently faculty within Woodring who have expertise in assessment and analysis. Maybe a faculty team on assessment could be formed.

• Whether the College decides to join CAEP or not, the state requirements have increased and will take additional resources. The state requirements are more rigorous now than they were during the last site visit. The College also continues to provide annual reports to NCATE.

• The state continues to align more closely with the CAEP standards. The biggest difference has to do with measuring the impact of graduates on student learning (CAEP).

• There is a CAEP conference in the fall. The College could send another team of faculty/staff to learn more about CAEP and to answer specific questions from the College.

• One option would be to move ahead with the plans for additional data collection and analysis but wait to
decide on CAEP accreditation for another year while more research is done. Focus groups with students could be conducted to get the “student voice.”

- The four main areas requiring additional information for a decision are:
  - Time needed for data collection for CAEP (i.e., 3 years of data or ??)
  - Financial analysis – what resources are needed
  - Values of CAEP and how they align with WCE
  - Impact on students

- If the College joins CAEP, a person or persons would need to be identified within the College to take the lead. Leadership would be key to success.

Francisco asked for next steps. He doesn’t get the sense that there is a strong recommendation one way or the other. There are too many questions. The C/Ds will continue this discussion at its retreat next week. It will also be a topic at the fall C/D/WAC retreat. The College will move forward with the additional data requirements for the state and will set a “due date” for the decision. It will also put a team together to attend the CAEP conference in the fall.

**ACTION:** Begin researching answers to outstanding questions.

**ACTION:** CAEP discussion will continue at C/D retreat next week and at C/D/WAC retreat in August.

**ACTION:** Set due date for decision

**ACTION:** Put together team to attend CAEP conference in the fall

**Dean’s Update**

Francisco reminded the WAC of upcoming events:

- June 11 – UW Tacoma Doctoral Program Initiatives
- June 12 – End-of-Year Breakfast
- June 13 – Pre-Graduation Reception
- June 14 – Graduation and Reception

**Fall Retreat – Agenda Items**

The College will hold the C/D/WAC retreat again in August. C/D meet in the morning with the WAC joining for lunch and the afternoon meeting. Francisco asked for suggestions of topics for the agenda:

- Hiring data – just received the data so take off C/D spring retreat agenda and include in August retreat
- All-college meetings – format, process, content…
- Staff survey
- Campaign launch
- Teacher ed as human service – update
- Masters programs – update
- Posting in Miller – nothing allowed on walls…
- CAEP
- Strategic plan – is the College doing too much? What are the priorities and core mission/function?