2013 PEAB Feedback on PESB Questions due June 30, 2013

Response:
The Western Washington University Teacher PEAB was scheduled to review Standard 4 as part of its standard review cycle this year; members were therefore well-prepared to discuss and respond to PESB questions. A process for examining Standard 4 evidence and responding to the questions was introduced at the fall meeting. During the winter meeting members were assigned to one of five teams charged with examining electronic evidence of meeting a Standard 4 element and identifying strengths, weaknesses, and areas for improvement. Presentations to the whole group during the winter meeting included enrollment and retention trend data and efforts made to recruit and retain diverse students. The spring meeting included a presentation on teacher shortage area recruitment efforts and endorsement production data. Standard 4 review teams reported out their findings from the winter meeting to the larger group. The meeting concluded with formal recommendations and the determination that all Standard 4 criteria were met, and with the following responses to the PESB questions.

The program’s recruitment plan in response to regional workforce needs and state/regional shortage areas.

Strengths:

- Extensive efforts to recruit and retain students from underrepresented groups, e.g., Future Teachers of Color Promise Scholarship, Future Woodring Scholars, Diversity Recruitment & Retention Specialist, Woodring Peer Mentors, Diversity in Teacher Education Annual Conference, a new Education and Social Justice minor, and the Compass 2 Campus initiative that brings 5th – 12th graders from traditionally underrepresented backgrounds to campus by WWU mentoring students.
- EDUC 109 – Scholarship of Teaching and Learning, and the new EDUC 115 - Introduction to Education designed for Future Woodring Scholars. Approved as general university requirements (GURs), these courses introduce lower division students to social, political, and policy issues in education and related fields, and to pathways for preparing for these fields. Historically, enrollment has included a significant percentage of students from underrepresented backgrounds.
- The increase in diverse faculty in the college over the last two years, which will draw diverse students.
- The Elementary Education Alternative Route program to be implemented in fall 2013 will address state/regional need for diversifying the workplace. Applicants are employed para-educators from diverse backgrounds who will prepare for English language learner and potentially bilingual education endorsements in schools that have a high percentage of diverse students.
- High need endorsement areas are well-published in admission materials. Potential and current candidates receive information on high need areas and advising on how they can most efficiently prepare for these endorsements.
- Partnerships and outreach efforts such as the WWU/Bellingham Collective Impact Partnership, Collaborative School for Innovation and & Success, and STEM initiatives such as the Noyce Scholarship and scholarships for future teachers offered through the WWU Science, Mathematics, and Technology Education program.

Recommendations:
- Update the status of department recruitment and retention plans and data relative to students of color and teaching shortage areas.
- Present information and data on whether the College is realigning its resources to meet workforce needs.

Program success at meeting recruitment plan goals (trend data).
- Regular data analysis is part of the culture of WCE and is used for ongoing improvement of recruitment, retention, transition to the field, and program improvement.
- There is an increase in applicants of color across all programs from 10% to 16% (2004-2005 to 2011-2012)
- All Title II shortage area goals (mathematics, science, special education, English language learner/bilingual education were met in 2010-11.

How might the program improve its recruitment strategies?
- Continue to develop pathway programs such as Woodring Future Scholars who participate in the new pre-program course EDUC 115 - Introduction to Education.
- Continue to seek financial and programmatic support for College pathway programs.
- Establish methods for evaluating pathway programs so that needed supports/improvements can be implemented

All Recommendations 5/23/2013 Meeting

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<thead>
<tr>
<th>RECRUITMENT Related to how the program recruits candidates</th>
<th>Update the status of department recruitment and retention plans and data relative to students of color and teaching shortage areas.</th>
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<tbody>
<tr>
<td></td>
<td>Revisit information and data on the extent to which the diversity of enrolled candidates reflect the surrounding region.</td>
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<tr>
<td>TRANSITION TO WORKFORCE Related to post-program job placement, performance, and</td>
<td>Present information and data on the job placement of program completers who completed an international internship.</td>
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<td>program delivery</td>
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<tr>
<td>GOVERNANCE Related to resources to support program delivery</td>
<td>Present information and data on whether the College is realigning its resources to meet workforce needs.</td>
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