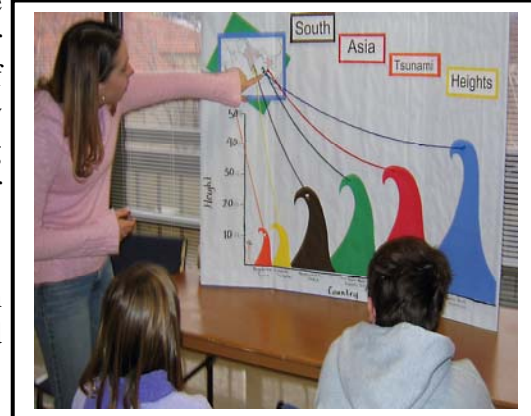


Program Portfolio
Education
April 2008

Description of Program

The College of Education has multiple programs that incorporate either the ability of a student to acquire state teaching licensure or a master's degree or both, simultaneously. The primary purpose of the College is to enable students to acquire the necessary experiences, both within the College and their teaching placements, which will enable them to obtain licensure or advancement within the teaching profession.

All of the programs provide a substantial foundation, based upon Oregon Administrative Rules and the Teacher Standards and Practices Commission, in proven theories, practical applications, and sound academic engagements.



The College of Education's teacher preparation is divided between two distinct programs:

Master of Teacher Education (MTE)

Curriculum for Undergraduate Elementary School Teacher Education (CUESTE)

The MTE Program: *A post baccalaureate program designed for those interested in attaining either elementary or secondary licensure. The program requires a year of preparation of graduate coursework as well as an internship in the public schools. The program culminates in elementary or secondary licensure and, with an additional summer session of course work, a Master of Teacher Education Degree. (Catalogue description)*

The MTE program is an intensive one-year program that begins in the summer prior to their teaching placements and concludes during the summer after their placements. Either elementary or secondary licensure is available through the program along with the advanced degree. Students will have two placements, or internships, at different levels. Secondary requires both a middle school and high school placements while elementary requires primary (K-3) and upper elementary (4-6). Placements may be either within Union County or in other counties serviced by the College of Education. Academic research is a required portion of the curriculum.

CUESTE (Curriculum for Undergraduate Elementary School Teacher Education): *This program requires undergraduate students to weave together an academic degree program and an education minor. Students preparing to teach elementary grades are required to complete a major in Multidisciplinary Studies and a minor in Elementary Education. The Elementary minor*

requires Structured Practicum, Primary Core, Elementary Core, and Student Teaching as Basic Elements. (Catalogue description)

CUESTE is an undergraduate, elementary teacher preparation program. The CUESTE program's calendar is dependent upon the site. Since CUESTE programs are located at five sites throughout the state, each cohort must follow local school district's calendars to meet the needs of their students. The current sites are:

City	Institution
La Grande	Eastern Oregon University
Ontario	Treasure Valley CC
Gresham	Mount Hood CC
Pendleton	Blue Mountain CC
Coos Bay	Southwestern CC

Due to the need for flexibility at the various sites, the program(s) may be distributed from one to two years. This is based upon local dynamics and needs.

The state agency that oversees the entire process is the Teacher Standards and Practices Commission. This agency, following the Oregon Administrative Rules, determines the requirements for individuals to receive teaching licensure in Oregon. They have incorporated these requirements into five specific domains:

1. Plans Instruction
2. Classroom Climate
3. Engages Students
4. Reports Student Progress
5. Professional Behavior

The College of Education ensures that these domains are an integral part of our desired outcomes, our coursework, and our evaluative process.

Note: The Physical Education-Health Department falls under the umbrella of the College of Education; however, for the most part, it is not included in this document because its courses are not, specifically, teacher preparation. Some statistical data, as listed, may include the Physical Education-Health Department.

Recent Programmatic Changes

The programs within the College of Education are subject to change due to the changing requirements for state licensure and the educational needs of American, specifically in the Northwest. However, some more extensive changes have occurred within the past few months:

The MTE Program has changed due to the nature of the cohort model. Through the 2007-2008 school year, there were three cohorts:

MTE Residential: A secondary education program where students lived, primarily within Union County, interned at local schools, and attended university classes on a weekly basis. Therefore, they had more time in the classroom, but less time within the school setting.

MTE Extended Secondary: A secondary education program where students lived outside of Union County, interned at distant schools, and attended university classes, but not on a weekly basis. Some of the instruction came through other media such as Blackboard, telephone conferences, and V-Tel.

MTE Extended Elementary: An elementary program where students lived either within or outside of Union County, interned at schools within or outside of Union County, and attended university classes, but not on a weekly basis. Some of the instruction came through other media such as Blackboard, telephone conferences, and V-Tel.

Due to the differences between the MTE Residential and MTE Extended Secondary the faculty and administration decided to combine the two programs into one delivery mode. This will eliminate any inconsistencies and help streamline the program. The delivery mode that will be used, beginning in the 2008-2009 school year, will be the mode of the Extended Secondary, where university classes are attended, but not on a weekly basis, and other instructional delivery methods are used to enhance learning.

The Master of Teacher Education program will be restructured during the 2008-2009 school year due to the changing needs and diversifying population of Eastern Oregon. Because of demographic and technological changes within our society, it has become apparent that a restructuring is necessary to continue to improve the preparation of teachers.

How Program Serves the Mission of the University and Needs of Region

The College of Education complements the mission of the University by providing programs that have high expectations, with specific goals of training and preparing our students for successful teaching careers after graduation. The program, through the usage of student teachers and interns, collaborates with local school districts in terms of providing potential teachers for them, or by providing their current employees with training beyond their initial degree and teacher licensure. Since quality teachers are in constant demand, not only does the program collaborate with local districts, but with districts throughout the Northwest.

The programs, inherently, require extensive cooperation between the College of Education and local districts, both in terms of student teaching placements and curricular enhancement. Professors and instructors are instrumental in providing or assisting with specific programs that are directly associated with local schools and districts. These include outdoor science, academic competitions, field trips, and presentations. The school districts, ideally, then provide a core base of students for our program, since many of our students come from our surrounding school districts in Eastern Oregon. This collaborative nature is mutually beneficial since cooperation between the College of Education and local districts is imperative for a sound program.

Since its inception as a “normal school”, the primary purpose of the University was to provide teacher preparation programs for Eastern Oregon. The College of Education has at its core the privilege and duty of continuing this practice at a level commiserate with the needs of the area.

Programmatic Outcomes/Objectives

Students who complete the Masters of Teacher Education or CUESTE programs:

- Possess the knowledge and skills that a teacher needs in the rapidly changing world of today
- Have developed skills in personal, interpersonal, professional, and student-teacher relationships
- Understand the theoretical basis of good teaching along with the practical application for classroom usage
- Recognize that the rigors of teaching must be met with enthusiasm and a conscious effort to adapt to challenging situations
- Appreciate the historical base of education within the United States, both in terms of educational practices and legal issues
- Recognize that they will be teaching in a society that is growing in terms of diversity and complexity, and that they will be required to adapt to the ever-changing face of education
- Are able to implement the key components of good teaching: planning, implementation of planning, use of state standards, proper assessment techniques, classroom management, and multiple instructional methodologies
- Realize the critical nature of ethical behavior within the profession
- Become aware of curriculum content appropriate to the teaching level selected
- Possess the ability to recognize, respond to, and integrate diverse cultural experiences within the teaching/learning process and how to teach students to understand and participate in our pluralistic society
- Have acquired an understanding of the influence of language on the learning process and the use of this knowledge to facilitate learning
- Know the importance of the learning cycle and the use of this information to improve student performance, to evaluate instruction, and to promote learning in all students
- Recognize differences in learners and to accommodate instruction to learner needs so as to promote learning in all students.
- Model for students the gathering, analysis and synthesis of information from a variety of sources.
- Have the ability to demonstrate effective teaching methodologies, plus an aptitude for flexibility within those learned methods in the context of varying instructional situations
- Understand how personal health issues that affect the learner and learning environment.
- Complete pre-service experiences in both practica and student teaching.
- Apply decision-making principles and group processes in the areas of curriculum, methodology, measurement, program design, and school improvement

- Have acquired or are developing the following characteristics as determined by the College of Education:

Professional Attributes	Personal Traits	Social Responsibility	Academic Talents
Organized	Adaptable	Accepting Diversity	Knowledgeable
Applies Knowledge	Enthusiastic	Role Model	Lifelong Learner
Leader	Health/Well-being	Humane	Current/Relevant Issues
Communicator	Self-directed	Facilitator	Technologically Proficient
Creative	Positive Attitude	Team Player	Empathetic
Confident	Enthusiastic	Decision Maker	Proficient in Basic Skills
Committed	Ethical/Integrity	Cooperative	Subject Oriented
Self-aware	Risk Taker	Community Involvement	Research Motivated

- Have adhered to the five domains established by TSPC
 - Plans Instruction
 - Classroom Climate
 - Engages Students
 - Reports Student Progress
 - Professional Behavior

Key Programmatic Assessments

I. The College of Education has an extensive programmatic assessment completed on a rotating cycle. The purpose of this cycle is to receive input from key groups and/or individuals who are our clients, our colleagues, or our associates. The programmatic assessments are divided into three separate groupings, with unique and varied insights to be able to appraise our programs. These distinct groupings fall into the following categories:

1. Students (both CUESTE and MTE)
2. School Site Personnel (Cooperating teachers, administrators, university supervisors who are not faculty)
3. College of Education’s Faculty and staff

The aforementioned groups are surveyed on a rotating basis over four years. The fourth year is a non-survey year with in-depth analysis of whether the previous recommendations have been met. The questions on the survey are dependent upon the group being surveyed. The yearly surveys are comprised of two sections:

1. Likert-like scale of strengths/areas needed to improve within the programs
2. Open-response of commentary on the programs

The results of the survey are tabulated, with open responses written down, word-for-word. A summary of the surveys are distributed to faculty and staff who then make recommendations for program improvement. The next year, as has been done in previous years, adjustments will have been made to address the areas of concern.

This format has proven to be effective for the College of Education, allowing the faculty and staff to be self-reflective, thereby enhancing the program through self-imposed changes that benefit the education and preparation of students in the College of Education while maintaining positive relationships with school districts.

II. The second element of programmatic assessment that has been critical for the College of Education is the Consortium, a representative body of administrators and teachers from school districts in Eastern Oregon who make recommendations to the College of Education. The consortium meets twice per year, with a set agenda to determine effectiveness, communication, and program development to ensure that the College of Education is meeting the needs of the local school districts along with the specific needs of our students in relationship to preparedness, state licensure, professional behavior, and community needs.

III. The third element of our program assessment is through the Teachers Standards and Practices Commission (TSPC) of Oregon, which is responsible for teacher licensure. This organization has as one of its responsibilities the task of evaluating teacher licensure programs at colleges and universities within the state of Oregon. The last TSPC evaluation was in 2006, and the College of Education was given high marks with no recommendations for change.

IV. The fourth element of our program assessment is Leadership Council. Leadership Council is a weekly meeting of faculty and staff to determine the College's direction to best meet the needs of students in the programs.

V. The fifth element of our program assessment is completed by faculty, cooperating teachers, and university supervisors. This element is observation of whether implementation of "best teaching practices" has occurred in our student teacher's/intern's placement through:

1. Direct observation by cooperating teacher and university supervisor
2. Analysis of two completed work samples (unit) that, according to TSPC regulations, must be planned, taught, and assessed in the student's areas of endorsement and authorization(s).

Current Programmatic Assessment Data/Reflections/Recommendations of Curriculum and Instruction

For the past four years, we have continued to implement changes due to the results of our various program assessments. These have been accomplished on a yearly basis, with a periodic intermission from assessment to be able to synthesize results and evaluate progress toward our goals as a college. After each yearly program assessment, the faculty determines what will be the focus for improvement for the next year. This may be done through adaptation, change of required forms, coursework manipulation, or philosophical approaches. The previous four program assessments had the following concerns indicated in the results with the implementations as noted.

Year	Group Surveyed	Concerns	Implementation
2004	Current Students School Personnel Cooperating Teachers University Supervisors	Assessment/Diversity	Additional assessment techniques incorporated in class; address issue of diversity
2005	Current Students/Previous Students	Classroom management	Increase instruction on methods for classroom management
2006	Former Students (currently teaching)	Accommodating different learning styles; working with multicultural students	Continue to adapt the training for diversity
2007	Faculty/Staff	Admission Standards Consistency	Currently addressing these issues for future concern
Note: See Appendix	for full summaries		

Student Accomplishments

The accomplishments of students within the College of Education are invariably tied to their internships or their student teaching, but not in all cases. The College of Education takes great pride in the students being involved in local and community activities. During the most recent school year (2007-2008), the College of Education's students were involved in all of the following activities and events:

- *Family Science Night* at middle schools where our students provided active science activities for children and their families
- Outdoor science experiments in Union
- Original research on reading practicum at the *Oregon Reading Association* state conference
- Field trip leadership in Union County with students
- *Science Day* at EOU where local children could participate at science stations organized and structured by MTE students
- “*We the People*” program sponsored by the Constitutional Rights Foundation to receive additional material for their students
- *Academic Bowl* of Union County where students worked as assistants
- Academic pursuits that coincide with their majors including poetry readings, book layout, and musical endeavors with local communities
- Writing workshops with a local administrator at the Oregon Council of Teachers of English
- 2008 *Young Writers Conference* presentation sponsored by the Oregon Writing Project
- *Consortium* membership by both CUESTE and MTE students
- *Mountain Valley Reading Council* membership and board members



- *Guys Read* organization and leadership within the program to encourage middle level boys to read for pleasure

Previous students from the programs have been recognized by the following:

- Oregon Teacher of the Year
- Column writer for the National Council of English Teachers
- Selected as administrators for school districts
- Receiving National Board Certification
- Participating as cooperating teachers

Programmatic Assessment: Synthesis and Recommendations

The program assessment that has been formulated over the past four years has been successful in that the input of the various constituents has been recognized and addressed in a variety of ways, including restructuring, curricular content changes, and streamlining courses. . The College of Education values the input from our students, our local districts and teachers, and the community in terms of creating quality programs.

The primary recommendation is to develop a longitudinal study of our graduates in terms of their successes in the teaching profession. This would require the creation of a specific database and method to chart their individual locations, their continuance in the field of education, and their satisfaction with their training and the profession. This would increase our awareness of the ability of the programs to develop teachers who are committed to education as a lifelong profession and calling.

Another element will be to develop an assessment that will determine what adjustments must be made after the restructuring of the MTE program to enable the College of Education to ensure that the restructuring process has enabled our students to receive maximum benefits from the program.

Enrollment and Program Performance

Student Credit Hours

	2002-03	2003-04	2004-05	2005-06	2006-07
La Grande Campus	2764	2589	2465	2465	2281
All Other Campus	1667	1805	1758	1574	1335
Total	4431	4394	4223	4039	3616

Mean Enrollment 2006-2007

2006-07 Undergraduate Education On Campus							
Course	Title	Credits	Summer	Fall	Winter	Spring	Mean Enroll
ED 130	Cult Differences Amer Ed	2				9	9
ED 130	Cult Differences Amer Ed	2		11	11		11
ED 142	Education Orientation	1		24		12	18
ED 142	Education Orientation	1		9	15		12
ED 208	Ambassador Leadership	1				15	15
ED 209	Practicum	1		2	3	3	2.666666667
ED 242	Education Concepts	3		12			12
ED 242	Education Concepts	3			12	9	10.5
ED 309	Structured Practicum	1		22	0	0	22
ED 354	Rdng/Lang Arts Prim Grd	3		22			22
ED 354L	Rdng/Lng Arts Lab Pr Grd	0		0			0
ED 355	Elem Read/Lang Arts	3			22		22
ED 360	Multicultural Amer Soc	3			21		21
ED 361	Fndtn Second Lang Lrng	3				27	27
ED 362	Lang/Cog Sec Lang Lrn	3		25	1		26
ED 380	Elem Learning Cycle	2			22		22
ED 380L	Elementary Core Lab	0			22		22
ED 381	Elem Curric Stnd:Science	1			23		23
ED 381	Elem Curric Stnd:Soc Std	1			22		22
ED 382	Elementary Clsrm Dynamics	2			22		22
ED 383	Ind Diff/Issues In Elem	2		22			22
ED 384	Exceptionality:Elem	2			22		22
ED 385	Elem Assessment	2			22		22
ED 405	R&C:Diversity In ECE	2			1		1
ED 405	R&C:Literature Circles	3				1	1
ED 409	Practicum	1				1	1
ED 409	Practicum	1		0		2	2
ED 409	Reading Practicum	1			1		1
ED 409	Stdnt Tchng Pract:Elem	5			1		1
ED 410	ESOL Praxis Review	1				4	4
ED 412	Student Teaching Sem	2		7	4	3	4.666666667
ED 412	Student Teaching Sem	2				4	4
ED 412	Student Teaching Sem	2				3	3
ED 415	Student Tehng: Elem	5		7		10	8.5
ED 415	Student Tehng: Primary	5		7			7
ED 415	Student Tehng:Elem	5			4		4
ED 415	Student Tehng:Primary	5			4	10	7
ED 421	Second Lang Acq	3				21	21
ED 421L	ESOL Strategies Lab	1			1	23	24
ED 422	Ed Lang Minority Student	3		29			29
ED 437	Emergent Literacy	2			26		26
ED 437	Emergent Literacy	2				16	16

ED 439	Reading Practicum	3		3	3	0	3
ED 446	Socio-Linguistics Tchrs	3		27			27
ED 468	Diag/Remedial Tech	3				16	16
ED 468L	Diag/Remed Tech Lab	2				16	16
ED 479	Practicum For ESOL	2			2	14	16
ED 480	Primary Learning Cycle	2		22			22
ED 480L	Primary Core Lab	0		22			22
ED 481	Curr Stnd:Art & Music	1		22			22
ED 482	Primary Clsrn Dynamics	2		22			22
ED 483	Ind Diff & Iss Prim Grd	1		22			22
ED 484	Exceptionality:Primary	1			22		22
ED 485	Primary Assessment	2		22			22
ED 499	Senior Seminar	3		1	4		5
LIB 387	Literature for Primary Grades	2		22			22
LIB 388	Literature For Elem Grds	2			22		22
LIB 490	Educational Technology	1		22			22
MTHE 333	Math In Elem School	5	7	2		19	9.333333333
	Total credit hours - UG	173					
Average Mean Enrollment - UG on campus							14.50273224
Course	Title	Credits	Summer	Fall	Winter	Spring	Mean Enroll
EXS 213	Qualt Analy Human Mvmnt	3		18			18
EXS 311	Sport Psychology	3				19	19
EXS 312	Msrmnt/Eval Phys Act/Hlth	3			14		14
EXS 321	Applied Anatomy	3		18			18
EXS 321L	Applied Anatomy Lab	0		18			18
EXS 322	Biomechanics	3			14		14
EXS 322L	Biomechanics Lab	0			14		14
EXS 323	Physiology of Exercise	5				10	10
EXS 323L	Physiol/Exercise Lab	0				10	10
EXS 440	Motor Dev, Control/Lrng	3				11	11
EXS 444	Adapted Physical Activity	3		25			25
EXS 451	Scientific Basis Sprts Cond	3		11			11
EXS 452	Phys Act In Disease Prev	3			12		12
EXS 453	Nutrition/Sport Performance	3				7	7
HWS 250	Personal Skills Hlthy Living	3				24	24
HWS 252	First Aid & Safety	3		18	25	28	23.66666667
HWS 298	Health/Fitness For Life	3		30	33		31.5
HWS 314	Health & Humanities	2		6			6
HWS 320	Hlthy Act/Games Youth	3				14	14
HWS 325	Nutrition	4			17	45	31
HWS 350	Lifestyle Behavior & Hlth	3			7		7
HWS 351	Comm/Soc Skls Hlthy Liv	3		15			15
HWS 412	Prog Des/Eval PE & Hlth	3				4	4
HWS 422	Gerontology/Hlthy Act	2		2			2
HWS 423	Aging & Society	3			6		6

PES 131	Fndtns Phys Act & Hlth	2		34			34
PES 180	Adv Sport Conditioning	1				18	18
PES 180	Adv Sports Cond	1		12			12
PES 180	Army Phys Fit Training	1		9	6	9	8
PES 180	Bowling	1			25		25
PES 180	Skiing	1			9		9
PES 180	Tennis/Frisbee/Fitness	1				13	13
PES 180	Weight Training	1		22	24	25	23.66666667
PES 180	Weight Training	1		50	43	43	45.33333333
PES 180	Weight Training	1		27	19	17	21
PES 180	Weight Trng For Women	1		20	20	21	20.33333333
PES 199	ST:MedQst Hlth Crrs Expl Cmp	2	7				7
PES 200I	Backpacking	1		8			8
PES 200I	Beg Rock Climbing	1		12			12
PES 200I	Bkcntry Ski/Snobrd	1			7		7
PES 200I	Tai Chi Chuan	1				5	5
PES 200I	Winter Camping	1			8		8
PES 201	Basketball Interco (M)	1		7			7
PES 201	Basketball Interco (W)	1		12			12
PES 201	Basketball Interco(M)	1			8		8
PES 201	Basketball Interco(W)	1			10		10
PES 201	Cross Country Interco	1		23			23
PES 201	Dance Team	1		5	5		5
PES 201	Football Interco	1		61			61
PES 201	FP Softball Interco(W)	1				11	11
PES 201	Soccer Interco-Women	1		18			18
PES 201	Softball Interco	1		5	5		5
PES 201	Track & Field Interco	1			45	43	44
PES 201	Volleyball Interco	1		10			10
PES 209	Practicum	1		1	3	1	1.66666667
PES 270	Hist/Phil/Ethics Of Sport	3		7			7
PES 291	Lifeguarding	2		9			9
PES 292	Water Safety Instructor	3				13	13
PES 294	Teaching Team Sports	3		16			16
PES 359	Prev/Care Athletic Injury	3			8		8
PES 364	Sci Basis Coach Yth Spts	3		1	10		11
PES 365	Football Coach & Off	3				17	17
PES 366	Basketball Coach & Off	3		8			8
PES 368	Track/Fld Coach & Off	3			11		11
PES 394	Teach Games/Dance/Gym	3			10		10
PES 407	Seminar: Aging	1				3	3
PES 409	Prac: Human Perf Lab	5		3			3
PES 409	Prac:Adult Hlth&Dev Prog	1		2		1	1.5
PES 409	Prac:Adult Hlth/Dev Prog	1			1		1
PES 409	Prac:Human Perf Lab	5			3	5	4
PES 409	Pract:Adapted Aquatics	1			8		8

PES 409	Pract:Adapted Aquatics	5				7	7
PES 409	Practicum	4		9	4	5	6
PES 409	Practicum/Capstone	3		4	8	7	6.333333333
PES 410	Schl Hlth & Phys Activity	3				1	1
PES 470	Sport Management	3			10		10
PES 481	Curr Stnd:PE & Health	1		22	0		22
PES 494	Tchnng Ind Lifetime Sports	3				9	9
PES 534	PE/HLTH Meth:ECE/ELEM	1	26				26
PES 573	PE/HLTH Meth:Secondary	2		2	2	2	2
	Total credit hours	222					
	Average Mean Enrollment - UG on campus - PHYSH						13.2962963
	Total Credit hours - UG - ALL	395					
	Average Mean Enrollment - UG on campus - ALL						13.899514
2007-08 Graduate Education On Campus							
ED 503	Master's Project	6	1				1
ED 507	Ed Rsrch/Fndtns Of Educ	3	25				25
ED 508	Oregon Writing Project	5	23				23
ED 508	SPAN-ELL Writing Inst	2	2				2
ED 509	Practicum	1	12				12
ED 509	Practicum	1	17	18			17.5
ED 509	Practicum	5			18		18
ED 509	Practicum-MTE	1	25				25
ED 510	Counseling Elem Clssrm	2	25				25
ED 510	Counseling Sec Clssrm	2	29				29
ED 510	Creative Arts Elem Tchrs	3	25				25
ED 510	Guidance & Counseling	2	26				26
ED 510	School & Community	2	25				25
ED 510	School & Community/Elem	2	25				25
ED 510	School & Community/Sec	2	29				29
ED 510	Secondary Methods	3	28				28
ED 520	Lrng & Dev	1	25				25
ED 520	Lrng & Dev: Sec	1	17				17
ED 520	Lrng & Dev: Sec	1	12				12
ED 520	Lrng & Dev: Sec	2		18			18
ED 520	Lrng & Dev: Secondary	1			18		18
ED 521	Sec Rdng/Wrtng: Part 1	2	17				17
ED 521	Sec Rdng/Wrtng: Part 2	1	17				17
ED 521	Sec Rdng/Wrtng: Part 3	2	17				17
ED 521	Sec Rdng/Wrtng:Part 1	2	12				12
ED 521	Sec Rdng/Wrtng:Part 2	1	12				12
ED 521	Sec Rdng/Wrtng:Part 3	2	12				12
ED 523	Exceptionality	3		0	17		17
ED 524	Multiculturalism	2		18			18
ED 525	Eval & Measure:Assess-Elem	1	25				25
ED 525	Eval & Measure:Secondary	1	17		18		17.5

ED 525	Eval & Measure:Secondary	1	12				12
ED 525	Eval & Measure:Secondary	2		18			18
ED 526	Curr&Instruct:Models/Plan/Impl	1	0		18		18
ED 526	Curr&Instruct:Models/Plan/Impl	1	25				25
ED 526	Curr&Instruct:Secondary	1	17				17
ED 526	Curr&Instruct:Secondary	1	12				12
ED 526	Curr&Instruct:Secondary	2		18			18
ED 527	Behav & Mgmt:Elem	1	25				25
ED 527	Behav & Mgmt:Secondary	1	17				17
ED 527	Behav & Mgmt:Secondary	1			18		18
ED 527	Behav & Mgmt:Secondary	1	12				12
ED 527	Behav & Mgmt:Secondary	2		18			18
ED 530	Lang Arts/Reading	2	26				26
ED 535	Art Methods:ECE/Elem	1	26				26
ED 536	Music Meth:ECE/ELEM	1	26				26
ED 540	Bus Ed Methods:Secondary	2		0	1		1
ED 540	Bus Methods:Secondary	2		1		1	1
ED 541	Rsrch Anly/Syn:Rev Lit/Elem	2	25				25
ED 541	Rsrch Anly/Syn:Rev Lit/Sec	2	28				28
ED 541	Rsrch Anly/Syn:Revw Lit	2	25				25
ED 542	Stdnt Tchng:High School	5				18	18
ED 542	Stdnt Tchng:Middle Level	5				18	18
ED 559	Art Methods:Secondary	2		3	3	3	3
ED 570	Theories Of Exceptional	3	13				13
ED 571	Soc Std Meth:Secondary	2		8	7	7	7.333333333
ED 574	Lang Arts Meth:Secondary	2		3	3	3	3
ED 579	Legal/Proc Aspect Sp Ed	3	15				15
SCED 510	Selected Topics Sci Ed	3	1				1
SCED 558	Science Methods:Secondary	2		2	2	2	2
HWS 522	Health Promotion In Sch	1			18		18
MTHE 510	Math Methods 2	1	26				26
MTHE 510	Math Methods 3	1	26				26
MTHE 531	Mathematics: Methods I	3	26				26
MTHE 567	Math Meth:Secondary	2			4		4
MTHE 567	Math Methods:Secondary	2		3		4	3.5
	Total Credit hours - G	153					

Average Mean Enrollment - G on campus

16.791667

Mean Enrollment 2007-2008

2007-08 Undergraduate Education On Campus

Course	Title	Credits	Summer	Fall	Winter	Spring	Mean Enroll
ED 130	Cult Differences Amer Ed	2		9		13	11
ED 130	Cult Differences Amer Ed	2			9		9
ED 142	Education Orientation	1		13		10	11.5
ED 142	Education Orientation	1		19	13		16
ED 208	Ambassador Leadership	1				15	15
ED 209	Practicum	1		0	3	1	2
ED 242	Education Concepts	3			6	12	9
ED 242	Education Concepts	3		9			9
ED 309	Structured Practicum	0		25	0	0	25
ED 354	Rdng/Lang Arts Prim Grd	3		26			26
ED 355	Elem Read/Lang Arts	3			25		25
ED 356	Mdle Lvl Rdng/Lang Arts	2				19	19
ED 356L	Mdle Lvl Rdng/LA Lab	0				12	12
ED 360	Multicultural Amer Soc	3			18		18
ED 361	Fndtn Second Lang Lrng	3				23	23
ED 362	Lang/Cog Sec Lang Lrn	3		13			13
ED 380	Elem Learning Cycle	2			25		25
ED 380L	Elementary Core Lab	0			25		25
ED 381	Elem Curric Stnd:Science	1			25		25
ED 381	Elem Curric Stnd:Soc Std	1			25		25
ED 382	Elementary Clsrm Dynamics	2			25		25
ED 383	Ind Diff/Issues In Elem	2		26			26
ED 384	Exceptionality:Elem	2			25		25
ED 385	Elem Assessment	2			25		25
ED 405	R&C:Lit Circles III	2				1	1
ED 405	R&C:Mid Level Development	3				1	1
ED 409	Practicum	1		2			2
ED 409	Practicum	0		0	0	2	2
ED 410	ESOL Praxis Review	1				5	5
ED 412	Student Teaching Sem	2		3	8	1	4
ED 412	Student Teaching Sem	2				4	4
ED 412	Student Teaching Sem	2				3	3
ED 415	Student Tchng: Elem	5		3		8	5.5
ED 415	Student Tchng: Primary	5		3			3
ED 415	Student Tchng:Elem	5			8		8
ED 415	Student Tchng:Primary	5			8	8	8
ED 421	Second Lang Acq	3				26	26
ED 421L	ESOL Strategies Lab	1				16	16
ED 422	Ed Lang Minority Student	3		17			17
ED 437	Emergent Literacy	2			14		14
ED 438	School Reading Programs	3				19	19
ED 439	Reading Practicum	3		6	1	3	5
ED 446	Socio-Linguistics Tehrs	3		14			14

ED 468	Diag/Remedial Tech	3				1	1
ED 468L	Diag/Remed Tech Lab	2				1	1
ED 469	Devmntl/Expand Literacy	3				19	19
ED 479	Practicum For ESOL	2		2	4	6	4
ED 480	Primary Learning Cycle	2		26			26
ED 480L	Primary Core Lab	0		26			26
ED 481	Curr Stnd:Art & Music	1		27			27
ED 482	Primary Clsrn Dynamics	2		26			26
ED 483	Ind Diff & Iss Prim Grd	1		26			26
ED 484	Exceptionality:Primary	1			25		25
ED 485	Primary Assessment	2		26			26
ED 499	Senior Seminar	3		1	2	1	1.333333333
LIB 387	Literature for Primary Grades	2		26			26
LIB 388	Literature For Elem Grds	2			25		25
LIB 490	Educational Technology	1		26			26
MTHE 333	Math In Elem School	5		9		19	14
ART 390	Expanded Arts*AEH	5			16	14	15
Total Credit hours		181					
Average Mean Enrollment - UG on campus							15.27222222
Course	Title	Credits	Summer	Fall	Winter	Spring	Mean Enroll
EXS 213	Qualt Analy Human Mvmnt	3		8			8
EXS 311	Sport Psychology	3				16	16
EXS 312	Msrmnt/Eval Phys Act/Hlth	3			10		10
EXS 321	Applied Anatomy	3		22			22
EXS 321L	Applied Anatomy Lab	0		22			22
EXS 322	Biomechanics	3			19		19
EXS 322L	Biomechanics Lab	0			19		19
EXS 323	Physiology of Exercise	5				11	11
EXS 323L	Physiol/Exercise Lab	0				12	12
EXS 440	Motor Dev, Control/Lrng	3				12	12
EXS 444	Adapted Physical Activity	3		19			19
EXS 451	Scientific Basis Sprts Cond	3		6			6
EXS 452	Phys Act In Disease Prev	3			5		5
EXS 453	Nutrition/Sport Performance	3				7	7
HWS 250	Personal Skills Hlthy Living	3				21	21
HWS 252	First Aid & Safety	3		31	21	27	26.33333333
HWS 298	Health/Fitness For Life	3	15	24	31		23.33333333
HWS 314	Health & Humanities	2		6			6
HWS 320	Hlthy Act/Games Youth	3				6	6
HWS 325	Nutrition	4			12	16	14
HWS 350	Lifestyle Behavior & Hlth	3			12		12
HWS 351	Comm/Soc Skls Hlthy Liv	3		8			8
HWS 412	Prog Des/Eval PE & Hlth	3				5	5
HWS 422	Gerontology/Hlthy Act	2		1			1
HWS 423	Aging & Society	3			8		8
HWS 522	Health Promotion In Sch	1			16		16

PES 131	Fndtns Phys Act & Hlth	2		25			25
PES 180	Adv Sport Conditioning	1				29	29
PES 180	Adv Sports Cond	1		9			9
PES 180	Army Phys Fit Training	1		3	7	9	6.333333333
PES 180	Bowling	1		15	16	15	15.33333333
PES 180	Fitness For Summer Evening	1	13				13
PES 180	Skiing	1			20		20
PES 180	Tennis	1				15	15
PES 180	Weight Training	1				46	46
PES 180	Weight Training	1			23		23
PES 180	Weight Training	1		17	31	19	22.33333333
PES 180	Weight Training	1		70			70
PES 180	Weight Training	1		9	15	18	14
PES 180	Weight Trng For Women	1		22	17	16	18.33333333
PES 199	ST:MedQst Hlth Crrs Expl Cmp	2	15				15
PES 200I	Backpacking	1		10			10
PES 200I	Beg Rock Climbing	1			10		10
PES 200I	Beginning Rock Climbing	1		9			9
PES 200I	Bkentry Ski & Snow Board	1			4		4
PES 200I	White Water Rafting	1				8	8
PES 200I	Winter Camping	1			8		8
PES 201	Basketball Interco (M)	1		10			10
PES 201	Basketball Interco (W)	1		7			7
PES 201	Basketball Interco(M)	1			8		8
PES 201	Basketball Interco(W)	1			7		7
PES 201	Cross Country Interco	1		22			22
PES 201	Dance Team	1		7	13	3	7.666666667
PES 201	Football Interco	1		72			72
PES 201	FP Softball Interco(W)	1				6	6
PES 201	Soccer Interco-Women	1		15			15
PES 201	Softball Interco	1		7	8		15
PES 201	Track & Field Interco	1			35	38	36.5
PES 201	Volleyball Interco	1		6			6
PES 209	Practicum	2		1	1	2	1.333333333
PES 270	Hist/Phil/Ethics Of Sport	3		7			7
PES 294	Teaching Team Sports	3		14			14
PES 359	Prev/Care Athletic Injury	3			18		18
PES 364	Sci Basis Coach Yth Spts	3			16		16
PES 366	Basketball Coach & Off	3		4			4
PES 368	Track/Fld Coach & Off	3			3		3
PES 394	Teach Games/Dance/Gym	3			10		10
PES 407	Seminar: Aging	1				2	2
PES 409	Prac: Human Perf Lab	1.5		2			2
PES 409	Prac:Adult Hlth&Dev Prog	1		1		1	1
PES 409	Prac:Human Perf Lab	1.5			4	5	4.5

PES 409	Pract:Adapted Aquatics	2		1	6	1	2.666666667
PES 409	Practicum	3		4	1	4	3
PES 409	Practicum/Capstone	1.5		2	1	1	1.333333333
PES 410	Ftbll Coachng:Off & Def	3	13				13
PES 410	Team Camp Coachng & Mgmt	3	16				16
PES 470	Sport Management	3			6		6
PES 481	Curr Stnd:PE & Health	1		26			26
PES 494	Tchnng Ind Lifetime Sports	3				13	13
	Total Credit hours	189.5					
Average Mean Enrollment - UG on campus - PHYSH							13.93670886
	Total Credit hours - UG - ALL	370.5					
Average Mean Enrollment - UG on campus - ALL							14.604466
2007-08 Graduate Education On Campus							
Course	Title	Credits	Summer	Fall	Winter	Spring	Mean Enroll
ED 506	Special Indep Stds:SpEd	1	1				1
ED 508	Oregon Writing Project	2	0	1			1
ED 508	Oregon Writing Project	6	2				2
ED 508	Oregon Writing Project	6	2				2
ED 508	Oregon Writing Project	6	7				7
ED 509	Practicum	1		17	16	0	11
ED 509	Practicum	1	20				20
ED 509	Practicum	1	18				18
ED 509	Practicum-MTE	1	26				26
ED 510	Counseling Elem Clssrm	3	26				26
ED 510	Rdng Assess Lrng-Elem	2	26				26
ED 510	School & Comm(Elem)	2	27				27
ED 510	School & Community/Sec	2	31				31
ED 510	Talented/Gifted-Sec	3	31				31
ED 510	The Multicultural Campus	5	2				2
ED 510	Tribes:New Way Lrngng Tog	2	31				31
ED 520	Lrng & Dev	2	26				26
ED 520	Lrng & Dev: Sec	2	18				18
ED 520	Lrng & Dev: Sec	2	20				20
ED 520	Lrng & Dev: Secondary	1			17		17
ED 520	Lrng & Dev: Secondary	2		17			17
ED 521	Sec Rdng/Wrtng: Part 1	2	18				18
ED 521	Sec Rdng/Wrtng: Part 3	2	18				18
ED 521	Sec Rdng/Wrtng:Part 1	2	20				20
ED 521	Sec Rdng/Wrtng:Part 2	1		17			17
ED 521	Sec Rdng/Wrtng:Part 3	2	20				20
ED 523	Exceptionality	3			18		18
ED 524	Multiculturalism	2		17			17
ED 525	Eval & Measure:Secondary	1			17		17

ED 525	Eval & Measure:Secondary	2		17			17
ED 526	Curr&Instruct:Secondary	1	20		17		18.5
ED 526	Curr&Instruct:Secondary	1	18				18
ED 526	Curr&Instruct:Secondary	2		17			17
ED 526	Curriculum & Instruction	1	26				26
ED 527	Behav & Mgmt:Elem	1	26				26
ED 527	Behav & Mgmt:Secondary	1			17		17
ED 527	Behav & Mgmt:Secondary	2	18	17			17.5
ED 527	Behav & Mgmt:Secondary	2	20				20
ED 530	Lang Arts/Reading	1	30				30
ED 535	Art Methods	1	30				30
ED 536	Music Methods	1	30				30
ED 540	Business Methods:Sec	2		1	0	1	1
ED 541	Rsrch Anly/Syn:Rev Lit/Elem	2	24				24
ED 541	Rsrch Anly/Syn:Rev Lit/Sec	2	30				30
ED 542	Stdnt Tchng:High School	5				17	17
ED 542	Stdnt Tchng:Middle Level	5				17	17
ED 559	Art Methods:Secondary	2		1	1	1	1
ED 571	Soc Std Meth:Secondary	2		1	1	1	1
ED 574	Lang Arts Meth:Secondary	2		2	2	2	2
ED 584	Behav/Clstrm Mgmt Ex Lrn	3	10				10
ED 591	SpE:PreAcad/Com:EC/EL	2	8				8
ED 591	SpE:PreAcad/Com:MS/HS	2	6				6
ED 592	SpE:Life/PreVoc Sk:EC/EL	2	8				8
ED 592	SpE:Life/PreVoc Sk:MS/HS	2	6				6
PES 534	PE/HLTH Methods	1	30				30
PES 573	PE/HLTH Meth:Secondary	2		6	5	6	5.666666667
MTHE 510	Math Methods 3	1	29				29
MTHE 531	Mathematics: Methods I	3	27				27
MTHE 567	Math Meth:Secondary	2			2		2
MTHE 567	Math Methods:Secondary	2		2		2	2
SCED 558	Science Methods:Secondary	2		7	7	7	7
	Total credit hours	150					

Average Mean Enrollment - G on campus

16.486339

Commentary on Enrollment and Graduate Trends

Although there appears to have been a sharp decline in student enrollment from 2005-2007, there is a concrete reason for this decline—the elimination of the College of Education’s Bend cohort. Due to Oregon State University’s determination that its Cascade Campus had the city Bend and its surrounding areas as its sphere of influence, all of the programs associated with Eastern Oregon University, both graduate and undergraduate, were disbanded. The CUESTE program

was eliminated after the 2004-2005 school year, and the MTE programs were eliminated in the 2005-2006 school year. Unfortunately, this process has not allowed those in Bend to have full access to necessary educational programs.

The College of Education continues to encourage growth, but that growth must come with limitations. Due to the small number of school districts and cooperating teachers who are available for placements, acceptance and participation in our programs require monitoring to ensure adequate placements for our students in their student teaching/internships. Therefore, it is imperative to understand that the growth factor must be determined, in part, by available internship or student teaching placements.

Program and Course Scheduling Requirements

CUESTE: Students entering CUESTE through EOU’s program must complete the Multi-disciplinary Studies Degree (MUD), the Elementary Education Minor and an additional core of lower division and upper division courses or competencies. The MUD Degree requires a minimum of 180 hours for graduation, including specific distribution of course work in the liberal arts, completion of an academic minor or course of student, with a minimum upper division distribution of 60 hours. This program is dependent upon the schedule of the College of Arts and Sciences. The credit summary for the Multidisciplinary Studies Degree is:

General Education	60 hours
Additional Major Coursework	30 hours
Minor or course of preparation	30 hours
Elementary Education Minor	46-53 hours
Other Course Requirements	8-12 hours
Electives	0-6 hours

The Elementary Education Minor is distributed among the following coursework:

<i>Education 142 (Education Orientation)</i>	0-1 hours
<i>Education 242 (Education Concepts)</i>	0-3 hours
<i>Education 309 (Structured Practicum)</i>	0-3 hours
<i>Primary Core (K-3)</i>	17 hours
<i>Elementary Core (4-6)</i>	17 hours
<i>Student Teaching</i>	12 hours
Total	41-48 hours

MTE: The MTE Core Curriculum is designed to acquaint all candidates with the basic skills and pedagogical knowledge required of teaching. The Core Curriculum is designed around the foundational requirements of teaching and learning. Added to these core curricular issues are specific issues in each of the subject disciplines.

Both elementary and secondary candidates take the following Core courses. These courses differentiate between Early Childhood Education (ECE), elementary, middle, and high school development and curriculum.

Core Curriculum

Learning and Development
Curriculum and Instruction
Behavior and Management
Exceptionality
Multiculturalism
Evaluation and Measurement
Health Promotion and Education

MTE: ECE/Elementary Curriculum. All Elementary candidates will, in addition to the Core Curriculum described above, complete the following Elementary track for ECE and Elementary endorsements:

Coursework in Language Arts/Reading
Mathematics Methods
Science Methods
Social Studies Methods
Physical Education/Health Methods
Art Methods
Music Methods

MTE: High School and Middle Level. All Secondary candidates, in addition to the above Core Curriculum, are required to take:

Reading and Writing (Concepts, Strategies, Implementation)
Methods in Content (Endorsement) Area: Business, Language, Science, Art, Mathematics, Social Studies, Music, P.E./Health, and Language Arts. If a candidate is preparing in more than one content area, he/she must take a methods course in each area of projected endorsement.

The MTE program, as a summer-to-summer program, is divided into the following credit hour distribution:

Term	MTE Elementary/ECE	MTE Secondary
Summer—Term 1	14 credit hours	10 credit hours
Fall	12 credit hours	11 credit hours
Winter	13 credit hours	13 credit hours
Spring	10 credit hours	12 credit hours
Summer—Term 2	9 credit hours	9 credit hours
Total	58 credit hours	55 credit hours

Staffing

Note: College of Ed faculty teach online, onsite, and on campus courses for Graduate and Undergraduate programs. Their FTE in some cases is divided among all programs. These following numbers also include summer session:

Current assessment of Faculty

The faculty supporting the College of Education

1.0 FTE	Ray Brown , Education
1.0 FTE	Frank Bushakra, Education
1.0 FTE	Ruth Davenport, Education
1.0 FTE	Darren Dutto, PHYSH
1.0 FTE	Allen Evans, Education
1.0 FTE	Karyn Gomez, Education
1.0 FTE	Virginia Kelly, Education
1.0 FTE	Carol Lauritzen, Education
1.0 FTE	LeeAnn McNerney, Education
1.0 FTE	Dan Mielke, PHYSH
.50 FTE	Kristen Oja, PHYSH
.80 FTE	Donna Rainboth, Education
1.0 FTE	Brian Sather, PHYSH
1.0 FTE	Jim Tooke, Math Education
1.0 FTE	Ralph Woodward, Education

Total FTE = 14.3 FTE

* Carol Lauritzen load is 100% Administration therefore the total FTE will be reduced by 1 FTE

Actual Total = 13.3 FTE

NOTE: There are some coaches who teach PES course as part of their FTE Athletic appointment

The following faculty supporting the College of Education onsite programs:

.44 FTE	Betsi Costi, Mt Hood Site program
.49 FTE	Paul Gefroh, Mt Hood Site program
1.0 FTE	Rosemary Sirinig, Mt Hood Site program
1.0 FTE	David Hatch, Mt Hood Site program
1.0 FTE	Mary Fields, SWOCC Site program
.50 FTE	Linda Deardorff, SWOCC Site program
1.0 FTE	Jan Dinsmore, TVCC Site program
1.0 FTE	Kerri Wenger, TVCC Site program
1.0 FTE	Miriam Munck, BMCC Site program
1.0 FTE	Calleen Reis, BMCC Site program
1.0 FTE	Marla Greene, TTT Site program

Total FTE = 9.43

The following adjunct faculty supporting the College of Education on-line include:

Erin Long
Molly Brog
Art Furman
Elisa Doebler-Irvine
Ronald Babcock
Dixie Johnson
Phil Hofmann
Margo Mack
Sharon Evoy
Lisa Snyder
Duella Scott-Hull
Krysta Marlow
Amanda Villagomez
Raeshelle Meyer
Arlene Isaacson
Julie Poirer
Maianne Weaver
Joseph Buglione
Patricia Kennington
Tambi Boyle
Rena Eakin-Weber
Patrick Barrett

Total FTE = 8.334

Advising/Administration FTE = 5.278

Total FTE - 36.342

Cost Ratios

Load/Faculty On Campus/ Onsite/Online

Based on the 2007/08 SCH, the ratio of SCH to faculty in ED/PES/HWS/EXS/READ/MTHE/SCED prefix courses & Art 390 - LIB 387,388,490 is 2076 Student load hours/36.342 FTE = 57.124 load hours per faculty member.

Student Credit Hours

Total SCH is 21,733

ON Campus UG - SCH 4,843

ON Campus G - SCH 2,964

ONLINE/ON SITE UG SCH 10,232

ONLINE/ON SITE G- 3,694

SCH/Faculty ratios of On Campus/On site/ Online – Graduate and Undergraduate:

(21,733 SCH/36.342 FTE) 598 SCH per faculty member

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Faculty Accomplishments

The accomplishments of the faculty are varied in terms of what is accomplished and the manner in which it is accomplished. Presentations at local, state, national and international conferences are common as is the publishing and writing of current research relative to education. This list is not a comprehensive list, but just a selection of the numerous accomplishments from the faculty of the College of Education. Some of the specific accomplishments include:



- Presentations on multiple topics at the Oregon Reading Association
- Presentations on multiple topics at the International Reading Association within the United States, Canada, and Hungary
- Distinguished Teaching Faculty, EOU
- Written numerous books, chapters, publications
- Presentations at National Council for Teachers of English
- Presentations at National Council for Teachers of Social Studies
- Presentations at Oregon Science Teachers Association
- Presentations at National Science Teachers Association
- Presentations at Association of Science Teachers Educators
- Organized Science Empowerment summer program (grant-based)
- Organized Great Inventors program (grant-based)
- Organized Science Discoveries program (grant-based)
- Organized Developmental Inquiry (grant-based)
- Currently working on ATOMS (Association of Teachers of Math and Science) in Northeastern Oregon
- Working on PRISM program
- Children's Book Award Committee
- Notable Books for a Global Society Committee Member
- International Reading Association Board of Directors
- Children's Literature and Reading Special Interest Group
- Presentation at Texas Middle School Association
- Presentations at AERA
- Serving on Oregon Department of Education committees
- State Writing Assessment trainer

Minimum Staffing Requirements

2007-2008 Course Assignments, College of Education

Campus

Program	Credits	Summer	Fall	Winter	Spring	Total
Undergraduate						
- Total Credits	181					
- Number of Students		1	409	360	263	1033
- SCH		2	734	846	703	2285
PHSYH						
- Total Credits	189.5					
- Number of Students		72	544	441	384	1441
- SCH		175	852	839.5	692	2558.5
Total Credits	370.5					
TOTAL Students Undergraduate		73	953	801	647	2474
TOTAL SCH Undergraduate		177	1586	1685.5	1395	4843.5
Graduate						
- Total Credits	150					
- Number of Students		786	133	113	47	1079
- MTE SCH		2060	230	160	196	2646
- Online SCH						
- SpEd SCH		250				250
- OWP		68				68
TOTAL Credits	150					
TOTAL Students Graduate		786	133	113	47	1079
TOTAL SCH Graduate		2378	230	160	196	2964

2007-2008 Course Assignments, College of Education

DDE

Credits	Summer	Fall	Winter	Spring	Total	Grand Total
367	106	727	903	531	2267	3300
	375	1439	1704	1498	5016	7301

390.67	190	346	443	446	1425	2866
	727	1576	1380	1533	5216	7774.501

757.67						1128.167
	296	1073	1346	977	3692	6166
	1102	3015	3084	3031	10232	15075.5

608						758
	177	608	570	318	1673	2752
	0	670	549	486	1705	4351
	396	452	516	474	1838	1838
	3	69	27	52	151	401
						68
608						758
	177	608	570	318	1673	2752
	399	1191	1092	1012	3694	6658

Summary Recommendations/Observations

The College of Education, historically, has been a critical part of Eastern Oregon University due to its ability to sustain itself through the quality of programming, the dedication of the faculty and staff, and the educational needs for the eastern counties of Oregon. The faculty continues to address the critical issues in education and provide support and collegiality with local school districts. Since some of the programs are year-long programs, the demands on the faculty can be challenging, but not without its rewards. The program, directly, is intent on providing our students with quality preparation to ensure that they are able to enter the teaching work force knowledgeable and ready for the rigorous life in the education profession.

As a continuum, the College of Education is in a constant state of endeavoring to improve its coursework, its methodologies, and its relationships with all of our colleagues, including administrators, local teachers, and community members. This improvement is ongoing through constant dialogue, self-evaluation, and communication.

However, despite the past successes of the College of Education, the self-evaluative process and program assessments have indicated that unless we continue to look in-depth at programming and community relationships, the end result could be stagnation. Therefore, restructuring of programs, changing individual course content and continually increasing faculty knowledge in new theories, techniques, and technologies is critical. Since educational policies and demands are reflective, many times, of society, the educational system must make adjustments to meet the needs of diverse students, diverse faculty, and diverse communities.

The College of Education's faculty members are professional in their instruction, their supervision, and their advising. This dedication to excellence determines that they are constantly involved with their students and colleagues to ensure that a strong educational program continues in the future. This does, however, create a dilemma in the amount of time and effort that is required to run the programs, causing very busy schedules for faculty during the school year and summers, when applicable as in the MTE program.

These conclusions support the Administrative Review of Program, written by Michael Jaeger for the 2006-2007 academic year, which follows this section.

Administrative Review of Program

Program: Education

I. Mission/Purpose

Since its inception in 1929 as Eastern Oregon Normal School, a vital part of the University mission includes preparing teachers for public and private schools in the region. The College of Education's mission is consistent with the University's broader view:

1. Demonstrating and encouraging innovative programs and instruction through pre-service and inservice teacher education.
2. Providing quality outreach services to strengthen the individual as an analytical, a reflective, and an evaluative educator.
3. Contributing, through research and practice, to the growing core of knowledge in the field of education.
4. Valuing each learner as a unique human being.

Eastern currently employs residential programs, distance education, and quasi-distance learning strategies to serve the growing number of place- and time-bound students in rural Oregon. There are approximately 1,900 public school teachers serving the 29,000 public school students in the region. Most of the schools are small, rural, and often isolated. This type of school environment requires a special kind of teacher. Rural schools require teachers who are prepared to instruct broadly, who possess several specialty skills and who can adapt and work with few resources. Because Eastern's mission is to connect rural students with educational opportunities, distance education strategies have been foremost in our plans to provide access to those in under-served communities such as Coos Bay, Pendleton, Bend, Burns, John Day, Ontario, Enterprise, the Columbia Gorge, and rural eastern Multnomah County.

Regional Priorities

Oregon's future economic vitality relies on an educated population. The critical connection between higher education and the State's economy is a recurrent theme in "future think" as conceived by legislators, state officials, and business leaders. Only 25.1 percent of Oregonians currently have college degrees. To move Oregon forward, a study by the Oregon Progress Board concluded that the State must develop its intellectual capital by improving this proportion to 45 percent within ten years.

Compounding the overall poor statistic of Oregon college graduates are the statistics for rural and minority segments of the State. Only 15 percent of eastern Oregonians are college graduates; 60% of the state average. The percentage of Hispanics and African American Oregonians with college degrees is also well under the state average. Lack of proximity to an institution of higher education is cited as the primary reason for this disparity between rural and urban counties.

As a priority, EOU directs its resources to address the following targets:

- Make higher education more accessible by a) bringing education closer to home, b) making education more career relevant, c) offering more flexibility relative to course scheduling and curriculum needs, and d) becoming more sensitive to customers
- Make higher education more affordable by a) allowing students to utilize lower tuition rates of community colleges for the first half of their college program, b) allowing the option for students to live at home, thereby reducing their room and board costs, and c) providing students with streamlined programs and concomitant advising that assures efficiency of time and money in acquiring a college degree.

EOU has made a commitment to serve rural communities, especially those within proximity of a rural community college, with residential teacher education programs. EOU programs established in Ontario, Pendleton, Gresham, and Coos Bay have resulted directly from the desire to fulfill this mission-based strategy. In each of these undergraduate teacher education programs, students efficiently transition from the community college courses to the College of Education program. Students who are admitted to these programs are not required to come to the La Grande campus. They proudly graduate from EOU by participating in ceremonies held jointly with the community college.

The graduate licensure program has traditionally been made available to students in Burns, Bend, Ontario, John Day, Enterprise, Pendleton, and The Dalles. In 2005, the faculty reinvented the delivery system to allow more candidates access to the program. Now, students who reside in small communities in rural eastern Oregon have access to a distance licensure program.

II Program Description

Teacher education at Eastern traditionally has taken the form of an undergraduate degree program in Elementary Education (CUESTE) and, since 1989, a fifth year Master of Teacher Education (MTE) program. Rural and frontier public schools demand high quality teachers prepared to meet multiple needs of students. Eastern's undergraduate teacher education program (CUESTE) meets the needs of more traditional students who move, typically, from high school to college in a smooth transition. In contrast, the post baccalaureate Master of Teacher Education program (MTE) attracts candidates who make later career decisions to become a teacher. Both of these programs are based on the same core values and beliefs about learning and education.

Aims, Values, and Outcomes

In 1993, the faculty of the College of Education developed a vision of teacher education. After considerable research and deliberation, the College painted a multifaceted picture of the “ideal” teacher. From this picture, a series of descriptors, values, and attributes were constructed. A summary of the outcomes below has fueled program development for more than a decade:

Professional Attributes	Personal Traits	Social Responsibility	Academic Talents
Organized	Adaptable	Accepting Diversity	Knowledgeable
Applies Knowledge	Enthusiastic	Role Model	Lifelong Learner
Leader	Health/Well-being	Humane	Current/Relevant Issues
Communicator	Self-directed	Facilitator	Technologically Proficient
Creative	Positive Attitude	Team Player	Empathetic
Confident	Enthusiastic	Decision Maker	Proficient in Basic Skills
Committed	Ethical/Integrity	Cooperative	Subject Oriented
Self-aware	Risk Taker	Community Involvement	Research Motivated

The faculty of the College affirmed these values and outcomes again in 1999 during program redesign. To implement these values, each teacher preparation program is designed with three core components: solid academic preparation, field experiences, and pedagogical research and applications.

Academic Preparation

National trends, including the most recent (No Child Left Behind) initiatives, have caused colleges and universities across the nation to boost requirements, measure competency, and in general, add rigor to their programs. The American Association for Colleges of Teacher Education and The American Independent Liberal Arts Colleges for Teacher Education have characterized the need for this breadth and depth of content by stating, "Without mastery of content, it is impossible to teach nor to evaluate whether teaching or learning have been successful" (Gideonse, 1989). Further, the consortia of 720 schools, which these associations represent, suggest that all teachers receive a strong foundation in the intellectual, moral, social, and cultural activity of our world as a prerequisite to becoming an effective teacher. The most recent face on this research is the mandate for the "highly qualified teacher."

Eastern has embraced these concepts in the organization and design of teacher education programs since 1989. Undergraduates obtain baccalaureate degrees in the subject they intend to teach. Graduate students come to post baccalaureate studies with degrees obtained in their endorsement areas. Additional endorsements require significant coursework (a major, minor or equivalent) and appropriate testing. Teachers who complete the education program at Eastern and who are recommended for licensure have received a solid academic basis for teaching.

Field Experiences

The field experiences, or practica, can be the single most important factor in shaping the training of prospective teachers. As the Carnegie Commission has reported, developing the "theory into practice" paradigm makes the best use of time spent in preparing teachers. Intensive and quality field experiences are critical in shaping a future teacher's craft as well as to insure a dedicated employee.

At EOU, field practica become more demanding. In early experiences candidates can sample the school experience. These transition into teaching and learning simultaneously (theory into practice) in part-time practica. In student teaching, candidates are immersed into intensive experiences that give candidates a full picture of the teaching environment. Eastern's teacher licensure programs are designed to allow candidates ever-increasing responsibilities in the

classroom so that, upon completion of the program, they have attained the proficiencies necessary to become a high quality teaching candidate.

Pedagogical Research and Applications

The third core area of Eastern's teacher education program is a strong pedagogical component that embeds many of the aforementioned values. The bulleted items below provide the basis for the development of the teacher education program pedagogy:

- *National Goals and Standards*

National, state, local, and discipline-centered entities have defined the goals and standards for public schools. All curricula should be driven from stated goals and intentions.

- *Assessment*

As a logical end bracket to stated goals, intentions and objectives, assessment provides information about teaching and learning. Although assessment can provide summative information about student achievement, it is also a powerful tool in evaluating the learning process.

- *Outcomes-based Learning*

A focus on "what we hope for" in each learner helps direct energy to finding the most appropriate and effective methods for reaching a goal.

- *Developmentally Appropriate Curriculum*

The application of cognitive, physical, emotional, and psychosocial dimensions of development informs classroom practice.

- *Learning Theory*

A range of learning theories provides teachers with a toolbox. Knowledge of how students learn differentiates how we design curriculum.

- *Environment*

Students are most successful in a safe, organized, and nurturing environment. The classroom, school, and wider community share the responsibility to educate the student in a mutual and personal manner.

- *Diversity and Individuality*

"School" is a mirror of the increasingly complex American society. Socio-economic, ethnic, cultural, and language differences provide opportunities rather than challenges in providing enhanced learning. Individual differences of ability and style inform the need for differentiated instruction.

Specific Program Dimensions

Throughout the report we use the terminology CUESTE and MTE. CUESTE refers to the undergraduate teacher licensure program approved in 1989 and redesigned and approved in 1999. From 1989 to 2003, the program acronym represented: Curriculum for Undergraduate Elementary and Secondary Teacher Education. (We have whimsically named it so and have

used the icons of Picasso's Don Quixote and Sancho Panza to symbolize a "quest" for excellence in teacher education.) Since 2003, the undergraduate program in secondary education has not been scheduled as students have migrated to graduate programs for secondary teacher licensure. CUESTE now represents: Curriculum for Undergraduate Elementary School Teacher Education-the notion of a "quest" persists.

The CUESTE program has four major components. The first is a beginning-of-the-year practicum, designed so that candidates can assist a teacher in initiating a new school year and thus, learn this critical element of successful teaching. The second component is a term devoted to learning to teach the young child. This is called Primary Core. Primary Core is followed by a term directed toward teaching the older child, called Elementary Core. The final component is a full term of student teaching with an accompanying student teaching seminar.

The CUESTE program builds atop a solid academic core called the Multidisciplinary Studies degree. This degree requires that students have a strong background in mathematics, 17 quarter credits; English language, literature and writing, 22 quarter credits; social sciences, 25 quarter credits; science, 18 quarter credits; art, 11 credits; health and physical education; and music. This wide liberal; arts base supports the passage of the required Oregon elementary endorsement exam (ORELA) and supports the content knowledge of the elementary teacher in the subjects that they must teach.

The MTE intern program was approved in 1988. The acronym stands for Master in Teacher Education. The word "intern" is used to describe the mentor-mentee relationship that is created during a practicum experience. Our use of the term in no way should be construed as an intern program as described by the OAR. Our students are unpaid students participating through schools in practica and student teaching situations.

The MTE program consists of five terms. It begins with intensive coursework in the first summer. Interns then begin a full time placement (called "A" placement). When fall term begins at the University, the practicum hours are reduced so the intern may engage in parallel coursework. Coursework concludes at Thanksgiving and the intern returns to full time in the "A" placement until the public school semester break. At this time (generally late January) the intern moves to "B" placement at a second authorization level on a part-time basis and also begins a new set of University classes. This continues until the University spring break. During spring term the intern is full time in "B" placement with an accompanying University seminar.

The MTE program builds upon the ASE of the baccalaureate degree in the endorsement area. Students admitted into the program must pass licensure exams (ORELA or PRAXIS).

IV. Analyze and Appraise

The purpose of program assessment is to determine the degree of agreement between the stated goals and the desired outcomes and processes of teacher licensure programs. Outcomes are defined as student competencies in knowledge, skills, and professional applications related to the student's role as a professional educator. Processes are defined as the modality and logistics of learning opportunities and the facilitation of such within the program. Program assessment of

outcomes seeks to examine and critique the quality of student achievement and applications demonstrated and to determine where programmatic improvement may be made to enhance products. Program assessment of processes seeks to examine and critique the quality of inputs while maximizing resources and efforts.

Both product and process assessments are done from the perspective of the student, the program faculty and staff, and external stakeholders. Students, faculty and staff assess knowledge and skills obtained and evaluate the processes leading to program completion. External assessment is primarily based on evaluation of program products relative to short- and long-term perspectives.

The College of Education has conducted extensive assessment and evaluation of program effectiveness over the past several years. Our ongoing goals in this area are to examine CUESTE and MTE programs to assure adequate student competency and satisfaction with classroom assessment.

The evaluation of the program includes data from both external and internal sources. Internal sources include the professional evaluation of the faculty of the teacher education curriculum, and of student performance. The Education Faculty also analyzes data from external factors. Internal variables include student success as measured by admission data, grades, scores on work samples, scores on student teaching rubrics, performance on specific measures within the program, and tests scores (PRAXIS and ORELA) at the conclusion of the program.

In the analysis of 2004-2005 program assessment data, the level of concern regarding classroom assessment plummeted to a very low ranking. It was clear from this feedback that the faculty had improved this area of the program.

Enrollment

Both CUESTE and MTE programs have significant numbers of students. (See charts). The MTE program continues to recruit high quality candidates from the region. The CUESTE program remains stable on the EOU, Pendleton, Ontario and Coos Bay campuses while the Gresham campus continues to grow. There is ample evidence from enrollment trends that both programs will remain viable in the coming years.

V. Current Strengths

In the analysis of program assessment data, the faculty has made significant strides in addressing identified program weaknesses. In a very important way, the accomplishment of this goal is of great pride to us. We spent much of 2003-2004 planning program assessment methods and implementing outcomes-based measures. The data received from 2003-2004 provided the faculty with clear and specific feedback regarding the quality of instruction. Based on this data, the faculty made conscious decisions to address a particular area of instruction that appeared weak throughout the program. Planning specific interventions, the faculty made concerted efforts to incorporate more attention to assessment during CUESTE and MTE coursework. Their

efforts were validated by the results of the 2004-2005 program assessment, which indicated improvements to instruction related to assessment.

Although the program assessment data from the spring of 2005 showed that the unit had made significant progress in meeting pre-service teachers' needs in the area of assessment, other areas were identified that needed additional focus. These were classroom management, transitions and closure. These three items are no doubt correlated. The faculty has made plans to maintain the work in the area of assessment but also to give added attention to these additional areas.

Further program assessment coupled with administrative review has yielded a number of changes over the past few years that have strengthened program elements and modified program delivery methods. Feedback received from students, faculty, and administrators has enabled faculty to modify the delivery of MTE program components. Our previous dependencies on satellite and IP video delivery of coursework were replaced with a hybrid distance delivery model. Initial assessments of this new model and midcourse adjustments to instructional support have yielded excellent results.

Program assessment has provided data that have influenced administrative decisions to end collaborative relationships with Oregon State University-Cascades Campus in Bend. The final cohort of MTE candidates will complete program coursework during the summer of 2006.

Program assessment provides a data-driven method for making efficient decisions, performing informal assessments, and monitoring programs to offer a more formative way for improvement. Because some of our teacher education cohorts exist in distant residential locations, the faculty is required to stay in close communication with each other. The faculty meets regularly to align outcomes, to discuss issues, and to create unified syllabi. Although one might perceive that the distance would produce divergent versions of our education program, the opposite has occurred. Faculty members have been diligent to remain aligned through continual conversation and negotiation. As a result, the distance programs are more aligned than the side-by-side programs may be on a residential campus. As an outcome of the faculty's efforts to maintain program integrity and uniformity, the assessment process yielded the following actions and policies:

CUESTE

Within the CUESTE program, the following measures are in place to insure that the candidates in CUESTE at all sites are equally well prepared.

1. Admissions are centrally processed. All admission files are held to the same criteria. Scoring of interviews and essays are standardized through the La Grande campus.
2. CUESTE faculty holds regular phone conferences (generally twice a month) to discuss program issues and expectations.
3. Faculty reach consensus and require the same textbooks.
4. Faculty work together to develop a syllabus and faculty at all sites are expected to teach from that syllabus. Faculty across all sites reaches agreement on the major assignments for each course.
5. Faculty from the La Grande site teaches some of the courses at the other sites.
6. The same lesson planning format and work sample scoring guide is used at all sites.

7. A study, financed by the University, determined that there were no significant differences among students' scores on the multiple subjects' exam when site-to-site comparisons were made. These results indicate that students have equal content preparation.
8. All sites are included in program assessment and there are no major differences among sites in terms of responses to program assessment surveys.
9. All candidate files are maintained on the La Grande campus.
10. All graduation applications are processed by the University Registrar and the College Dean.
11. All licensure is processed by the Licensure Officer at the La Grande campus.
12. CUESTE is considered to be a single program, organized by cohorts. While at some universities these cohorts might all be on the same campus, in the CUESTE program these cohorts are at various sites. However, these cohorts are considered as all being part of a single program.

MTE

Within the MTE program, the following measures are in place to insure that the candidates in MTE in all cohorts are equally well prepared.

1. Admissions are centrally processed. All admission files are held to the same criteria. One specific example of this process is that two readers score the essays—one at the site and one of campus. Inter-rater reliability is .90.
2. MTE faculty hold regular conferences to discuss program issues and expectations.
3. Faculty reach consensus and require the same textbooks.
4. Faculty work together to develop a syllabus and faculty at all sites are expected to teach from that syllabus.
5. The same lesson planning format and work sample scoring guide are used at all sites.
6. All sites are included in program assessment and there are no major differences among sites in terms of responses to program assessment surveys.
7. All candidate files are maintained on the La Grande campus.
8. All graduation applications are processed by the University Registrar and the College Dean.
9. All licensure is processed by the Licensure Officer at the La Grande campus.
10. Candidates in the MTE program are held to the same course and practicum requirements even though the mode of delivery is different among cohorts. There are no differences in the standards to which these candidates are held.

Faculty

1. Faculty load is determined by the Dean using the same expectations for all sites.
2. All hiring of faculty and staff is conducted through the La Grande site with the same processes and procedures.
3. Faculty evaluation for continuation, promotion and tenure is conducted through the University faculty review process. An elected College Personnel Committee and the College of Education Dean conduct these evaluations.
4. Qualified faculty at all sites are eligible for tenure track positions.
5. All faculty have the ability to participate in the University Assembly (governance structure) through web casts of the proceedings. Voting on University issues and committee elections is conducted electronically.

6. Faculty from the various sites research and publish together as well as engage in study groups together.
7. All faculty members are viewed as colleagues in the College of Education and the University.

III. Significant Changes

No significant programmatic changes have been made to the curriculum of either the MTE or the CUESTE program. Both of these programs are almost unchanged save for slight course credit adjustments or course name changes. The substance of the curriculum remains unchanged since the last accreditation cycle.

Significant changes have occurred in how the programs have been offered and where they have been offered off-campus. The undergraduate program (CUESTE) continues to be offered on the La Grande campus as well as the community college campuses at Pendleton (Blue Mountain Community College) and Ontario (Treasure Valley Community College). In 1998, CUESTE was added to the south coast of Oregon at Coos Bay (Southwest Coast Community College) and in 2003 in Gresham at Mount Hood Community College.

In 2005 Eastern Oregon University completed its partnership with Oregon State University and the Cascades campus in Bend. As a result, both the undergraduate program (CUESTE) and graduate teacher education program (MTE) were phased out. A complete teach-out was planned for both programs and reported to NWASC. Oregon State University now serves the needs of students interested in teacher licensure in central Oregon.

VI. Assessment Plans:

In the past two years, the faculty have studied program assessment data and have found that some elements do not provide judicious information that clearly leads to program improvement. Since the program is highly selective and maintains high expectations, students meet the benchmarks required, or they do not proceed in the program. For this reason, grades, test scores, and work sample scores have thus far not provided sufficient data that can help faculty adjust programs accordingly. There is little critical variability in these data that would provide insight about how to improve the program.

The work sample has the most potential for informing the faculty about the relative skill and knowledge of the teacher candidate. Over the past two years, and as an ongoing task, the faculty is developing a more discriminating rubric and assessment system that can more specifically determine where student strengths and weaknesses exist.

Until such time internal assessments can provide clear, discriminating data, faculty receive the annual external reports and then make specific recommendations based on these data. The external data is based on surveys. Surveys are sent to current students in CUESTE and MTE programs, former MTE students, cooperating teachers, and university supervisors. Data is

collected from the surveys, and then it is put into both spreadsheet and chart forms. Open responses from individuals who participated in the surveys are compiled. The survey information is divided into five main areas:

Survey 1	Fall/Winter	CUESTE/MTE students
Survey 2	Spring	CUESTE/MTE students
MTE Survey	Spring	Former MTE students
Cooperating Teacher Survey	Spring	Cooperating Teachers
University Supervisor Survey	Spring	University Supervisors

After each set of surveys is collected, the data is put into several forms of understandable charts and graphs. The multiple forms are used to ensure that the reader will be able to comprehend the statistical information. The forms are as follows:

- Spreadsheet, showing the student surveys, including compilations of the various programs
- Charts, showing percentages of answers on specific questions
- Comparative charts, comparing the previous year with this year
- Open responses, listing individual specific remarks about the program(s)

VII. Commendations/Recommendations

Teacher education has been a tradition at EOU since 1929. About one fourth of all Eastern graduates become teachers. Because of this significant role within the University, ample resources have been available to the College of Education. Prime University space is provided to the college for classrooms, offices, and laboratories. Adequate budgets provide faculty and students with ample instructional materials. Professional development funds provide faculty with opportunities for research and travel.

We have much to be proud of. We have a strong tradition of teacher education. We have solid programs based on core values and fundamental research. We have models of program delivery that consider how students may learn best and how they may have the most favorable conditions of access and affordability. We have assessment processes that provide data-driven decisions about program change. We have a long-term presence in many rural communities delivering both residential and distance models of teacher education. We have support from the communities and school districts that we directly serve.

Most importantly, we are proud of our graduates. (Over 85% of our graduates are hired to teach within our service region.) Teachers who come from an EOU program have been held to the highest standards of achievement and of demonstration of teaching skill. Our teachers know Oregon and national standards. They can plan curriculum that establishes a logical connection between aims and objectives, instructional strategies, and assessments. They can offer differentiated instruction that considers the needs of all students. They can provide a meaningful, safe, and nurturing environment for their learners. They can provide a positive role model for students learning to become productive and contributing Oregonians. Our graduates are good students, good practitioners, and good people.

Listed Commendations:

- The Oregon Teacher Standards and Practices Commission reviewed the teacher education program and found that it met all standards. There were no findings or recommendations.
- Regional superintendents in Umatilla, Morrow, Baker, Wallowa, Union, Multnomah, and Washington counties report high satisfaction with EOU teacher education graduates.
- Graduates of EOU's teacher education programs enjoy a high rate of employment.
- The cohort model of program design has won high praise at national conferences such as AERA when displayed in contrast to a la carte teacher education program design.
- The programs are highly aligned with national standards.
- The efforts on behalf of the staff and faculty to conduct meaningful programmatic assessment that leads to specific change in design are significant.

Based on our own programmatic assessment, the following recommendations are made:

- The program continues to examine the work sample and its effectiveness as a tool to both teach and measure instructional practice.
- The program continues to work toward alignment of field placement sites with program needs. The programs continue to search-out ways to expand the role of the professional development school to insure quality and persistent field placement sites for practicum and student teaching.
- The College continues to search-out ways to make partnerships with the local schools and Educational Service Districts to serve both preservice and in-service needs. Collaborative grant seeking, professional development plans, and regional consulting are tasks that can be accelerated in the future.

Appendix

Summary of Primary Student Survey
Fall/Winter 2003-2004

Analysis of Second Survey
Spring, 2004

Summary
Program Assessment
2004-05

Survey One Summary
Former EOU Students
Currently Teaching
2006

Faculty Survey
2006-2007

Summary of Primary Student Survey Fall/Winter 2003-2004

Based on the Linkert-like survey, the students who were beginning their programs, whether MTE or CUESTE, had a wide range of preparedness to begin the teaching process. Part of their preparedness, or lack thereof, could be attributed to both individual confidence and program development. Although the School of Education has limited control over individual confidence, there are certainly areas in program development and instructional procedures that can be addressed.

Students involved in the four programs through the School of Education (CUESTE Elementary, CUESTE Secondary, MTE Elementary, and MTE Secondary) have a broad range of responses relative to their own individual preparation. On the whole, the CUESTE elementary and the MTE Secondary have the greatest sense of preparedness, based on their responses. However, as one might note, their responses may be based upon a variety of things that could influence their positive or negative answers. Subsequently, the survey is only as valid as the honest responses of those who took it. Another area of concern is the numbers of individuals in a program and how one person could have a detrimental impact on a group response if the entire number in that program is small. A good example of this would be the CUESTE Secondary that had only six students in the program.

On the survey, questions 1-8 required a circled number or circled word response. This allows for the statistical data to be used to create some broad generalizations. The following generalizations can be made based upon student's circled responses:

- Students appear to feel better prepared in the area of theory than practical application
- Meeting the development needs of students and working with a diverse student population are key concerns
- Differentiating instruction is another area of needed growth
- Most students felt adequately prepared to *create a productive classroom environment*
- CUESTE secondary students felt the least prepared in the most areas

Statistical information frequently does not give the concrete details that are required in a school environment. That is when a free or open response is necessary. On this primary survey, several things may be gleaned from what students have said.

- The practicum is a valuable learning experience
- Professors, generally, care about the teaching process and working with the students
- Modeling how to incorporate theory into practice has been valuable
- Cooperating teachers are very helpful
- Learning how to manage a classroom has been a plus
- Students in the program learn to communicate with each other

- Too much theory and not enough practicality in the classes
- More experience in the classroom placement is needed.
- Professors should work together so lessons/assignments are not repetitive or cumbersome
- Better communication between EOU and schools where students are placed is an ongoing recommendation
- Classes should mesh in terms of content and expectations
- Sometimes there is an overwhelming workload for the students
- Instructors need to be clear in terms of expectations
- Student teaching combined with voluminous paperwork can create a situation that puts extensive stress on our students

These are observations based upon numerous responses given on the above topics/issues. They are not isolated incidents, but accolades or concerns that appeared in numerous responses by both the MTE and the CUESTE students in responding to the survey's questions.

Analysis of Second Survey Spring, 2004

Although similar in scope to the primary survey, this survey was not only sent via mail to CUESTE and MTE students, but also to cooperating teachers and university supervisors. The survey included a return envelope. The survey was distributed in early May 2004, with anticipated returns by the end of May. Unfortunately, except for students who received the surveys in a class, the response was minimal. It is recommended that any survey be done in the classes. This would not only improve the number of surveys returned, but also ensure that all areas are complete. Surveys of students that were returned frequently had no indication if they were from an MTE or CUESTE student. Therefore, some were placed, based upon the surveys they had come with through the mail. Frequently, university supervisors and cooperating teachers gave neither the position nor location for themselves. Therefore, it was impossible to divide them according to location; therefore, they are together in the last section of this assessment.

The results (although limited in some areas due to the number of respondents) of the second survey can be summarized as follows:

- There is an improvement in student preparedness in comparison to the first survey.
- CUESTE secondary showed the greatest numerical growth
- Students felt texts were appropriate
- Students continue to feel that the practicum is most valuable
- Students believe they need more training in assessment
- Students need more assistance working with diversity
- Students want a practical, non-biased approach to education
- Teachers should model teaching expectations

This above summary does **not** include the cooperating teachers or the university supervisors. They are listed in the next section although they appear on the initial spreadsheet.

**Summary
Program Assessment
2004-05**

The Program Assessment of 2004-05 has some marked differences between the one completed for the previous year (2003-04). This is due, in part, to program changes, such as eliminating the CUESTE secondary program, to the process of the compiling the data and the organization of the data into a comprehensible form.

The process for data collection was similar to that of the previous year, but with more being done in the individual courses to obtain the highest number of completed surveys by the students in the programs (CUESTE and MTE). Former MTE students were surveyed, but this is limited due to our knowledge of the location of former students. This is problematic, and a solution is currently in the developmental stage. Also, the method of surveying cooperating teacher and university supervisors is in the honing stages. Unfortunately, it is impossible to get all individuals to correctly check the required boxes for identification purposes.

There are many commonalities between this year's and last year's survey responses:

1. Experience in the classroom is the best teacher.
2. Overall, the programs at Eastern Oregon University's are satisfactory.

However, there is also one major area of difference between the two assessments:

Assessment is not an area that requires additional instruction. Since this was a focus area for CUESTE, that is evidence of growth in that particular instructional area. *Understanding of theory* also appears sufficient.

The Program Assessment for 2004-05 does show areas of needed growth for students who go through our programs:

1. Classroom Management
2. Instructional Pacing
3. Transitions
4. Closure

Also, the College of Education should consider the following:

1. Work load of student (include timeliness) during student teaching
2. Communication
3. Handbooks, forms, and calendars

**Survey One Summary
Former EOU Students
Currently Teaching
2006**

The first survey taken for the College of Education's Program Assessment for the school year 2005-2006 incorporated two groups: former CUESTE students and former MTE students.

The process of this survey involved finding current mailing addresses or email addresses of students from the 2004-2005 programs, respectively, who are currently teaching in a classroom environment. The challenge of finding current addresses or emails is one that must be taken into consideration for future assessments. Due to this particular challenge, only twenty-eight responses were attained. Therefore, the responses that are given do not include as many former students as it should.

However, there are several key elements that were clearly determined as a result of the returned surveys.

Former students view the following as positive traits for the teacher-preparation programs.

- Students felt well prepared to enter the teaching profession
- Students also felt practicum experiences were most beneficial
- Students felt prepared in the following areas:
 - Classroom Management
 - Assessment

The former students voiced concern over the following:

- Accommodating different learning styles
- Working with multicultural students
- Practical application for the courses that were taught
- Direct instruction for the teaching of reading

Faculty Survey 2006-2007

For the first time since the College of Education has completed a yearly program assessment, the faculty has been surveyed [Appendix 1] to ascertain how they view the various programs that are offered in education at Eastern Oregon University. The survey was sent to each faculty member to return to the Program Assessment Coordinator, using anonymity as an important facet of the process. However, due to some individual's job descriptions, it is evident, in specific cases, to recognize the individual who completed the survey.

Each faculty member at each site associated with the College of Education was sent a survey, including faculty at Coos Bay, Gresham, La Grande, Ontario, and Pendleton. They were provided an envelope to return the survey to the La Grande campus where they results would then be tabulated and analyzed. Faculty members would only respond to the questions relative to the programs in which they are involved: CUESTE, Masters of Education (both elementary and secondary), or Masters of Science. Some faculty, due to their split loads, had to respond to more than one program, or in some cases, to all programs.

The survey had several components:

1. A Likert-like survey of CUESTE, MTE elementary, MTE secondary, and Master of Science.
2. Several charts where the responder could check their level of knowledge in specific areas.
3. Areas of open responses where the responder could insert their own opinions and ideas.

Upon completion, the surveys were sent to the Program Assessment Coordinator who tallied the responses contained within this document. Some questions were not answered by all individuals who either were not associated with a specific program, or they felt the question was "not applicable" to their position.

The total number of responders on the faculty survey was:

Coos Bay	1
Gresham	4
La Grande	10
Ontario	1
Pendleton	

Results of Faculty Survey

The results of the Faculty Survey are based upon position held and location of the position. In this survey, fourteen who responded were faculty members, two were administrative faculty, and one was the department chair. Since many are involved with more than one program, the responder may have answered questions to multiple programs. The total breakdown for the responders relative to the College of Education programs is:

CUESTE	15
MTE Elementary	7
MTE Secondary	6
Administration of Programs	6
MS Program	8
Endorsement Programs (ESOL, Reading, Special Education)	5

Each responder only responded to the programs in which he/she was directly involved. They were asked to rate, on a one to five scale, thirteen key elements of each program of involvement. Results were tabulated and charted. [Appendix 2] These surveys indicate that there are areas of strength in all programs, but there are also areas that require further analysis. One must recognize, however, the challenge it is for some to rate their own program(s). Some may be too critical whereas others may be too generous. Notwithstanding, the surveys provided acute realization of the faculty's sense of what has been successful and what needs continued work. Each program is analyzed separately, with a complete listing of responses in the appendices.

Responses for each of the program participants are listed in the appendix; however, each program, based on the surveys, had inherent strengths and weaknesses. The top two in each of the areas or strength and weakness (based on numerical responses) are as follows:

CUESTE

Strongest Areas

- High expectations for students
- Communication with colleagues

Weakest Areas

- High admission standards for the students
- Communication with cooperating districts/schools

MTE Elementary

Strongest Areas

- Staff input is valued
- Professionalism within the program

Weakest Areas

- Consistency within the program
- Communication with cooperating districts/schools

MTE Secondary

Strongest Areas

- Staff input is valued
- Faculty current on new and/or best practices
- Professionalism within the program (tie)

Weakest Areas

- Cohort model
- High admission standards for the students

Masters of Science (Education)

Strongest Areas

- Staff input is valued
- High admission standards for the students

Weakest Areas

- Clearly defined curriculum
- Consistency within the program

Special Endorsements (ESOL, Reading, Special Education)

Strongest Areas

- Program Alignment to OARS
- Staff input is valued

Weakest Areas

- Communication with colleagues
- Cohort Model