WESLI & WESLI Teacher Training Program

Institutional Plan Updated: August 2023

State of Wisconsin Educational Approval Board

August, 2023

This document serves as an update to the Institutional Plan submitted in 2022. In the calendar year 2022 for which we are reporting, we only had 7 Wisconsin residents enrolled in our Teacher Training Program full time. We had 2 Wisconsin residents enrolled part time. We did not have any Wisconsin residents enrolled in our Language Preparation Program.

1. School Information – WESLI – Wisconsin ESL Institute
	1. Specifically, the WESLI Teacher Training Program (WTTP)
2. Institution Plan Elements
	1. Mission – No changes
	2. Market – We continue to see an increase in the number of international students that wish to enroll in our Teacher Training program. There is an increased number of students internationally interested in taking the program online, as well as interest from governing bodies (i.e. public school districts in Colombia, Argentina and Korea).
	3. Management – In 2022, we hired Carson Fish and Dan Wagner to join the WTTP team. Both Carson and Dan serve as English instructors for our General and Academic English Programming. Enrollments and administration for the program continues to fall under WESLI operations.
3. SWOT Analysis –

Threats & Weaknesses: As with previous years, many of the threats faced in the previous plan continue to be issues we deal with:

* 2022 UPDATE: The challenges facing the program remain more or less the same since the pandemic. We continue to see low enrollments and an increase in interest for online programming from abroad. We have run the program virtually for cohorts in Argentina and Korea through partnerships with universities and local school districts abroad. Since the ESL industry here in the US has been declining, there are fewer and fewer people interested in taking the program locally. In addition, most jobs now require a Masters in TESOL, even abroad, so there are fewer people interested in just taking a certificate program.
	+ 2021: Much of the same challenges we faced in 2020 were still present in 2021. Now that we are fully underway in 2022, we are finally starting to see an ease in the affects of COVID. More international students are returning, visas are being processed (although there are still major issues), and students are increasingly inquiring about programs.
	+ *2020 COVID (Border & Embassy closures + Travel Bans + Travel Difficulty: The biggest threats currently are related to COVID and all it has done to the travel industry. Since last year, 2020, we have also had to deal with the closure of the school for in-person classes due to COVID. We transitioned all classed online from March until September 2020. Our Teacher Training Program remains online to date and we expect to run our first in-person session later this year (November/December 2021).*
	+ THIS STATEMENT REMAINS TRUE. While this does not affect local Wisconsin Resident students that enroll in our program, these factors do influence the ability for our school to operate as a whole.
* 2022 UPDATE: No update/change.
	+ 2021: The political climate in 2021 was much more favorable for international students wishing to come into the country. However, now (looking at 2022) the strong US dollar and rising inflation globally is significantly affecting students’ ability to trave.
	+ *2020 Political Climate: The current political climate and strong dollar are increasingly reasons students do not wish to come to the US.*
	+ THIS STATEMENT STILL STANDS TURE. For Wisconsin students in particular, the strong economy means students are not seeking employment overseas as they do in periods of local economic crisis or recession. We continue to look for ways to partner with local institutions to provide needed training. It will remain to been seen if COIVD has an additional effect on domestic student enrollment. While international students are unable to travel to the US at the moment, we could certainly use an increase of domestic student enrollments.
* 2022 UPDATE: This competition remains and is a leading factor in our decreased enrollments.
	+ Update: Increased competition with online Teacher Training Providers is an issue we are facing. These programs offer courses for a fraction of the price, 100% online and in a very flexible structure. We are seeing fewer students enrolling in our intensive program due to the ease of access to online programs. We are discussing the need to change out program from a 5 week program, to a 16 week or modular program.
	+ Increased Competition 2020: In addition, the rise of other, non-traditional study markets, like Ireland and Malta, take a toll on overall enrollment.

Strengths & Opportunities: Our largest strength remains our ability to adapt and be supported by other aspects of the school, so that the teacher training program does not need to fully support itself in order to fully run without compromise to the curriculum, teaching standards, services, etc. As it is also the largest threat, COVID has also made online teaching, and related virtual classes, an opportunity as well.

* + 2022 UPDATE: We are looking at repackaging this program as professional development only, which would change our potential target markets.
		- 2021: Our strength seems to be our ability to be flexible and adapt as necessary. The WTTP would not be able to operate without the existence of the language program, so that remains our main pillar of strength.
	+ Increase in International Student Enrollments:
	+ 2022 UPDATES: We are no longer seeing increases in international student enrollments – this rebound seemed to plateau in the beginning of 2022 and is decreasing again with competition for Canada and Australia rebounding strongly.
		- 2021The remainder holds true for this year as well - We are continuing to see an increase in enrollments of international students for our Teacher Training program as countries work to develop and train their own teachers, rather than rely on foreign teachers to provide English instruction in country. For the 2021 calendar year, we are working to provide the WTTP program to a group of teachers in Argentina and we are hoping to market our online program this fall to other international markets.
		- 2021: Due to political instability and rising inflation in Argentina, we were not able to offer the program to this cohort, although we continue to see how things will play out.
	+ This will certainly affect our own enrollment in terms of our ESL programming, but may also challenges us to provide training options for foreign teachers.
	+ The biggest challenge we will face is the after effects of COVID and what it will do to our industry overall. Hundreds of schools will close indefinitely because of this. We will do what we can, but with an ever-decreasing enrollment, this may be one challenge we are not able to overcome.

Continued Marketing & Promotion:

* + 2022 UPDATES: No Change
	+ 2021: We continue to work with different social media platforms, even providing a Social Media scholarship this year. This scholarship has gone well and we will continue it into the foreseeable future.
* We are currently working with an internationally focused social media marketing firm to see if they may be able to help target enrollments in particular countries like Colombia, Brazil and China.
* Due to COVID affecting travel (and the world), much longer than we had anticipated last year, the teacher training program in Argentina did not happen and we are currently still ‘on hold’ with much of our program goals.
* We successfully ran the WTTP online this year for a full program and it went very well. We are currently in the middle of our second cohort for the year and the online function has continued to work, allowing flexibility for students taking the program, which has been beneficial to all.
* Future Think –
	+ 2023: We will continue to pursue online cohorts and international student enrollments.
	+ 2022: We are considering making the program less intensive by dividing the programming over 8 or 16 weeks, rather than the current 5. For domestic students, we have determined that we do not want to compete with the online teacher training program market. However, in 2022 we have run two online cohorts for a university in Korea.
	+ 2021: We will look into offering the Teacher Training Program online into the future. It has allowed for increased flexibility for the students, which removes a barrier for those seeking to enroll.
	+ We are anticipating that as people continue to reflect on their lives, as we have all done over the past 18 months, many may consider a career switch. While teaching abroad does not currently seem appealing with the continued uncertainty/safety concerns related to COVID, we hope that in the future we may see an increase in enrollments.
	+ 2020: We continue to think that our future direction is to increase local and international enrollment. We hope to work with schools abroad to develop direct partnerships for recruitment and placement of teachers in schools in which we have an affiliation. There may also be opportunities for consultation work with schools and provide teacher management and ongoing training. In the future, the program may have additional mentoring and training elements for in-service teachers and school administrators aboard.
		- Update: As noted above, not much as been done to further this goal, as all of our time and energy over the past year has been spent on keeping us afloat/things moving in the face of COVID and all of it’s challenges. However, we continue to explore these opportunities and have had a number of meetings with agents and international schools.

Submission – I hereby certify that the information contained on this form and any attachments to the form is true and correct to the best of my knowledge.

Signature of Authorized School Official:

Print or Type Name and Title: Jennifer L Phillips, Director

Date: August 17, 2023

**2023 Notes:** Enrollments for 2023 remain very low for the Teacher Training Program. We continue to run the program as it can function under the other WESLI programming and does not require additional input of resources; however we are not increasing the resources allocated to marketing of the program locally.

**2022:** We have changed our review structure to take place in the fall, so we have no updated review to include at this point in time, but will submit in the next annual report for 2022.

**2021:** Due to the continued situation with COVID, our staff shrunk dramatically, which our workload increased quite significantly. This has lead to prioritization of tasks and hitting ‘pause’ on any of our institutional planning. Over the past year, three of our long-term teachers decided to retire (Sue, Judy, Kristin), one teacher has made the decision to not yet come back to teaching in person (Dan), and three of our administrative staff members left (Liza, Ryan, Macari - there would not have been the money to pay them had they chosen to stay). We have just hired a new teacher who began at the end of June (Dan W) and we have another new teacher beginning in August (Ashley). We hope to be in the financial position to hire another administrative staff member by the end of the year, but we will see. COVID has been devastating to our industry in particular – tied to international travel and tourism + dependent on IN PERSON teaching. While we did manage to pivot to online learning, our customers are not willing to pay for online teaching and the market really is saturated with options. We have thus far managed to keep our doors open (thanks in large part to the PPP loans and small grants we received over the past year), but it has certainly taken its toll. Our remaining staff is exhausted. We are taking things one day at a time, planning for each week and session, and doing our best to remain as nimble as possible to continue to change as needed as this pandemic continues to change the world in which we live.

We have no formal reporting for 2021.

Program Development, Planning & Review Plans Report 2020

WESLI Teacher Training Program (WTTP)

Program Development, Planning & Review Plans Report Template

ALL Program

2019-2020

**Review Process Policy & Procedure**

Overview: The Review for the WTTP is slightly different from the review process for WESLI’s other programs.  Although the Teacher Training Program (WTTP) operates under WESLI’s management like all of its other programs, for accreditation purposes (both for the Wisconsin Educational Approval Program, EAP, and CEA), it is seen as a separate program.  The program is reviewed here in terms of Program Development, Curriculum, Assessment and specific Student Services.  The facilities, staffing, general Student Services and all other program operations are reviewed through WESLI.

Process and Timeline: Annual Review meetings for the Teacher Training Program are held at the beginning or end of each calendar year, depending on scheduling and other time conflicts.  The Director, WTTP Administrator, and WTTP Faculty are included in these review meetings.  As the program runs only a few times a year, goals are set and reviewed on a TWO year basis.  In addition, the regular review materials (of the Orientation Packet, Pass/Fail Rates, Job Placement, etc.) are reviewed annually, in compliance with the EAP guidelines.

EAP: Much of the annual review process is dictated by the annual EAP review and program report.  These annual reports are found on the shared Google Drive. The 2019 EAP Review summary is included in this document.

Responsible Parties: The Director is responsible for the submission of the annual EAP report.  The WTTP Administrator is responsible for the completion of the remaining review process.  The Student Services Director is responsible for the collection and reporting of all relevant data.

**Summary (Previous Year WTTP Program Planning, Development & Review Meeting Minutes)**

The summary section will include the notes from the previous year’s WTTP Program Development, Planning & Review annual meeting.  It will include a discussion of the goals from the prior year’s meeting (were the goals met, ongoing work, follow-up needed, etc.) and new goals discussed during the meeting (rationale for goal, research needed, tentative plans for action, etc.).  More detailed information about each goal, the plan of action and process for evaluation can be found later in the document.

Summary: The market for a TEFL certificate remains difficult with popularity, however, prospective students continue to cite cost and length as a deterrent in taking the course. The international student applicants to the program have steadily increased, which presents new challenges in our traditionally native English speaker environment. The global trend is to train the country’s non-native English speakers rather than hiring native English speaker recruits. Since the WESLI local community cares and sees the value of our institution, we believe there are “organic” ways to integrate with the local community for program development, recruiting, and word of mouth. This will serve our desire to become more a part of the local community while continuing to also serve and facilitate the international population at WESLI/WTTP.

**WESLI & WESLI Teacher Training Program**

**Institutional Plan Update**

**State of Wisconsin Educational Approval Board**

**2019**

This document serves as an update to the Institutional Plan submitted in 2018.   The previous plan submitted is located at the end of the updated document.

1. School Information – WESLI – Wisconsin ESL Institute
2. Institution Plan Elements
	1. Mission – No changes
	2. Market – No changes
	3. Management – WESLI has now fully transitioned to a single overall Director, with supporting managers in the areas of Marketing & Recruitment and Student Services.  The administrative duties are organized much as they have been,  but the retirement of one of the Co-Directors has meant a consolidation in tasks and we will continue to function under our ‘new’ structure.
3. SWOT Analysis – Many of the threats faced in the previous plan continue to be issues we deal with.  The current political climate and strong dollar are increasingly reasons students do not wish to come to the US.  In addition, the rise of other, non-traditional study markets, like Ireland and Malta, take a toll on overall enrollment.  For Wisconsin students, the strong economy means students are not seeking employment overseas as they do in periods of local economic crisis or recession.  We continue to look for ways to partner with local institutions to provide needed training.

Interestingly, we are seeing an increase in enrollments of international students for our Teacher Training program as countries work to develop and train their own teachers, rather than rely on foreign teachers to provide English instruction in country.  This will certainly affect our own enrollment, as students may find it increasingly difficult to find employment overseas, but also challenges us to provide training options for foreign teachers.

We continue to work with different social media platforms, even providing a Social Media scholarship this year.  This scholarship has gone well and we will continue it into the foreseeable future.

1. Future Think – We continue to think that our future direction is to increase local and international enrollment.  We hope to work with schools abroad to develop direct partnerships for recruitment and placement of teachers in schools in which we have an affiliation.  There may also be opportunities for consultation work with schools and provide teacher management and ongoing training.  In the future, the program may have additional mentoring and training elements for in-service teachers and school administrators aboard.

Submission – I hereby certify that the information contained on this form and any attachments to the form is true and correct to the best of my knowledge.

Signature of Authorized School Official:

Print or Type Name and Title: Jennifer L Phillips, Director

Date: August 2nd, 2019

**2019 Review WTTP Meeting Notes      5.30**

Review of 2018 & first 6 months of 2019

In attendance: Jennifer, Hannah, Dan, Kristen, Tom R., Beth, Sue and Nathan

Discussion Topics:

Individual classes for trainees who are not taking the full program

-   Is this working?  Yes, though it needed to be individualized for each trainee taking the partial Practicum, including what they were required to do, how they were assessed, etc.

Tracking the flow of the Observation Sheets

–  Currently two are missing – Tom R. was going to look for them.

–  Give one evaluation to the trainee after your discussion and staple a second evaluation to the previous evaluations for each trainee and pass them along as one whole packet to the next observer.

Number of Teachers teaching Foundations & Skills

-   In the past it worked well with two different teachers; currently it is working well with one teacher.

How many observations is a good amount per day per observer?

-   Tom R. said 2, but Nathan, Beth and Sue all said 4 was fine.

Is Brazil WTTP still happening in Summer 2?   Most likely not.

Lesson Planning for Trainees

-   How to create a good flow for trainees to learn and build on the skills of lesson planning from week 1 to week 5?

-   They are given LPs for week 1 and told to teach from the *Let’s Talk* or *Talk Time* textbooks weeks 2-5.  Not all trainees do a LP for each class they teach though they were required to do so in the past.  Why not?  This led to a discussion of how to help trainees learn to lesson plan over a 5 week course.  LP templates were discussed.  Jenna (former WTTP Foundations teacher) used to use one that was effective.  The trainees could be given this LP template for week 2, a couple others to experiment with in weeks 3 – 5, but told they should do a at least a basic LP each time they teach.

-   Trainees should give their observers a copy of the textbook pages they will be covering in their classes.

-

Further questions: What should observers look for in the LPs from trainees each week? How detailed should the LPs be? How do we get the trainees to be thinking of WHY on each part of their LP?  How can we create a program that produces introspective teachers and lesson planners in 5 weeks?

Conversation Class Attendance

-   How can we encourage trainees to keep the numbers up in their practicum?  Why do students stop attending?

-   How to make sure trainees are not discouraged by numbers in their classes going down?

A question Beth asked after the meeting that we’ll include here:  Can we survey recent WTTP grads about what they’re currently being asked to do in their overseas teaching?  For example, are you being asked to LP?  What kind of LPs do you need to write?  Are you indeed only being asked to teach from L&S textbooks or are you being asked to do other things?  Etc.

**Annual Plans for Review Timeline**

The following are the ‘All Plans’ Calendar Review items for the WTTP Development, Planning & Review.  These items are reviewed on an annual basis.  More detailed information about the timeframe for review can be found in the Timeline template at the end of this report.

The following review will be done by the WTTP Director, in collaboration with the WTTP Administrator, and WTTP Instructors.

**SPRING 1**

* Review yearly plan
* Review integration of MTTP with WESLI for efficacy

**SPRING 2 Meeting of director, instructors and WTTP Administrator**

* Review/summarize evals from FA1 and Spr1 sessions
* Review outcome goals/guidelines
* Review grading rubrics and benchmarks
* Review syllabi
* Review admissions policy
* Review and/or norm assessment procedures (discussion of our comments on EPTs and grading comments on peer-EPTs.

**SUMMER 1 Meeting of director, instructors and WTTP Administrator**

* Review evaluations for efficacy
* Conference attendance summaries
* Review textbooks

**FALL 1 Meeting of director, instructors and WTTP Administrator**

* Review and summarize evaluations from SU1 and 2
* Review website and advertising content
* Review job placement assistance

**FALL 2 Yearly program dev. Meeting (WESLI Co-Director, WTTP Director & WTTP Administrator)**

* Assess review of goals/guidelines
* Assess review of student outcomes
* Assess review of assessment procedures
* Assess review of syllabi
* Assess review of methods, techniques and materials

**Criteria for Review: Evaluation & Documentation**

Collected information is reviewed at the Yearly Goal Setting and Review Meeting, changes are implemented, and documents are updated accordingly.

**Curriculum**

Annual Review of the following must be completed:

* goals and objectives and syllabi for each course
* teaching materials
* teaching methods and methodologies
* student learning outcomes

Review should include analysis of the following:

* feedback from faculty
* end of session evaluations and informal
* needs assessment of the student population sought or enrolled by the program/institution
* research in the areas of language teaching and learning
* student achievement data

**Student Achievement**

Annual Review of the following must be completed:

* placement procedures and instruments
* faculty-made tests and assessments
* rubrics and other evaluation tools
* end-of-term assessments
* reporting practices
* methods of documenting student achievement
* reliability and validity of testing instruments

Review should include analysis of the following:

* data on pass/fail rates
* data on achievement of student learning outcomes
* data on program completion
* research on assessment and achievement in language learning
* feedback from faculty
* feedback from students
* feedback from sponsors, employers, colleges/universities

**Student Services Specific to WTTP**

Annual Review of the following must be completed:

* admissions policies
* promotional materials
* orientation materials and activities
* social and recreational activities
* personal, academic, and immigration advising services
* housing services
* health insurance offerings or counseling

Review should include support from:

* feedback from students
* feedback from program/institution personnel
* research on good practices in student services

**Criteria for Review: Evaluation & Documentation**

Collected information is reviewed at the Yearly Goal Setting and Review Meeting, changes are implemented, and documents are updated accordingly.

*Were all areas above reviewed, discussed and considered according to the Review Policies and Procedures? (Section only to be completed by the Director at the end of the Annual Review Meeting.)*

**\_\_x\_\_\_ yes**  \_\_\_\_\_\_ no

*If No, provide explanation below.*

***Aside from Pass/Fail data analysis, all review information is stored in the shared google drive: Team Managers -- Admin Resources -- Review Plans -- WTTP***

**New Goals from Yearly Development, Planning & Review Meeting**

For each new goal discussed at the annual WTTP Development, Planning & Review meeting, the following information will be documented.  The Directors will determine who is responsible for managing each goal project.  The Directors will oversee the progress, completion and collection of data for all annual review plans and new goals.

The following information will be recorded:

Problem Statement

(Need, Current knowledge, contributing factors)

Goal & Objectives

Strategies, Approach & Rational

(best practices, what’s in the field, research)

Summary of Action Plan

Tasks

Timeline

Lead Role

Strategies Uses

Resources Needed

Criteria for Review

(How will each goal be evaluated?  What documentation will support the evaluation?)

Discussion/Summary

Evaluation

Documentation

**Goal #1: Diversify course offerings**

**Problem Statement: Prospective students are not able to commit the time or resources for the structure of the program as readily as previous candidates. The economic condition in the past few years, with a generation marred by economic woes, they are discouraged to invest with a guarantee of a position on the other side. Weekend options have been requested at a gaining regular rate for working professionals hoping to line up their next step while saving money.  Online courses are the top competition, offering low costs and the convenience of self-pacing or weekend-only in-person classes in a blended format. The quality of these programs are sub par compared to the preparedness of WTTP graduates and based off feedback from those completing certificates elsewhere and then attending WTTP. Programs offered overseas have a clear pathway to a teaching position and provide the abroad experience that candidates are looking for. Two large impediments to achieving these alternative offerings is staff time for development and available instructors for alternative delivery methods.**

**Goal/Objectives/Outcome: Collaborate with an abroad organization to offer the program abroad; Consider programming logistics for weekend or online formats**

**Approach & Summary of Action Plan: Hannah will develop a weekend schedule. Hannah and Jennifer will assess the requirements for a blended or online format,. Jennifer will inquire to instructor interest and availability for weekend, blended, and abroad programs to be offered.**

**Review:  After we review proposed programming, we will post possible offerings for prospective students to consider given possibilities with available instructors.**

**Follow-Up & Documentation: We will use the feedback and interest from prospective students  to gauge success and decide if further alternative sessions will be available.**

**Goal #2: Adapting program per cohort**

**Problem Statement:  An increasing number of international students and those not intending to teach abroad are participating in the program. This creates new class dynamics and varying levels of professional experience. As some candidates are young and without professional experience, we will need to consider how best to address these gaps of knowledge. Since the drop in enrollment over the past 5 years, the cohorts have also gotten smaller which can quickly change class dynamics, for better and worse.**

**Goal/Objectives/Outcome: Create cohort expectations, increase topics related to professionalism, and include professional behavior as part of the in-class participation grade.**

**Approach & Summary of Action Plan:**

* **Job Search - Create lesson plans focused on discussion of professionalism and job environments and expectations to develop critical thinking about on-the-job responsibilities. Assess and adapt lessons per candidate and their post-program goals**
* **Instructors– Create clear expectations for professional behaviour in the class regarding timeliness, cellphone use, and discussion; create friendly environment, primed for learning among a small, unfamiliar cohort.**

**Review:  After implementing consistent expectations for professionalism across the program, assess the effect/results in candidates; review the candidate exit survey for feedback.**

**Follow-Up & Documentation: We will adjust expectations accordingly to results and keep them noted in syllabi or in lesson plans.**

**Goal #3: Alternative recruitment**

**Problem Statement:  Because enrollment has been declining for the past 5 years, getting prospective students aware of the program and its quality and post-program possibilities is best spread by word of mouth. The budget for the program has also declined and there are limited resources available for traditional marketing and recruitment.**

**Goal/Objectives/Outcome: Find low to no cost opportunities locally that build brand awareness, possibly through partnerships or community opportunities**

**Approach & Summary of Action Plan:**

* **Hannah & Jennifer– layout marketing opportunities**
	+ **Individuals involved:**
		- **Jennifer – will contribute to networking opportunities locally**
		- **Hannah – will develop and schedule these efforts, working closely with community entities**
		- **Hannah - connect with local entities on social media**

**Review: Assess per event return on follow up and number of positive interactions or conversions. Monitor brand awareness over time.**

**Follow-Up & Documentation: Collect contact information, follow up on connections, join opportunities, and assess correlating data provided in social media metrics.**

**Goal #4: Community collaborations**

**Problem Statement:  WESLI and WTTP are connected with national and international organizations that build a rich international community. However, locally we have missed opportunities to connect the local community with our global mission. As the ESL market has faltered over the past 5+ years, there are opportunities to connect locally for a stronger community.**

**Goal/Objectives/Outcome: Find and implement local collaborations, partnerships, and opportunities that create community and provide WESLI/WTTP ways of supporting the local community.**

**Approach & Summary of Action Plan:**

* **Eagle Heights Community - alternative practicum for WTTP candidates (Hannah will reach out)**
* **English Conversation Time - alternative practicum for weekend programs (Hannah will reach out)**
* **Connect with local professional organizations - silent auctions with Buy Dane Local (Jennifer will connect)**

**Review:  To review, we’ll check in with partners and the practicum instructor on successes and concerns. The end of session feedback survey will give the trainees opportunity to give their impressions and review their experiences as well.**

**Follow-Up & Documentation: After review, we’ll assess its effectiveness and decide further implementation. This may be dependent on number of trainees and number of non-native speakers in the program as many local programs serve non-native speakers looking for connections with native English speakers.**

**Goal #5: Curriculum responsiveness**

**Problem Statement:  Many candidates are overwhelmed with the intensity of the program, despite the daily workload being decreased in recent years. And as many taking the program may not directly intend to teach English abroad, the workload exceeds their professional immediate goals. The growing number of young, international students also desire to use less paper for class materials.**

**Goal/Objectives/Outcome: Creating electronic versions of homework, handouts, and class materials that reduce paper waste and create electronic resources for candidates to easily store and access files post-program. Consider workload reduction within alignment of program quality and curriculum goals, such as discussion-based work, personal reflections, and earmarked readings.**

**Approach & Summary of Action Plan:**

* **Coordinate with instructors for electronic scanning or file transcription; create folder system that is most accessible for instructors**
* **Implement as soon as possible**
* **Asses cohort ability and intended post-program goals by filtering classwork and homework by goals (Instructors)**

**Review:  To review, we’ll check in with instructors regarding in-class weekly feedback, consider the exit survey results, and assess intended post-program goals..**

**Follow-Up & Documentation: After review, we’ll assess its effectiveness and decide further implementation in regards to demand. This may be dependent demographics of cohort and instructor technical skills.**

**Past Goal #1: Review of Review Plans:**

Continue to review the following materials, processes and data on a bi-annual basis. While all materials will be collected annually and informally reviewed, they will be formally evaluated TWICE a year.

Action: Formal Reviews, data and supporting documentation will be stored in the shared google drive.

Team: WTTP Administrator and Director will be responsible for this review.  WTTP Teachers will be responsible for the review of assessment.

**WTTP Materials Update Timeline**

* Online Brochure
* Printed Brochure

**WTTP Review Timeline/Plans**

* Engrade Grade Reports,
* Practicum Observation evaluations,
* End-Of-Session Evaluation Surveys,
* Graduation Rate,
* Job Placement Rates

**Program Development, Planning & Review Template**

* Trainee needs assessment
* Achievement data
* Employment data
* Employer surveys
* Reporting practices
* Methods of documenting trainee achievement
* Feedback from stakeholders
* Trainee advising

**Goal 2: Look into Blended/Online Formats**

Discussion: In the past year, we have received numerous requests for online, weeknight, weekend and flexible course formats.  We have also seen a decline in overall domestic student enrollments, but an increase in international student enrollments and inquiries.  There also seems to be a demand for courses taught In-Country (i.e. teaching this program in Brazil, India, China, Argentina were a few of the requests).

Action: Come up with a few proposals for online courses, in collaboration with agent partners where possible.

Team: The Director & WTTP Administrator will review possible course plans; The full team will meet to discuss

Documentation: Proposals, Review other online courses

**Goal 3: Review of Staffing/Personnel**

Discussion: There has been a fair amount of transition in the administrative staff of WESLI and we want to make sure that the WTTP Administration position is clearly filled.

Action: Dan will assume more of the WTTP Administrator responsibilities as they relate to administration of the practicum, while Hannah will continue to do the other responsibilities.

Timeline: This will begin Jan 2019

Documentation: Amended Dan job description

Note: All documentation to be stored on the new shared google drive: Team Managers-Admin Resources-Review Templates-WTTP

PASS/FAIL Data Analysis

The past three sessions of WTTP have resulted in a 100% pass rate. This data has informed the curricular and assessment review process, but we have not made any curriculum adjustments to the program due to student feedback. A 100% pass rate may seem unrealistic, however with the combination of instruction, curriculum, and student experience provided through the support and collaborative environment at WESLI has shown to positively affect candidate performance over the past 20 years. WTTP staff and faculty also consider how program requirements meet mission and curriculum goals while appropriately challenging candidates to improve from their base set of skills they come into the program with. There have been candidates that show signs of struggling in the program, and these situations are addressed as quickly as possible to support the student and their intended goals. Small cohort sizes allow for a customized teaching approach that best matches skills and abilities of the candidates.



Number of Trainees

