Program World Languages

Unit Outcomes T1. Admissions will complement recruitment efforts of diversifying WA teacher workforce

Indicators
A. Enrollment
B. Diversity/Military
C. Rate of Acceptance
D. WEST B Math
E. WEST B Reading
F. WEST B Writing
G. Disposition Inventory (DI)

Expected Performance Level (Criterion)
A. Enrollment numbers are maintained
B. 40% of our candidates will represent underrepresented populations including military
C. 75% of all applicants will be accepted into the program
D. 90% will achieve 240 on Math
E. 90% will achieve 240 on Reading
F. 90% will achieve 240 on Writing
G. 100% of Program Candidates will complete the DI

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates
A. OREA / Program / Fall Quarter November 1 and December 15
B. OREA / Program / Fall Quarter November 1 and December 15
C. OREA / IR / Program / Program / Fall Quarter November 1 and December 15
D. Pearson / All Quarters
E. Pearson / All Quarters
F. Pearson / All Quarters
G. OREA / Program / Fall Quarter November 1 and December 15

A Met Criterion
B Surpassed Criterion
C N/A
D Met Criterion
E Met Criterion
F Below Criterion
G Met Criterion

Interpretations/Key Strategies/Initiatives Enrollment is being maintained in WL, yet our diversity in 2012-13 seem to increase greatly. We saw a slight decline in our West B scores, especially in writing. All our incoming students showed average or above average dispositions for teaching.

Budget/Resource Analysis New track in heritage language seems to be increasing our diversity. This program could grow if we could hire an additional staff member.

UNIVERSITY OBJECTIVE 1.1: T2 Retention
Unit Outcomes  Retention efforts will enable candidates to complete this program of study successfully in a timely manner, and prepare highly qualified graduates ready to assume needed positions in the teacher workforce.

Indicators
A. CTL Standards
B. Time to Completion
C. Portfolio Submission

Expected Performance Level (Criterion)
A. 90 % Met 2008 Standards (3 on a 5 point scale)
B. Time to completion = 9 quarters
C. 90% are completing a Program and PEP core portfolio

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates
A. OREA and Program / Fall Quarter October 1 and December 1
B. OREA and Program / Fall Quarter October 1 and December 1
C. OREA and Program / Fall Quarter October 1 and December 1

A N/A
B N/A
C N/A

Interpretations/Key Strategies/Initiatives  No new data provided. Budget/Resource Analysis  NA

UNIVERSITY OBJECTIVE 1.1: T3 Student Teaching

Unit Outcomes  Student Teaching provides candidates a diverse culminating experience where program content-pedagogy is synthesized and tested in real classrooms.

Indicators
A. Candidates are ensured placements in school settings that are highly diverse during student teaching
B. Final Student Teaching Evaluation (FSTE)
C. Disposition Inventory
D. WTPA

Expected Performance Level (Criterion)
A. 50% are placed in highly diverse settings
B. 80% will Meet the Standards averaging 3 point or better on the 10 FSTE rubrics
C. 100% will demonstrate a positive change on all four domains of the DI
D. 80% will Average of 3 or better across 15 testing domains on the WTPA

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates
A. Office of Field Experiences (OFE) / All Quarters
B. OFE / All Quarters
C. OREA / All Quarters
D. Pearson / All Quarters

A N/A
B N/A
C Met Criterion
D Surpassed Criterion
Interpretations/Key Strategies/Initiatives OSPI did not provide enough diversity information on our student teaching candidates to adequately answer the question of school diversity. Since there was probably only one student for whom we received scores, it is inappropriate to provide a result for diversity. WL student teachers still meet the evaluation criteria established by the office of field experience. 100% of WL student teachers claim to have the disposition to be effective teachers. In 2012-13 there were only three student teachers, but this year there are six that will student teach.

Budget/Resource Analysis It would be nice to have an additional staff member to replace the position vacated by the Associate Dean.

**UNIVERSITY OBJECTIVE 1.1: T4 Program Completion**

Unit Outcomes Graduation and Certification of program candidates will occur in a timely manner. Indicators

A. Graduation  
B. Time to Degree  
C. WEST E scores  
D. Certification Rate

Expected Performance Level (Criterion)  
A. 85% will graduate  
B. 90% of the candidates will complete the program on-time  
C. 80% will Pass their Major Content Test (WEST-E) in their content area on their first attempt  
D. 90% receive a first time residency certificate

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates  
A. Safari CAPS / Continuously  
B. OREA/ IR / Summer Quarter  
C. Pearson / All Quarters  
D. Certification Office (CO) / Fall Quarter / November1 /December 15

A Surpassed Criterion  
B Exceeded Criterion  
C Surpassed Criterion  
D Below Criterion

Interpretations/Key Strategies/Initiatives All three WL students did graduate. In fact, over the last six years every WL student has graduated on time. This year, 90% of the West E tests taken by WL students were passed the first time. Unfortunately, we had no placement of our WL students in Washington public schools, but one student is teaching in Spain.

Budget/Resource Analysis NA
UNIVERSITY OBJECTIVE 1.1: T5 Post-Graduation

Unit Outcomes  The program prepares highly qualified and satisfied members of the teaching community

Indicators
A. First Year Placement
B. Third Year Placement
C. Employment retention
D. Alumni Satisfaction Survey (Coursework)
E. Alumni Satisfaction Survey (Strategies and Assessment)
F. Alumni Satisfaction Survey (Student Teaching)
G. Alumni Satisfaction Survey (Difference in coursework and Student Teaching)

Expected Performance Level (Criterion)
A. 50% of the program’s graduates will find teaching jobs within the 1st year after certification
B. 70% of the program’s graduates will find teaching jobs within 3 years after certification
C. 80% of the graduates hired will remain teaching after five years
D. Satisfaction with “Coursework Relevance” indicated by a 3.5 or better
E. Satisfaction with “Strategies and Assessment” indicated by a 4 or better
F. Satisfaction with “Student Teaching Feedback” indicated by a 4 or better
G. Coherence with “coursework and student teaching” indicated by a 3 or lower

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates
A. OREA / Fall Quarter/ November 1
B. OREA Fall Quarter / November 1/ Programs /December 15
C. OREA Fall Quarter / November 1/ Programs /December 15
D. OREA Fall Quarter / November 1/ Programs /December 15
E. OREA Fall Quarter / November 1/ Programs /December 15
F. OREA Fall Quarter / November 1/ Programs /December 15
G. OREA Fall Quarter / November 1/ Programs

December 15

A Below Criterion

B Below Criterion

C N/A
D N/A
E N/A
F N/A
G N/A

Interpretations/Key Strategies/Initiatives  WL teachers have found it difficult to find jobs in Washington public schools the last several years. We believe that the economic upturn may affect future hiring. It is also a concern that students hired in private schools and outside of the state of Washington are not included in this data set. No alumni survey data was provided in this year's CDMS.

Budget/Resource Analysis  NA
UNIVERSITY OBJECTIVE 1.2: Enhance the Effectiveness of Student Support Services

Unit Outcomes

A. Faculty annually review effectiveness of field placements, mentoring, and mentor training
B. The Program reviews student satisfaction with advising
C. The Program faculty monitor, discuss, and collectively report on academic support improvements in the program and curriculum

Indicators
A. Field Placement documentation
B. New Teacher Survey results
C. Faculty meeting minutes and annual reports

Expected Performance Level (Criterion)
A. Field placement data show 80% of Program candidates’ score a level 3 or better on field placement rubrics
B. Survey results show improvements in satisfaction
C. Programs attempt to make one improvement annually

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates
A. OFE and OREA Fall Quarter / November 1/ Programs /December 15
B. OREA Fall Quarter / November 1/ Programs /December 15
C. OREA Fall Quarter /November 1/ Programs /December 15

A. Surpassed Criterion
B. Met Criterion
C. Met Criterion

Interpretations/Key Strategies/Initiatives
As an indirect assessment measure, we have our own graduate exit survey to determine student satisfaction and program improvement.

Budget/Resource Analysis
NA

UNIVERSITY OBJECTIVE 2.1: Enhance the Environment of Inclusiveness for Faculty, Staff, and Students

Unit Outcomes

A. The Program seeks input from groups of underrepresented groups to inform recruitment and retention practices
B. Programs demonstrate the dispositions of a professional educator
C. Address the state and partner districts’ goals for diversifying the workplace

Indicators
A. Professional Development
B. CTL Disposition Inventory analysis
C. District Placements

Expected Performance Level (Criterion)
A. The Program offers one professional development opportunity per year to faculty learn more about equity pedagogy from different underrepresented groups
B. Candidates’ post-test scores have positively improved by .10 on all four domains
C. Graduates represent 35% diversity (including military)

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates
A. Program / Fall Quarter / December 1
B. OREA and Program / Fall Quarter / November 1 and December 15
C. OREA and Program / Fall Quarter / November 1 and December 15

A Met Criterion
B Met Criterion
C Met Criterion

Interpretations/Key Strategies/Initiatives
The WL Dept. has added a new second year heritage language track in Spanish. This program is designed to increase the diversity of WL students in our profession. Should we be able to hire, we would certainly seek a trained professional in the field of Spanish heritage language instruction. If the faculty member were to be from an underrepresented population, this might have a significant impact on this program.

Budget/Resource Analysis
Need funding to hire for this position.

UNIVERSITY OBJECTIVE 2.2: Increase Faculty, Staff, and Student Diversity by Active Programs of Recruitment and Retention for Members of Underrepresented Groups

Unit Outcomes
A. Faculty seek highly qualified faculty members (attention to diversifying the faculty) to join the Program
B. Program actively recruits and admits underrepresented candidates

Indicators
A. Program Faculty Demographic Trends
B. Program Candidate Demographic Trends

Expected Performance Level (Criterion)
A. The Program increased or maintained its highly qualified diverse faculty over the past five years
B. 30% of Program candidates are from cultures other than Caucasian
A. OREA and Program / Fall Quarter / November 1 and December 15
B. OREA and Program / Fall Quarter / November 1 and December 15

A. N/A
B. Surpassed Criterion

Interpretations/Key Strategies/Initiatives: We have been unable to hire replacement staff in Spanish and applied linguistics (teacher training faculty). Even though we see an increase in our student interest with the new heritage track, we have lacked the ability to expand and recruit until instructional support is received. Combined with the size of the program, the limited staff, and the fact that we haven't been approved to hire WL teaching faculty, it has become challenging for more than one of our faculty members go on sabbatical in the same year for an entire year, without affecting program scheduling. This compromises deserving WL faculty who are eligible for professional leave, but restricted in their ability to take sabbaticals for the amount of time or the year for which they apply in ways that faculty in larger departments are not.

Budget/Resource Analysis: Need an additional staff member and/or financial support to cover staffing while more than one faculty member is on leave.

**UNIVERSITY OBJECTIVE 2.3: Ensure that CWU has an Inclusive and Diverse Curriculum**

Unit Outcomes

A. Candidates demonstrate cultural competence using Program Portfolios
B. Field experiences are integrated throughout the preparation program and provide opportunity to plan, practice and reflect on methods of instruction and differentiation
C. Field experiences provide opportunity to work in communities or with populations dissimilar to the background of the candidate

Indicators

A. PEP and Program Portfolio Data on CDMS
B. Field Experience Data on CDMS
C. Diversity Index Data on CDMS

Expected Performance Level (Criterion)

A. The Program requires candidates to substantiate cultural competence by scoring a 3 or better on CTL Standard 1.3 using a portfolio 85% of the time
B. Field Experience data demonstrate 100 hours of embedded practice that includes assessed reflections on instruction and differentiation
C. The diversity index illustrated that 80% of Program candidates have had a experience in a classroom dissimilar to their our background

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates

A. OREA and Program / Fall Quarter / October 1 and December 1
B. OREA and Program / Fall Quarter / October 1 and December 1
C. OREA and Program / Fall Quarter / October 1 and December 1
A  N/A
B  Met Criterion
C  Met Criterion

Interpretations/Key Strategies/Initiatives Traditionally, we have placed our students in schools that have provided enriching diversity experiences.

Budget/Resource Analysis  NA

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