

# Snow College

## English as a Second Language R411

submitted to the State Board of Regents  
summer 2017

**Reviewed the spring semester 2017 with the rating of recommended**

### Reviewers:

- James Pettersson, Professor – English Language Learning, Utah Valley University, Orem Utah
- Jon Ostler, Director of Libraries, Snow College, Ephraim, Utah

### Program Description:

The ESL Department provides an intensive English program designed for students whose English language skills are not yet developed enough to read, write, take notes and examinations, or do other college-level work in English. Most ESL students complete the program in one or two semesters.

Students in the ESL Program attend classes five to six hours a day for five days a week. ESL courses instruct students in basic English skills such as speaking, listening, reading, and writing. ESL also offers subjects which will help students to live and study at an American college.

ESL courses are eight weeks in duration, which means there are two sessions per semester. This allows beginning students to complete the ESL program in four sessions or two semesters. Note: students must pass all ESL courses with a grade of B (85%) or better before they advance to the next level or matriculate into regular college course work.

Up to 15 credits of ESL courses, numbered above 1000, may be counted towards graduation.

### *Department Mission Statement*

The mission of the ESL Department is to prepare students of limited English proficiency to become fully engaged in the Snow College community. Through innovative and conventional methodologies, the ESL department fulfills this mission. The ESL program continues to build on the excellent reputation it has enjoyed since its beginning.

### Faculty and Staff:

Since the last review, another full-time faculty member has been hired. She began teaching in January 2014 which brought the number of full-time faculty to four. Of the four full-time employees with teaching responsibilities in the department three teach full time and the other, as Director of the Center for Global Engagement, teaches 5 credits total in ESL and TESL. All four full-time employees divide their teaching assignments between ESL Department courses and courses in the Teaching English as Second Language (TESL) program: between 10% and 50% of their teaching load during the course of the academic year is in the TESL program. All full-time employees in the department hold a master's degree in an area related to

teaching English as a Second Language. All full-time members of the department attend the regional I- TESOL and International TESOL conferences and other related conferences on a regular basis, at least once every three years.

Members of the department serve as representatives on a variety of campus and Humanities Division committees: Library, Service Learning, Global Engagement, and Humanities Travel.

Since the last review, the ESL and TESL Departments have been separated. They have their own budgets and department chairs. Two of the full-time faculty serve as department chair for ESL and department chair for TESL.

There are also a small number of adjunct instructors employed by the department. Their credentials range from bachelor's to master's degrees. Currently, the majority of adjunct instructors hold a master's degree related to second language teaching. The ESL department chairperson is responsible for evaluating the part-time instructors' teaching and reviews their performance on a regular basis.

The ESL Department has no professional staff of its own; however, it hires work-to-learn students to help with light office work (e.g., photocopying, grading simple keyed quizzes) and to provide conversation practice for ESL students. The department has access to the services of the assistant to the Humanities Division.

The chair of the department is supposed to be a rotating assignment. However, because the department is small and we haven't had other qualified options, the faculty members who are serving as ESL and TESL department chairs have had those positions since 2012. The Department Chair is a part-time assignment for which the faculty member receives a small amount of release time from teaching (1 credit hour equivalent, CHE, per semester). Even though one faculty member serves as the official chairperson, some administrative assignments such as textbook selection and advising are shared with the other members of the department.

<b>Faculty Headcount (Academic Year)</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>With Doctoral Degrees</b>					
Full-Time Tenured					
Full-Time Non-Tenured					
Part-Time					
<b>With Master's Degrees</b>					
Full-Time Tenured	3	3	3	3	3
Full-Time Non-Tenured			1	1	1
Part-Time	2	2	2	3	3
<b>With Bachelor's Degrees</b>					
Full-Time Tenured					
Full-Time Non-Tenured					
Part-Time			1	1	1
<b>Other</b>					
Full-Time Tenured					
Full-Time Non-Tenured					

Part-Time					
<b>Total Headcount Faculty</b>	5	5	7	8	8
<b>Full-Time Tenured</b>					
<b>Full-Time Non-Tenured</b>					
<b>Part-Time</b>					
<b>FTE</b>					
Full Time					
Teaching Assistants					
Part-Time					
<b>Total Faculty FTE (Academic Year)</b>	36.46	30.1	37.4	37.8	38.7

Sharon Kilmer, Diane Ogden and Alex Peterson are tenured faculty. Udambor Bumandalai is full-time tenure-track. Sharon, Diane and Udambor teach full-time in both the ESL and TESL departments. Alex teaches 4 credits per year for ESL and is also the Director of the Center for Global Engagement.

## Students

Students with TOEFL scores lower than 500, 173 CBT, 63 iBT, take the ESL Departmental Placement Exam, which determines where they begin their studies. Most of these students place into ESL Levels 1-4 and work through the levels until they have passed Level 4. A few advanced students place into ESL 1051 Composition and may enroll in concurrent regular college courses. Very advanced students may register as fully matriculated students and begin taking regular college courses immediately.

### *Student Learning Outcomes and Assessment:*

Students who complete the ESL program will demonstrate that they

- can write clearly and effectively to succeed in regular academic courses.
- can read effectively to obtain information to succeed in regular academic courses.
- can speak effectively in class and outside of class with their peers and instructors to succeed in regular academic courses.
- are aware of the cultural differences between their own culture's instructional style and an American style and can use this awareness to succeed in regular academic courses.
- are familiar with the English tense system and can produce grammatically accurate discourse.

The full-time faculty members of the department advise all students enrolled in ESL courses. When students successfully complete the ESL program, they may opt to continue with their ESL adviser or to seek advising from the Student Success office or the specific department where they intend to major.

<b>Number of Students (Academic Year)</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Total Declared Majors	2	0	0	0	0
Total Department FTE	73.3	103.1	94.4	69.5	69.7
Total Department SCH	1100	1546	1416	1043	1046.1
Student FTE/Faculty FTE	7.9	11.0	10.4	7.2	7.9

Students who complete all the ESL course work and pass the exit tests with a score of 65 or better will receive an ESL certificate of completion. Students are prepared to return to their homes and get jobs that require English language proficiency or matriculate into traditional academic classes. Most students continue their education at a 4-year university.

**Financial Analysis:**

Since the last program review, the ESL Department has been given its own budget. The ESL Department budget pays for a professional membership with EnglishUSA, formerly the American Association of Intensive English Programs (AAIEP), professional development for faculty members, some computer costs, field trips, copying and some supplies. The ESL Department also now has a small budget received from fees paid by continuing education students who enroll in ESL classes, though some of these fees are shared with the Center for Global Engagement.

The ESL Department is still trying to get the ESL fees put into its budget. The ESL fees are going into the Center for Global Engagement budget to help pay the salary of one of their staff who is not connected with the ESL program.

Cost (based on Fiscal Year-Cost Study)	FY12	FY13	FY14	FY15	FY16
Direct Institutional Expenditures	\$267,108	\$276,165	\$369,158	\$289,682	\$226,080
Cost per Student FTE	\$3,644	\$2679	\$3,911	\$4,168	\$3,244
<b>Funding:</b>					
Appropriated Fund	NA	NA	NA	NA	NA
<b>Other:</b>					
Special Legislative Appropriation	NA	NA	NA	NA	NA
Grants of Contracts	NA	NA	NA	NA	NA
Special Fees/Differential Tuition	NA	NA	NA	NA	NA

**Program Assessment:**

In accordance with Utah State Board of Regents’ policy R411 on the periodic review of educational programs, an on-site visit of Snow College’s Communication program was conducted on February 24, 2017. The on-site visit included a comprehensive tour of educational facilities, conversations with students, class visits, and faculty interviews. This visit was preceded careful study of the self-study document.

**Program Strengths:**

As with the previous program review, the students served by the Snow College ESL program reported a high level of satisfaction with their educational experience in the ESL program at Snow College. Student interviews indicated that the students are fully aware of the requirements for admission to the ESL program and Snow College, receive adequate information regarding the program prior to arrival on campus, and participate in a comprehensive orientation to the program, college and local community. In addition, they know whom to speak with for assistance with academic, immigration and personal problems, and

understand what is required to advance through the ESL program and successfully complete their ESL studies.

The ESL program at Snow College has talented dedicated faculty, staff, and administrators who are committed to helping students successfully achieve their academic, personal, and professional goals. In spite of the challenges the program faces, it has a bright future as it helps to expose all Snow College students to diverse cultures and perspectives. A strong healthy ESL program at Snow College is important in helping at students at Snow College understand their place and role in an expanding and evolving global society.

### **Program Recommendations:**

1. **Additional Faculty:** The hiring of an additional full-time faculty member has allowed the program to begin to manage its assessment materials and practices more efficiently and effectively. However, there are some additional practices which may help the program better measure and track student learning and progress. For example, the program currently gathers statistics only for those students who complete the whole program. The program would benefit by tracking student progress and achievement at each level of instruction.

*Institutional Response:* The ESL Department Chair uses a set of tracking sheets as an informal collection of grades for each student in each class every session. This tracking sheet tells when they began the program and at which level. It also tells when they finish each level in the program.

2. **Student Assessment:** The program would also benefit by tracking student progress and achievement through the use of standardized pre and post-tests criterion referenced to the programs stated SLOs and goals for each course. Additionally, the program would benefit by doing a more in-depth analysis of student testing data.

*Institutional Response:* We have a total of 21 classes in the ESL program. Our classes are 8-week sessions, so ideally we would do this at the end of each session. Considering the few faculty members and the workload for each, we would need secretarial support to do this even once a semester. Beginning Spring Semester 2017, we have started collecting more data in the form of pre and post tests and Oral Language Proficiency Interview data. In the future it should be easier to access this data for more in-depth analysis.

3. **Office Space:** While the college provides office space for full-time faculty, staff and administrators, there is a need for additional office space for adjunct faculty. In addition, room temperatures are often uncomfortable.

*Institutional Response:* Nothing offered

4. **Additional Funding:** The need for additional funding for program operations.

*Institutional Response:* This is something that we continue to advocate for, but it's an issue over which we have no control.

5. **Program Delineation:** A challenge in helping others understand the difference between ESL and TESL.

*Institutional Response:* Having these departments separated for the last four years is helping. We are now recognized as two separate departments with separate department chairs. However, there is talk of recombining the two departments so the department chairs can have a break. (Currently, there really isn't anyone to pass the department chair duties to). We're not in favor of that move, so we are continuing to have to make the argument for why it is important to have the departments separate.

6. **Classroom Space:** The difficulty of finding classroom space mid-semester and sometimes during the entire semester.

*Institutional Response:* Nothing offered

7. **Student Transition:** The need for bridge classes to assist ESL students as they transition for ESL to their undergraduate majors.

*Institutional Response:* This would solve the problem of not having classes in which to put second session students who test into, or are in, Level 4 (our exiting level). However, we would need more teachers in order to do this. Three of the four full-time faculty are already teaching classes in two departments – ESL and TESL.

8. **Student Integration and Adult Education:** The challenge to integrate and involve the non-English speaking resident population more in the ESL program. There is a need for better communication with Adult Education as students start to transition from ESL to their undergraduate majors.

*Institutional Response:* These two challenges are related. We plan to meet with the Adult Literacy director in fall 2017 and talk about some policies for accepting their students into our program. Since we have a totally different focus in these programs, the students and administration of the Adult Literacy Program need to understand which students would fit into and benefit from our program.

9. **Limited Course Offerings:** The wide range of student abilities in classes due to the limited course offerings based on space and resource limitations.

*Institutional Response:* This remains a challenge, but since there is now a director and recruiter in the Center for Global Engagement who better understands our program, the range of abilities within a class are not as great as they were a few years ago. We would need more faculty and resources to offer more classes.

10. **Student Evaluations:** Student evaluations need to be revised for ESL students. This will allow the program to obtain reliable data from the ESL students.

*Institutional Response:* We continue to try to address this issue with the Assessment Office and the office of the Vice President for Academic Affairs. A couple of years ago one of our faculty

*members translated the evaluation form into Chinese, but before we could use that evaluation form, the assessment office changed the questions [course evaluation questions were changed beginning fall semester 2016]. Many years ago, when we had paper evaluation forms, we could help students understand the questions before they did the evaluation, but that's hard to do since it is now online.*

*The idea of translating the evaluation form also presents a problem since we have students from many different language backgrounds, and we are not always sure which translations we would need.*

*We feel like it is more the responsibility of the assessment office to take the lead in helping solve this problem since those evaluations forms come from administration. We are happy to help solve the problem, but because of our workloads and duties, it is hard to take this on by ourselves. Since we recognize the need to solve this problem, we will try to find time in the near future to discuss solutions with the administration.*