

English Language Institute  
Assessment Plan Summary

# English Language Institute

## Increase ELI Enrollment

**Goal Description:**

The ELI will support SHSU internalization efforts by recruiting ELI students for the IEP, for Short Programs and Pathway Programs with the goal of increasing our ELI annual enrollment by 5%.

RELATED ITEMS/ELEMENTS-----

RELATED ITEM LEVEL 1

**Develop at least one partnership with a foreign university to provide a customized Short Program**

**Performance Objective Description:**

We have not had an active Short Program since 2013. In past recruitment trips to Korea and Japan, we have started discussions with several universities about providing a customized Short Program that includes English instruction.

RELATED ITEM LEVEL 2

**Negotiate Short Program with Chinju National University in South Korea**

**KPI Description:**

Offer a customized Short Program for students from Chinju National University or another South Korean or Japanese university.

**Results Description:**

- The ELI hosted a Short Program with students from Chinju National University in South Gyeongsang Province in Korea held in January 2017.
- The program was comprised of a "practicum" that gave Chinju students the opportunity to both improve their English skills, observe American classrooms, and teach brief lessons.
- Students were placed with host families for the 4-week program.
- A post program survey showed a 96% satisfaction rate or higher with every program component including instruction, cultural opportunities and host families. (the biggest complaint was that the program was not long enough!).

RELATED ITEM LEVEL 3

**Develop at least one partnership with a foreign university to provide a customized Short Program.**

**Action Description:**

- The Short Program with Chinju University was deemed a success by students and Chinju administrators.
- Plans are now underway for the program for January 2018. Due to limitations on student scholarships, they will probably keep the enrollment at 15 students.
- We are in the process of planning recruitment trips to Korea and Japan in fall 2017. Toyo Gakuen in Japan has expressed interest in a Short Program with a language component. We facilitated a Short Program for them in 2017 in conjunction with the COB, but it did not have a language component. These students had relatively low levels in English so would benefit from English instruction.
- Plans are being made to visit several EducationUSA fairs and events in Japan and Korea to recruit both ELI, Academic and Short Program students.

RELATED ITEM LEVEL 1

**Expand our Bridge Program to increase ELI enrollment**

**Performance Objective Description:**

We currently have Bridge Programs for two cohorts, one from Huaiyin Normal University in China and one from Firat University in Turkey. These were our first Bridge students. We would like to:

1. Expand our Bridge Program to include independent students not currently in a cohort.
2. Include a Bridge or "Pathway" Program for graduate students.

RELATED ITEM LEVEL 2

**Expand our Bridge Program offerings to include independent students not currently in a cohort**

**KPI Description:**

Currently, the only Bridge students are part of a cohort. We would like to be able to admit students to other degree programs as independent study, not part of a cohort. Our goals:

- Start researching pro's and con's of having Bridge students.
- What are SEVIS requirements- Pathway Programs?
- Meet with different departments to find out if there is support for allowing students who have not passed TOEFL to take courses within their departments.

**Results Description:**

- We spoke to a SEVIS officer who explained the current requirements for a university to offer an official Bridge Program, or more accurately called a Pathway Program. We have to apply to SEVIS to add a Pathway Program to our program list. We need to be able to put Bridge or Pathway Program on student's I-20 if they are in a Bridge Program. We initiated this and are waiting results of our application as of July 2017.
- We cannot move forward with creating new Bridge Programs until we get approval from SEVIS.

RELATED ITEM LEVEL 3

**Expand our Bridge Program offerings to include independent students**

**Action Description:**

- Once we have our recertification with SEVIS, we will apply to be able to offer official Pathway Programs.
- Once we get approval, we will continue our efforts to extend the Bridge Program, to be called a Pathway Program, to non-cohort students. We fill this will be a niche market to increase our ELI enrollment.

RELATED ITEM LEVEL 2

**Include a Bridge or "Pathway" Program for graduate students**

**KPI Description:**

The Department of Computer Technology expressed their desire to have a Bridge Program for graduate students who had not yet made the required score on the TOEFL or IELTS. We will research other schools who offer Bridge Programs to graduate students and determine whether or not it is feasible to create a graduate Bridge Program.

**Results Description:**

- We researched numerous universities who have graduate Bridge Programs.
- We found that the required test scores and number of ELI classes vs Academic classes vary between institutions.
- We met with the Dean of Graduate Studies and he fully supports our efforts to create a Graduate Bridge Program. He wished to include other programs in addition to Computer Science. We were in the planning stages in spring 2017.

RELATED ITEM LEVEL 3

**Include a Bridge or "Pathway Program" for graduate students**

**Action Description:**

- Continue to meet with the dean of Graduate Studies to formulate a plan to create, then market and recruit students for the graduate Bridge Program.
- We spoke with a SEVIS Officer and will have to make application to SEVIS to be able to offer official Bridge Programs on our campus. We are in the process of doing this SU17.

RELATED ITEM LEVEL 1

**Offer Language and Culture Classes at the Woodlands Center**

**Performance Objective Description:**

Revisit negotiations with Lone Star College-Montgomery for permission to offer limited sessions of ELI courses at the Woodlands Center.

RELATED ITEM LEVEL 2

**Offer Language & Culture Classes at the Woodlands Center**

**KPI Description:**

Last year, we were unable to negotiate a completed agreement with LSC-Montgomery to be able to offer Language and Culture Classes at the Woodlands Center. We will initiate meetings with LSC-MC administration to continue discussion about our Language & Culture Classes. We would like to:

- Have completed negotiations and acquired permission to offer 4 classes each mid-term and in the summer by Spring 2017.
- Have a minimum of 4 students per class for the classes to make.

**Results Description:**

We were able to negotiate an agreement with LSC-MC to allow us to have 3 sessions of four classes per year offered at mid-term.

- We met our goal of offering classes in Spring 2017.
- We met our goal of having a minimum of 4 classes each session. We had 6 students in each class.
- We did not meet our goal of having a summer session as we determined there were not enough interested students to justify courses. We were also going through a reorganization of our ELI Program and finding enough instructors would have been a challenge.

RELATED ITEM LEVEL 3

**Offer Language and Culture Classes at the Woodlands Center**

**Action Description:**

- For FY18, we plan to offer sessions in the fall and spring at mid-term. After consulting with community members and LSC-MC, it was determined that summer classes would be hard to fill.
- If we get permission from LSC-MC, we would like to change one of the courses, Education in the US, to a different topic that would be of interest to a wider range of students.

RELATED ITEM LEVEL 1

**Use social media to increase our ELI student enrollment**

**Performance Objective Description:**

ELI staff will use social media, mainly our ELI Facebook page, to generate interest in our ELI Program. This will include posting pictures, student profiles, and program highlights on the ELI website.

RELATED ITEM LEVEL 2

**Use our ELI Facebook page and ELI website to market the ELI program**

**KPI Description:**

Use social media to recruit students to our ELI Program.

- We will update our ELI facebook page on a regular basis using photos from our weekly Culture Café. We will post pictures from ELI events a minimum of 8 times per year.
- Update our ELI website with profiles of three new students from different countries each semester.

**Results Description:**

- The ELI instructors and staff administrator did an excellent job of posting pictures and updates of events on our ELI website. We exceeded the goal of posting 8 events a year.
- Posting 3 new student profiles each semester- we did not meet this goal in spring 2017. We went through a major reorganization and had to let our 2 FT instructors go and our ELI staff associate resigned. We were short handed and did not have the time to recruit new students and post their profiles.

RELATED ITEM LEVEL 3

**Use social media to increase our ELI student enrollment**

**Action Description:**

- We will continue to strive to meet the our goal of posting 8 new events and/or pictures from current events per year. Our ultimate goal is to post every week.
- We want to continue to work toward our goal of posting 3 new student profiles a semester.

**Provide a quality ELI Program that prepares students to matriculate**

**Goal Description:**

The goal of the ELI is to provide instruction that will help students master the reading, writing and oral communication skills needed to succeed in a postsecondary academic setting. Learning objectives will be clearly defined for each course and clearly outlined on each course syllabus. Mastery of these objectives will be measured by predetermined criteria for course assignments and course grades.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**Students will be able to read for comprehension**

**Learning Objective Description:**

Students will read for comprehension with a focus on interpretation of material and inferences, recognition and comprehension of idioms, analogies, synonyms, antonyms, and context clues for the acquisition of new vocabulary.

RELATED ITEM LEVEL 2

**Students will be able to read for comprehension**

**Indicator Description:**

Reading 5 is the last ELI Reading course needed for students to obtain a TOEFL waiver. For this reason, we want students to complete this course with a grade of B or better so that they are prepared for college level work.

Data will be collected from grades recorded in Blackboard for ELI 510: ESL Reading Level 5. The final course grade and number of students achieving this grade will be used as evidence of student learning.

**Criterion Description:**

The goal is for 75% of students to achieve grades of 80% or better.

**Findings Description:**

In the academic year August 2016-May 2017 yielded course grades ranging from 68% to 93% with 70% of all students scoring equal to or higher than 80%. We did not quite reach our goal of 75% of all students scoring equal to or higher than 80%.

RELATED ITEM LEVEL 3

**Students will read for comprehension**

**Action Description:**

We will again set our goal of 75% of all students scoring an 80% or higher in their Level 5 Reading course. We will review our learning objectives for the course to determine whether or not they coincide with the skill levels needed to succeed in college level coursework.

#### RELATED ITEM LEVEL 1

##### **Students will produce an MLA format research paper**

##### **Learning Objective Description:**

Students will use search strategies, note-taking, paraphrase, summary, and argumentation skills to produce a 5- to 10-page research paper in MLA format with appropriate bibliographic citations.

#### RELATED ITEM LEVEL 2

##### **Students will produce a 5-10 page research paper in MLA format**

##### **Indicator Description:**

Data will be collected from grades recorded in Blackboard for ELI 540: Guided Research. The final draft of the assigned research paper will be used as evidence of student learning.

##### **Criterion Description:**

The goal is for 80% of students to achieve grades of 80% or better on the final draft of their research paper.

##### **Findings Description:**

In the academic year August 2016-May 2017 grades for the final draft of the research paper ranged from 71% to 98%. Some 77% of the students achieved grades equal to or higher than 80%.

#### RELATED ITEM LEVEL 3

##### **Students will produce a 5-10 page research paper in MLA format**

##### **Action Description:**

We will set a more realistic goal of 75% of all students scoring an 80% or higher on the final draft of their research paper.

### **Update to Previous Cycle's Plan for Continuous Improvement Previous Cycle's Plan For Continuous Improvement (Do Not Modify):**

1. Grow enrollment of the ELI-competition is keen among Language Schools in the US and abroad. Since we no longer working with the agents that we had last year, agents are not going to be a significant source of students. We have got to develop innovative plans for recruiting ELI students.
2. Improve marketing communication with students on the databases and ones referred by StudyUSA. We face a constant challenge with limited time and personnel. We need to develop a better system for responding to inquiries and following up with them.
3. Create a Bridge Program- we have the possibility of serving student who are entering academic programs at SHSU as a cohort and have not passed the TOEFL. They need the last level of ELI and could take one or more courses within their major. We have already started planning the Bridge for next year.
4. Review Levels and placement test- we need to look at how the Accuplacer ESL scores students in Reading, Writing, and Listening and Speaking and our course placement.
5. Curriculum- reviewing our curriculum and test books is an ongoing task. There are always new publications and texts that can be considered.

### **Update of Progress to the Previous Cycle's PCI:**

1. Grow enrollment of the ELI- we did grow from 77 students last year to 106 students this year. Unfortunately, our numbers were not high enough to be able to continue employing 3 FT instructors. We had to reorganize and layoff two FT instructors. The ELI staff associate resigned. We are now running the program with PT time instructors and are in the process of hiring a PT staff associate to try and reduce our expenditures as we do not know if enrollment will grow or decrease.
2. Improve marketing communication with students on databases and ones referred by StudyUSA- we are still struggling with communicating with new students who have submitted inquiries through StudyUSA. I am making it a priority to develop a student managed system as we do not have the personnel to devote to regular online marketing. We are working in collaboration with EM to put new inquiries on Hobson's and they send out standardized updates to students.
3. Create a Bridge Program- We have formalized our Bridge Program and our requirements and admission processes. We currently have students from Firat University in Turkey and Huaiyin in China participating. Several of the Firat students were unable to obtain visas to come to the US.

4. Review levels and placement test- we did review the levels and learning outcomes and made some minor adjustments to the placement chart. The spread between levels and test scores needed slight adjustment.

5. Reviewing curriculum- we have met and discussed the current texts and curriculum. The instructors are happy with the current texts. Given the reorganization and low enrollment, revamping our curriculum or selecting new texts was not a high priority and we had recently changed texts.

## **PLAN FOR CONTINUOUS IMPROVEMENT**

### **Closing Summary:**

1. Develop at least one partnership with a foreign university to provide a customized Short Program

- The Short Program with Chinju University was deemed a success by students and Chinju administrators.
- Plans are now underway for the program for January 2018. Due to limitations on student scholarships, they will probably keep the enrollment at 15 students.
- We are in the process of planning recruitment trips to Korea and Japan in fall 2017. Toyo Gakuen in Japan has expressed interest in a Short Program with a language component. We facilitated a Short Program for them in 2017 in conjunction with the COB, but it did not have a language component. These students had relatively low levels in English so would benefit from English instruction.
- Plans are being made to visit several EducationUSA fairs and events in Japan and Korea to recruit both ELI, Academic and Short Program students.

2. Expand our Bridge Program enrollment

- Once we have our recertification with SEVIS, we will apply to be able to offer official Pathway Programs.
- Once we get approval, we will continue our efforts to extend the Bridge Program, to be called a Pathway Program, to non-cohort students. We fill this will be a niche market to increase our ELI enrollment.

3. Include a Bridge or "Pathway Program" for graduate students

- Continue to meet with the dean of Graduate Studies to formulate a plan to create, then market and recruit students for the graduate Bridge Program.
- We spoke with a SEVIS Officer and will have to make application to SEVIS to be able to offer official Bridge Programs on our campus. We are in the process of doing this SU17.

4. Offer Language and Culture Classes at the Woodlands Center

- For FY18, we plan to offer sessions in the fall and spring at mid-term. After consulting with community members and LSC-MC, it was determined that summer classes would be hard to fill.
- If we get permission from LSC-MC, we would like to change one of the courses, Education in the US, to a different topic that would be of interest to a wider range of students.

5. Students will produce a 5-10 page research paper in MLA format

- We will set a more realistic goal of 75% of all students scoring an 80% or higher on the final draft of their research paper.

6. Students will read for comprehension

- We will again set our goal of 75% of all students scoring an 80% or higher in their Level 5 Reading course. We will review our learning objectives for the course to determine whether or not they coincide with the skill levels needed to succeed in college level coursework.

7. Use social media to increase our ELI student enrollment

- We will continue to strive to meet the our goal of posting 8 new events and/or pictures from current events per year. Our ultimate goal is to post every week.
- We want to continue to work toward our goal of posting 3 new student profiles a semester.