Analysis Questions and Analysis Answers

For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

The University of Alabama (UA) English Language Institute (ELI) regularly assesses its programs and personnel via the following mechanisms:

- Administrative meetings: weekly
- Office meetings: weekly
- Program evaluations: 6 times per year
- Course/instructor evaluations: 6 times per year
- Student exit surveys: 3 times per year
- Faculty in-service meetings: 2 times per year
- Performance review of faculty & staff: 1 time per year

Based on the results of constant assessment that takes place at the ELI via the above mechanisms, the following changes have been made to the ELI’s Intensive English Program over the past three years:

- The addition of elective classes to the curriculum for advanced-level students
  - PROMPT: The addition of these elective classes was prompted by (a) interest expressed by students via program evaluations, and (b) needs-based assessment done by the Curriculum Committee.
  - IMPACT: ELI students at advanced levels now are able to choose content-based courses which help to prepare them for university coursework.

- The installation of media technology in ELI-controlled classrooms
  - PROMPT: ELI students (and teachers) constantly requested that more up-to-date means of delivering instruction be used.
  - IMPACT: Students now can receive instruction via technology current means.

- The addition of a Pre-Level 1 courses for students with extremely low English proficiency
  - PROMPT: Increasing numbers of true beginning-level students have been enrolling in the ELI over the last two years. Results from the ELI Placement Exam, administered at the start of each session, have shown that these students are too low for existing Level 1 courses; therefore, Pre-Level 1 courses have been created.
  - IMPACT: Pre-Level 1 students have received instruction at the appropriate proficiency level and, as a result, have by and large been deemed ready for Level 1 instruction at the end of their Pre-Level 1 courses.

Mission / Purpose

The mission of the University of Alabama English Language Institute (ELI), which was established in 1982, is to provide top quality instruction in English as a second language (ESL) and orientation in US culture to international students who are nonnative speakers of English. Through its array of internal and external programs, including the Intensive English Program, the International Teaching Assistant Program, the Academic Support Program, and various external group programs, the ELI seeks to accomplish the following specific goals:

- To teach English as a second language (ESL) to students enrolled in ELI programs;
- To provide students with the cultural knowledge and awareness which they will need to function satisfactorily, both academically and socially, in the United States;
- To prepare students who are studying ESL for academic purposes with the academic skills and strategies which will help them to be successful in their undergraduate or graduate studies;
- To provide appropriate ESL instruction for matriculated international students at UA who participate in the ELI’s Academic Support Program;
- To ensure that international students who serve as graduate teaching assistants and provide undergraduate instruction at UA have adequate proficiency in English and sufficient knowledge of US culture to work effectively with undergraduate students;
- To inform students enrolled in ELI programs about options and opportunities for academic study at The University of Alabama and encourage them to consider applying for admission;
- To recruit international students to the UA campus for the benefit of providing cross-cultural encounters and international education opportunities for both American and international students;
- To serve as a resource for
international education to the faculty, staff, and students of The University of Alabama; and, • To encourage students, as citizens of the world, to learn to respect and appreciate countries and cultures different from their own and therefore play a role in promoting peace and understanding in the world.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 1: Effective ESL instruction
Effective ESL instruction to students enrolled in the Intensive English Program (IEP)

Connected Document
English Language Institute Timetable

Related Measures

M 1: Students’ advancement in English proficiency
Advancement in English proficiency of IEP students
Source of Evidence: Benchmarking

Connected Document
English Language Institute Timetable

Target:
No target established.

M 2: Percentage of IEP students enrolling in degree programs
Percentage of IEP students enrolling in UA degree programs
Source of Evidence: Benchmarking

Connected Document
English Language Institute Timetable

Target:
Percentage of conditionally admitted students meeting UA’s English proficiency requirement

M 3: Level of student satisfaction
Level of student satisfaction with program of study
Source of Evidence: Benchmarking

Connected Document
English Language Institute Timetable

Target:
Level of satisfaction as indicated on ELI program evaluations

OthOtcm 2: Successful recruitment of international students
Successful recruitment of international students

Connected Document
English Language Institute Timetable

Related Measures

M 4: Sufficient ELI enrollment
Sufficient ELI enrollment for maintaining budget requirements
Source of Evidence: Benchmarking

Connected Document
English Language Institute Timetable

Target:
Level of increase or decrease in IEP enrollment

M 5: Diverse nationalities among enrolled IEP students
Diverse nationalities among enrolled IEP students
Source of Evidence: Existing data

Connected Document
English Language Institute Timetable

Target:
Diversity of IEP enrollment

OthOtcm 3: Effective training and evaluation of international teaching assistants
Effective training and evaluation of international teaching assistants at UA via the International Teaching Assistant Program (ITAP)

Connected Document
English Language Institute Timetable

Related Measures

M 6: Percentage of ITAP participants who are approved to teach
Percentage of ITAP participants who are approved to teach
Source of Evidence: Benchmarking

Connected Document
English Language Institute Timetable

Target:
Examination of ITAP evaluations during 2012/13

M 7: Results of class/teacher observations
Results of class/teacher observations
Source of Evidence: Evaluations
Related Measures

Target:
No target established.

Cooperative joint ventures between the ELI and other departments
Cooperative joint ventures between the ELI and other departments/units at The University of Alabama

Connected Document
English Language Institute Timetable

Target:
No target established.

M 8: Administration of the English + Business Program
Administration of the English + Business Program with the UA College of Commerce & Business Administration
Source of Evidence: Administrative measure - other
Related Measures

Target:
Sufficient participation from C&BA faculty members

M 9: Administration of the English Teacher Enhancement Workshop
Administration of the Summer Institute for English Teachers with the UA College of Education, Office of International Programs
Source of Evidence: Administrative measure - other
Related Measures

Target:
No target established.
Mission / Purpose

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Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtn 1: Effective ESL instruction
Effective ESL instruction to students enrolled in the Intensive English Program (IEP)

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English Language Institute Timetable

Related Measures

M 1: Students' advancement in English proficiency
Advancement in English proficiency of IEP students

Source of Evidence: Benchmarking

Connected Document
English Language Institute Timetable

Target:
Pass/fail rates for ESL classes.

Finding (2012-2013) - Target: Met
The percentage of IEP (Intensive English Program) students who passed their classes during the six ELI sessions during 2012/13 averaged 75%. While we will continue to strive for a higher rate of success, we conclude from this rate of success that ESL instruction at the ELI is sufficiently effective.

M 2: Percentage of IEP students enrolling in degree programs
Percentage of IEP students enrolling in UA degree programs

Source of Evidence: Benchmarking

Connected Document
English Language Institute Timetable

Target:
Percentage of conditionally admitted students enrolled in the ELI meeting UA's English proficiency requirement

Finding (2012-2013) - Target: Met
There are four different points in the academic-year calendar at which conditionally admitted students enrolled in the ELI can demonstrate their readiness to begin academic coursework. An average of 32% of these students satisfied the English-proficiency requirement to begin their academic coursework over the 2012/13 academic year. We consider this finding an indication of successful ESL instruction in terms of students meeting their goals.

M 3: Level of student satisfaction
Level of student satisfaction with program of study

Source of Evidence: Benchmarking

Connected Document
English Language Institute Timetable

Target:
Level of satisfaction as indicated on ELI program evaluations

Finding (2012-2013) - Target: Met
As indicated on formal Program Evaluation questionnaires completed by students at the end of each session, the average level of satisfaction with the IEP Program of Study is 95%. This indicates that students are overwhelmingly satisfied with the ESL instruction which they receive in the ELI's Intensive English Program (IEP).
OthOtcn 2: Successful recruitment of international students
Successful recruitment of international students

Connected Document
English Language Institute Timetable

Related Measures

M 4: Sufficient ELI enrollment
Sufficient ELI enrollment for maintaining budget requirements
Source of Evidence: Benchmarking

Connected Document
English Language Institute Timetable

Target:
Level of increase or decrease in IEP enrollment

Finding (2012-2013) - Target: Met
The ELI’s IEP enrolled 1273 students during 2012/13, which was 10.6% higher than in 2011/12 and 27.6% higher than the previous academic year (2010/11). These enrollment figures are sufficient for the ELI and indicate successful recruitment of international students.

M 5: Diverse nationalities among enrolled IEP students
Diverse nationalities among enrolled IEP students
Source of Evidence: Existing data

Connected Document
English Language Institute Timetable

Target:
Diversity of IEP enrollment, with no single nationality comprising more than 25% of IEP enrollments

Finding (2012-2013) - Target: Not Met
IEP enrollment during 2012/13 was not sufficiently diverse, as 70% of students came from just two countries, China (36%) and Saudi Arabia (34%). Moreover, the top five countries of enrollment (China, Saudi Arabia, Japan, Colombia, and Korea) accounted for 91% of overall enrollment. Therefore, this measure was not met. An Action Plan for increasing diversity in the future will be developed and enacted.

OthOtcn 3: Effective training and evaluation of international teaching assistants
Effective training and evaluation of international teaching assistants at UA via the International Teaching Assistant Program (ITAP)

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English Language Institute Timetable

Related Measures

M 6: Percentage of ITAP participants who are approved to teach
Percentage of ITAP participants who are approved to teach
Source of Evidence: Benchmarking

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English Language Institute Timetable

Target:
Examination of ITAP evaluations during 2012/13

Finding (2012-2013) - Target: Met
Of ITAs who participated in the International Teaching Assistant Program (ITAP) during 2012/13, 72.5% were approved to teach at either the FULL PASS or the CONDITIONAL PASS level. From the ELI's point of view, this outcome was achieved, as those who were qualified to teach were approved, and those who were not ready for the classroom were not approved.

M 7: Results of class/teacher observations
Results of class/teacher observations
Source of Evidence: Evaluations

Connected Document
English Language Institute Timetable

Target:
Percentage of satisfactory follow-up observations of ITAs approved to teach

Finding (2012-2013) - Target: Met
During the 2012/13 academic year, 100% of the classroom follow-up observations were satisfactory, meaning that all ITAs who were approved to teach and who were given teaching assignments were performing satisfactorily.

OthOtcn 4: Cooperative joint ventures between the ELI and other departments
Cooperative joint ventures between the ELI and other departments/units at The University of Alabama

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Related Measures

M 8: Administration of the English + Business Program
Administration of the English + Business Program with the UA College of Commerce & Business Administration
Source of Evidence: Administrative measure - other
Target:
Sufficient participation from C&BA faculty members

Finding (2012-2013) - Target: Met
Each time the English + Business Program has been offered, a sufficient number of C&BA professors have volunteered to present lectures. This program has been very successful in terms of cooperation between the ELI and C&BA.

M 9: Administration of the English Teacher Enhancement Workshop
Administration of the Summer Institute for English Teachers with the UA College of Education, Office of International Programs

Source of Evidence: Administrative measure - other

Target:
No target established.

Finding (2012-2013) - Target: Not Reported This Cycle
While faculty from the UA College of Education were willing to teach in this workshop, no students ever enrolled. Therefore, there is no applicable data to report. Due to a lack of interest from potential students, the workshop has been discontinued.
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Source of Evidence: Administrative measure - other
### III. Timetable: What Assessment Measures Will Be Administered When for Each Expected Outcome

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<td>ESL Instruction</td>
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<td>- Summer 1 IEP advancement - Level of student satisfaction - Sufficient enrollment - Diversity of enrollment</td>
<td>- Sufficient enrollment - Teaching approval for ITAP participants - Results of ITAP class/ teacher evaluations</td>
<td>- Administration of English Teacher Enhancement Program</td>
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<td>August</td>
<td>- Summer 2 IEP advancement</td>
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- IEP: Individual Education Program