

# READING/EAP/WRITING/STUDY SKILLS PROGRAM REVIEW

2007-2008

Department Abbreviations: READ, EAP, WRIT, STSK

Recorder: Laura Funke

Date: 2/29/2008

Participants in the Program Review Process: Laura Funke, Laurel Watt

*Please answer each question and give justification and explanation for your response. Also indicate any proposed changes that your review has prompted within each category. Resources for responding to questions are located in J:\Program Review\FY2008/~Information/Where to look for information.doc.*

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## Alignment:

- Review your department's mission, vision, goal, intent, content, and completer statements. Records show that the statement for incomplete. A fill-in-form ' Mission Vision Goals Form.doc ' is located in J:\Program Review\FY2008. Updated statements should be saved to J:\Program Review\FY08\Reading\EAP\Writing\Study Skills\.
- To what degree do your department statements align with those of Inver Hills CC and MnSCU?

The EAP department's mission, vision, goals (no intent, content, or completer statements) have been completed and reviewed by EAP and English instructors. These statements align successfully with IHCC and MnSCU statements. In particular, we make college "accessible" (as stated in the MnSCU vision) to many first-generation underrepresented students. Our courses provide instruction in reading and writing which helps students to "contribute to a vital social and economic community" and which provides a "foundation for continued formal education" (as stated in the IHCC mission and vision).

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## Curriculum:

- Review your courses and offerings from other community colleges and area 4-year schools. Are your courses consistent with what is offered at the other schools? Do they represent lower division course work at the universities? Do they transfer as equivalent courses in the major? Do they fulfill general education requirements? Or do they only count as electives? If some schools do not count a course toward the major or as an equivalent and you think it should be counted, please contact the transfer specialist at that school and pursue changing the designation.

Compared to comparably-sized community, technical, or combined community-technical colleges in the metro area, we serve fewer students and have fewer course offerings. In terms of FYE, comparable colleges include St. Paul College, Hennepin Tech, Normandale CC, North Hennepin CC, and DCTC. However, IHCC's percent of students of color (16%) is significantly smaller than those institutions compared to SPC (43%), HTC (23%) Normandale (22%), and NHCC (26%). Only DCTC is smaller (12%). Hopefully, with new recruiting and retention initiatives on campus, more students of color, including ELLs will enroll at IHCC, and if that happens, I would expect to see an increase in the number of students needing EAP coursework.

IHCC is unique among ALL MnSCU institutions in that it allows students to take college-level courses concurrently with ESL courses. No other institutions have an EAP Learning Community which pairs EAP and college-level courses. This is innovative in MnSCU.

Currently, IHCC serves approximately 50 EAP students per year. According to EAP/ESL instructors at those institutions, SPC serves approximately 300 students, HTC 90, NHCC 150, Normandale 150, and DCTC 25. All of those institutions, except DCTC, have significantly more offerings of courses for ELLs. Compared to IHCC's 2 levels of reading writing courses, all of them

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have 3-4 levels of available EAP/ESL courses in reading, writing, and grammar, and all, including DCTC, offer listening/speaking courses, which IHCC doesn't have. If there is an increase in enrollment of ELLs at IHCC, I would expect to see a need for additional offerings of our current courses as well as development of curriculum in the area of speaking/listening/pronunciation.

At most all MnSCU 2-year colleges, EAP/ESL courses are either equivalent to developmental courses (as is the case at IHCC), or EAP students take developmental reading and writing after completing EAP/ESL courses. However, North Hennepin CC is the only institution which has one level of ESL courses which are college-level (comparable to English 1108 and Reading 1100 at IHCC); at all other institutions, EAP courses do not transfer or provide college credit for completion. A few institutions, such as St. Paul College, have elective ESL courses in addition to their regular ESL curriculum. Elective courses might be a consideration for curriculum development at IHCC, especially in the area of listening/speaking.

IHCC is consistent with other MnSCU institutions in its use of the Accuplacer placement test for ELLs. EAP instructors are working with other MnSCU institutions to align background questions to effectively branch students to the Accuplacer ESL reading test. Unlike many other institutions, we continue to use a writing sample as part of the placement test procedures.

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## Course Outlines:

- To what degree do all of your courses align with your department mission, vision, and goals?
- Is the course description still accurate?
- Review each outline to be certain all learning outcomes are measurable and use learning-centered verbs. Also, review semester indication to be certain it truly represents when the course is consistently offered. Try to avoid variable whenever possible. For example, it is fine to indicate that a course is offered every other fall.
- Discuss any listed prerequisites – are they necessary, is recommended a better term, if there isn't one listed should there be, etc.?
- Review the MnTC goal(s) and competencies listed for each course. Discuss how the competencies are a major part of the course and how faculty teach and assess each competency.

Three EAP courses (EAP 90, EAP 99, and EAP 94) are currently offered regularly at IHCC. All of these courses align with the department mission, vision, and goals. The course descriptions and outlines for those courses were reviewed and updated last year and approved by Academic Council. They have clear and accurate topics, learning outcomes, outcome measures, and prerequisite language. None of the courses meets MnTC goals.

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## Course Syllabi:

- A syllabus should be an accurate reflection of the common course outline allowing for individual faculty discretion for teaching methods, class procedures, assignments, and grading policy. Review individual syllabi for each course.
- Does each section list the learning outcomes the same as on the course outline? Are the assessment methods consistent with the course outline? Are the MnTC competencies listed on the syllabus as additional outcomes, if they are not already part of the course outcomes? Does the syllabus accurately reflect the course outline?

Only two instructors, Laura Funke and Laurel Watt, consistently teach these courses. Their syllabi for EAP 90, 99, and 94 have been reviewed for consistency with course outlines. All syllabi

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accurately reflect the course outlines in terms of learning outcomes, assessment methods, and topics covered.

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## Articulation:

- List any articulation agreements your department has. When was each last reviewed? If it has been longer than five years, please negotiate updated agreements using the new standardized form (see Anne Johnson).
- Does your department have a pre-major track for the AA degree? If not, please consider developing a sequence of courses (10-20 credits) that an Inver Hills CC student should take in order to transfer into the major at a 4-year school at the junior level.

Because all EAP courses are below college-level, we have no articulation agreements with other institutions.

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## Internal Partnerships:

- Describe academic partnerships your department has with other departments on campus with emphasis on courses required in your program from another department and vice versa. Are there any concerns from either department concerning this coursework or student academic achievement within these courses?

Because EAP courses at IHCC are equivalent to Read 90, Read 94, and English 99, they share prerequisite language with those departments. For example, English 1108 lists either English 99 or EAP 99 as a prerequisite. Therefore, EAP instructors work closely with those departments when they or we have any changes to curriculum. Since EAP is not its own department or program, Laura Funke is technically a member of the English department and Laurel Watt is a member of the Reading department; therefore, in addition to EAP courses, we both teach courses in those departments. Laura Funke provides EAP expertise and guidance to English instructors who have ELLs in their courses. This year's English department SAAP project is to assess academic achievement and assessment of ELLs in English courses to address concerns of English faculty about ELLs in those courses.

EAP instructors also have strong partnerships with other departments and services on campus, including LCOM initiatives, ABE programs, multicultural student affairs, counseling, and the Writing Center. For instance, Laura Funke will be providing ESL training to tutors who work with ELLs beginning this semester and continuing into next year.

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## Enrollment:

- Examine the past three year enrollment trend in all courses and sections. Look at faculty/student ratio. Evaluate composition of students by gender, racial-ethnic background, and disabilities. Make any recommendations concerning scheduling for the next few years.

Prior to 2005, when the EAP program was established, there were very limited options for ESL coursework. From 2000-2004, there were only two courses in the curriculum: a one-credit Grammar for ESL Students course, and a course for tutors of ESL students.

Since Fall of 2005, the heart of the EAP program has been the EAP Learning Community, a one-year series of courses which includes EAP 90 in the fall, and EAP 94 and 99 in the spring, paired with some college level courses such as sociology or communications. In the three years, we have worked hard to maintain the students from fall to spring, with some success. 2005-2006 there were 20 students in the fall and 14 in the spring (70% maintained); 2006-2007, 16 in fall and 13 in spring

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(80% maintained); 2007-2008, 20 in the fall and 12 in the spring (60% maintained). We continue to explore ways to encourage those students to stay, such as offering the fall and spring college courses in different MnTC goal areas. Overall, however, these LCOM students have been retained at the college in much higher numbers than non-LCOM students.

There are two stand alone courses offered outside the EAP LCOM. EAP 90 is offered spring semester, and numbers have stayed strong (Sp 06-9 students, Sp 07- 13 students, and Sp 08-16 students). Starting in Fall 07, a night section of EAP 90 has been offered, with low enrollments (F 07- 8 students, Fall 08- 7 students).

We would like to see enrollments in both the EAP LCOM and the stand alone courses grow. We would also like to see the possibility of offering some stand alone sections of EAP 99. In addition, we would like to more regularly offer the course Grammar for ESL Tutors so that ESL tutors have more in-depth training in how to assist ELLs with their grammar.

The composition of students varies from semester to semester. In 2007-2008, of the 20 students in the LCOM, 13 were from Africa (Somalia, Ethiopia, Eritrea), 5 were from Asia (Hmong, Cambodia, Phillipines, and Vietnam), 1 from Russia, and 1 born in the US but raised in a Hispanic community. Of those 20, 14 were male and 6 female. They also vary in the amount of time spent in the US, from 6-8 years to less than a year. No student since 2005 has mentioned a disability; this may be due to cultural stigmas attached to the idea or lack of information about what a disability is and how it affects one's education. We will continue to educate this population about disability services and encourage students to be evaluated if they or we have concerns about a possible disability.

At this time, we have no recommendations for scheduling except offering a section per year of "ESL Grammar for Tutors." With new initiatives on campus to increase numbers of underrepresented students, we anticipate needing to add sections of EAP 90 or EAP 99 in the next few years.

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## Completers:

- Review Occupational employment statistics for graduates or transfers within your program.

Not applicable to this program. EAP courses do not transfer.

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## Cost Analysis:

- Evaluate program cost within Inver Hills CC and across MnSCU. If your program is above the mean, what factors influenced it? What possible ways are there to reduce cost and maintain the standards student learning? What are the areas of campus function below the mean that might offset the cost? Review department budget and expenditures for the past three years. Devise a three year plan for equipment and supply purchasing.

There is no MnSCU-wide comparable data regarding ESL/EAP courses at this time. ESL/EAP courses are lumped together with English.

There are only two years of data available about the Average Instructor Credit Hours for the EAP program. In FY 2006, there were 5 sections of EAP courses offered with 57 seats filled, averaging 77 Instructor Credit Hours. In FY 2007, there were 5 sections offered with 60 seats filled, averaging 49 Instructor Credit Hours. Both of these Fiscal Years seem are below average for the institution (62 Instructor Credit Hours) in terms of fiscal cost because of the smaller class sizes in the department as well as low seat fill rates (50-60%).

In terms of overall instructional costs, this program is also high. In FY 2006, the cost of EAP courses was 8,640, the highest in the institution. In FY 2007, the cost of EAP courses was 6,817 (just

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slightly lower than a few other programs, including nursing, German, and Chinese). EAP coursework is expensive for the institution because of the small class sizes and relatively low fill rates for some sections.

To reduce costs, we would like to see an increase in the total number of seats filled in our courses, especially the non-LCOM night and morning sections of EAP 90. The current initiatives for recruiting and retaining underrepresented students should have a positive impact on increasing fill rates for EAP courses.

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## Student Learning:

- Review past SAAP forms. Examine failure/withdrawal rates for all courses. Review internship agreements. Examine level of success student have upon transfer from your program.

Laura Funke's SAAP forms in 2005 and 2006 related to English department content. However, her SAAP project this year related to EAP courses and improving EAP students' ability to edit their writing to reduce the number of grammatical errors. In addition, the English department's SAAP form this year focused on checking English 99 final exams for consistency and accuracy in grading ESL students. Therefore, we are trying to reach out to other departments who have partnerships with EAP to address their concerns about working with that population.

Laurel Watt's SAAP forms over the past few years related to Reading department goals.

Regarding failure and withdraw rates for EAP courses, Laura Funke's and Laurel Watt's courses were reviewed from Fall 2005 to Fall 2007. Of 124 seats filled in various courses, 95 students were successful, getting As, Bs or Cs, which is 76% of the total. 12 students (10%) were unsuccessful, getting Ds or NCs. 17 students (14%) withdrew. We are satisfied with the percentage of successful completers in EAP courses but we will continue to work hard to address the needs of students who are struggling to succeed in our courses.

We requested a small amount of data regarding our students' success in English 1108, once they have completed EAP 99. We wanted to know if students are prepared for the challenges of English 1108 once they have completed our writing courses. Of 8 students who took English 1108 in Fall 2006 after completing EAP 99 in Spring of 2006, 7 were successful. Though that is a small sample, we are fairly sure that our courses are adequately preparing students for future college coursework. We will continue to request data on students' success rates in their subsequent writing courses as well as other gen ed and major courses to ensure that students are adequately prepared once they have completed our coursework. We also plan to investigate ways to continue to support EAP students once they have completed EAP coursework (see Goals section below).

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## Student Feedback on Teaching and Learning:

- All students are surveyed annually. Special groups of students are asked to complete additional surveys. Review the survey findings. Where Inver Hills CC performs significantly better than the national average, indicate what your department has done to foster these attitudes. Where Inver Hills CC performs significantly worse than the national average, indicate what your department can do to close the gap.

After examining the Student Satisfaction Inventory results of institutional strengths and challenges from 6/2006, we believe that EAP instructors and program have contributed to some of the strengths. In particular, we work hard to be available to students for help before, during, after and outside of class time. For example, Laura Funke holds office hours in the Writing Center once a week because she recognized that students often go there to do their homework between classes. We also contributed to making it "an enjoyable experience to be a student on this campus" and help

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students to "feel welcome on this campus." We do this by having various social opportunities for Learning Community students outside of class time, such as end-of-semester parties. We also encourage students to participate in on-campus clubs to increase their social outreach because we know that they are more likely to stay on campus if they have stronger connections to the college community.

There are also some challenges mentioned on the survey that we are trying to address. Students aren't satisfied with the amount of feedback they are getting from instructors about their progress in classes. To address this, EAP faculty use mid-semester reports, e-mail, and D2L to communicate progress to students on a weekly and monthly basis. Student work is evaluated weekly and instructors frequently use office hours and time on Student Success Day to schedule grading conferences. Students also show dissatisfaction with the availability of classes at convenient times. We try to address this by offering EAP classes as a package within a learning community so that students are able to take a full load of courses between 9-1 M-Th. This allows them to work in the afternoons. We also purposefully chose to avoid classes on Friday afternoons to accommodate Muslim students who have religious services on Fridays. We are also offering a night section of EAP 90 each fall as requested by counselors. We would like to see the night courses fill more successfully.

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## Resources:

- Review library holdings for your department.
- Review the web site, catalog, faculty web sites, and promotional material for your department. If any errors are found, notify your dean. Supply the URLs for websites.

We are content with the library's holdings specific to the needs of EAP students.

We reviewed the website, catalog, and promotional materials with regard to EAP courses, and everything is accurate at this time.

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## Faculty:

- List faculty members, full-time and adjunct, and their academic profiles, including strengths and areas of expertise. What are the faculty development needs for your department?

Laura Funke is a full-time faculty member with an M.A. in Teaching English to Speakers of Other Languages (TESOL) from Mankato State University. She is actively involved in the state organization of ESL teachers, MinneTESOL, serving as vice-president this year and president next year. Her area of expertise is second language writing.

Laurel Watt is a full-time faculty member with an M.A. in Adult Education with an emphasis in Adult Literacy and additional graduate work in English as a Second Language. She currently serves as president of the Minnesota Association for Developmental Education (MNADE).

We have no faculty development needs for our department at this time beyond pursuing our individual goals for faculty professional development.

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## Goals:

- Define your departmental goals for the next three years.

The goals of the EAP program are as follows:

1) Identify ways to work with other service areas on campus to increase the number of non-native speakers or immigrant students on campus. Continue to monitor the number of ELLs being served on campus and adjust number and type of course offerings made available to those students.

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2) Identify ways to provide academic or language support to EAP students in their second year on campus, once they have completed EAP coursework. Possible methods include encouraging 1108 learning communities for second year students or offering Structured Learning Assistance in courses which are highly populated with EAP students.

3) Continue to establish stronger connections with Adult Basic Education programs which serve ELLs. Laura Funke received a \$5000 Award for Excellence grant to work with ABE/ESL teachers to write curriculum for a "Transition to College" ABE course to be held at IHCC. We will monitor the success of this course in terms of how many students make the transition to attending IHCC (or other post-secondary institutions).

4) Establish stronger connections with ESL teachers and their students in the high schools by working with admissions counselors to do more high school outreach. Investigate the possibility of holding a summer EAP program for high school students in summer of 2009 or 2010.

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Attachments:

**Program:** EAP

**Recorder:** Laura Funke

Date: 2/28/2008

**Participants:** Laura Funke, Laurel Watt

**Mission:** The mission of the EAP coursework at IHCC is to prepare English Language Learners with the reading and writing skills they need to be successful in their current and future coursework as well as their personal and professional life.

**Vision:** Our vision is to continue to participate in MnSCU-wide EAP-related programs and events, to stay updated about new initiatives and opportunities in the field, to develop coursework which best fits the needs of current and future students, and to continue to engage in campus-wide programs serving English Language Learners.

**Goals:**

- 1) Identify ways to work with other service areas on campus to increase the number of non-native speakers or immigrant students on campus.
- 2) Identify ways to provide academic or language support to EAP students in their second year on campus, once they have completed EAP coursework.
- 3) Continue to establish stronger connections with Adult Basic Education programs which serve ELLs.
- 4) Establish stronger connections with ESL teachers and their students in the high schools. Investigate the possibility of holding a summer EAP program for high school students.

**Intent:** n/a

**Content:** n/a

## PROGRAM MISSION, VISION, AND GOAL STATEMENTS

**Program completers should qualify for or accomplish** n/a