

**EMORY UNIVERSITY**  
**2016-2017 Assessment Report for Administrative and Educational Support Units**  
**Assessment Period Covered: September 1, 2016-August 31, 2017**

Unit: Emory College Office for Undergraduate Education English as a Second Language Program	Date Submitted:
Contact Person: Jane O'Connor	Email address: <a href="mailto:jcoconn@emory.edu">jcoconn@emory.edu</a>

**MISSION STATEMENT**

Academic Support Programs seek to develop, implement, and evaluate supplementary resources that engage students more fully in their learning experiences in Emory College of Arts and Sciences (ECAS) and provide appropriate levels of support for them to achieve their academic goals.

**Supports School/Division Strategic Goals:**

The Office for Undergraduate Education (OUE) promotes the academic development of Emory College of Arts and Sciences (ECAS) students from matriculation to graduation. The Office oversees distinctive college-wide academic programs and services to foster educational excellence and the collective growth and development of a community of scholars. The Office supports the faculty in the creation of a vibrant liberal arts curriculum and in upholding the academic and ethical standards of the University.

**Supports University Strategic Goals:**

Emory enrolls the best and the brightest undergraduate and graduate students and provides exemplary support for them to achieve success. Emory will attract smart, curious, creative, and socially engaged students who will become lifelong learners and responsible citizens. We will prepare students who are fully engaged and literate as citizens of the twenty-first century.

Emory's social and physical environment enriches the intellectual work and lives of faculty, students, and staff. Our environment will promote and celebrate diversity, build supportive infrastructure and spaces, provide competitive compensation programs, support interdisciplinary and collaborative activities, and nurture respect and accountability.

## **OUTCOME #1: Research services and programs for students with ESL needs at peer institutions.**

<p><b>Method 1:</b> Research services for students with ESL needs at University of Chicago, Vanderbilt, Washington University, Duke, Carnegie Mellon, Rice, Cornell, University of Pennsylvania, Stanford, Boston University</p> <p><b>Method 2:</b> Determine which programs and services align with our current services and which could inform the further development and enhancement of the ECAS ESL Program.</p>	<p><b>Achievement Target 1:</b> Create a report that identifies similarities and differences.</p> <p><b>Achievement Target 2:</b> The report makes recommendations for the future structure of the ESL Program.</p>
--	---

### **Achievement Target 1**

Research conducted over the past year showed both similarities and differences between the student-facing second language services, courses, and resources provided by the ESL Program in Emory College of Arts and Sciences (ECAS) which works through the Office for Undergraduate Education (OUE) to serve Emory College students and comparable ESL Programs at select peer institutions.

The ECAS ESL Program provides support to ECAS students in the following ways:

- English placement testing - *Emory English Assessment (EEA)*
  - All international ECAS students tested (incoming first-years and transfers)
    - Exemptions granted for: primary English speakers/writers; students with AP/IB credit exempting them from taking a first year writing class
  - Assessment type: An in-person timed writing assessment which provides students with a detailed prompt and asks them to respond to it within 30 minutes.
  - Scoring: Scoring rubric review and norming activity takes place prior to scoring session; each test is scored holistically by two EEA proctors on a 5-point scale (ESL Program staff, trained graduate assistants); if there is a 1.5 or more difference between two scores, the test is scored by a third proctor; the average of the scores is the final placement score; students scoring below 3.5 are invited to enroll in an ESL Program course, space permitting.
- For credit courses
  - 3-credit First Year Writing (FWRT) courses
  - 4-credit Continuing Writing (WRT) courses
  - 1-credit Communicative Grammar lab
  - 1-credit Directed Study and Directed Reading courses for individual students and ESL tutors
  - 3 credit Directed Study course for Tibetan monks
- One-on-one peer tutoring by appointment
  - Tutors trained in ESL pedagogies
  - Tutors offered continued professional development (for-credit course, formative assessment, nominations for competitive awards and fellowships)
- Conversation Partners Program (developed with Office of International Student Life)
  - Informal/conversational language practice with an assigned English speaking partner

Table 1. (below) Comparison of services offered by peer institutions and the ECAS ESL Program.

TABLE 1. ESL Support for Undergraduate Students

	ESL Placement Testing	For-credit courses	ESL Tutoring	Communication workshops	Intensive language course
<b>EMORY (ECAS)</b>	YES	YES (invited based on placement test score - three three-credit course options, one one-credit grammar lab required for ENG101)	YES	NO (in development)	NO
<b>BU</b>	YES	YES (required based on placement test score - one-to three-credit sequence depending on score)	YES (Writing Center peer tutoring for all courses incl. ESL courses; no ESL specialists)	YES	YES (not-for-credit full program of study)
<b>Cornell</b>	NO (for graduate students only)	YES (all 1.5-credit, pass/fail)	NO (ESL unit - graduate and professional students only)	YES	YES (not-for-credit individual courses)
<b>University of Chicago</b>	NO (Only for students who wish to take classes in the English Language Institute)	NO	MINIMAL (Writing Center - one ESL specialist avail. 2 hrs/wk)	YES	YES
<b>Vanderbilt</b>	NO (Only for students who wish to take classes in the English for Academics and Professionals program)	NO	YES (ESL unit - called one-to-one writing consultation)	YES	NO
<b>Washington University</b>	YES	YES (several optional courses between one and three credits; College Writing ESL course sequence required based on placement test score)	YES (ESL unit)	YES	YES
<b>Duke</b>	NO (for graduate students only)	YES (two .5 credit courses)	NO	NO (possibly in development)	NO
<b>Carnegie Mellon</b>	NO (for international graduate TAs only)	NO (for international graduate TAs only)	NO	YES	NO
<b>Rice</b>	NO	NO	NO	NO	YES (Supplementary communication skills program and full-time English intensive program)
<b>U Penn</b>	NO	YES (One course in the Critical Writing Program - "Global English")	NO	YES (mainly online)	YES (several full communication courses ranging from 2-7 wks)
<b>Stanford</b>	NO (for graduate students only)	YES (through the English for Foreign Students Program, mainly one-credit courses)	NO	YES	YES (several 4-6 wk courses ranging from language to culture)

Key learning from peer institution research:

- Ongoing communications courses and workshops available to undergraduate students:
  - **Almost all peer institutions offer ongoing communications learning opportunities that range from intensive courses of study to short individual courses and workshops. Most peer institutions have both types.** For example, the University of Chicago *English Language Institute* includes a summer and academic year courses in speaking, academic writing, and for TAs, as well as individualized instruction courses (min. five weeks), one-time training workshops, and English testing of students for advising purposes. On the other hand, Carnegie Mellon largely offers its more intensive services for graduate students only. For undergraduates, it provides a few ongoing workshop courses, but mainly a large number of one-time and drop-in offerings on topics ranging from “focus on grammar” and “email for academic purposes” to “exploring Pittsburgh.” The depth of engagement with second language students is the strength of the Chicago example, and the breadth of seminars offered is the strength of the Carnegie Mellon example.
- Intensive “pre-matriculation” language courses for incoming undergraduate students:
  - **The majority of peer institutions also offer not-for-credit summer or academic year intensive language courses designed for incoming (pre-college) or new (first or sophomore year) second language students.** These courses focus primarily on building communication skills with the purpose of improving performance in and adjustment to college or professional settings: writing (“academic and/or “in discipline”) conventions, mechanics, speaking/presenting conventions and mechanics, intercultural communication/interactions. Most peer institutions that have these courses offer them as summer intensives and have at least one academic year offering. Additionally, the language intensive courses are not credit-bearing at any of the peer institutions researched. Rather, they are promoted as a way for second language students to improve communication skills and cultural knowledge through a short, intensive course of study. For example, Washington University’s website describes its “English Advantage Program” as “serv[ing] students at an advanced level of English proficiency who aim to polish their language skills in order to transition more easily into an academic program in an English language environment.” Many peer institutions, such as Washington, Cornell, and Chicago, also offer specific tracks within their language intensive programs. Common tracks include those for: MBA students or other business professionals, law students, and academic scholars (focusing on academic language/communication), and international Teaching Assistants (TAs).
- Ways in which the ECAS ESL Program excels among its peer institutions:
  - **In the area “For credit courses” the ECAS ESL Program offers more robust options than almost all peer institutions.** For instance, Boston University is the only peer institution with a for-credit ESL course sequence that mirrors that of Emory. The difference between the two is that Boston requires its second language students with lower scores on the placement test to take and pass one or more of its ESL courses before continuing to an integrated First Year Writing (FWRT) course. All ESL-supported courses at Boston are pre-FWRT courses. They are designed as transitional courses to prepare students for the FWRT requirement. Boston does not offer continuing writing courses with ESL support. Emory’s ESL Program recommends students with lower scores on the Emory English Assessment to take ENG101 FWRT with ESL support, and if they accept, these students are also required to enroll in the one-credit co-requisite grammar lab ENG123 Communicative Grammar. Students are not

required to take the ESL Program course prior to or in lieu of an integrated FYW course. Since over 95% of students recommended to take ENG101 with ESL support accept the invitation to enroll, the ESL Program at Emory has not seen a need to require its second language FWRT course. For ENG221 and AMST201 – the Continuing Writing (WRT) courses offered by the ECAS ESL Program – students generally self-select and express an interest in registering themselves by contacting the ESL Program. A smaller population of students (primarily international transfers and a few Korean military returnees) take the placement test as sophomores or juniors and may be recommended to take an ESL-supported Continuing Writing class by the ESL Program.

- **In the area “ESL tutoring,” the ECAS ESL Program offers the most developed tutoring services of all peer institutions researched.** All the peer institutions, like Emory, use a peer tutoring model for undergraduate tutoring and a combination of peer and professional staff tutoring for graduate and professional students. The ESL Tutoring service within the ECAS ESL Program is unique among peer institutions in that it: **a)** provides a level of one-on-one consultation to undergraduates in ECAS that at most peer institutions is only provided for graduate and professional students; **b)** is a separate service with a programmatic budget and staff leadership to recruit and train 10-12 ESL specialist peer tutors and to grow the program into a *College Reading & Learning Association’s (CRLA) International Tutor Training Program* certified program with a mission and stated learning outcomes rather than providing only at-will tutoring; **c)** Offers new and continuing tutors a one-credit course in collaboration with the Emory Writing Center (EWC) on tutoring approaches and strategies. The availability of a larger number of trained peer tutors with an ESL pedagogical focus to support second language students in ECAS and the high level of training and professional development for peer tutors themselves are what sets the ECAS ESL Tutoring program apart from the offerings of the researched peer institutions. One offering by the University of Chicago *English Language Institute* that is not available through the ECAS ESL Program is “individualized instruction,” which is described as “a customized course for University of Chicago students and post-doctoral scholars for whom English is an additional language” in which “potential students must meet with one of [the] language pedagogy specialists to design their course” and “must commit to a regular time and day either weekly or biweekly” with a “five-session minimum.” For the undergraduate ECAS students served by the ECAS ESL Program, this customized instructional model would require instruction by ESL staff or trained graduate instructors rather than the undergraduate peer tutors who provide regular ESL Tutoring. For this reason, capacity issues could prevent an individualized service from being offered. The ESL Program does, however, offer Directed Study and Directed Reading opportunities for undergraduate students.

### **Achievement Target 2**

Based on the above research of peer institutions and analysis of the data found, the ECAS ESL Program staff have drafted the following recommendations for the future of the ECAS ESL Program in order to enhance the work that we already do. These recommendations are based on our assessment of the best practices of peer institutions studied with consideration for the specific structures and capacity of our ESL Program:

**Recommendation: Drawing from the intensive language course and workshop offerings of peer institutions, the ECAS ESL Program should design supplemental language instruction**

**opportunities for second language students in ECAS to further develop their academic and interpersonal English communication skills.**

- Tailoring this general recommendation to the ECAS context and institutional history of ESL programming: Over the last eight years, the ESL Program, in partnership with various other academic units, has offered several types of supplemental intensive language instruction. When making recommendations about future offerings, it is important to first review the institutional history of these various initiatives:
  - The ESL program (in partnership with Emory College Summer School) offered an intensive language and culture course for incoming international first year students Summer 2012, 2013, and 2014. Titled *Academics and Culture at Emory (ACE)*, this program was offered in partnership with the American Studies (AMST) program. It involved a four-week, three-credit course listed as AMST 212 in the course catalog. The course consisted of two 90-minute classes each morning: one taught by Associate Professor Dr. Catherine Nickerson (AMST/ENGL) that focused on AMST academic content; one taught by the Director of the ESL Program, Jane O'Connor, supporting the AMST lecture with English language instruction. In the afternoons, students attended sessions focusing on practical matters, such as getting a cell phone and accessing ECAS academic support. In the evening and on weekends, there were activities and field trips planned by Residence Life and time devoted to tutoring appointments. Despite a vigorous marketing campaign, enrollment numbers were low and diminished each year: 2012 - 15 students (3 credits); 2013 - 14 students (3 credits); 2014 - 10 students (not-for-credit to reduce cost). The program was discontinued after 2014.
  - Other summer classes that were offered but discontinued due to low enrollment despite ample, multi-faceted marketing to students both at Emory and in their home countries:

LING497R “Advanced Academic English Language Skills for Non-Native Speakers,” 6 credit hours – offered online 2008. Two students enrolled.

EDS 497R *College Preparation in Academic Writing for Non-Native Speakers*, 1 credit hour – offered online Summer 2010. Thirteen students enrolled.

PRECOL *College Preparation Institute for High School Students*, not-for-credit - Offered on site Summer 2013. Five students enrolled.

*TOEFL Prep Institute*. Offered on site Summer 2016. Zero students enrolled.

Based on this evidence, the ECAS ESL Program will not recommend implementing a language intensive summer course for international students, either online or on site. Past attempts have shown that a more flexible, less resource-intensive, and more diverse approach may be needed to serve the needs of second language ECAS students. In the section below, we make specific recommendations for a variety of new offerings to be implemented during the regular academic year.

- Select recommendations for supplemental language instruction opportunities for students in ECAS:
  1. Develop and implement communications workshops on topics of interest to first-year second-language international students based on their feedback on the EEA Exit Survey. *This recommendation is already in progress. Workshops are in development and will be offered starting Fall 2017. See SACS GOALS 2017-2018 “Outcome #3” for more information.*
  2. Design and offer a three-credit *Integrated Communicative Skills* course focused on oral communication (listening and speaking), and reading comprehension strategies. *This recommendation is already in progress. The course will be in development phase during the 2017-2018 academic year, with the first offering proposed for Fall 2018 or Spring 2019, upon ECAS Curriculum Committee approval.*
  3. Create a wider range of ESL tutoring opportunities, such as regular drop-in hours, online tutoring, and an individualized instruction or small group instruction model to ensure additional, focused, and long term support for multilingual ECAS. *This recommendation is already in progress. Online tutoring will be piloted Summer 2017. Drop-in tutoring, offered in the past, is considered for Fall 2017 and Spring 2018. Other models will be researched.*
  4. Secure a strong position for the ECAS ESL Program and ESL Tutoring in the planned ECAS Multi-Literacy Center. ECAS’s ESL Tutoring sets Emory apart from all the researched peer institutions. We therefore envision a central communications support and research space in which the ESL Program can take a leadership role and which integrates ESL pedagogical theories and methods into our broader Universal Design (UD) approach. *This recommendation is still in an exploratory phase, pending the development, approval, and funding of the proposed Emory Writing Program Multi-Literacy Center.*

**OUTCOME #2: Study best practices in ESL placement testing and summative assessments.**

<p><b>Method 1:</b> Research ESL placement testing and summative assessments of students with ESL needs at University of Chicago, Vanderbilt, Washington University, Duke, Carnegie Mellon, Rice, Cornell, University of Pennsylvania, Stanford, Boston University via school websites</p>	<p><b>Achievement Target 1:</b> Create and implement a new online system for ESL testing that replaces the current placement test EEA.</p>
<p><b>Method 2:</b> Make contact with peer institution ESL staff via outreach and networking at relevant ESL conferences.</p>	<p><b>Achievement Target 2:</b> Evaluate the new online testing system following its implementation during orientation.</p>

**Achievement Target 1**

As Table 1 (p. 3 of this report) shows, most of the peer institutions we researched do not conduct placement testing of incoming undergraduate students. TOEFL and other standardized tests serve as the guide for admissions, and beyond that ESL services or general writing services supplement students’ participation in integrated English and Writing courses. Of the two institutions that do conduct ESL placement testing for undergraduate students, Table 2 below shows their methods.

TABLE 2. ESL Placement Testing and Summative Assessments

	Who takes the test?	In-person or Online	Timed writing test	Reading component	ESL course placement based on test results?	Summative assessment at end of program participation?
<b>EMORY (ECAS)</b>	<b>All incoming international undergraduates (first-year and transfer)</b> <b>Exemptions: Native English speakers, students with English AP/IB credit</b>	<b>In-person (online starting Summer 2017)</b>	<b>YES</b>	<b>NO</b>	<b>YES (invited)</b>	<b>NO (no grade requirement for ESL - only the ECAS minimum grade of C to fulfill Writing Requirement applies)</b>
<b>Boston University</b>	All incoming undergraduates who submitted TOEFL or other language proficiency test scores as part of their application Exemptions: Transfer students with acceptable WR transfer credit from previous institution	Online	YES	YES	YES (required)	NO (passing grade required in each course in the assigned sequence before WR101 can be taken)
<b>Washington University</b>	Incoming undergraduates may be recommended or required to take the exam by admissions, the College Writing Program, the student's major program, an academic advisor, etc. due to their "English language status, standardized test scores, performance/interactions.	Online (ongoing) and in-person (twice a year)	YES	NO	YES (required)	NO (C- or higher grade required in each course in the assigned sequence before College Writing 1 can be taken)

Based on the very limited precedent of ESL placement testing among the peer institutions researched and the lack of summative assessment, the ECAS ESL Program was not able to gain much information through this research regarding best practices in testing, placement, and summative assessment. Therefore, the major outcome of the research was to take steps to convert the EEA to an online format; the EEA is thus being administered remotely through Canvas in Summer 2017. As this is a pilot, the test type will remain the same and scoring of tests will still follow the method discussed on page 2 of this report, with a team of staff and graduate assistant proctors reviewing the scoring rubric and conducting a norming activity before scoring online submissions. It was decided NOT to make any major changes to the test but to focus on the new implementation of the assessment. If this is successful, changes can be made summer 2018. The other major change of moving to an online format is that the test can be conducted in June and students advised and placed in classes in July; in the past, students would take the test in person during orientation. Benefits to this new approach include more time for analysis and scoring of the tests during the summer, and for advising of students during summer and orientation.

**Achievement Target 2**

The new process of coordinating, administering, and scoring the EEA will be evaluated at the end of Summer 2017 and any changes for improvement implemented as part of the SACS Outcomes for the 2017-2018 academic year.



**OUTCOME #3: Research theoretical and practice differences between ESL-specific classrooms and integrated classrooms**

<p><b>Method 1:</b> Read academic texts related to the research topic</p> <p><b>Method 2:</b> Research institutions that conduct ESL pedagogies in integrated classrooms.</p>	<p><b>Achievement Target 1:</b> Identify how students fare in classes that do and don't get tested during orientation, in addition to identifying how students fare that were encouraged by the ESL Program to take an ESL-supported class but decided not to take it.</p> <p><b>Achievement Target 2:</b> Review performances of specific students in continuing writing classes.</p>
---	--

Due to teaching and administrative work loads of the four staff members charged with this research, and changes in personnel within the ECAS ESL Program, this SACS goal was not completed.

While conducting this research would be beneficial for the big picture of ESL programming both here at Emory and in the broader field to which the ECAS ESL Program contributes, it will involve a deep level of enrollment data and student performance analysis going back 3-4 years in the ECAS ESL Program's history. We therefore recommend that the ESL Program implement a consistent data capturing and organizing process internally and research what data is available through the Registrar and Institutional Data units in order to begin gathering the data necessary to complete this research outcome in 3-4 years.

## 2017-2018 GOALS FOR EMORY COLLEGE ESL PROGRAM

**OUTCOME #1: Evaluate the new online testing system following its implementation during Summer 2017 and implement any needed changes to enhance the process.**

<p><b>Method 1:</b> Facilitate and analyze an evaluative group discussion about the process of coordinating, administering and scoring the online EEA with program team members (ESL Program staff, graduate assistants).</p> <p><b>Method 2:</b> Add questions evaluating students' experience of the test to the EEA Exit Survey taken by students immediately upon completion of the EEA and analyze the results.</p>	<p><b>Achievement Target 1:</b> Create a report that identifies the key strengths and challenges of the new online test based on program team and student feedback.</p> <p><b>Achievement Target 2:</b> Implement needed changes to the EEA before Summer 2018.</p>
--	---

**OUTCOME #2: Design, implement, and evaluate three new course offerings introduced by the ESL Program in Fall 2017 - 1) supplementary one-credit sidecar course for ENG221 students, 2) one-credit PACE201 transitional course designed for transfer students, and 3) one-credit Multi-Literacies Tutor Practicum ENG 202 for ESL and Emory Writing Center tutors.**

<p><b>Method 1:</b> Facilitate and analyze an evaluative group discussion among ESL Program staff instructors about the process of coordinating, designing and teaching the new courses.</p> <p><b>Method 2:</b> Create a protocol for a summative assessment and add it to the course evaluations completed by students at the end of the semester.</p>	<p><b>Achievement Target 1:</b> Create a report that evaluates the coordination, design, implementation, and student experience of the three new courses.</p> <p><b>Achievement Target 2:</b> Make recommendations for expanding, continuing, changing, or discontinuing the new course offerings.</p>
--	--

**OUTCOME #3: Design, implement, and evaluate community-engaged learning activities for second language students in ENG101 and ENG221.**

<p><b>Method 1:</b> Reflect on and evaluate the experiences of community engaged course design, coordination/logistics, and instruction.</p> <p><b>Method 2:</b> Create a protocol for a summative assessment and have students complete it at the end of the semester.</p>	<p><b>Achievement Target 1:</b> Create a report that evaluates the coordination, design, implementation, and student experience of the community engaged components of the courses.</p> <p><b>Achievement Target 2:</b> Make recommendations for expanding, continuing, changing, new community engaged learning courses.</p>
---	---

V. SUPPORTING DOCUMENTATION

Please remember to attach supporting documentation such as surveys, questionnaires, charts, tables, spreadsheets, and detailed descriptions of assessment findings. If you have questions about what should or should not be included with the report, please contact the Office of Institutional Research, Planning, and Effectiveness.

VI. REVIEW PROCESS

Please forward your 2016-2017 assessment report to the dean of your college/school or the vice president/vice provost of your administrative division for review and signature. This review will ensure that the information included in this report is accurate and that your unit is engaged in a systematic process of continuous improvement.

\_\_\_\_\_  
Dean/Vice President/Vice Provost

\_\_\_\_\_  
Date

VII. SUBMISSION OF REPORTS

Please email reports to David Jordan, Director of Institutional Effectiveness ([David.M.Jordan@emory.edu](mailto:David.M.Jordan@emory.edu)) by October 1, 2017.