Student Services
Departmental Goals and Assessment Plan
2012-2013

Department Name: International Student Services

Departmental Goals for 2012-2013

1. Demonstrate international student movement through the SLCC academic system.
   A. *Academic Cohort* Assess the performance and success of degree-seeking international (non-immigrant) students based on Accuplacer Reading scores and first semester courses.
   B. *English as a Second Language (ESL) Cohort* Assess the performance and success of international students in the School of Applied Technology (SAT) ESL program.

2. Guide a Comprehensive Plan for Health Insurance Enrollment for F-1 Students

3. Achieve a fully-staffed International Student Services Department
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Introduction

International students at Salt Lake Community College navigate through a unique landscape of opportunities and obstacles from application to graduation during their college experience. Their course is determined by the confluence of immigration regulations, Salt Lake Community College policies, the student's culture and language, and a variety of other factors. The potential for personal and institutional benefits are high for a successful international student.

The International Student Services Assessment for the 2012-2013 year highlights the basic elements of an international student's experience. We will look at institutional data from two student cohorts; those who began in fall 2009 and those beginning in fall 2010 from both the A) College major and B) ESL program. First we examined international student's initial semester at the college, including placement test scores and class registration. We then tracked their second semester retention and we ultimately delve into their overall retention rate and success at SLCC. The assessment concludes with an overview of the various next steps international students take when they complete their studies at Salt Lake Community College.

The intent of this assessment is to provide a preliminary understanding of an international student's experience at the college. International Student Services strives to provide each student with a quality educational and cultural experience in the United States using the resources available to the department. With this assessment and a deeper analysis of the factors that correlate with student success, we will begin to understand with empirical evidence the international student experience at the College.

English Language Proficiency

SLCC does not require a TOEFL or proof of English ability prior to acceptance to the college. Before registering for the classes available, all international students are required to take the Accuplacer Placement Test to demonstrate English proficiency. After placement testing the student returns to ISS with their results to meet with an international advisor and create their first semester course plan. Accuplacer results aid ISS staff in determining if the student will enter a college-major program (credit bearing) or the SAT clock-hour English as a Second Language program.

International student must also complete one or more orientation programs. If they arrive before the New International Student Orientation and want to register for classes as soon as possible, they take an on-line orientation   (The on-line option is only to prepare for class registration and is not a substitute for the International Student Orientation.) After the student has completed the Accuplacer and Orientation, he or she can then enroll in classes. If the student is in the college major program, they receive advising from International Student Services about which classes to take, but in most cases, they register themselves. The School of Applied Technology advisors register students in the ESL program. SAT students attend the SAT orientation.

In most cases, the student is learning how to navigate all of these requirements with limited English proficiency and lack of familiarity with the United States culture and education systems.

Throughout the student's time at Salt Lake Community College, ISS provides immigration advising, workshops and assists students in connecting with other resources on-campus. When an international student is absent from class or not performing academically, ISS is often contacted by faculty to provide additional outreach to the student. As a USCIS SEVIS requirement for clock hour programs, ISS monitors attendance rates for the SAT ESL students.

Even with the many supports provided by ISS, the attrition of international students is normal and occurs for a variety of reasons. These include: (1) transferring to another institution after graduating from SLCC, (2) transferring before graduating, (3) returning to their home country after graduating, (4) returning to their home country before graduating often for family or health reasons, (5) changing to a different status (usually through marriage to a U.S. citizen), or (6) losing their SEVIS student status based off on non-compliance with U.S. federal regulations. Each student enters Salt Lake Community College with a different goal. For some students, gaining English proficiency without earning a degree is the successful outcome they desire. For other students, gaining an education that will allow them to continue their studies in the U.S. equates with success.

College Priority: *Strategic Priority II,* **Improve Student Access & Success**

Assessment Objective: Part A - *Academic Cohort*: **Assess the success of degree-seeking international students.**

I. **Methodology:**

1. **Define cohorts:** The cohort for this assessment is international students whose first term of enrollment is either fall 2009 or fall 2010.

    The cohort was separated by; Part A: students in an academic program and Part B: students in the SAT ESL program.

2. **Outline academic cohort**: Banner student database reports were used to identify the names and student ID numbers of new international degree-seeking students. Seventy new students enrolled for fall 2009 and 65 new students enrolled for fall 2010, for a total of 135 students from 45 countries in this academic cohort.

3. **Identify each student's Accuplacer score:** The Banner SOATEST screen identified each student's Accuplacer scores. If scores were unavailable, Banner SHATRNS identified if transfer credits or an ACT score were used to waive the Accuplacer requirement. The Accuplacer scores and transfer credits determined the appropriate first semester course placement for each student. We referred to the Student Testing Center and Incoming Transcript Office guidelines to define appropriate course placement.

4. **Determine if students in the academic cohort took the Accuplacer recommended courses:** Banner SHACRSE was used to identify the actual courses taken by each student compared with their Accuplacer course placement.

    Additionally, we reviewed raw data to identify the classes taken among the students who did not follow the recommended courses (classes were divided into three main groups: Business courses, Math courses and Humanities/English courses.) A more comprehensive analysis of the classes taken compare against the recommended courses was conducted for the groups of students who did not take the Accuplacer recommended courses.

5. **Assess academic cohort first semester success:** We used Banner SHATERM to determine the first semester GPA.

6. **Assess academic cohort for second semester retention:** Banner SHACRSE identified the Fall cohort students who continued enrollment in the following Spring semester.

7. **Assess cohort graduation and transfer rate:** Banner SHADEGR identified the graduation rate of 135 students within the academic cohort. The student's hard copy file and electronic NOLIJ file identified their SEVIS transfer record.
    If a student did not graduate or transfer; their file indicated a return home or a termination of their SEVIS student status.

II. Findings:

1. **Define cohorts:**

Assessment Cohorts fall 2009 and fall 2010

Country	Number of Students	Percentage	Country	Number of Students	Percentage
South Korea	26	16.4%	Cambodia	1	0.6%
China	16	10.1%	Chile	1	0.6%
Qatar	9	5.7%	Costa Rica	1	0.6%
Brazil	8	5.0%	Denmark	1	0.6%
Vietnam	8	5.0%	El Salvador	1	0.6%
Japan	6	3.8%	French Polynesia	1	0.6%
India	6	3.8%	Indonesia	1	0.6%
Taiwan	6	3.8%	Iran	1	0.6%
Ghana	5	3.1%	Italy	1	0.6%
Nepal	5	3.1%	Ivory Coast	1	0.6%
Canada	4	2.5%	Jamaica	1	0.6%
Egypt	4	2.5%	Jordan	1	0.6%
Germany	4	2.5%	Kuwait	1	0.6%
Hong Kong	4	2.5%	Kyrgyzstan	1	0.6%
Turkey	4	2.5%	Mongolia	1	0.6%
United Kingdom	4	2.5%	Paraguay	1	0.6%
Mexico	3	1.9%	Portugal	1	0.6%
Australia	2	1.3%	Saudi Arabia	1	0.6%
Colombia	2	1.3%	Senegal	1	0.6%
Kenya	2	1.3%	Sweden	1	0.6%
Nigeria	2	1.3%	Tajikistan	1	0.6%
Venezuela	2	1.3%	Tanzania	1	0.6%
Bangladesh	1	0.6%	Thailand	1	0.6%
Bolivia	1	0.6%	Zambia	1	0.6%
Burma (Myanmar)	1	0.6%	**Totals**	**159**	**100%**

Findings:
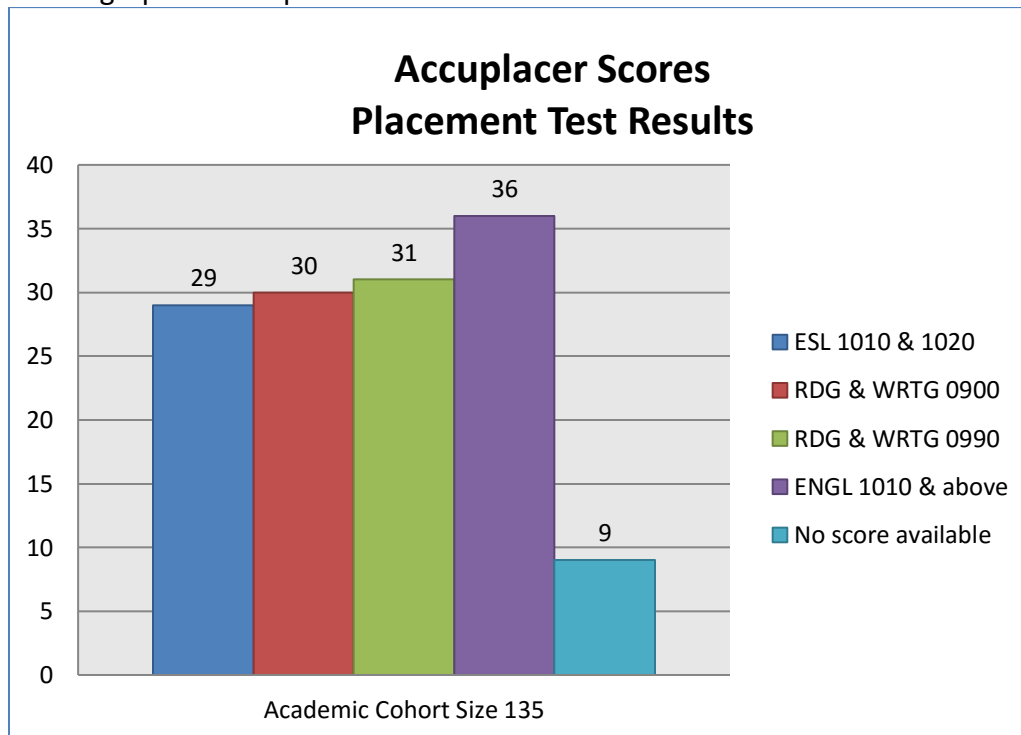
2. **Outline Part A: Academic Cohort**

- 159 new students from 49 countries were within the two cohorts. 135 in the Academic program and 24 on the SAT ESL program. See chart below for countries represented.

3. **Academic Cohort Accuplacer Scores**:

   Placement by level:

   - **Level Four - ESL 1010 & 1020:** 29 students had Accuplacer scores between 27 and 39: Eleven (11) students enrolled in level four classes earning a GPA of 3.35; 18 students skipped this ESL college prep course and earned an average 2.92 GPA.

   - **Reading & Writing 0900:** 30 students; 20 followed placement recommendations earning an average 3.31 GPA; ten students did not follow placement and earned a 3.23 average GPA.

   - **Reading & Writing 0990:** 31 students; 20 followed the recommended placement earning a 2.82 GPA. The eleven students not following placement recommendations earned a 2.76 average GPA.

   - **English 1010 or above:** Of the thirty-six students who placed in this category, 2 students had already earned a bachelor's degree in the U.S. and did not require the Accuplacer or English 1010; all students took college major courses; one student took courses lower than English 1010.

   See bar graph for comparative results:

Accuplacer Scores
Placement Test Results

Legend:
- ESL 1010 & 1020
- RDG & WRTG 0900
- RDG & WRTG 0990
- ENGL 1010 & above
- No score available

Values: 29, 30, 31, 36, 9

Academic Cohort Size 135

4. **Determine if students in the academic cohort took the Accuplacer recommended courses:**

   - The findings show that of the 135 students in the academic cohort, 64% or 86 students took the courses recommended by the Accuplacer.

- Thirty-nine students or 29% of the students did not take the recommended courses
- Nine students or 6% did not have Accuplacer scores on the SOATEST screen in Banner
  Please note that of the 9 students without scores, at least **2** students were admitted with transfer credit having completed a bachelors/master's degree.

5. **Academic cohort first semester outcomes**:

- 64% or 86 students earned an average GPA of 3.17. Nine or 10.4% of these students earned a GPA lower than 2.0.
- Of the 39 students who did not take the recommended courses, their average GPA was 2.98. In addition, the findings show that 15% or six students earned a GPA below 2.0.
- Of the nine students with unavailable or unknown scores, the findings show that the average GPA was 3.58
- 5 students within the 86 students who followed the recommended courses did not have an Accuplacer score. These students demonstrate English proficiency by transferring credits from another institution or by presenting SAT scores instead.

   Of the 39 students who did not follow the recommended courses:
- 19 students or 47.36% took Math courses
- 32 students or 84.21% took English courses (not the recommended by Accuplacer)
- 14 students or 36.84% took Business courses
- 14 students or 36.84% took both Math and English courses
- 6 students or 15.78% took both Math and Business Courses
- 9 students or 23.68% took both English and Business courses
- Students or 7.89% took Math, English and Business courses

   Of the 18 students who were place on ESL L4
- 16 Students or 88.9% decided to take WRTG & RDG 0900 with a GPA of 2.88
- 2 students or 11.1% did not take any English at all. GPA of 3.23

   Of the 8 Students who were place on WRTG & RDG 0900
- 3 students or 37.5% decided to take ESL L4 with a GPA of 2.99
- 4 students or 50% did not take any English at all. GPA of 2.98
- 1 student or 12.5% took ESL 1900.

   Of the 6 students who were place on WRTG & RDG 0990
- 5 students or 83.3% did not take any English at all with the lowest GPA of 2.03
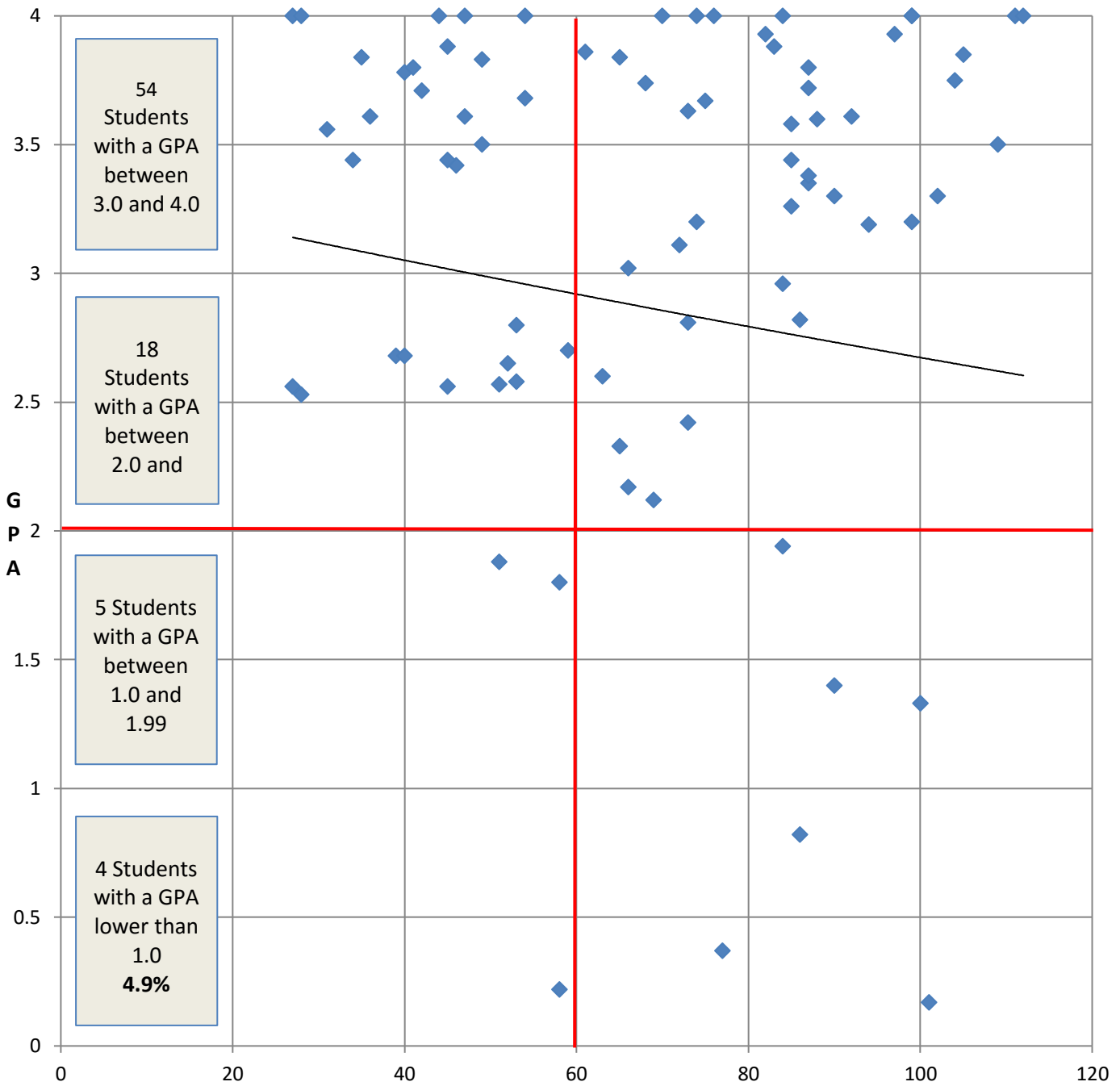- 1 student 16.7% took ESL 1040

Academic Cohort First Semester Comparative Outcomes

Student Country	Accuplacer Score	Recommended Course	English Course Taken	Other Courses	First Semester GPA
Qatar	30	ESL L4	RDG & WRT 0900	MATH 0920	3.68
Qatar	31	ESL L4	RDG & WRT 0900	MATH 0950	2.53
Costa Rica	38	ESL L4	RDG & WRT 0900	ART 1120 ART 1150	3.9
Nepal	36	ESL L4	RDG & WRT 0900	MATH 1010	2.14
Turkey	30	ESL L4	No English	CHEM 1210 MEEN 1050 MEEN 2020 MEEN 2300 MSE 2160 PHYS 2220	2.72
French Polynesia	34	ESL L4	RDG 0900	CHEM 1010 PHIL 1000 PHYS 1010	2.36
Korea, Republic of	32	ESL L4	RDG 0900	MATH 2250 PHYS 2210	2.7
Vietnam	27	ESL L4	No English	ASLI 1010 BIOL 1090 HLAC 1110 SOC 1010	3.75
Korea, Republic of	33	ESL L4	RDG & WRT 0900	CIS 1020 CS 1030 CS 1032	2.22
Korea, Republic of	39	ESL L4	RDG & WRT 0900	LE 1900 MATH 1010	3.81
Korea, Republic of	32	ESL L4	WRTG 0900	ECON 1740 MATH 1010 PHYS 1040	3.8
China	28	ESL L4	RDG & WRT 0900	CIS 1020 MATH 1060	3.66
Korea, Republic of	31	ESL L4	RDG & WRT 0900	MATH 1050	1.57
Burma (Myanmar)	27	ESL L4	RDG & WRT 0900	ART 1040 MATH 0950	3.68
China	38	ESL L4	RDG & WRT 0900	CIS 1020	3.61
Denmark	28	ESL L4	RDG 0900	ART 1120 ART 1150 ART 1210	2.53
China	27	ESL L4	RDG & WRT 0900	HLAC 1080 LE 1020	1.71
China	28	ESL L4	WRTG 0900	HLTH 1020 MATH 1010	2.21
Germany	65	RDG & WRT 0990	No English	COMM 1010 FIN 2200 HIST 1110 HLAC 1110 HLTH 1200 PSY 1010	1.93
Canada	80	RDG & WRT 0990	No English	BUS 1050 CIS 1020	1.07

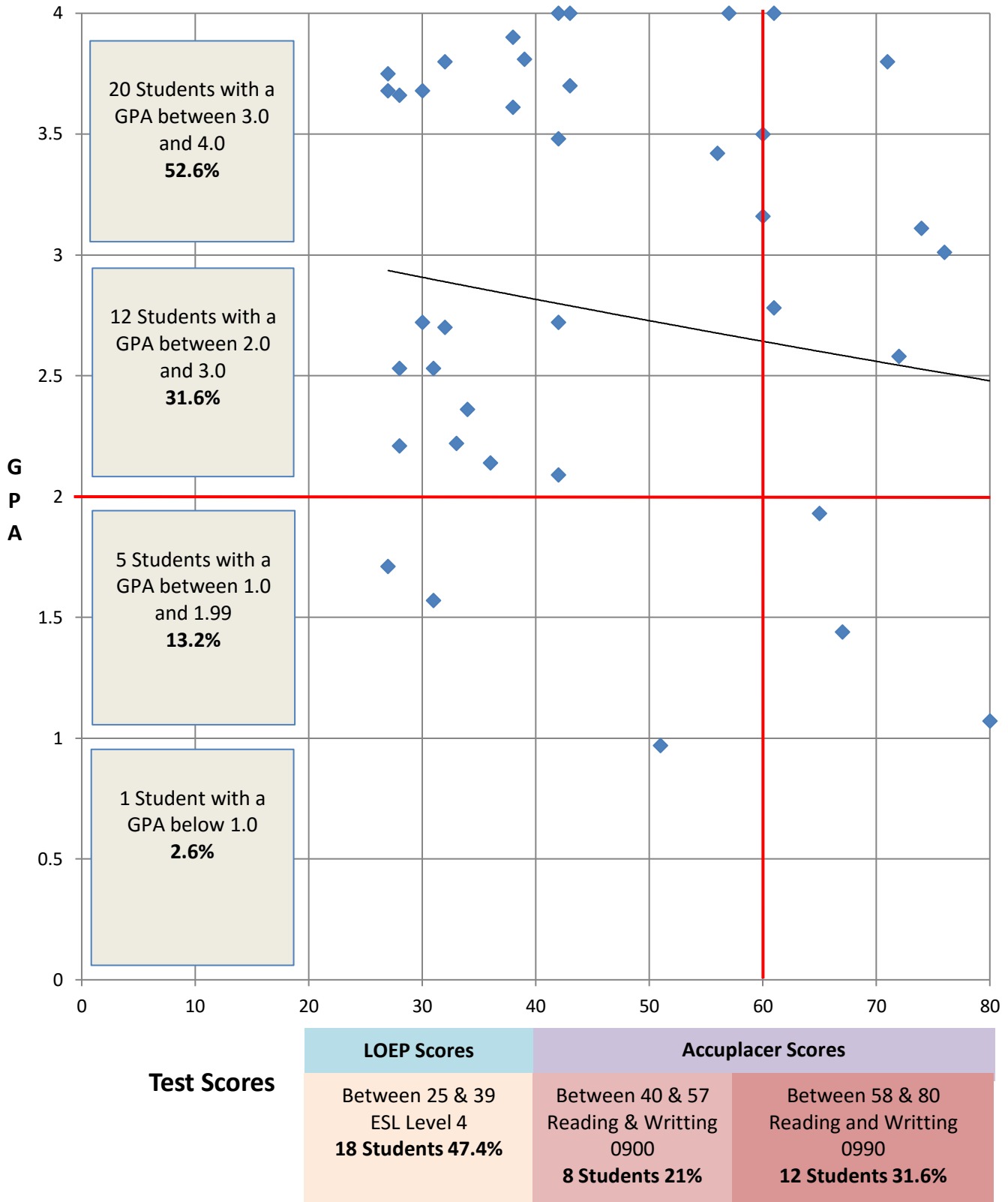| Country					
				COMM 1020	
				GEO 1010	
				HLAC 1081	
				HLAC 1800	
Egypt	74	RDG & WRT 0990	No English	AMTT 1120 AMTT 1140 AMTT 1160	3.11
Zambia	60	RDG & WRT 0990	No English	BUS 1040 CJ 1010 HLAC 1081 HLAC 1212 HLAC 1800 HLTH 1200	3.5
Korea, Republic of	61	RDG & WRT 0990	ESL 1040 ESL 1900	HLAC 1057 HLAC 1715 HLAC 1720 HLAC 1725	4
Portugal	60	RDG & WRT 0990	No English	COMM 1010 EDDT 1010 MATH 0950 POR 2010	3.16
Brazil	61	RDG & WRT 0990	No English	COMM 1050 GEOG 1700 HLTH 1020 MATH 1050	2.78
Vietnam	72	RDG & WRT 0990	No English	CHEM 1210 CHEM 1215 CS 1600 DANC 1200 MUSC 1710	2.58
India	67	RDG & WRT 0990	No English	CIS 1020 CIS 1030 INTL 2060 MATH 1050 MUSC 1010	1.44
Taiwan	71	RDG & WRT 0990	No English	FLM 1023 HLAC 1210 LE 1020 MATH 1010	3.8
Nigeria	76	RDG & WRT 0990	No English	AMTT 2340 COMM 1010 COMM 1020	3.01
Korea, Republic of	42	RDG & WRT 0900	No English	BIOL 1615 ANTH 1010 PSY 1010 BIOL 1610 SW 1010	2.09
Colombia	43	RDG & WRT 0900	ESL 1010 & 1020	HLAC 1073 HLAC 1800	4
Turkey	42	RDG & WRT 0900	No English	CHEM 1210 MEEN 1050 MEEN 2020 MEEN 2300 MSE 2160 PHYS 2220	2.72

Nepal	43	RDG & WRT 0900	No English	ECON 1010 HIST 1700 MGT 2040 MUSC 1010	3.7
Brazil	57	RDG & WRT 0900	ESL 1900	No Other Courses	4
Nepal	42	RDG & WRT 0900	No English	ACCT 2010 BUS 1050 ECON 2010 FRN 1010 MATH 1090	3.48
Tanzania	56	RDG & WRT 0900	No English	BUS 1100 ECON 1010 MATH 1090 PHYS 1010 SOC 1010	3.42
China	51	RDG & WRT 0900	ESL 1010	ART 1010 MATH 1050	0.97
China	42	RDG & WRT 0900	ESL 1010, 1020 & 1040	No Other Courses	4

Assess Academic Cohort First Term Success
81 Students Who Followed Accuplacer Recommended Courses

Chart boxes (left side, top to bottom):
- 54 Students with a GPA between 3.0 and 4.0
- 18 Students with a GPA between 2.0 and
- 5 Students with a GPA between 1.0 and 1.99
- 4 Students with a GPA lower than 1.0 **4.9%**

Y-axis label: **G P A**

	LOEP Scores	Accuplacer Scores			
Test Scores	Between 25 & 39 ESL Level 4 **9 Students 11%**	Between 40 & 57 R & W 0900 **20 Students 24.7%**	Between 58 & 80 Reading and Writting 0990 **21 Students 26%**	Between 81 & 109 English 1010 **29 Students 35.8%**	110 & 120 Eng 2010 **2 Students 2.5%**

Assess Academic Cohort First Term Success
38 Students Not Taking Accuplacer Recommended Courses

20 Students with a GPA between 3.0 and 4.0
52.6%

12 Students with a GPA between 2.0 and 3.0
31.6%

5 Students with a GPA between 1.0 and 1.99
13.2%

1 Student with a GPA below 1.0
2.6%

G
P
A

Test Scores

LOEP Scores	Accuplacer Scores	
Between 25 & 39 ESL Level 4 **18 Students 47.4%**	Between 40 & 57 Reading & Writting 0900 **8 Students 21%**	Between 58 & 80 Reading and Writting 0990 **12 Students 31.6%**

6. **Findings: academic cohort for second semester retention:**

- 86% or 116 students in the academic cohort registered for the following semester. Of the nineteen students (14%) who did not, 6 transferred to another higher education institution, 2 transferred to an ESL program, 5 returned home, 2 lost their F-1 student status and were SEVIS terminated, and four have an unknown status.
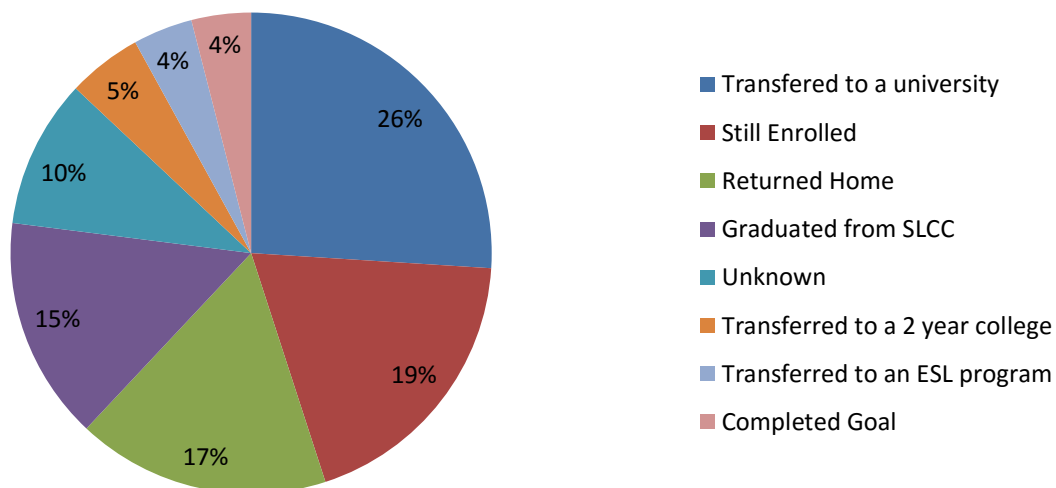
7. **Findings: academic cohort graduation and transfer rate:**

- As of Spring 2013, 64% or 87 students in the academic cohort have either graduated, transferred to a university, completed their goal, or are still enrolled. See Academic Cohort Outcome chart.

  Looking only at graduation rates based on the student following the recommended Accuplacer scores does not demonstrate a comprehensive picture of international student success or mobility:

  - Of the 86 students who did register for the Accuplacer recommended courses in their first semester, 17% or 15 students graduated
  - Of the 38 students who did not follow Accuplacer recommended courses in their first semester, 13% or 5 students graduated;

Students who took the recommended courses demonstrate graduation at the three times the rate yet graduation is not the only measure of success. The Academic Outcomes chart below describes a more comprehensive summary of student mobility and success.

Academic Cohort Outcomes

Legend:
- Transfered to a university — 26%
- Still Enrolled — 19%
- Returned Home — 17%
- Graduated from SLCC — 15%
- Unknown — 10%
- Transferred to a 2 year college — 5%
- Transferred to an ESL program — 4%
- Completed Goal — 4%

The Transfer Schools chart below further allows us to follow international student mobility to their next destination.

Transfer Schools for Academic Program Students

Transfer School	Number of	Percentage
University of Utah	13	24%
California State University	6	11%
Internexus (ESL)	4	7%
Westminster College	3	5%
BYU Idaho	2	4%
BYU Provo	2	4%
Hofstra University	2	4%
PACE International Academy (ESL)	2	4%
Utah Valley University	2	4%
Barstow Community College	1	2%
Binghampton University	1	2%
Biola University	1	2%
Columbia College	1	2%
Dalhousie University	1	2%
Idaho State University	1	2%
International Theological Seminary	1	2%
La Guardia Community College	1	2%
Laramie Community College	1	2%
LDS Business College	1	2%
Rosemead College of English (ESL)	1	2%
Santa Monica Community College	1	2%
Skin Science Institute	1	2%
Solex College	1	2%
Troy University	1	2%
University of British Columbia	1	2%
University of Wisconsin	1	2%
Weber State University	1	2%
William Patterson University	1	2%

III.   **Results:** Students who took the recommended first semester courses earned a slightly higher GPA (0.19) than students who did not. We acknowledge that Reading & Writing 0900 and 0990 are designed to increase skills and prepare native English speakers for taking college level courses. International students taking these courses do not show any significant academic challenge in these classes even when the Accuplacer results do not place them at this level. The current English placement test appears to be an insignificant measure of international students' success. A selection of a more comprehensive assessment tool is needed for program advancement.

Academic Cohort First Term Success

When looking at the negative exponential trend line in the Academic Cohort Graphs (pages 10 & 11), we observe that the Accuplacer test does not always measure a reliable level of English proficiency for international students. With this evidence we've concluded that students could have taken a higher level of English and saved a semester of non-resident tuition.

In reviewing the cohort graphs it is clear that students are performing above the minimum 2.0 GPA even when their Accuplacer results indicate a lower English proficiency. The Accuplacer only indicates levels of Math and English, yet our students demonstrated success in many other academic areas.

Of the 39 students who did not follow the recommended courses:

Please note that these percentages cannot add to 100% since most of the students are considered part of more than one category. Also, one of the reasons why there is not a significant difference in GPA is because although they did not take the recommended English courses most of them (32) did take another English course within the preparatory sequence of English courses. This might be pure speculation but it could be that the students did not feel comfortable taking the English course recommended, either they feel like they could do better than ESL L4 and tried with RDG and WRT 0900 or they did not feel secure enough to take RDG & WRTG 0990 and decided to take a lower level. If anything, this suggests that the Accuplacer is not as accurate as we would like to see for our international students. As mentioned in the Program Review (2012), "It has been many years since the cut off scores for the LOEP part of ACCUPLACER have been normed. It may be time for Institutional Research to conduct a study to validate the cutoff scores used for placement of ESL students."

IV.   **Recommendations:** The use of Accuplacer to place students in ESL often times does not accurately represent the student's level of English proficiency. This is especially true when it comes to their writing and grammar knowledge versus their communication and conversational abilities. This placement tool does not measure listening and speaking ability. Research for an a comprehensive language proficiency test is recommended.

 V.   **Actions Taken (Use of Results/Improvements)**

International Student Services continually works on pathways to improve student access and success. The majority of our international students arrive at SLCC college-ready. All have completed high school and most have successfully passed the university entry examination in their home country. Twenty-five percent of international students have already earned a bachelor's degree or higher.

In many instances we observe students who are proficient in reading, writing, and grammar and need an assessment tool for verbal communication. This "mis-communication" is often perceived as a lack of knowledge or college readiness.

Observing the success of students who have not enrolled in the classes recommended by the Accuplacer may suggest that international students, who are committed to earning a degree, do so regardless of where they enter their program of study. Students with a clear academic goal and who apply themselves, achieve success.

In a reconsideration of college readiness criteria and remediation pathways, how do we define English as a Second Language for the international student population? Is it second language acquisition to gain college level English proficiency or is it a remediation intervention? I suggest it is the former and we need to reassess our ESL program to meet the needs of English language learners who are academically ready to enter a degree program.

Literature Review

Much of the research on international students focuses on helping the international student adjust to life as a college student in the United States. International students experience transition shock, social isolation, and academic stress from lack of English language proficiency (McLachlan & Justice, 2007). Due to the visible increase of the international student population in the U.S. higher education system, colleges and universities are recognizing that these students' needs must be served (Kim, 2012).

One common conclusion in the research is that language difficulties can be the most challenging issue for many international students (Yeh & Inose, 2003). The language difficulty challenge exacerbates other challenges that the student faces. A student's ability to become comfortable with their speaking abilities positively impacts their academic and social adjustment experience in the US (Sherry, Thomas & Chiu, 2010). This research shows the necessity of helping the international student gain English proficiency for a successful experience in the United States.

While research on international students in the recent years has increased, there is a lack of research on helping the student identify and reach their end goal for their studies in the United States. The research looks at the beginning stages of their journey, but stops before looking at what success means for an international student and how to help students arrive at their final destination. In this assessment, by looking at the entire process from admissions to leaving the college, we can begin to understand the complete roadmap of an international student's course.

Assessment Title: Outline Part B - Assess the success of international students in the English as a Second Language program, School of Applied Technology level 1 – 3C

I.   **Methodology:**

1. **Define cohort:** Banner reports were used to identify new international ESL students enrolled in the School of Applied Technology whose first semester was either fall 2009 or fall 2010. There were 12 ESL students in fall 2009 and 12 ESL students in fall 2010, for a total of 24 new students in the cohort.

2. **Determine beginning ESL Level:** Based on their CELSA or CASAS placement test results, we determined the proficiency level of each student

3. **Assess cohort retention:** Using Banner screen SHATERM we determined retention into the second semester

4. **Assess progress and success rate:** Student hard copy files were used to determine progression in the ESL program for each student within the cohort. The final outcome was measured by student progression to the next level or program.

II.   Findings:

2. **Determine beginning ESL Level:**

- 4% (1 student) placed into Level One, 54% (13) placed into Level Two, and 42% (10) placed into Level Three. No one placed into level 3C.

Initial ESL Placement
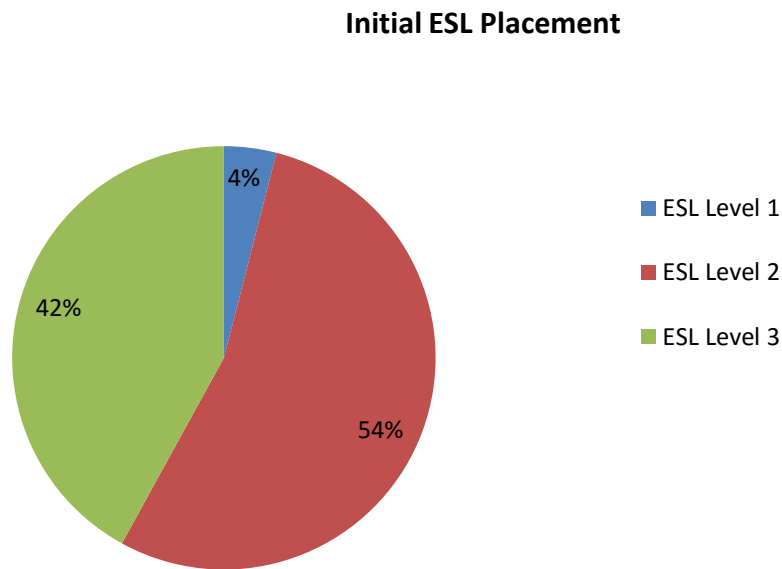
3. **Assess cohort success:**

- 79% or 19 students in the ESL cohort advanced at least one ESL level from fall to spring semesters.
- Two students completed their language learning objective and returned to their home country; two transferred to another ESL program in the Salt Lake Valley; one was SEVIS terminated for not maintaining their status.
- In looking ahead to future academic semesters, of the initial 24 students, we found that 42% or 10 students transferred from the SAT ESL program into an SLCC academic major; 38% or 9 students transferred to another ESL program; 12% completed the SAT ESL program and returned to their home country; one transferred to another college's program, one student's record is unknown. See ESL cohort outcomes chart.

ESL Cohort Outcomes

- Transferred to SLCC Academic Program
- Transferred to Another ESL School
- Completed & Returned Home
- Transferred to Other College
- Unknown
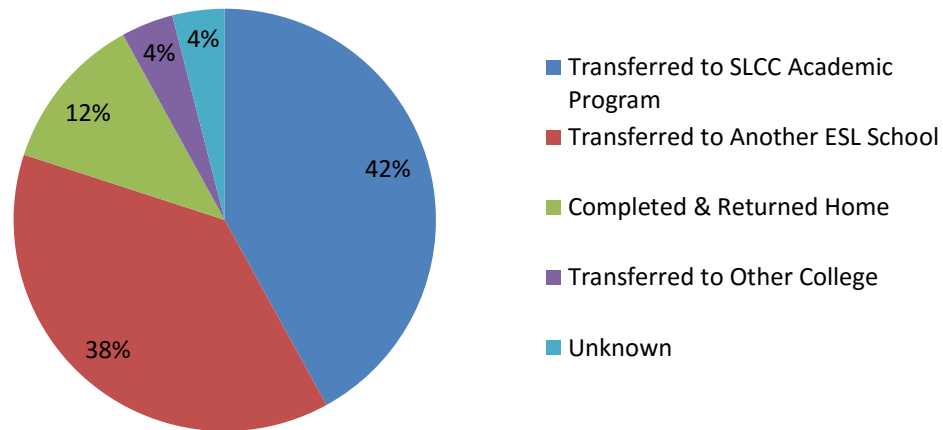
ESL Cohort - Transfer School Details

Transfer Out School	Number of Students	Percentage
US Ling Institute (ESL)	7	29%
University of Utah	2	8%
Columbia College	1	4%
Dixie State U	1	4%
LDSBC	1	4%
English Language Institute (U of U)	1	4%
Wizard (ESL)	1	4%
PACE International Academy (ESL)	1	4%
Northern Virginia CC	1	4%
Home country University	1	4%

Results:

1. 38% (9) students transferred to another ESL program. Three of the nine students completed the SAT ESL program yet still transferred to another ESL program. Of these three, the first student was in the SAT program for 2.5 years; the second student took level 3C twice; the third had already completed Weber State University's ESL program before completing the SAT ESL program and then transferred to US Ling. Three students or 12% completed the ESL program and went home.

   These findings show that 46% of the students came to SLCC specifically for an ESL experience, not necessarily to complete a college degree. This suggests the need for a more extensive ESL program for international students to better accommodate their language acquisition needs and expectations while at SLCC.

III.   **Use of Results/Improvements**

The mission of the SAT program is to "provide quality career and technical education." The ESL program is designed for the local vocational student population. The SAT mission and the ESL program do not match the objectives of a high percentage of international students. In Program Review, the site team commented that "the three ESL levels taught at SAT do not lead to academic-level proficiency, so level IV was designed and implemented at the SLCC Redwood campus to bridge this gap. SAT has also developed a level III-C that helps prepare students for transition to an academic program. The connection between level III-C and level IV is not clear." It appears that there has been a continual patchwork of fixes to the ESL program. International students are unclear about the program sequence. This is supported by the Program Review site team's questioning of the strategic plan and coordination of the SLCC ESL programs. Another point to consider and one that is not clear to students is the $3,497 tuition differential between levels 1 – 3C and level 4.

Two results are clear:
- Forty-two percent or 10 students of the 24 in the ESL cohort, continued into an SLCC college major. This suggests that 42% came to our ESL program to gain English proficiency for U.S. higher education.
- As observed through this assessment, 38% or 9 students transferred to another ESL program to continue their language acquisition. The SAT ESL program does not have the capacity to meet these students' language and cultural acquisition objectives. It is a reality that a large population of international students come to the U.S. to study English.

Placement into SAT ESL is based on CELSA or CASAS test results. Currently, international students cannot self-select into this ESL program. According to their "standardized" test results their English abilities were at a higher level than the SAT ESL program offers. Another comment from the Program Review site team was, "the use of different tests (i.e., CELSA and CASAS) to place ESL students at the SAT campus seems confusing and arbitrary."

A more comprehensive and focused English language proficiency tool is needed to assess students' language abilities. In addition, as we more fully understand the needs of international students including their language and academic goals, we find that our ESL program needs to be reassessed. The international student population in the U.S. and in Utah is growing. SLCC can have a greater stake in this growth. A strategic plan for the English as a Second Language program to include the marketing and recruitment of international students needs urgent attention.