

Donnelly College
Annual Program Assessment Report
Academic Year 2013-2014

Program: EAP

I. Goals

Learning Goals:

a. Speaking

Students will demonstrate speaking skills with an emphasis on pronunciation (polishing all vowel, consonant and diphthong sounds, and self-monitoring of individual weaknesses), use of grammar, vocabulary, and listening skills appropriate to introductory college contexts such as individual and small group presentations.

b. Listening

Students will develop advanced academic listening skills for note taking, inferring indirect meaning, recognizing attitudes or biases, identifying relationships between ideas, predicting content, understanding organizational structure, and an emphasis on listening for main ideas and details.

c. Reading

Students will demonstrate the ability to understand lengthier reading materials on diverse academic topics by applying appropriate reading strategies. Students will read extensively, comprehend academic vocabulary, and use critical thinking in order to comprehend, interpret, and discuss introductory college-level texts.

d. Composition

Students will be able to produce a variety of short essays, journaling, and reflective writing, both formal and informal. They will produce cohesive ideas and organization with voice, depth of thought, and grammatical accuracy.

e. Technology literacy

Students will gain the skills to appropriately use relevant technology (included those related to email, Microsoft Word and PowerPoint, the internet, and MyDonnelly/Moodle).

f. Student Academic Progress

Each semester, 75% or more of students will be recommended to move up in half or more of their classes.

g. Academic Preparation

The EAP Program will prepare students to successfully navigate the American academic system.

1. Students will have knowledge of basic American educational systems and processes.
2. Students will demonstrate appropriate behaviors in educational contexts

Other Goals:

h. Student Retention

Students will continue their academic pursuits, whether in or beyond the EAP program, at Donnelly. Overall enrollment will meet the following retention goals:

1. Semester to semester
 - Fall to Spring semester: 75%
 - Spring to Fall semester: 50%
 - Summer to Fall semester: 50%
2. After graduating from EAP
 - 50% or more of students who graduated from the EAP program will enroll in college classes the following semester.

For each goal, identify how it is being measured and assessed? (If not using a commercially available instrument, please also explain how validity and reliability have been addressed)

a. Speaking

Instruments: Semester-final speaking tests, grades in public speaking

Validity/Reliability of semester-final speaking tests: This an in-house holistic assessment takes into account linguistic, communicative, and strategic competencies. The scoring of this test is parallel to our composition assessment, allowing us to have consistency and to compare scores on the two productive skills. Before testing, we address reliability by having all raters go through a calibration process.

b. Listening

Instruments: TOEFL Listening section, performance in Freshman Seminar

c. Reading

Instruments: TOEFL Reading section, performance in Freshman Seminar and Composition I.

d. Composition

Instruments: In-house composition test, performance in Composition I

Validity of in-house test: Our test is aligned with ETS standards, and all graders go through a calibration process every semester to make sure we have the same expectations at each score.

Reliability of in-house test: We have been using this process for many years. It has continued to accurately provide information about students' ability and predict preparedness for the next level of EAP or for Composition I.

e. Technology Literacy

Instruments: End of semester student self-assessments

f. Student Academic Progress

Instruments: Grades and placement recommendations for continuing semesters

g. Academic Preparation

Instruments: End of semester student self-assessment, grades in academic classes

h. Student Retention

Instruments: Retention data, enrollment in further academic classes

If there has been any major changes in either the goals or measures used this academic year as compared to last year, please describe what changed and why.

The content of the goals has not significantly changed. The wording of the academic goals has been revised to reflect the wording of our expectations at the highest levels of EAP classes.

II. Data Collection

For each goal, provide results for the past academic year. If available, also include data from prior years for comparison. Finally, if comparable external data is available (state pass rates on a particular exam, national norms, etc) please provide this data.

Goal A: Speaking – TOEFL scores (For follow-up data of grades in later academic classes, see Goal G, Academic Preparation, below.)

		L3 Goal: 3		L4 Goal: 4-		L5 Goal: 4+		Ave.
A.M.	<i>'12-'13</i>							
	Fa '13	7/10	70%	10/13	77%	7/10	70%	73%
	Sp '14	0/4	0%	1/4	25%	7/13	54%	38%
P.M.	Fa '13	--		8/8	100%	1/2	50%	90%
	Sp '14	6/7	86%	4/5	80%	2/5	40%	71%
By Level			62%		77%		57%	

Goal B: Listening – TOEFL scores (For follow-up data of grades in later academic classes, see Goal G, Academic Preparation, below.)

		L3 Goal: 410 TOEFL		L4 Goal: 450 TOEFL		L5 Goal: 500 TOEFL		Ave.
A.M.	'12-'13		79%		64%		88%	73%
	Fa '13	8/10	80%	11/13	85%	10/11	91%	85%
	Sp '14	3/3	100%	2/4	50%	10/13	77%	75%
P.M.	Fa '13	--		7/9	78%	2/3	67%	75%
	Sp '14	8/8	100%	4/5	80%	4/6	67%	84%
By Level			90%		77%		79%	

Goal C: Reading –TOEFL scores (For follow-up data of grades in later academic classes, see Goal G, Academic Preparation, below.)

		L3 Goal: 3		L4 Goal: 4-		L5 Goal: 4+		Ave.
A.M.	'12-'13		92%		74%		68%	72%
	Fa '13	8/10	80%	8/13	62%	6/12	50%	63%
	Sp '14	3/3	100%	1/6	17%	3/10	30%	37%
P.M.	Fa '13	--		6/8	67%	2/3	67%	73%
	Sp '14	7/8	88%	4/4	100%	0/5	0%	65%
By Level:			86%		61%		37%	

Goal D: Composition – Final Composition Test (For follow-up data of grades in later academic classes, see Goal G, Academic Preparation, below.)

		L3 Goal: 410 TOEFL		L4 Goal: 450 TOEFL		L5 Goal: 500 TOEFL		Ave.
A.M.	'12-'13		42%		33%		35%	42%
	Fa '13	3/11	27%	1/10	10%	5/17	29%	24%
	Sp '14	1/2	50%	3/5	60%	8/13	62%	60%
P.M.	Fa '13	--	--	6/9	67%	2/3	67%	67%
	Sp '14	4/8	50%	3/5	60%	1/6	17%	42%
			38%		45%		41%	

Grammar (not listed as a goal, but supports all other goals)

		L3 Goal: 410 TOEFL		L4 Goal: 450 TOEFL		L5 Goal: 475 TOEFL		Ave.
A.M.	'12-13	7/24	29%		21%		25%	
	Fa '13	2/13	15%	3/13	23%	5/13	38%	26%
	Sp '14	1/3	33%	1/5	20%	6/12	50%	40%
P.M.	Fa '13	--	--	3/8	38%	1/5	20%	31%
	Sp '14	1/8	13%	1/5	20%	1/6	17%	16%
'13-'14 By Level:			17%		26%		36%	

Goal E: Technology Literacy - self-assessment (For follow-up data of grades in later academic classes, see Goal G, Academic Preparation, below.)

Tech Literacy – end-of-semester self-assessments

		L3 Goal: 7 or more		L4 Goal: 11 or more		L5 Goal: 13 or more		Ave.
A.M.	'12-'13							
	Fa '13	9/9	100%	9/12	75%	12/16	75%	81%
	Sp '14	--	--	6/6	100%	10/10	100%	100%
P.M.	Fa '13	(Unusable data)						
	Sp '14							

Goal F: Student Academic Progress - grades, placement recommendations

		Recommended to move up for half or more classes	Add'l info: Moved up for all classes
AM	Su '14	-	-
	Sp '14	81% (22/27)	33% (9/27)
	Fa '13	79% (33/42)	45% (19/42)
PM	Su '14	-	-
	Sp '14	42%(8/19)	11% (2/19)
	Fa '13	75% (9/12)	75% (9/12)

Goal G: Academic Preparation - self-assessment, grades in academic classes

College Knowledge – end of semester self-assessment results:

		L3 Goal: 7 or more		L4 Goal: 11 or more		L5 Goal: 13 or more		Ave.
A.M.	'12-'13	15/15	100%	27/29	93%	5/7	71%	81%
	Fa '13	11/11	100%	9/10	100%	15/16	94%	68%
	Sp '14	Combined with L4		5/5	100%	10/10	100%	100%
P.M.	Fa '13	(Unusable data)						
	Sp '14	(Unusable data)						

College Behavior - end of semester self-assessments:

		L3 Goal: 7 or more		L4 Goal: 11 or more		L5 Goal: 13 or more		Ave.
A.M.	'12-'13	14/15	93%	29/29	100%	5/7	71%	78%
	Fa '13	11/11	100%	10/10	100%	10/16	63%	84%
	Sp '14	--	--	4/4	100%	5/10	50%	64%
P.M.	Fa '13	(Unusable data)						
	Sp '14	(Unusable data)						

Goal G, Academic Preparation, cont.

Of students who graduated from the EAP (or ESL) program in the last 3 years and continued taking academic classes here at Donnelly:

		# of grads	# who cont. at DC	EN 100 Fr. Sem	EN 111 Comp I	EN 112 Comp II	EN 140 Pub Spk	IT 111 Micro Essent	Ave. cur. GPA at DC	Ave. tot DC credits
		C or Better								
'13-'14	Su '14	0	-	-	-	-	-	-	-	-
	Sp '14	5	1	1/1	1/1	-	-	-	2.74	36
	Fa '13	8	3	1/1	2/2	-	-	1/1	3.19	25
'12-'13	Su '13	5	1	1/1	1/1	1/1	1/1	1/1	3.29	48
	Sp '13	7	2	2/2	2/2	1/1	1/1	1/1	3.53	42.5
	Fa '12	6	3	2/2	2/3	2/2	2/3	3/3	3.10	29.7
'11-'12	Su '12	1	0	-	-	-	-	-	--	--
	Sp '12	4	3	1/2	3/3	2/3	2/2	3/3	2.79	42.3
	Fa '11	1	1		1/1	1/1	-	-	3.8	35
TOT				8/9	12/13	7/8	6/7	9/9	3.20	36.9

Last year, we began more formally recommending some students for the Conditional Admit program. Students who were on the edge of graduation but who we felt were largely prepared to continue were recommended to graduate from EAP with the caveat that they follow all of the requirements of the Conditional Admit program.

Of students who were recommended for Conditional Admit program:

		# who went into Cond Admit	Ave. current GPA at DC	Total DC credits	Still at Donnelly?
'13-'14	Sp '14	1	2.74	36	Y
	Fa '13	1	2.9	32	Y
	Su '13	1	3.29	48	Y

Goal H: Student Retention - Retention data, enrollment in other classes

Retention data for those who *completed the semester*:

	Fall to Spring (Fa '12-Sp '13)	Spring to Su/Fa (Sp '13 to Su OR Fa '13)	Summer to Fall (Su '13 to Fa '13)	Fall to Spring (Fa '13-Sp '14)	Spring to Su/Fa (Sp '14 to Su OR Fa '14)	Summer to Fall (Su '14 to Fa '14)
	Goal: 75% Retention	Goal: 50% Retention	Goal: 50% Retention	Goal: 75% Retention	Goal: 50% Retention	Goal: 50% Retention
AM	69%	61%	29%	63% (26/41) ¹	37% (10/27) ²	No EAP classes were held.
PM	56%	31%	67%	58% (7/12)	45% (9/20) ³	
Tot	66%	54%	39%	60% (33/53)	40% (19/47)	

Retention data for EAP graduates:

	Fa '13 Grads	Spring '14 Grads	Summer '14 Grads
	Goal: 50% or more of EAP grads will enroll at DC the following semester		
AM	1/5	1/5	No EAP classes were held.
PM	1/2	--	
Tot	29% (2/7)	20% (1/5)	

¹ Of non-returned: 5+ transferred, most to KCKCC, 2+ moved away, 1+ went to a professional training school (cosmetology)

² Of non-returned: 4+ transferred to JCCC

³ Of non-returned: 2+ had issues with obtaining non-US high school evaluations

III. Analysis

Goal A: Speaking

Overall, scores tended to be higher at the lower levels. It is worth noting that Spring '14 AM results showed lower scores for several skills, and this was the semester that Level 3 and Level 4 were merged together. We have generally noted that the more levels combined in a class, the lower the results for student achievement and retention.

Goal B: Listening

This skill is the strongest of all skills for our students. Students consistently do well in this area. Scores were at or above our goals 75% of the time.

Goal C: Reading

This skill continues to be very difficult for students, particularly at the upper levels. Again, it's worth noting that AM students in Level 4 did poorly during the Spring '14 semester, when levels 3 and 4 were merged. This combined-level environment may have made it more difficult for students to get instruction at their true level.

Goal D: Composition

Overall, scores on final testing were below expectations.

Goal E: Technology Literacy

According to limited self-reported data, students generally do well with "Technology Literacy." Unfortunately the PM data is not usable (scores not separated out by student level).

Goal F: Student Academic Progress

With the exception of the PM Sp '14 classes, we met our target of having 75% or more of students move up for at least half of their classes.

Goal G: Academic Preparation

According to self-reported data, AM students generally did well with "College Knowledge" and "College Behavior." Unfortunately the PM data is not usable (scores not separated out by student level).

When students graduate and continue taking academic classes here at Donnelly, they tend to do very well. The vast majority of students coming from EAP are getting Cs or better in the courses we have been tracking (Freshman Seminar, Comp I and II, Public Speaking, and Microcomputing Essentials). Of students who have graduated from EAP

since Fa '11, their average cumulative GPA is 3.20. Not all students complete the EAP program, but those who do are well-prepared for their college-level academic work.

In addition, our new procedure of recommending selected students for the Conditional Admit program has gone well so far, based on very limited data. All three of the students who went into the Conditional Admit program last year are still attending Donnelly, and all have GPA over 2.7. We look forward to tracking this student path in the future.

Goal H: Student Retention

General retention rates were close to but not at our goals. Retention rates for our EAP graduates were significantly below our goals. There are many factors that contribute to not making our retention goals:

- As shown in the data, many students do not return because they choose to transfer to other schools. From anecdotal evidence, many F-1 students who do not live on campus transfer to other colleges because they are closer. When they first move to Kansas City, they are unaware of the layout of the city, and when they realize that they have to commute more to attend Donnelly, they switch schools after a semester or two at Donnelly. Other common reasons given for transferring is the unavailability of on-campus jobs or sports.
- Some students did not return because they were unable to complete the new requirements of having their non-U.S. high school documents evaluated (and translated) in time. This new policy created a burden on many of our students, and unfortunately the college has not yet worked out a systematic way to make sure that students get the help that they need to understand, navigate, and finally fulfil this requirement.
- Our goal for EAP graduates continuing at Donnelly may be unrealistically high. Our goal is that 50% or more of EAP grads will enroll at DC the following semester. There are so many factors contributing to students' decisions regarding whether to enroll, including the common issues for our students (family concerns, financial difficulty, balancing work and school), but also a variety of academic or non-academic personal ambitions (some students intend to study vocational or specialized areas that are not offered here at Donnelly, and some are here really only to improve their language skills for living and working in the U.S.)

According to NCES BCS 96/01 data, first to second year persistence of low-income, first-generation students at private, non-profit 4-year schools is 77%, but at public two-year institutions, who make up most of our direct competition, first-year persistence is only 59%. To think that students who came with the main motivation of learning language will persist into academic programs here at the same school at a rate of 50% or higher is most likely unreasonable. A more reasonable, but still challenging goal would be 30%.

IV. Reflection

Sharing Findings

All full-time and adjunct faculty received findings. Discussion about findings and future planning is ongoing at EAP weekly meetings.

Program Improvement *How will the assessment findings be used to help your students and/or improve your program? (For example, have you revised your goals, curriculum, teaching strategies, or assessment strategies or otherwise tried to improve student learning?) Keep in mind, the results should clearly inform and justify the changes being implemented.*

Goal C: Reading

We continue to look for and incorporate new methodologies to teach our Reading classes. At the Mid-TESOL conference in the fall, our full-time faculty attended sessions on teaching reading skills, and those concepts and activities are being incorporated into classes and discussed in EAP faculty meetings. In addition, we have changed the text used at the highest level AM reading classes, because the former text was not found to be at a high enough level to adequately prepare students for the TOEFL and academic classes.

Goal D: Composition

The final test used to assess composition skills has been a reasonably reliable tool, but since the decision to allow or prevent a student from beginning Comp I classes is an important decision, we recognize that an additional measurement would improve the validity and reliability of our current process. Therefore, the EAP faculty are working on a very simple writing portfolio requirement for any student wishing to graduate from EAP. The portfolios will include multi-draft compositions, journals, and self-reflection. They will be assessed by multiple faculty members to determine readiness for Comp 1 and/or Conditional Admit status.

Goal E: Academic Preparation

In light of our increased focus on college readiness over the past couple of years, and the increased need for this focus as more and more of our students are coming to us straight out of US high schools, the faculty is now working on improving our assessment of this goal. We are not completely satisfied with our current measurements, which only include self-reported surveys regarding “College Knowledge” and “College Behavior” along with grades in future academic classes for those who continue at Donnelly. We are working on the following:

- We are considering a goal under this category: “Students will demonstrate awareness and use of college study skills.” This would be measured by grades in the new College Study Skills for EAP class, as well as possibly a new self-assessment (see below).

- We have developed a self-assessment of specific aspects of college-level behaviors, such as time spent studying, completion of HW, participating in class discussion, self-advocacy, and autonomous learning. This tool is more specific than the one given only at the end of semester, and is also formative (each answer includes feedback, i.e., Q: “Did you ask your teachers questions in or after class this week?” Options: Yes, a lot (Great!); Yes, a few times (Good!); No (Not OK); If no, why not?) We are currently deciding whether this tool is reliable and/or feasible, and if so, how we would use it and collect and manage the data. We have already begun giving this tool to students informally to help them learn our expectations for them as college-level students and to gauge it as an assessment tool.
- In addition to the classes for which we were tracking grades previously (Freshman Seminar, Comp I and II, Public Speaking, IT 111), we have begun tracking grades for other classes after EAP in order to notice any trends or potentially problematic classes for former EAP students. Data will be included in next year’s report.

Goal F: Technology Literacy

In light of our increased focus on technology literacy over the past couple of years, the faculty is now working on improving our assessment of this goal as well. We are not completely satisfied with our current measurements, which only include self-reported surveys while students are in the EAP program, then grades in IT 111 for those who do remain at Donnelly. As self-reporting is not considered ideal in terms of validity, and only a small percentage of students go on to take IT 111 here at Donnelly, we are working on the following:

- Delineating specific technology outcomes/goals for specific levels and classes
- Tying these outcomes to specific assignments, where targeted skills will be explicitly evaluated
- Systematizing collection of data on these specific skills within these assignments

Goal H: Student Retention

In order to address some of the non-academic issues that are preventing us from attaining the retention levels we’d like, the following steps are being taken:

- Meetings with the Vice President of Student Affairs and Enrollment Management regarding improving assistance to students for the non-U.S. high school evaluation requirements
- Meetings with the International Student Advisor regarding students’ motivation for leaving Donnelly, both during and after EAP study
- A new scholarship is being developed that will be specifically for promising students who come up from the CESL or GED programs. Students will be able to re-apply for this scholarship as long as they remain in the Donnelly EAP program.

This will enable some students, especially those who may not be eligible for Pell grants, continue their studies with less risk of stopping for financial reasons.

Continuing the trend of the past two years, as the demographics of the EAP program are changing, more students are coming to college straight from U.S. high schools, unprepared for the expectations of the college level. In order to help students persevere in their studies, we are taking the following steps on the academic side:

- The EAP faculty members are doing the work that academic advisors are doing for other Donnelly students in terms of early intervention. At regular intervals, full-time faculty members discuss students who are having difficulty in EAP classes. These students must make appointments with a faculty member and make plans to catch up and/or get needed extra help.
- This fall (Fall 2014) was the first offering of the new College Study Skills for EAP class. The EAP faculty will continue to collaborate on adjusting the curriculum and materials for this class as needed to meet the needs of incoming students.

IV. Incorporation of Findings – Continuous Improvement

Based on the findings, are there any suggestions for changing the process, the data points, instruments used, etc. for next year? How might the changes already implemented, or those proposed above, be assessed in the future?

As outlined above, the key changes for the assessment process will be:

Goal	Change in Assessment Strategy	Assessment of Change	Change in Curriculum / Methodology / Strategy	Assessment of Curriculum/Methodology Change
Goal A: Speaking	No change	N/A	No change	N/A
Goal B: Listening	No change	N/A	No change	N/A
Goal C: Reading	No change	N/A	New text in AM Level 5, experimenting with new techniques/ methodologies	Continued monitoring of grades and TOEFL scores
Goal D: Composition	Portfolios required for potential EAP graduates	Faculty panel will use rubric(s) to evaluate students' readiness to move to Comp I	Continuing to include explicit TOEFL practice in Comp and Grammar classes	Continued monitoring of grades and TOEFL scores
Goal E: Technology Literacy	Assess specific skills in specific classes	Grades as assessed with rubrics on specific parts of specific assignments addressing these goals	No Change	N/A
Goal F: Student Academic Progress	No change	N/A	No Change	N/A
Goal G: Academic Preparation	Consider use of weekly or bi-weekly formative self-assessment	Undecided	Addition of College Study Skills for EAP class (began Fa '14)	Grades in this class, continued monitoring of grades in later academic courses

Goal	Change in Assessment Strategy	Assessment of Change	Change in Curriculum / Methodology / Strategy	Assessment of Curriculum/Methodology Change
Goal H: Student Retention	Change goal for EAP graduates continuing study at Donnelly from 50% to 30%	Continued monitoring of retention rates	<ul style="list-style-type: none"> - Pursuing possibilities for on-campus employment for F1 students - Improving process for helping students obtain evaluations for non-US high schools - New scholarship for EAP students - More intentional advising-like role by faculty 	Continued monitoring of retention rates

V. Future Assessment Plans

Given what you have learned, should there be changes to your program's assessment plan? If so, please describe the changes to be implemented.

Please see chart above.

Also, based on this year's review, assess whether your program matrix needs to be revised. If so, please attach the revised program's assessment matrix that will guide assessment activities next year.

See matrix for next year's report.

VI. Institution Wide Assessment – Values

The Donnelly College Assessment System recognizes that assessment of student learning begins with values.

Describe specific activities this year that investigated and explored your program's relationship to this academic year's emphasis on our value of "service."

Eric Kolkmeier led the Level 5 Listening/Speaking classes in a service learning project in conjunction with M. E. Pearson Elementary school, in which EAP students prepared presentations for the students about aspects of their home countries.

Describe any other activities this year that emphasized other Donnelly College values that were not part of your regular assessment plan.

EAP and CESL students were invited to our annual fall picnic at Antioch Park. To emphasize community, inclusivity, and diversity, students participated in the annual Multi-Cultural Fair. The program also hosted an outing to the Nelson-Atkins Museum of Art.

In recognition of the value of community among our students, at the end of each semester we also award a certificate to students who show the Benedictine value of hospitality among their fellow students.

Make your recommendations for a value that you would like the College to focus on next academic year.

Our recommendation: Diversity.

We would love to see the school commit to learning more about the many cultures and subcultures that make up our Donnelly community.