

# Snow College

## Teaching English as Second Language R411

submitted to the State Board of Regents  
summer 2017

**Reviewed the spring semester 2017 with the rating of recommended**

### Reviewers:

- Ann Roemer, PhD., Associate Professor, Utah State University
- Shaun Kjar, Assistant Professor, Communications, Snow College

### Program Description:

The TESL program offers a training program for students who want to teach their native language or a language in which they have near-native ability to non-native speakers. This innovative program offers students the opportunity to interact with the international student community engaged in the ESL curriculum, and to engage the surrounding communities in a global experience. Students can earn an Associate of Applied Science (AAS) degree in TESL or complete the TESL curriculum while pursuing an Associate of Arts (recommended) or Associate of Science degree.

### *Department Mission Statement*

The mission of the TESL program is to assist students who desire to teach second or foreign languages by providing them with a basic knowledge of language systems, the use of language in society, language acquisition theory, and methods for teaching second and foreign languages.

### Faculty and Staff:

Four full-time employees who teach in the ESL Department divide their teaching assignments between ESL Department courses and courses in the TESL program: between 10% and 65% of their teaching load during the course of the academic year is in the TESL program. These instructors each hold a master's degree in an area related to TESOL. In addition, all four regularly attend the regional I-TESOL and national TESOL conferences (at least once every three years).

Faculty members serve as representatives on a variety of campus and Humanities Division committees: Library, Service Learning, Sustainability, Global Engagement, and Humanities Travel. They also serve on a rotating basis as department chair for ESL and/or department chair for TESL. The current ESL Department chair serves as the director of the TESL program. Faculty members also serve as advisers to the students, and encourage and assist them to find jobs in the field or to pursue additional education depending on individual need and desire.

The TESL program has no staff of its own. However, the ESL and TESL faculty hire work-to-learn students to help with light office work (e.g., photocopying, grading simple keyed quizzes). They also hire students who are native speakers of English as conversation tutors for ESL students.

The department has access to the administrative assistant to the Humanities Division. TESL faculty members benefit from her services.

<b>Faculty Headcount (Academic Year)</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>With Doctoral Degrees</b>					
Full-Time Tenured					
Full-Time Non-Tenured					
Part-Time					
<b>With Master's Degrees</b>					
Full-Time Tenured	3*	3*	3*	3*	3*
Full-Time Non-Tenured					
Part-Time	1	1	1	1	1
<b>With Bachelor's Degrees</b>					
Full-Time Tenured					
Full-Time Non-Tenured					
Part-Time					
<b>Other</b>					
Full-Time Tenured					
Full-Time Non-Tenured					
Part-Time					
<b>Total Headcount Faculty</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>Full-Time Tenured</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>Full-Time Non-Tenured</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Part-Time</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>FTE</b>					
Full Time	2.0	1.7	2.0	1.9	1.9
Teaching Assistants	NA	NA	NA	NA	NA
Part-Time	.3	.3	.6	.2	.2
<b>Total Faculty FTE (Academic Year)</b>	<b>2.3</b>	<b>1.9</b>	<b>2.6</b>	<b>2.1</b>	<b>2.1</b>

\*4 tenured faculty also work in the ESL department

## Students

Students who complete the TESL program will demonstrate that they

- can write effective lesson plans to present the 4 language skills and address different learning styles. (Effective Writing)
- have experience teaching the English language to non-native speakers. (Teaching Ability)
- are familiar with second language acquisition theory and language teaching practices. (Theory and Practice)
- are aware of cultural differences and sensitive to cross-cultural issues. (Cultural Sensitivity)

Students who complete the Associate of Applied Science (AAS) receive a certificate and are able to find jobs outside the United States teaching English.

<b>Graduating Class</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Number of Graduates</b>	3	2	0	3	3
Certificates	1	0	0	0	0
Associate Degrees	2	2	0	3	3
Bachelor's Degrees	NA	NA	NA	NA	NA
Master's Degrees	NA	NA	NA	NA	NA
Doctoral Degrees	NA	NA	NA	NA	NA
<b>Number of Students (Academic Year)</b>	36	79	97	142	103
Total Declared Majors	4	8	11	4	3
Total Department FTE	21.7	19.5	22.5	24.7	21.3
Total Department SCH	326	293	338	370	319.5
Student FTE/Faculty FTE	9.4	10.3	8.8	11.7	10.1

**Financial Analysis:** The TESL program has a \$2000 budget for conferences supplies, postage and other miscellaneous equipment. Teaching assignments and costs are absorbed, for the most part, by the ESL Department.

<b>Cost (based on Fiscal Year-Cost Study)</b>	<b>FY12</b>	<b>FY13</b>	<b>FY14</b>	<b>FY15</b>	<b>FY16</b>
<b>Direct Institutional Expenditures</b>	\$65,875	\$74,860	\$47,793	\$60,021	\$48,714
<b>Cost per Student FTE</b>	\$3,036	\$3,839	\$2,124	\$2,430	\$2,287
<b>Funding:</b>					
<b>Appropriated Fund</b>	NA	NA	NA	NA	NA
<b>Other:</b>	NA	NA	NA	NA	NA
<b>Special Legislative Appropriation</b>	NA	NA	NA	NA	NA
<b>Grants of Contracts</b>	NA	NA	NA	NA	NA
<b>Special Fees/Differential Tuition</b>	NA	NA	NA	NA	NA

The results of the 2012 review were mostly positive. Reviewers cited the faculty and student relationships as one of the strengths. The reviewers identified collection of assessment results as an area of concern, and the departments have addressed that. Reviewers recommended a clear delineation of the two programs, and each is recognized as its own department now.

The TESL program is working on two main improvements in the near future. First, the name of the program will be changed to "Teaching English as a Second Language" (TESL). TESL suffers from a lack of name recognition. The proposed change has already been submitted to the Board of Regents. Second, the department is working on a more strategic approach to advertising the program. Currently, there is very little being done to attract new students; most Snow College students discover the program accidentally. In the United States there are few two-year programs in TESL available and with strategic advertising Snow College could attract a market of students seeking the degree. The department plans to request funding to advertise at TESOL conferences and in magazines.

### **Program Assessment:**

In accordance with Utah State Board of Regents' policy R411 on the periodic review of educational programs, an on-site visit of Snow College's Communication program was conducted on February 24, 2017. The on-site visit included a comprehensive tour of educational facilities, conversations with students, class visits, and faculty interviews. This visit was preceded by careful study of the self-study document. The strengths, weaknesses, recommendations and responses in the following section are inclusive of the English as a Second Language, Foreign Language, and Teaching Second and Foreign Language programs.

### **Program Strengths:**

- Excellent relationships between faculty and students. It is a small program so students know the faculty and they know the faculty care for them.
- Outstanding faculty and curriculum. The emphasis on experiential learning and the fact that TESL majors are given opportunities to teach at Snow College and abroad is commendable.
- The faculty have also shown flexibility in that they are moving toward offering more online courses as they move to propose a four-year bachelor's degree.

### **Program Weaknesses:**

- Faculty in the TESL program also teach in the ESL program. Inasmuch as both programs offer many courses, the teachers have heavy workloads.
- There remains a need to recruit more students. Current students are enthusiastic about the program but many of them found about the program serendipitously.

### **Reviewer's Recommendations:**

1. **Full-Time Faculty:** In order for the TESL program to accomplish the goal of having a four-year bachelor's degree, we recommend the hiring of additional full-time faculty who can teach upper-division courses in linguistics, second-language acquisition, and second-language pedagogy.

***Institutional Response:** Faculty does carry a heavy load teaching in both departments. However, the fact that the TESL program has faculty that are current practitioners in the ESL field is a strength. Professors can relate experiences with their TESL student to share current international student population trends. While a load release would be appreciated, if it puts the*

*program in jeopardy, we choose to maintain the load. There is a significant need for bachelor's level degree in TESOL in the state of Utah. Currently, bachelor degree seeking students migrate toward BYU-Hawaii for a bachelor's in TESOL or earn a minor at Brigham Young University. Most who are intent on pursuing TESOL as a career, get a bachelor's degree in a related (or unrelated field) and then go on to get a Master's Degree. There are no undergraduate degrees in TESL or TESOL in the State of Utah Higher Education system. (There are currently some endorsements to Education degrees throughout the state.)*

*As the immigrant population continues to grow in the state, there is a substantial need for qualified TESOL teachers to work in public education. Because of the high numbers of international students at Snow College, Snow is an excellent locale and training ground students pursuing such a degree. There is definite student interest once students learn about the field and that the program is available at Snow College. However, until there is complete support from the administration, the goal of becoming a 4-year program will not go forward.*

*Support would come in the form of hiring more faculty, and a better budget for student recruitment into the TESL program.*

2. **Student Tracking:** We recommend the Office of Academic Affairs keep track of the number of students who take a TESL course for a general-education requirement and then go on to major in Teaching English as a Second Language.

***Institutional Response:** This is possibly a simple request to ask the institutional research to look into the number of students in the field that take one of the TESL GE classes previous to taking the TESL (1400) Methods course which is the cornerstone course for this program.*

3. **Recruitment/Marketing:** We recommend the TESL program improve recruitment activities to attract more students to the program.

***Institutional Response:** The TESL department will institute an annual newsletter to the campus so that advisors can be more aware of what it is we do in the TESL program and that the TESL program exists. This can also be used to advertise the TESL program out to high school counselors and be of use to the High School Relations personnel. In addition to the newsletter, an increase in the TESL budget for recruitment to attract students specifically to the TESL program and released time to faculty to do the recruiting will be needed.*