

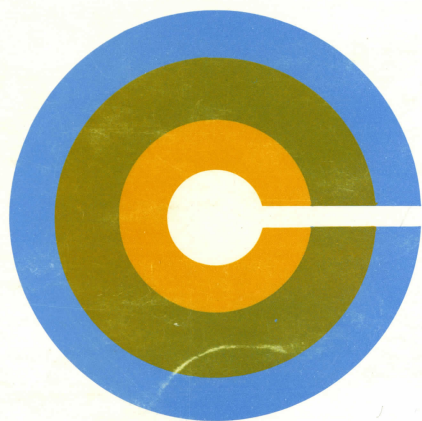


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**REPORT  
on the  
PROGRAM REVIEW  
of the**

**ENGLISH AS A SECOND LANGUAGE PREP PROGRAM**



**Cariboo College**

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**REPORT  
on the  
PROGRAM REVIEW  
of the  
ENGLISH AS A SECOND LANGUAGE PREP PROGRAM**

**OFFICE OF INSTITUTIONAL RESEARCH & EVALUATION**

**July 1989**

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## SUMMARY

For a program barely two years old, the English as a Second Language Prep Program appears to be established on sound foundations, and improving with each iteration. Much of the dissatisfaction with the Allen Mathews facility has been allayed by the re-location of ESLP and other ABE programs to "B" Block on the main campus, and although the program is in its early stages of evolution, the faculty have demonstrated commitment to its improvement by their regular re-structuring of curriculum. Moreover, many of the "teething" problems experienced in the programs' first year of operation -- for example, marketing and publicity, and student placement and promotion controls -- have been or are being dealt with.

The principal recommendations of this report address the problem of ESLP instructional workload, the desirability of a language laboratory, the need for enhanced front-end marketing overseas and more thorough orientation sessions for each intake, and the continuing necessity of curriculum revision and faculty professional development.

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## INTRODUCTION

The review of the English as a Second Language Prep Program was initiated in April, 1988. Questionnaires were administered to current students on April 14, 1988, and to ESLP faculty and receiving faculty (i.e. those faculty instructing graduates of the program) in the week April 19 - 26. Data were entered into an SPSSX software program by Tricia Gellatly in July, 1988, but no interpretation of them was attempted until the following year (June, 1989), when the Office of Institutional Research undertook to complete the project. For comparative purposes, and because the 1988 data may have reflected situations and perceptions since modified by events (e.g. the move from Allen Mathews to "B" Block in February, 1989; improvements made to the ESLP program in its second year of operation), ESLP faculty and current students were again surveyed on June 14, 1989. Because this review was not part of the official program review cycle, the normal Evaluation Committee was dispensed with, and analysis and interpretation of the data performed informally by the Institutional Research Co-ordinator and members of the ESLP faculty.

## BACKGROUND

The English as a Second Language Prep Program was started in its present form in Fall 1987, in response to increasing enrolments of off-shore, non-native students (mainly from Hong Kong) at Cariboo College. The program consists of four levels of study: pre-entry, entry, Level I and Level II. Individual courses at each level focus separately on reading, grammar, writing, speaking, and listening skills. To determine appropriate placement, candidates are required to take the English Language Assessment, given thrice yearly. All second language students are advised to complete recommended courses before proceeding to further college work. The program normally takes three semesters (12 months) to complete from start to finish, but many students take less time because high initial placement allows them to by-pass entry-level courses. Program enrolments over the past two years have averaged 30 per intake.



## METHODOLOGY

Standardized questionnaires were administered to current students and ESLP faculty in April, 1988. In addition, a special questionnaire was devised for and administered to receiving faculty. To measure whether their perceptions of the ESLP program had shifted since 1988, and to obviate criticisms that the previous year's data had been overtaken by events (the move from Allen Mathews to "B" Block in February, 1989; improvements made to the program in its second year of operation), faculty (but not receiving faculty) and current students were again administered questionnaires (identical to the 1988 versions) on June 14, 1989. The two sets of responses that resulted provide chronological snapshots of the ESLP program in the first two years of its existence.

In response to a request for background information by Institutional Research on June 2, 1989, Susan Safford, Chairperson, Adult Basic Education, and Bruce Thomson, ESLP Co-ordinator, provided historical and descriptive data on the program.

Course outlines were received for the following:

- ESLP 005 -- Listening, Speaking and Grammar Pre-Prep Level
- ESLP 007 -- Entry Level Reading
- ESLP 008 -- Entry Level Writing Skills
- ESLP 015 -- Listening and Speaking I College Prep, Level I
- ESLP 016 -- Structure and Word Study College Prep, Level I
- ESLP 017 -- Reading and Study Skills College Prep, Level I
- ESLP 018 -- Composition College Prep, Level I
- ESLP 025 -- Listening and Speaking College Prep, Level 2
- ESLP 027 -- Reading and Study Skills College Prep, Level 2
- ESLP 028 -- Composition Skills College Prep, Level 2
- ESLP 038 -- Advanced Composition

Interviews were conducted with the following ESLP faculty and associated personnel: Bruce Thomson (ESLP Co-ordinator); Susie Safford (ABE Chairperson); Charles Mossop (Co-ordinator, International Education).



## QUESTIONNAIRE DATA -- APRIL, 1988

### ESLP FACULTY SURVEY

The teaching faculty generally rated all aspects of the ESLP program highly, with the following exceptions:

- they felt insufficient time was available for curriculum development and indicated the need for in-service training;
- they saw a need for improved liaison between Cariboo and other colleges offering similar programs;
- they were unimpressed with program funding and with the quantity and quality of supplies and materials available to support the program;
- they were critical of the facilities and equipment and stressed the need for a language laboratory.

The following ancillary services were deemed less than satisfactory: program marketing, learning assistance; financial assistance (this item may have been misinterpreted as financial assistance for the program as opposed to individual students); and library.

On individual course delivery, comment was made on the inadequate provision of practical experience for students and the insufficiency of time for the students to achieve competencies.

### CURRENT STUDENT SURVEY

Current students in the 1987/88 intake indicated dissatisfaction with the following aspects of the ESLP program:

- the number of levels within the program
- orientation procedures
- admission requirements
- accuracy of information prior to enrollment
- program facilities.

Among the verbal comments submitted, the following are of interest:

- seven out of thirteen students objected to scheduling extended from early morning to late evening, and in particular, to night classes;
- some asked for clearer direction from the instructors;
- requests were made on the need for more listening tests and exercises in ESLP 015, an easier text book in ESLP 019, and closer co-ordination between ESLP 005 and 008.

Ratings on specific courses in the program indicated neither high satisfaction nor strong dissatisfaction: the normal range of response was between 2.9 and 3.75.

Those courses where dissatisfaction (ratings below 3.00) was expressed are listed below:

- ESLP 006 (fulfillment of objectives) (2.85)  
(appropriateness of course text) (2.92)  
(appropriateness of printed handouts) (2.91)  
(appropriateness of audio-visual materials) (2.82)  
(appropriateness of methods of instruction) (2.92)  
(ratio of time allotted to this course relative to other ESLP courses) (2.85)  
(sufficiency of time allotted to course) (2.92)  
(use of community resources: field trips, class visitors, library, etc.) (2.92)  
(suitability of this course as a prerequisite to subsequent courses) (2.70)  
(the effectiveness of this course in preparing you for college courses) (2.40)
- ESLP 008 (usefulness of individual help provided by instructor) (2.92)
- ESLP 016 (appropriateness of methods of instruction) (2.86)  
(sufficiency of time allotted to course) (2.93)  
(repetition of content in other courses) (2.93)  
(availability of instructor for help outside class time) (3.00)  
(opinion of instructors' expectations) (2.86)  
(use of community resources: field trips, class visitors, library, etc.) (2.92)  
(student workload) (3.00)
- ESLP 017 (methods used to test student achievement) (2.92)
- ESLP 018 (methods used to test student achievement) (2.82)  
(use of community resources: field trips, class visitors, library, etc.) (3.00)
- ESLP 019 (rate at which material was covered) (2.93)

Those courses where the ratings tended towards neutrality rather than satisfaction (i.e. 3.50 to 3.00) are listed in Appendix A.

Courses and items that received ratings of 3.50 or higher, indicating various degrees of satisfaction, appear in Appendix B.



## RECEIVING FACULTY SURVEY

Responses to this survey were inconclusive. Although 17 out of 26 faculty surveyed replied, in several instances the response rates on individual questions were so low as to render any inferences invalid.

In their verbal comments, respondents generally agreed on three points:

- ELSP graduates are generally industrious and conscientious, with the Hong Kong students doing particularly well;
- International students do not integrate well with Canadian students, but tend to interact exclusively with their own kind;
- Certain disciplines appear to be more amenable to ESLP students than others. For example, ESLP students in Fine Arts did relatively well, whereas those in Mathematics, English, and the research and writing-oriented Social Sciences (e.g. History) were not sufficiently prepared. One instructor suggested that 1st Level students be restricted from taking computing courses; another indicated that it would be advisable for ESLP graduates to take first year English courses and acquire essay writing skills there before attempting other U.T. courses, especially those with research and writing requirements.

The following information emerged from the survey:

- the mode number of ELSP students in regular classes is four, although in one class the figure was ten;
- faculty perception was that ESLP student performance in the following areas was below satisfactory in absolute terms:
  - Comprehension;
  - Study skills;
  - Sentence skills;
  - Paragraph organization;
  - Essay organization;
  - Research skills;
  - Class contribution;
  - Ability to take notes;
  - Ability to follow discussion.

But ESLP student performance was rated "just below" or "the same as" that of Canadian students in all the above areas except "Class Contribution" and "Ability to Take Notes", where the ratings were "not as good as" Canadian students.

Conversely, ESLP students received "satisfactory" to "good" ratings for their study habits, their grammar, their pronunciation, and their awareness of Canadian political history. In comparative terms, they were rated "better than" Canadian students in study habits and grammar usage, and "the same as" Canadians in pronunciation and awareness of political history.

### QUESTIONNAIRE DATA -- JUNE 1989

#### FACULTY SURVEY

Faculty responses for June, 1989, indicated some shifts in perception of the program -- though generally undramatic, even negligible. Seventeen of the 39 items surveyed received marginally lower satisfaction ratings than in 1988, fourteen marginally higher, and eight items ratings identical to those of 1988. The only substantial areas of concern were the lack of time and resources for curriculum development, and a perceived insufficiency of faculty to sustain the program. Behind both of these complaints may be detected the fundamental concern among ESLP faculty: that a 25-hour instructional week is excessive in an area such as language instruction, and does not allow adequate time for the painstaking preparation and planning required in ESL instruction.

Criticism of facilities and equipment was largely dissolved by the move from Allen Mathews to Block "B" in February, 1989, although the need for language laboratory was still expressed.

Articulation problems are dispersing as a provincial articulation framework is established; concerns, however, remain regarding overseas representatives' familiarity with and marketing of the program.

#### CURRENT STUDENT SURVEY

Respondents to this survey registered concerns in the following areas:

- accuracy of information about the program received prior to enrolment (2.89);
- materials and resources available to the program (3.06);
- activities (3.22);
- orientation (3.17).

Among the suggestions made were more accurate evaluation and placement of incoming students; certification at completion of each level; slower pace, with more emphasis on oral skills; and, more specifically, improvements in the choice of texts for ESLP 007 and 018, and adjusting the classroom temperature to suit students from more tropical climes!



The following questionnaire items elicited lower (less satisfied) responses than they did in 1988:

- adequacy of information on course objectives (ESLP 007 - 3.67, 3.22; ESLP 008 - 3.80, 3.50);
- fulfillment of objectives (ESLP 007 - 3.57, 3.30; ESLP 025 - 3.75, 3.29);
- texts (ESLP 005 - 3.33, 3.20; ESLP 025 - 3.00, 2.57);
- hand-outs (ESLP 005 - 3.58, 3.00; ESLP 006 - 2.91, 2.75; ESLP 007 - 3.64, 3.22); (these responses may be skewed by the fact that hand-outs are not used in some of these classes;)
- a-v material (ESLP 008 - 3.50, 2.80; ESLP 016 - 3.17, 2.75; ESLP 017 - 2.89, 2.00; ESLP 027 - 4.00, 3.00); (again, some of these classes may not lend themselves to the extensive use of a-v devices;)
- variety of instructional methods (ESLP 006 - 3.08, 2.80; ESLP 008 - 3.50, 3.00);
- pace (ESLP 006 - 3.23, 3.00; ESLP 018 - 3.30, 3.10);
- difficulty (ESLP 028 - 3.50, 2.80);
- usefulness (ESLP 015 - 3.43, 2.75; ESLP 025 - 4.00, 2.86);
- repetition (ESLP 007 - 3.43, 3.10);
- use of community resources (ESLP 006 - 2.92, 2.00; ESLP 007 - 3.00, 2.29; ESLP 008 - 3.00, 2.86; ESLP 016 - 2.92, 2.67; ESLP 017 - 3.09, 2.13; ESLP 018 - 3.00, 1.60; ESLP 027 - 3.50, 2.00; ESLP 028 - 3.50, 2.60); (again, most of these course do not lend themselves to "field trips", "class visitors", etc.);
- prerequisite (ESLP 007 - 3.36, 3.14).

The remainder of the responses fall within the same range as the 1988 responses (+/- 0.10), or in some cases indicate improved satisfaction. Summaries of the 1988 and 1989 current student responses are attached in Appendices C & D.

**TABULAR SUMMARY OF QUESTIONNAIRE DATA**  
**ESLP PROGRAM**

recipient	# sent	# completed and returned	% return
Faculty (1988)	3	3	100%
Faculty (1989)	3	3	100%
Receiving Faculty (1988 only)	26	17	65%
Current Students (1988)	23	23	100%
Current Students (1989)	18	18	100%
<b>TOTAL</b>	<b>73</b>	<b>64</b>	<b>88%</b>

## PERFORMANCE STATISTICS

### ESLP Grade Distribution -- 1987 to 1989

Graphic representations of ESLP students' performances in regular Career/Technology, Vocational, and Academic courses are to be found in Appendices C through O (pages 26 through 38). Graphs have been created only for those disciplines where a significant number of students, i.e. 9 or more, were enrolled. Thus Theatre, with 9 registrants, just satisfies this requirement; at the other end of the scale we have Mathematics, with 94 enrolments.

Generally, ESLP graduates seem to have performed no worse, or only marginally worse than Canadian students. In English, for example (Appendix H) the ESLP attrition rate of 33.3% is higher, as might be expected, than the 25% attrition rate for Canadian students, but the margin is not as wide as one might have anticipated when comparing native English writers with non-native. In some subjects, Fine Arts, for example (Appendix I) the ESLP students' performance is superior to that of the home-grown student: the F/DNC/W/Other percentage for ESLP students is 8.7% as compared to 15% and 23% attrition rates for Canadian entrants over the same two-year period (1987 to 1989).

In Mathematics, the discipline most heavily subscribed to by ESLP students (Appendix K), the 29.2% attrition rate is not remarkable in relation to the norm, but it does suggest that ESLP students are no more gifted in Mathematics than their Canadian counterparts.

This observation is born out quite dramatically in Computing, where an attrition rate of 47.5% suggests that "Computerese" is definitely not the lingua franca that some ESLP registrants take it to be! On the contrary, the ESLP students' performance in this discipline re-enforces the perception of one receiving faculty member (see page 4) that entry level ESLP students should be barred from taking Academic Computing courses, and of another (see same page) that ESLP graduates should concentrate in their first year of regular Academic studies on courses that will enhance their writing and communications skills.

On a positive note, it should be observed that ESLP students, if properly prepared, seem to be earning more than their fair share of first class grades at College level. Appendix C demonstrates that 18.2% of them received first class grades in Academic courses; this is marginally above the approximate 15% of conventional students who receive first class grades annually.



### STRENGTHS OF THE PROGRAM

The following strengths may be identified in the ESLP program:

1. Generally, the program has clearly defined objectives, which are reflected in equally clear course objectives.
2. Class sizes are manageable.
3. The program enjoys good administrative and secretarial support at departmental, divisional and College level.
4. The facilities have been greatly improved by the move from Allen Mathews to "B" Block.
5. The program continues to grow in effectiveness with every iteration: it is now two years old, and should continue to improve as it matures.



**AREAS WHICH CAN BE IMPROVED**  
**(WITH RECOMMENDATIONS)**

Data and interviews suggest that the following areas might be improved:

**1. Instructional Workload**

The ESLP program is part of the Adult Basic Education Department (soon to be "Division"), whose instructors, for the most part, operate on vocational contracts which entail 25 hours of instruction per week. While this arrangement is appropriate to a student-centered, self-paced, competency-based mode of delivery such as that found in the Centre for Independent Study (CIS), in a conventional delivery format involving class instruction and lock-step coverage of curriculum, it places substantial strain on the instructors in the areas of curriculum development, lesson preparation and delivery, marking and activity orchestration. This is particularly true of language acquisition courses such as those in the ESLP program, which require high levels of energy and empathy on the part of the instructors.

While this report does not aim to interfere with conditions of employment determined by the collective bargaining process, it does intend to draw attention to the anomaly of locating ESLP -- a traditional delivery mode program--in ABE, a department operated predominantly on vocational lines. Instructive comparisons may be drawn between the normal ESLP classroom workload of 25 hours per week and that of other language acquisition programs -- for example, Modern Languages, with a maximum of 20 hours per week in class. The comparison holds good in terms of the sheer volume of assignments that must be marked; ESLP students, in fact, are expected to demonstrate more sophisticated language skills than Modern Language students. Another point of comparison is the number of curriculum-related activities that must be planned and mounted by instructors of both programs.

**Recommendation**

- A. That the relevant administration (Associate Dean, Developmental Programs; Dean, Developmental and Regional Programs; Vice-President, Academic; and President) recognize the workload constraints under which ESLP faculty currently teach, and endeavor to bring ESLP instructional hours in line with those of other language acquisition programs, e.g. Modern Languages.

## 2. Language Laboratory

ESLP faculty responses for both 1988 and 1989 urge the acquisition of a language laboratory if the program is to maximize its effectiveness. Student responses from both years re-enforce this need by pointing to inadequacies in the oral and aural aspects of the program and the desirability of reiterative listening and conversational practice as provided in a properly equipped language laboratory. ABE has requested a ten-seat micro-laboratory, equipped with Apple or compatible hardware and appropriate software for its Alternate Route, Basic Literacy, and ESL programs for this fall; if this laboratory becomes operational, it would ease, but not resolve, the problem.

### Recommendations

- A. That the Dean, Developmental and Regional Programs, the Associate Dean, Developmental Programs, and the Dean, Arts and Education, press the case for the inclusion of a joint ESLP/Modern Languages laboratory with interactive capacity in the general classroom block scheduled for construction in 1990/91.
- B. That in the interim, ESLP faculty encourage the students to avail themselves of the ABE micro-laboratory scheduled to become functional in September, 1989.

## 3. Curriculum

The ESLP faculty are to be complimented on their vigorous tackling of curriculum problems since the inception of the program. Examination of the 1988 and 1989 current student surveys indicates improved ratings in several curriculum and delivery items over the course of a year, and thus testifies to the work put into this area. Nevertheless, certain aspects of curriculum and related matters still need attention.

### Recommendation

- A. That ESLP faculty continue to address in curriculum review the following items which registered less than 3.00 on the 1989 current student satisfaction ratings:
  - 1. Texts: ESLP 025 (2.57) (is there a text?);
  - 2. Hand-outs: ESLP 006 (2.75); ESLP 018 (2.71) (are there hand-outs in these classes?);
  - 3. A.V. Materials: ESLP 008 (2.80); ESLP 016 (2.75) (a.v. materials could be used in these classes);
  - 4. Ratio of time: ESLP 005 (2.80) (too much or too little time allowed for this course?);



5. Variety of instructional methods: ESLP 006 (2.80)
6. Level of difficulty: ESLP 028 (2.80 -- too difficult or too easy?)
7. Usefulness: ESLP 015 (2.75); ESLP 025 (2.86)
8. Availability of instructor outside of class: ESLP 015 (2.75); ESLP 016 (2.64); ESLP 017 (2.50); ESLP 018 (2.36); ESLP 027 (2.57); ESLP 028 (2.00).
9. Usefulness of instructor help: ESLP 028 (2.60)
10. Instructors expectations: ESLP 017 (2.75); ESLP 027 (2.86) (too high or too low?);
11. Community resources: ESLP 006 (2.00); ESLP 007 (2.29); ESLP 008 (2.86); ESLP 016 (2.67); ESLP 017 (2.13); ESLP 018 (1.60); ESLP 027 (2.00); ESLP 028 (2.60). (Obviously many of these courses do not lend themselves to community integration; however, the consistently low scores may indicate a lack in the program as a whole.);
12. Effectiveness as preparation for College courses: ESLP 006 (2.67).

#### 4. Marketing and Liaison

Student ratings from 1988 and 1989 of the quality and accuracy of information about the ESLP program received prior to enrolment indicate dissatisfaction (2.00 and 2.89). Another item eliciting low responses was "orientation procedures" (2.86 and 3.17). Although some improvement in the past year is evident in these scores, they still suggest that the ESLP faculty should make efforts to enhance the front end of the operation.

#### Recommendations

- A. That the ESLP faculty and the Co-ordinator, International Education, ensure that the overseas representatives of the International Education program are briefed in depth and detail as to the curriculum, standards and expectations of the ESLP program so that they may more accurately advise and screen prospective students.
- B. That the ESLP faculty and the Academic Advisor, Foreign Students, work in close liaison to mount comprehensive, in-depth orientation sessions for each intake of international students.

## **5. Activities**

Student subjective responses from the 1989 survey indicate a desire for a greater balance between classroom instruction and social interaction. The "use of community resources" item on the questionnaire, moreover, elicited consistently dissatisfied ratings. These data suggest that some attention should be given to orchestrating more extra-curricular activities which would encourage ESLP students to interact and integrate with Canadians, and thus afford them opportunities to enhance their language skills.

### **Recommendation**

- A. That the ESLP faculty and the Academic Advisor, Foreign Students, collaborate to arrange regular extra-curricular activities for ESLP students.

## **6. Follow-up**

As the ESLP program is comparatively youthful, it would be in the interests of continuous monitoring, assessment and improvement for the ESLP faculty to regularly seek evaluation and input from their clients (the students) and from receiving faculty in the Academic Studies programs.

### **Recommendations**

- A. That ESLP faculty initiate regular surveys of their students and of receiving faculty in the Academic Studies programs in order to monitor and assess the effectiveness of their program.
- B. That the questionnaire forms used for the 1988 and 1989 faculty, receiving faculty and current student surveys be re-designed and simplified to reduce confusion and ambiguous responses.

(The Office of Institutional Research would be glad to assist in the re-design of the questionnaires.)

## **7. Faculty Improvement**

Questionnaire responses indicate that the ESLP faculty are perceived by the students as doing a satisfactory job. It is noted that although only one of the four faculty who have taught or are currently teaching in the program holds formal certification in ESL, efforts have been made to upgrade faculty expertise by mounting of regular in-service sessions. It is important that faculty in a nascent program such as this be afforded ongoing professional development opportunities to enhance their expertise.



### **Recommendations**

- A. That ESL certification be encouraged as a professional goal for all ESLP faculty.**
- B. That ESLP faculty continue to avail themselves regularly of professional development and in-service opportunities that will enhance their knowledge of and expertise in ESL.**

**APPENDIX A  
(1988 DATA)**

Those courses where the ratings tended towards neutrality rather than satisfactory (i.e. 3.50 to 3.00) are listed below:

- ESLP 005 (appropriateness of course texts)  
(appropriateness of audio-visual material used in course)  
(ratio of time allotted to this course relative to other ESL courses)  
(sufficiency of time allotted to course)  
(level of difficulty of the course)  
(usefulness of course content in other ESL courses)  
(repetition of content in other courses in program)  
(use of community resources (field trips, class visitors, library)  
(suitability of this course as a prerequisite to subsequent courses)  
(effectiveness of this course in preparing you for college courses)
- ESLP 006 (adequacy of information received on course objectives)  
(variety of instructional methods)  
(rate at which material was covered in course)  
  
(level of difficulty of the course)  
(usefulness of course content in other ESL courses)  
(repetition of content in other courses in program)  
(methods used to test student achievement)  
(relationship of testing to course objectives)  
(consistency and fairness of student evaluation)  
(availability of instructor for help outside of class time)  
(usefulness of individual help provided by instructor)  
(your opinion of the instructor's expectations of the course)  
(overall student workload)  
(comprehensiveness of this course)

- ESLP 007 (appropriateness of course texts)  
 (appropriateness of audio-visual material  
 used in course)  
 (appropriateness of methods of instruction:  
 lectures, discussion, individual/group work)  
 (variety of instructional methods)  
 (sufficiency of time allotted to course)  
 (rate at which material was covered in course)  
 (usefulness of course content in other ESL  
 courses)  
 (repetition of content in other courses in  
 program)  
 (methods used to test student achievement)  
 (relationship of testing to course objectives)  
 (consistency and fairness of student evaluation)  
 (availability of instructor for help outside of  
 class time)  
 (usefulness of individual help provided by  
 instructor)  
 (your opinion of the instructor's expectations  
 of the course)  
 (use of community resources (field trips, class  
 visitors, library)  
 (suitability of this course as a prerequisite to  
 subsequent courses)  
 (effectiveness of this course in preparing you  
 for college courses)  
 (overall student workload)  
 (comprehensiveness of this course)
  
- ESLP 008 (appropriateness of audio-visual material  
 used in course)  
 (variety of instructional methods)  
 (level of difficulty of the course)  
 (usefulness of course content in other ESL  
 courses)  
 (methods used to test student achievement)  
 (relationship of testing to course objectives)  
 (consistency and fairness of student evaluation)  
 (availability of instructor for help outside of  
 class time)  
 (use of community resources (field trips, class  
 visitors, library)  
 (suitability of this course as a prerequisite to  
 subsequent courses)  
 (overall student workload)  
 (comprehensiveness of this course)



- ESLP 009 (adequacy of information received on course objectives)
  - (appropriateness of course texts)
  - (appropriateness of audio-visual material used in course)
  - (appropriateness of methods of instruction: lectures, discussion, individual/group work)
  - (variety of instructional methods)
  - (ratio of time allotted to this course relative to other ESL courses)
  - (rate at which material was covered in course)
  - (level of difficulty of the course)
  - (repetition of content in other courses in program)
  - (relationship of testing to course content)
  - (use of community resources (field trips, class visitors, library)
  - (suitability of this course as a prerequisite to subsequent courses)
  - (effectiveness of this course in preparing you for college courses)
  - (overall student workload)
  - (comprehensiveness of this course)

- ESLP 015 (adequacy of information received on course objectives)
  - (fulfillment of those objectives)
  - (appropriateness of course texts)
  - (appropriateness of printed handout material)
  - (appropriateness of audio-visual material used in course)
  - (appropriateness of methods of instruction: lectures, discussion, individual/group work)
  - (variety of instructional methods)
  - (ratio of time allotted to this course relative to other ESL courses)
  - (sufficiency of time allotted to course)
  - (rate at which material was covered in course)
  - (level of difficulty of the course)
  - (usefulness of course content in other ESL courses)
  - (repetition of content in other courses in program)
  - (methods used to test student achievement)
  - (relationship of testing to course objectives)
  - (consistency and fairness of student evaluation)
  - (availability of instructor for help outside of class time)
  - (usefulness of individual help provided by instructor)
  - (your opinion of the instructor's expectations of the course)

- (use of community resources (field trips, class visitors, library)
- (suitability of this course as a prerequisite to subsequent courses)
- (effectiveness of this course in preparing you for college courses)
- (overall student workload)
- (comprehensiveness of this course)
- ESLP 016 (adequacy of information received on course objectives)
  - (fulfillment of those objectives)
  - (appropriateness of course texts)
  - (appropriateness of printed hand-out material)
  - (appropriateness of audio-visual material used in course)
  - (variety of instructional methods)
  - (ratio of time allotted to this course relative to other ESL courses)
  - (rate at which material was covered in course)
  - (level of difficulty of the course)
  - (usefulness of course content in other ESL courses)
  - (methods used to test student achievement)
  - (relationship of testing to course objectives)
  - (consistency and fairness of student evaluation)
  - (usefulness of individual help provided by instructor)
  - (suitability of this course as a prerequisite to subsequent courses)
  - (effectiveness of this course in preparing you for college courses)
  - (comprehensiveness of this course)
- ESLP 017 (adequacy of information received on course objectives)
  - (fulfillment of those objectives)
  - (appropriateness of course texts)
  - (appropriateness of audio-visual material used in course)
  - (appropriateness of methods of instruction: lectures, discussion, individual/group work)
  - (variety of instructional methods)
  - (ratio of time allotted to this course relative to other ESL courses)
  - (sufficiency of time allotted to course)
  - (rate at which material was covered in course)
  - (level of difficulty of the course)
  - (usefulness of course content in other ESL courses)



- (repetition of content in other courses in program)
- (consistency and fairness of student evaluation)
- (usefulness of individual help provided by instructor)
- (your opinion of the instructor's expectations of the course)
- (use of community resources (field trips, class visitors, library)
- (suitability of this course as a prerequisite to subsequent courses)
- (effectiveness of this course in preparing you for college courses)
- (overall student workload)
- (comprehensiveness of this course)
- ESLP 018 (adequacy of information received on course objectives)
- (fulfillment of those objectives)
- (appropriateness of course texts)
- (appropriateness of printed handout material)
- (appropriateness of audio-visual material used in course)
- (appropriateness of methods of instruction: lectures, discussion, individual/group work)
- (variety of instructional methods)
- (ratio of time allotted to this course relative to other ESL courses)
- (sufficiency of time allotted to course)
- (rate at which material was covered in course)
- (level of difficulty of the course)
- (usefulness of course content in other ESL courses)
- (repetition of content in other courses in program)
- (relationship of testing to course objectives)
- (consistency and fairness of student evaluation)
- (availability of instructor for help outside of class time)
- (usefulness of individual help provided by instructor)
- (your opinion of the instructor's expectations of the course)
- (overall student workload)
- (comprehensiveness of this course)
- ESLP 019 (adequacy of information received on course objectives)
- (fulfillment of those objectives)

(appropriateness of course texts)  
 (appropriateness of printed handout material)  
 (appropriateness of audio-visual material  
 used in course)  
 (appropriateness of methods of instruction:  
 lectures, discussion, individual/group work)  
 (ratio of time allotted to this course relative  
 to other ESL courses)  
 (sufficiency of time allotted to course)  
 (level of difficulty of the course)  
 (usefulness of course content in other ESL  
 courses)  
 (repetition of content in other courses in  
 program)  
 (methods used to test student achievement)  
 (relationship of testing to course objectives)  
 (usefulness of individual help provided by  
 instructor)  
 (suitability of this course as a prerequisite to  
 subsequent courses)  
 (effectiveness of this course in preparing you  
 for college courses)  
 (overall student workload)  
 (comprehensiveness of this course)

- ESLP 025 (appropriateness of course texts)  
 (appropriateness of methods of instruction:  
 lectures, discussion, individual/group work)  
 (sufficiency of time allotted to course)  
 (rate at which material was covered in course)  
 (methods used to test student achievement)  
 (relationship of testing to course objectives)  
 (comprehensiveness of this course)

- ESLP 027 (adequacy of information received on course  
 objectives)  
 (fulfillment of those objectives)  
 (appropriateness of course texts)  
 (appropriateness of printed handout material)  
 (appropriateness of methods of instruction:  
 lectures, discussion, individual/group work)  
 (variety of instructional methods)  
 (ratio of time allotted to this course relative  
 to other ESL courses)  
 (sufficiency of time allotted to course)  
 (rate at which material was covered in course)  
 (level of difficulty of the course)  
 (usefulness of course content in other ESL  
 courses)  
 (repetition of content in other courses in  
 program)  
 (methods used to test student achievement)  
 (relationship of testing to course objectives)



(consistency and fairness of student evaluation)  
(availability of instructor for help outside of  
class time)  
(your opinion of the instructor's expectations  
of the course)  
(use of community resources (field trips, class  
visitors, library)  
(suitability of this course as a prerequisite to  
subsequent courses)  
(effectiveness of this course in preparing you  
for college courses)  
(overall student workload)  
(comprehensiveness of this course)

- ESLP 028 (adequacy of information received on course  
objectives)  
(fulfillment of those objectives)  
(appropriateness of course texts)  
(appropriateness of printed handout material)  
(appropriateness of audio-visual material  
used in course)  
(variety of instructional methods)  
(sufficiency of time allotted to course)  
(rate at which material was covered in course)  
(level of difficulty of the course)  
(usefulness of course content in other ESL  
courses)  
(repetition of content in other courses in  
program)  
(relationship of testing to course objectives)  
(consistency and fairness of student evaluation)  
(availability of instructor for help outside of  
class time)  
(your opinion of the instructor's expectations  
of the course)  
(use of community resources (field trips, class  
visitors, library)  
(suitability of this course as a prerequisite to  
subsequent courses)  
(effectiveness of this course in preparing you  
for college courses)  
(overall student workload)  
(comprehensiveness of this course)

**APPENDIX B  
(1988 DATA)**

Courses and items that received ratings of 3.50 or higher, indicating various degrees of satisfaction appear below:

- ESLP 005 (adequacy of information you received on course objectives)  
(fulfillment of those objectives)  
(appropriateness of printed handout material)  
(appropriateness of methods of instruction  
(lectures, discussion, individual/group work)  
(variety of instructional methods)  
(rate at which material was covered in course)  
(methods used to test student achievement)  
(relationship of testing to course objectives)  
(consistency and fairness of student evaluation)  
(availability of instructor for help outside of class time)  
(usefulness of individual help provided by instructor)  
(your opinion of the instructor's expectations of the course)  
(overall student workload)  
(comprehensiveness of this course)
- ESLP 007 (fulfillment of those objectives)  
(appropriateness of printed handout material)  
(ratio of time allotted to this course relative to other ESL courses)  
(level of difficulty of the course)
- ESLP 008 (adequacy of information you received on course objectives)  
(fulfillment of those objectives)  
(appropriateness of course texts)  
(appropriateness of printed handout material)  
(appropriateness of methods of instruction  
(lectures, discussion, individual/group work)  
(ratio of time allotted to this course relative to other ESL courses)  
(sufficiency of time allotted to course)  
(rate at which material was covered in course)  
(repetition of content in other courses in program)  
(your opinion of the instructor's expectations of the course)  
(effectiveness of this course in preparing you for college courses)



- ESLP 009 (fulfillment of those objectives)  
 (appropriateness of printed handout material)  
 (sufficiency of time allotted to course)  
 (usefulness of course content in other ESL courses)  
 (methods used to test student achievement)  
 (consistency and fairness of student evaluation)  
 (availability of instructor for help outside of class time)  
 (usefulness of individual help provided by instructor)  
 (your opinion of the instructor's expectations of the course)
- ESLP 017 (appropriateness of printed handout material)  
 (relationship of testing to course objectives)  
 (availability of instructor for help outside of class time)
- ESLP 018 (suitability of this course as a prerequisite to subsequent courses)  
 (effectiveness of this course in preparing you for college courses)
- ESLP 019 (variety of instructional methods)  
 (consistency and fairness of student evaluation)  
 (availability of instructor for help outside of class time)  
 (your opinion of the instructor's expectations of the course)  
 (use of community resources (field trips, class visitors, library))
- ESLP 025 (adequacy of information you received on course objectives)  
 (fulfillment of those objectives)  
 (appropriateness of printed handout material)  
 (appropriateness of audio-visual material used in course)  
 (variety of instructional methods)  
 (ratio of time allotted to this course relative to other ESL courses)  
 (level of difficulty of the course)  
 (usefulness of course content in other ESL courses)  
 (repetition of content in other courses in program)  
 (consistency and fairness of student evaluation)  
 (availability of instructor for help outside of class time)

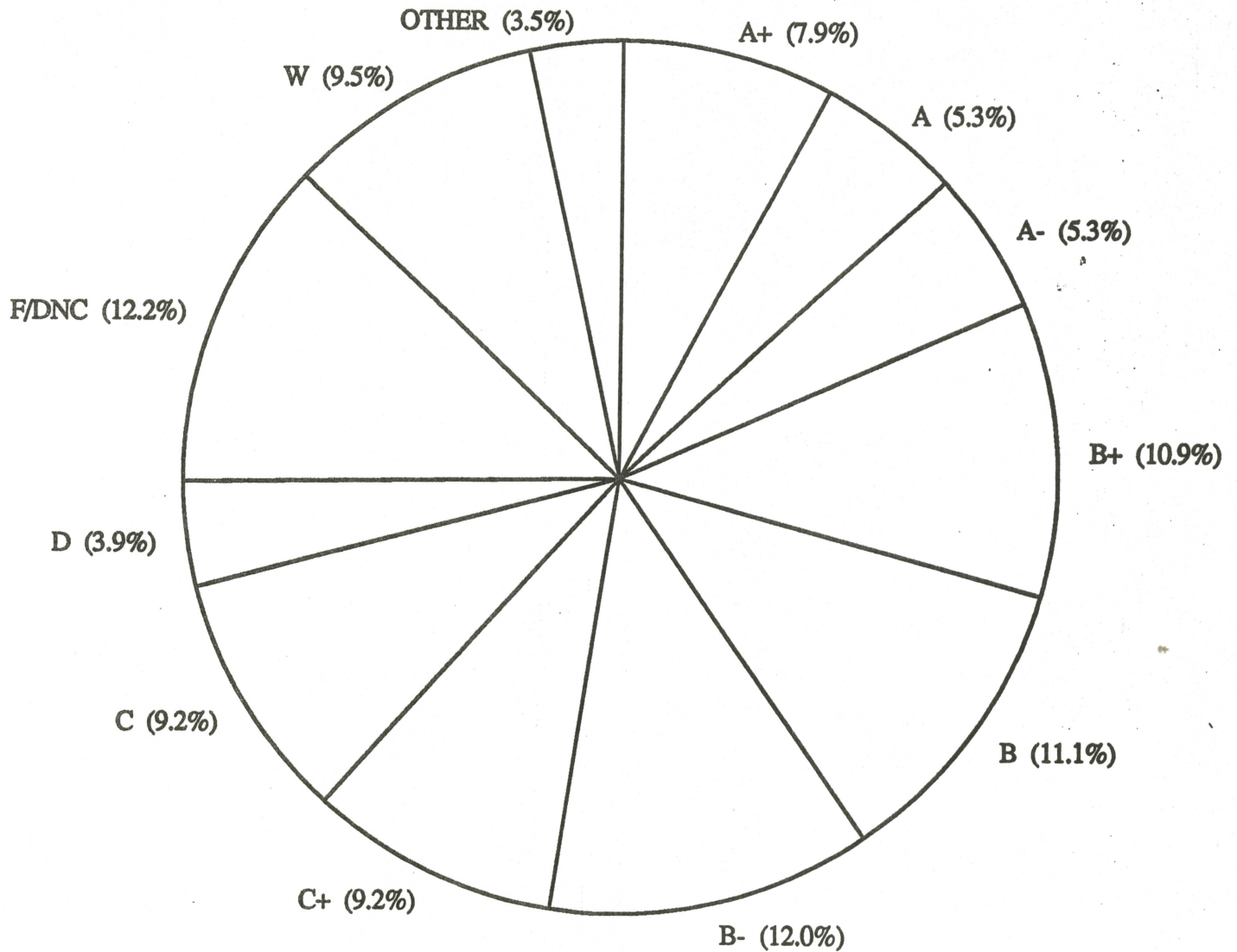
(usefulness of individual help provided by instructor)  
(your opinion of the instructor's expectations of the course)  
(use of community resources (field trips, class visitors, library)  
(suitability of this course as a prerequisite to subsequent courses)  
(effectiveness of this course in preparing you for college courses)  
(overall student workload)

- ESLP 027 (appropriateness of audio-visual material used in course)  
(usefulness of individual help provided by instructor)
- ESLP 028 (appropriateness of methods of instruction (lectures, discussion, individual/group work)  
(ratio of time allotted to this course relative to other ESL courses)  
(methods used to test student achievement)  
(usefulness of individual help provided by instructor)



APPENDIX C

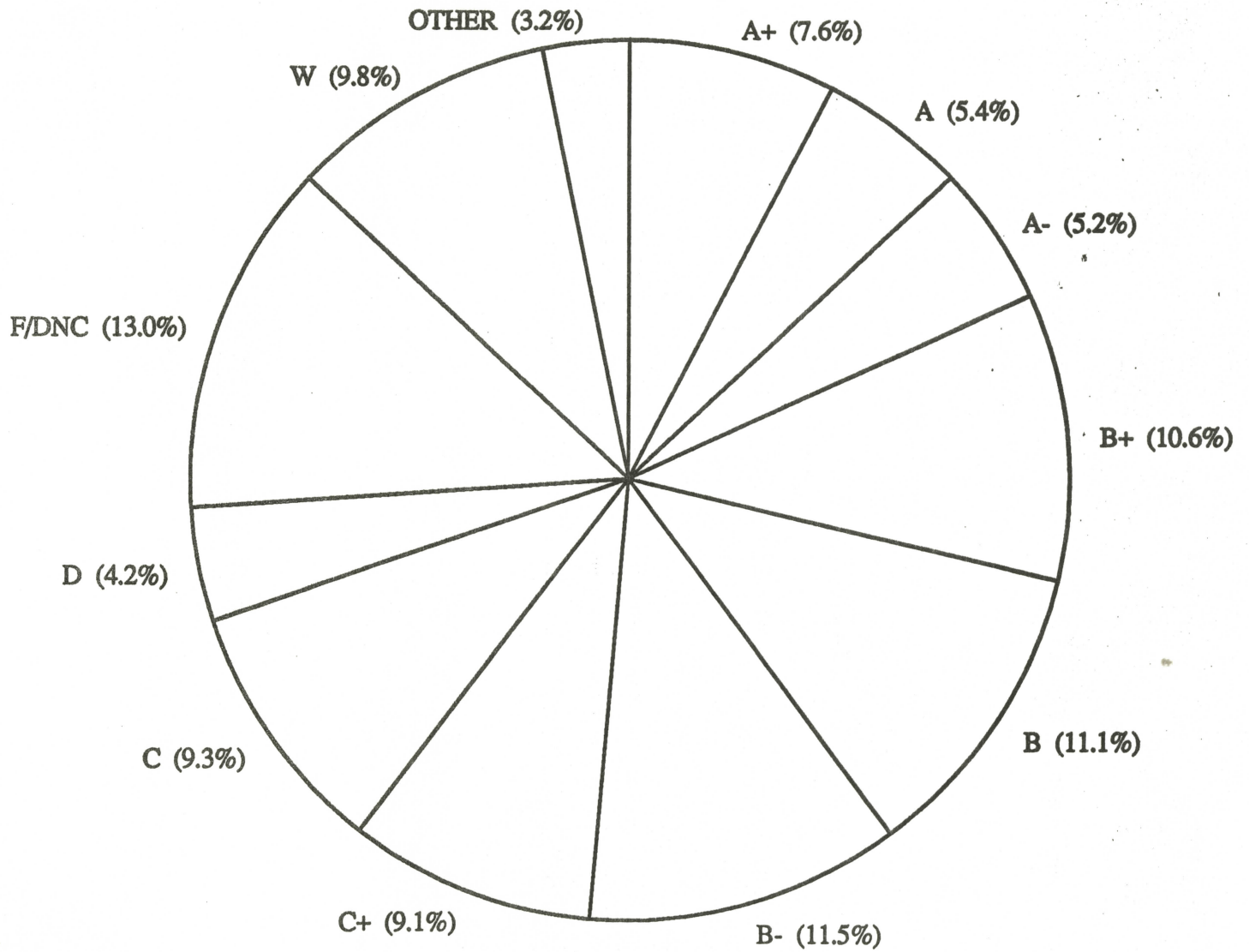
ESLP - GRAD PERFORMANCE IN ALL CT, VOC,  
& ACADEMIC COURSES 12/87 TO 4/89



N = 433

APPENDIX D

ESLP - GRAD PERFORMANCE IN ALL  
ACADEMIC COURSES 12/87 TO 4/89



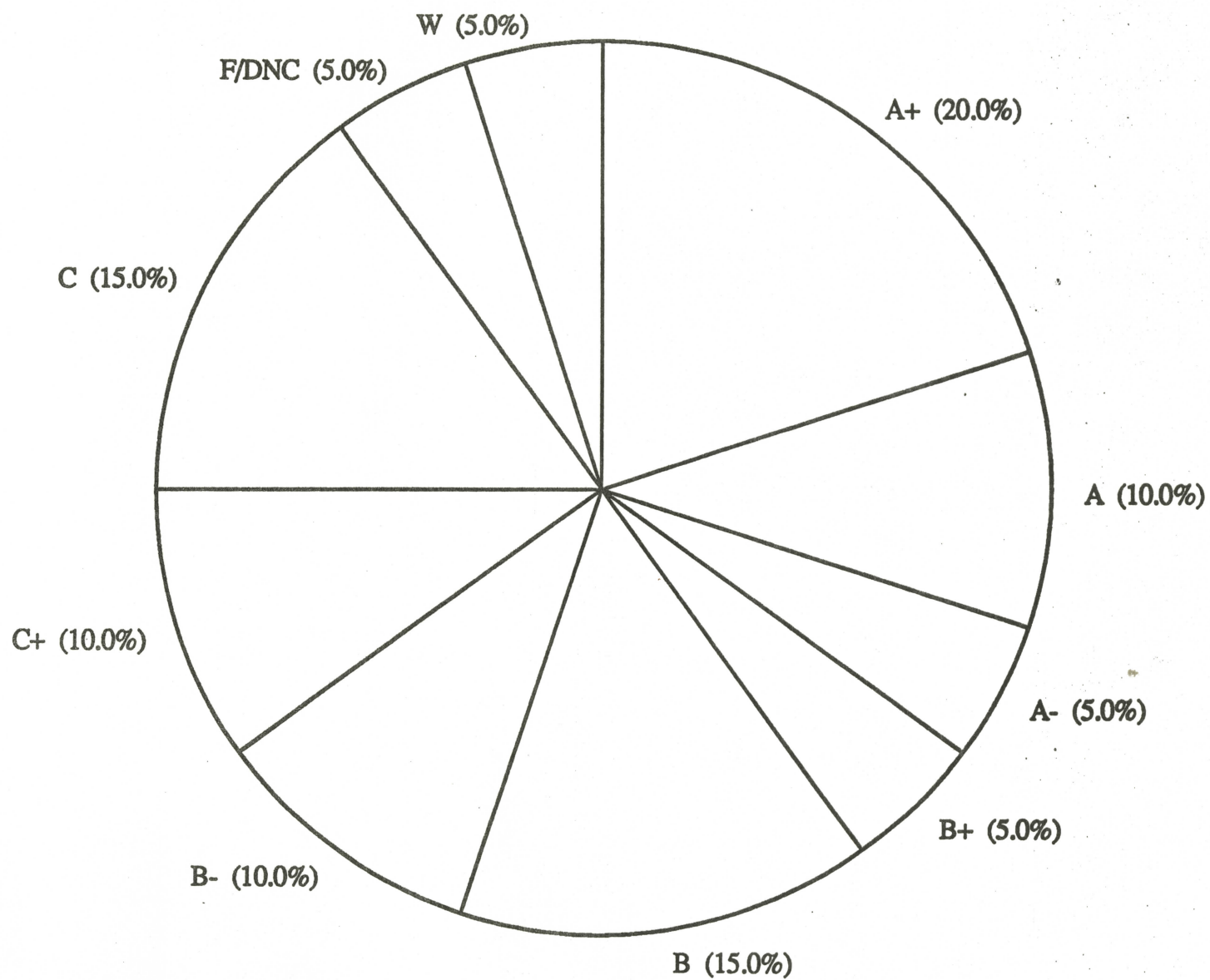
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APPENDIX E

ESLP - UT CHEMISTRY

12/87 TO 4/89

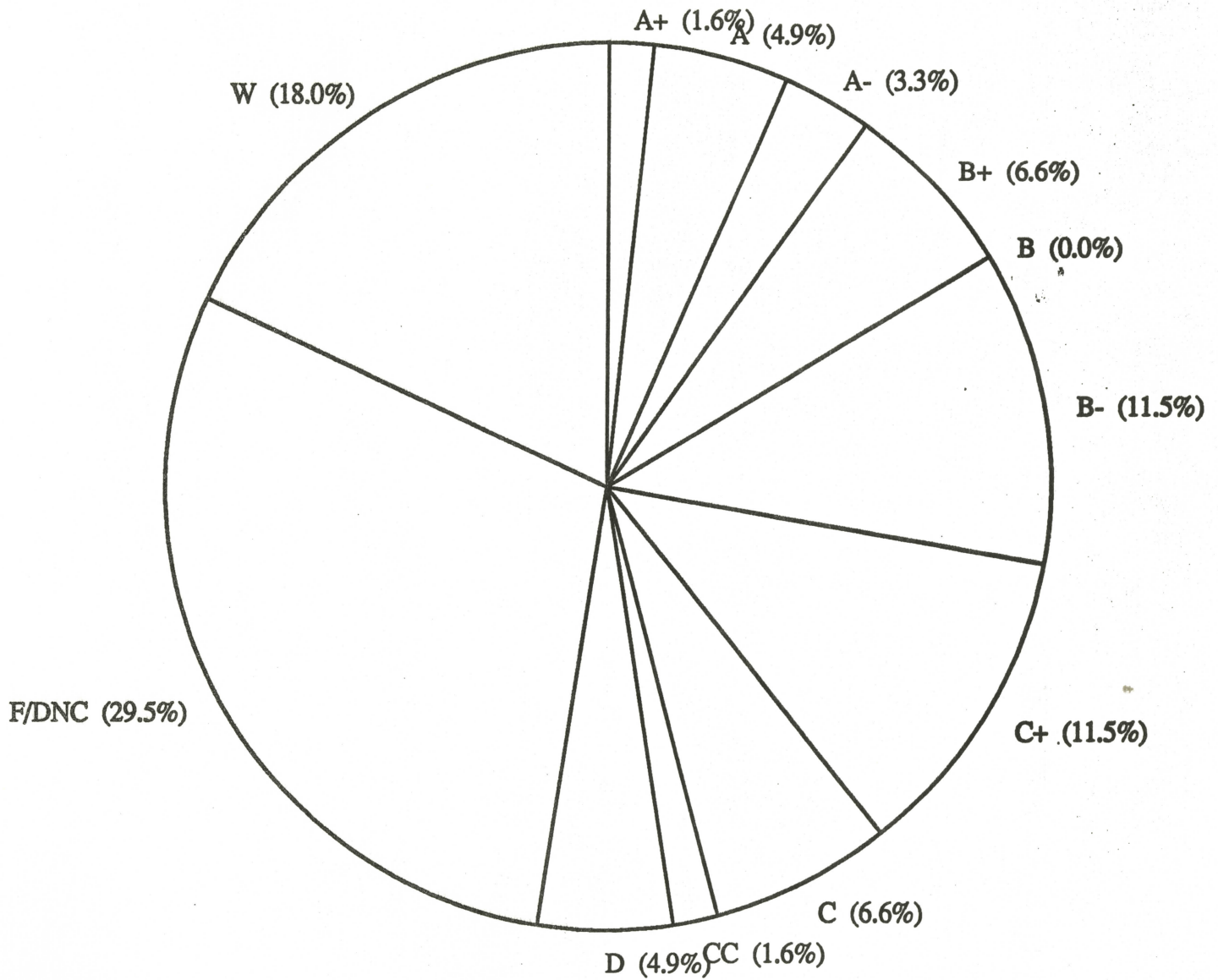


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APPENDIX F

ESL ACADEMIC - COMPUTING

12/87 TO 4/89



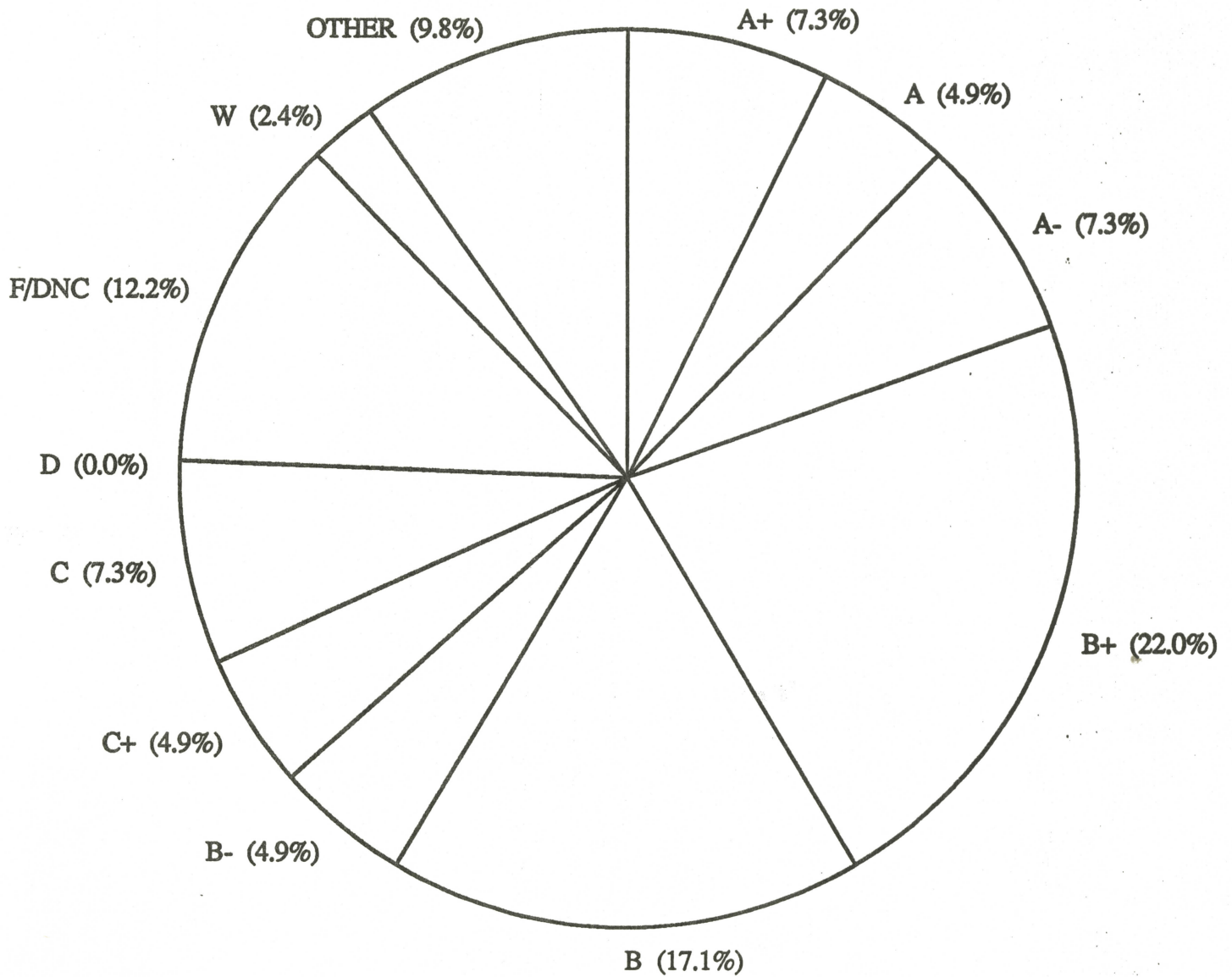
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APPENDIX G

ESLP - UT ECONOMICS

12/87 TO 4/89

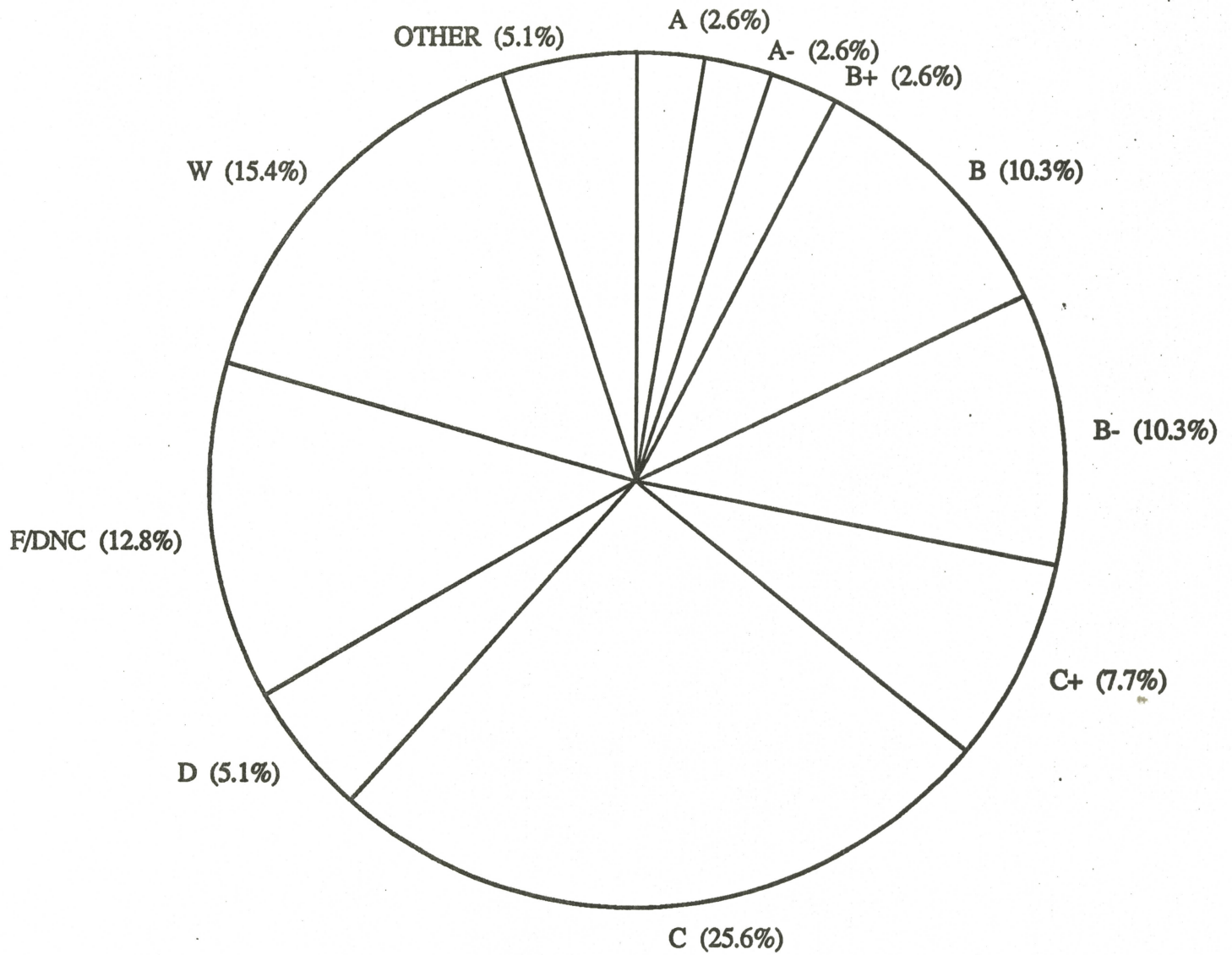


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APPENDIX H

ESLP - UT ENGLISH GRADE DISTRIBUTION

12/87 TO 4/89

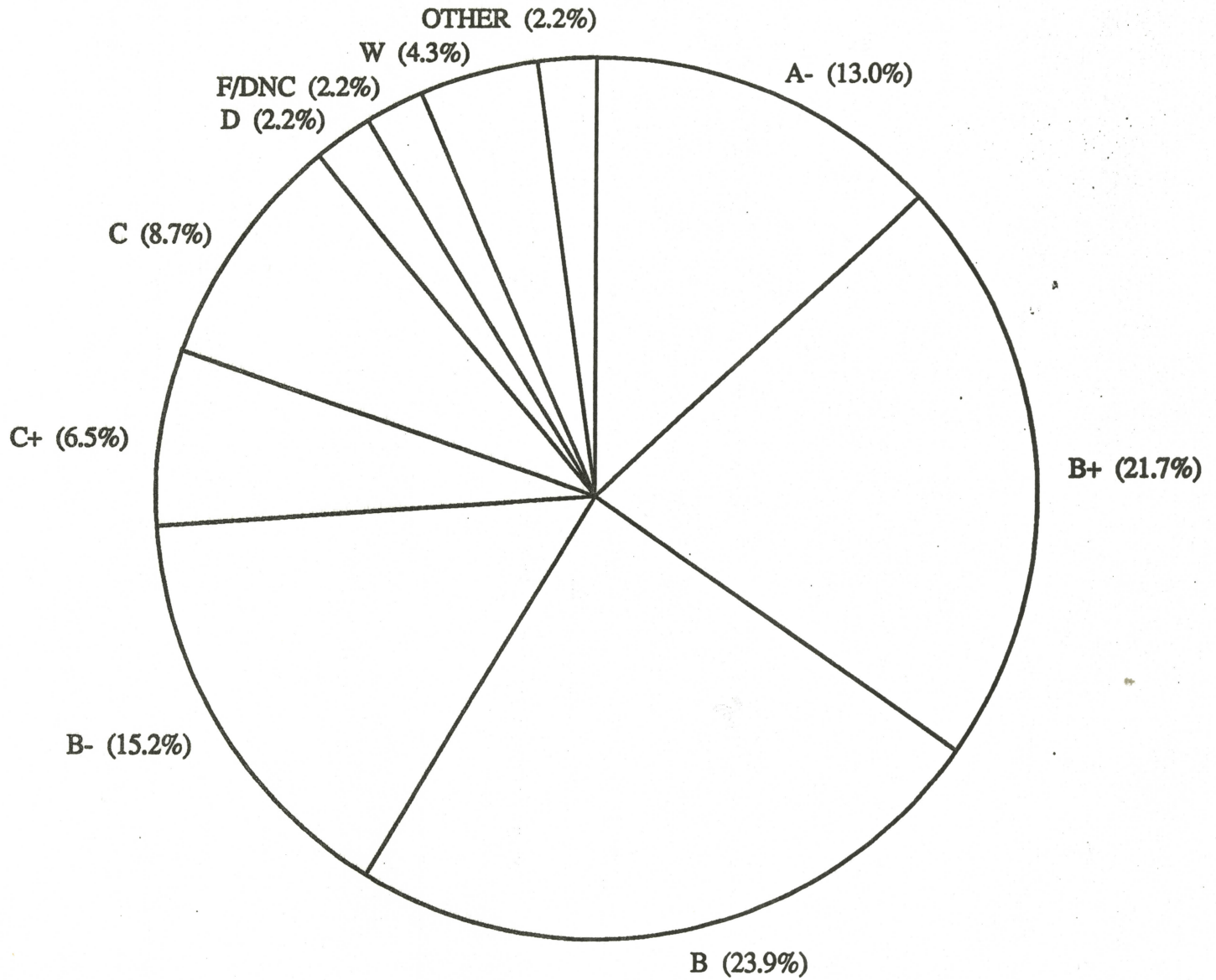


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APPENDIX I

ESLP - UT FINE ARTS

12/87 TO 4/89



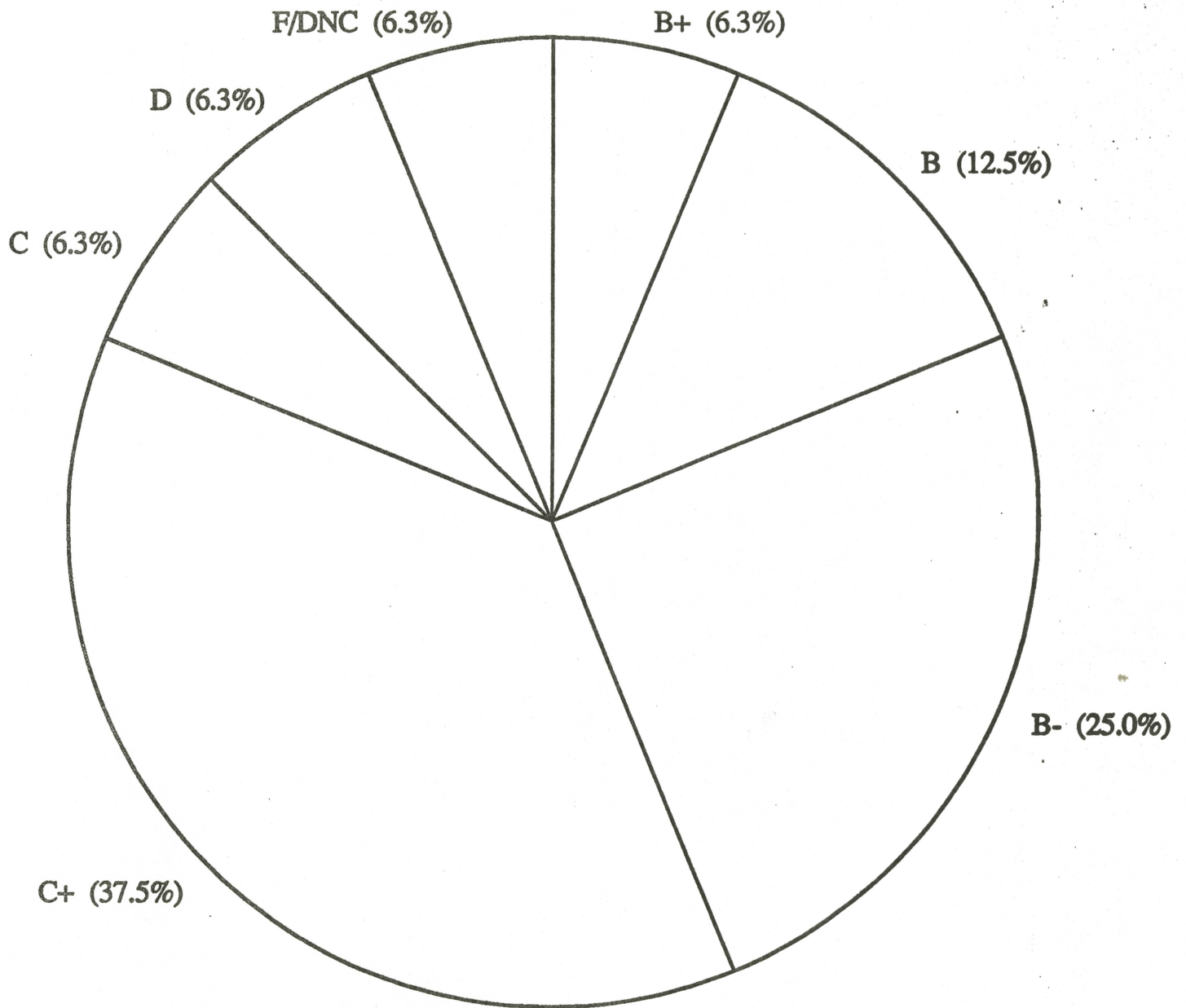
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APPENDIX J

ESLP - UT GEOGRAPHY

12/87 TO 4/89

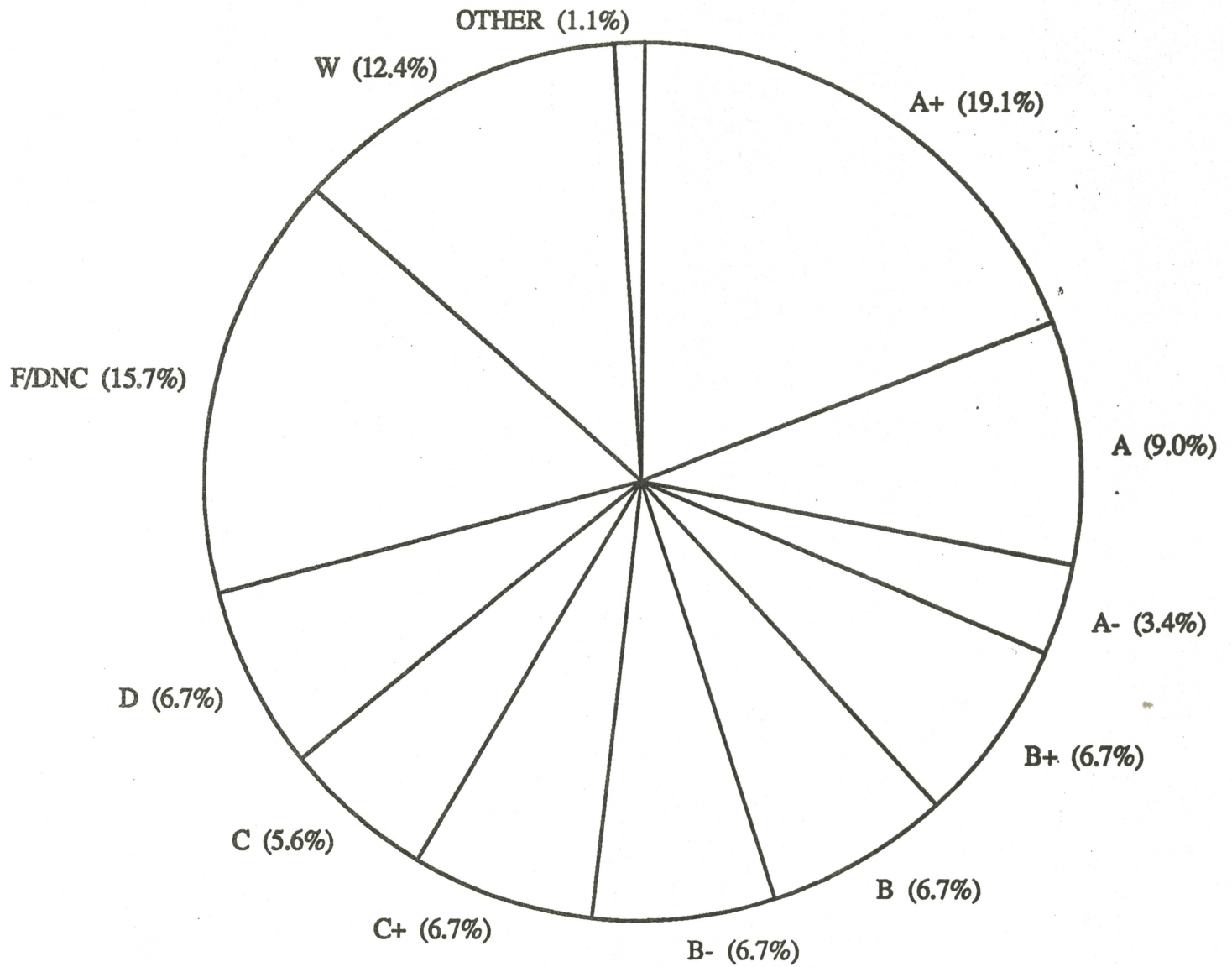


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APPENDIX K

ESLP - UT MATHEMATICS

12/87 TO 4/89

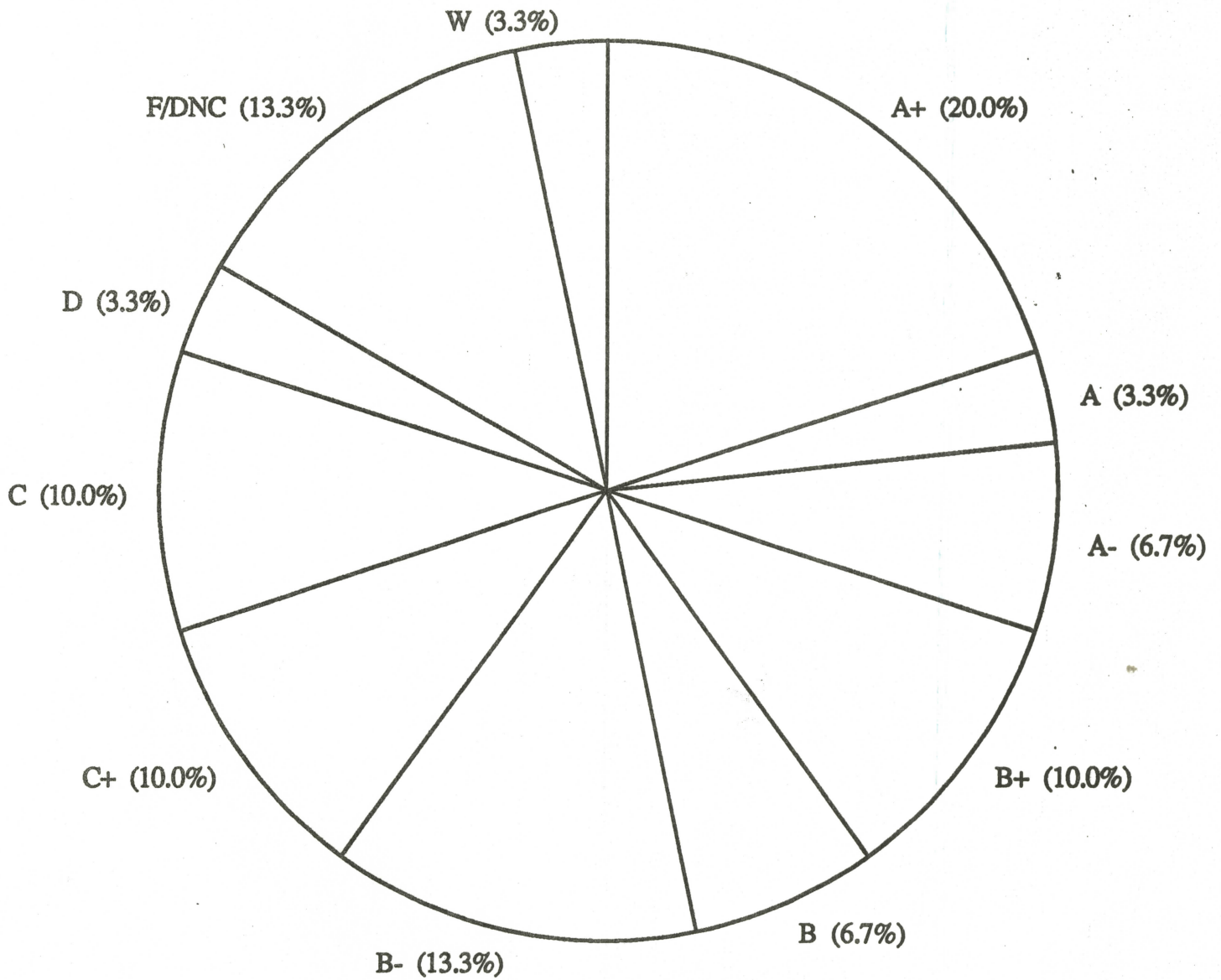


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APPENDIX L

ESLP - UT PHYSICS

12/87 TO 4/89



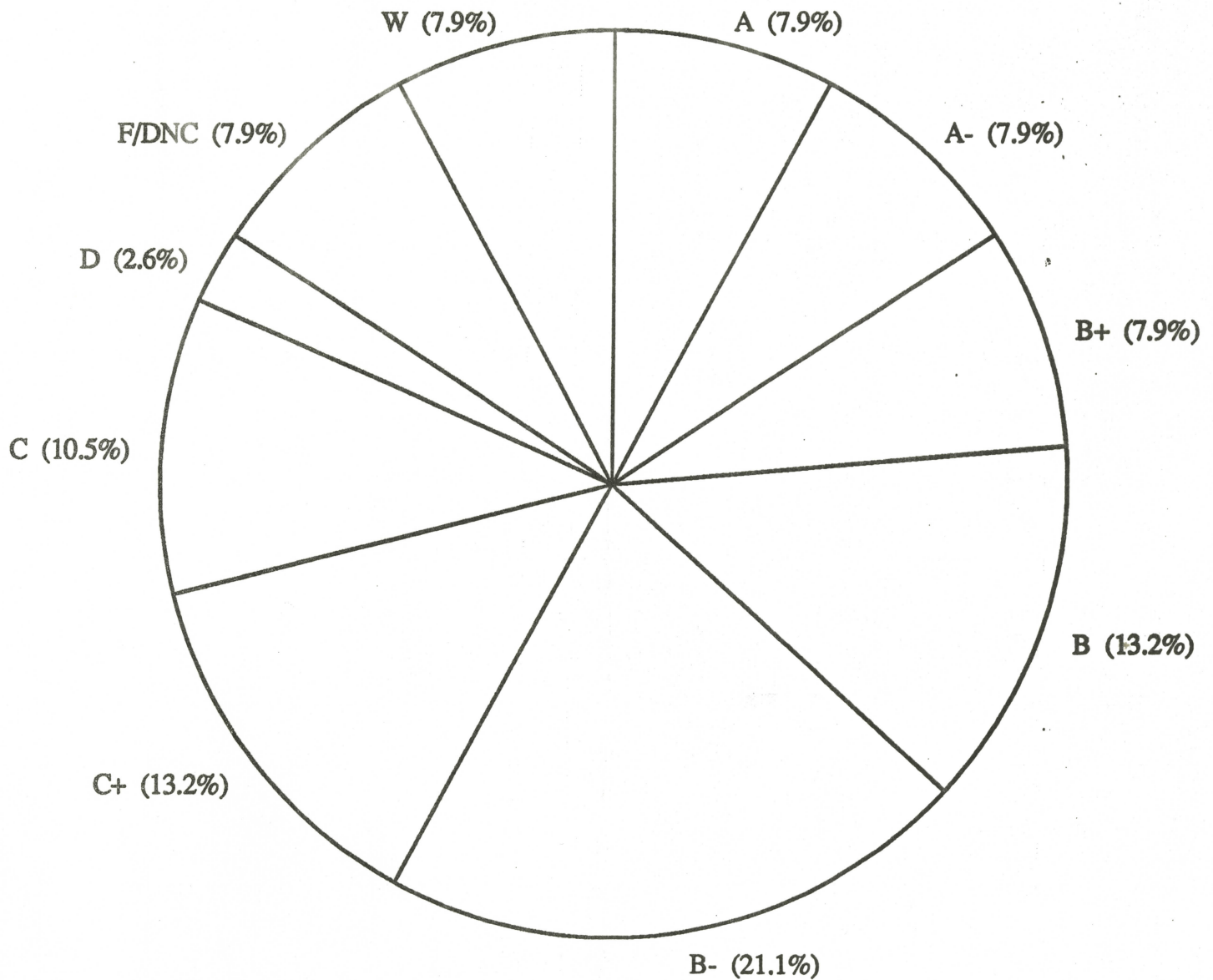
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APPENDIX M

ESLP - UT PSYCHOLOGY

12/87 TO 4/89

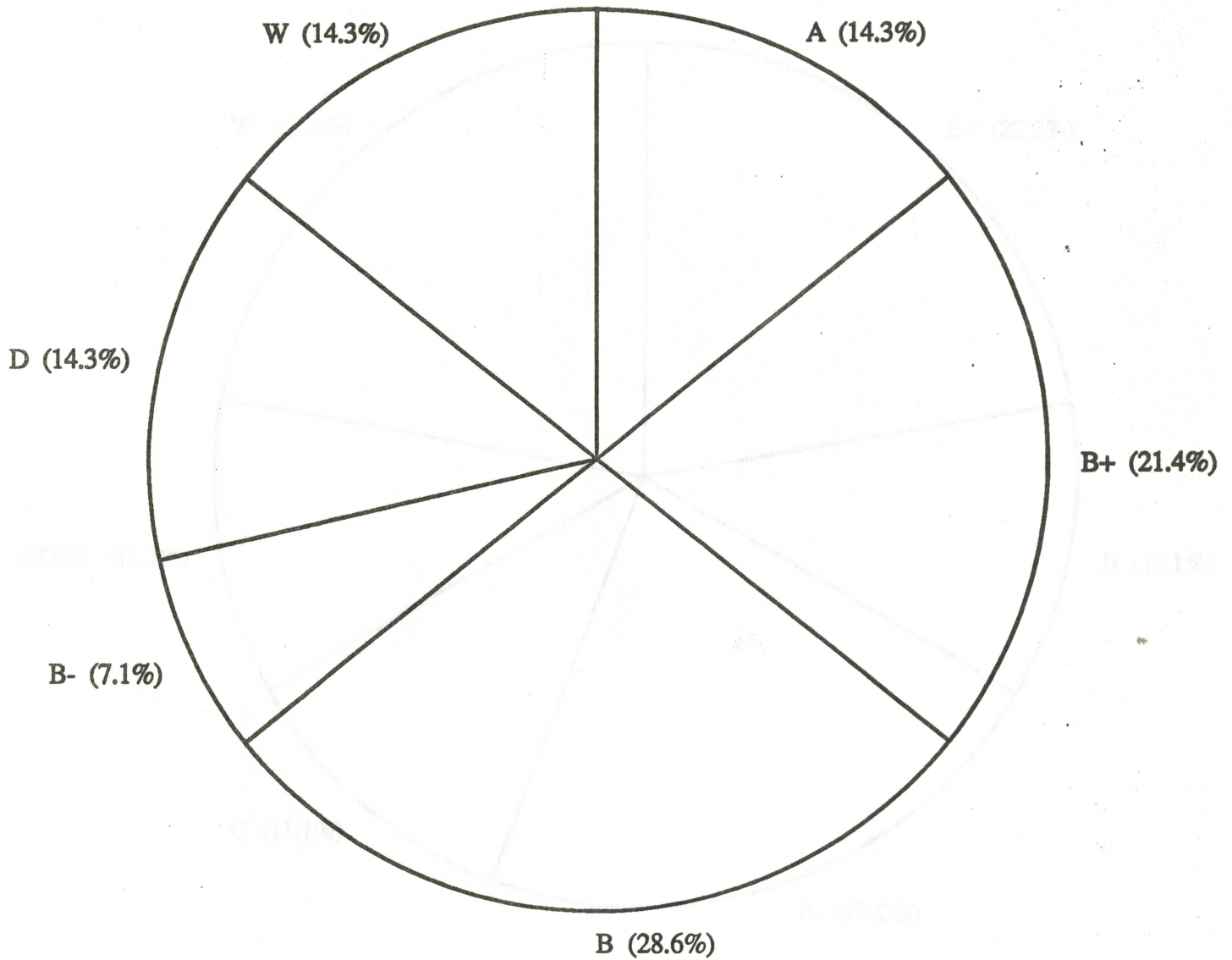


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APPENDIX N

ESLP - UT SOCIOLOGY

12/87 TO 4/89

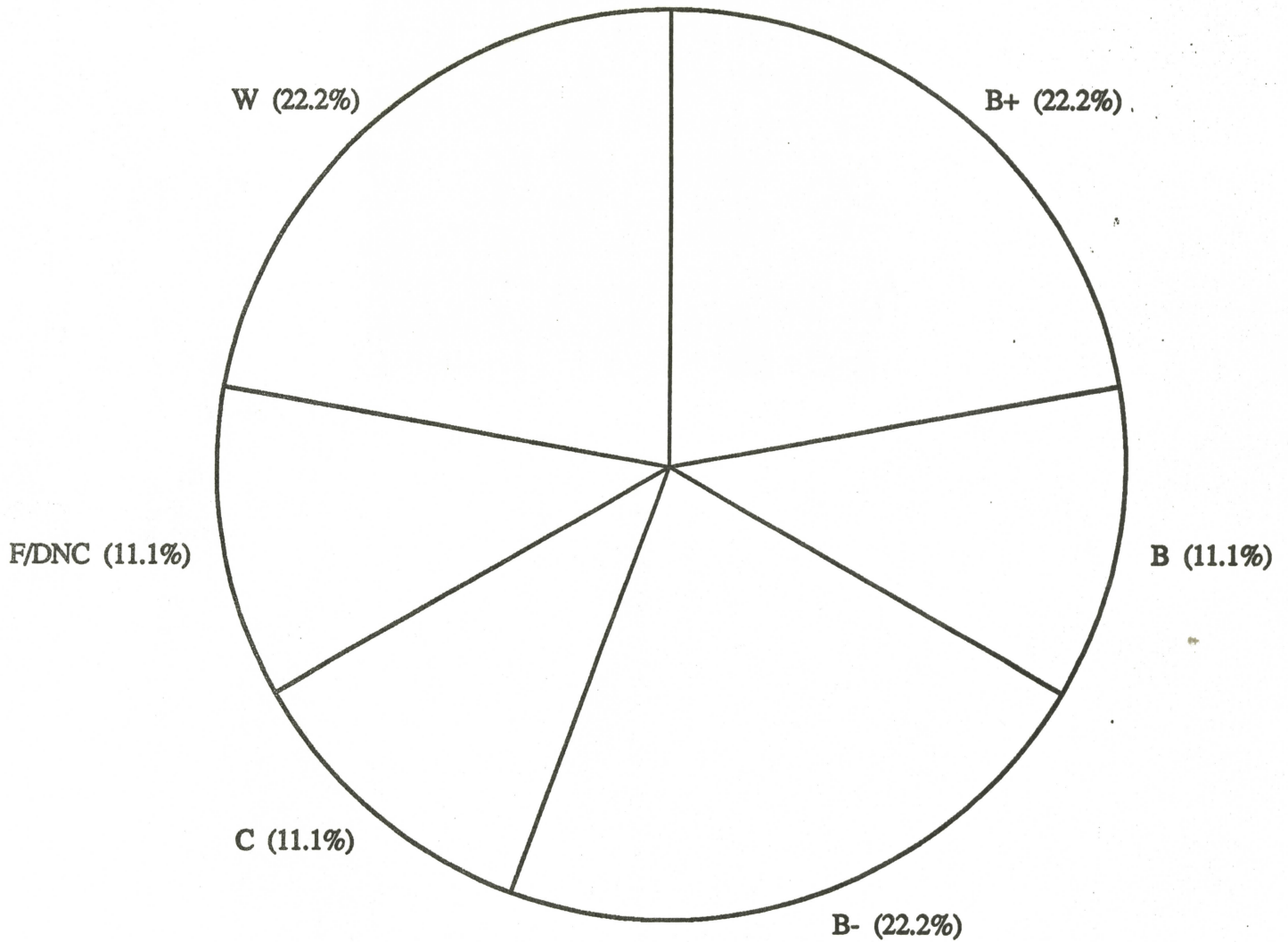


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APPENDIX O

ESLP - UT THEATRE

12/87 TO 4/89



N = 9



Date Due

APR 22 1992		
MAY 05 1992		
NOV 10 1993		
NOV 24 1993		
DEC 08 1993		
DEC 22 1993		
JAN 04 1994		
JAN 18 1994		
JAN 10 1994		
APR 08 1994		
APR 05 1994		
APR 04 1996		
APR 06 1996		
DEC 07 1996		
NOV 28 1996		

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