

PROGRAM REVIEW REPORT SUMMARY: SHORT PROGRESS REPORT

1. **Reporting Institution:** Eastern Illinois University
2. **Reporting Program:** Certificate in English as a Second Language (CIP code 13.0202)
3. **Date:** January 30, 2019
4. **Contact Person:** Dr. Jeanne Okrasinski, Department Chair
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5 Summary of Program Goals and Objectives and Progress at Meeting Them: Eastern Illinois University was granted approval to offer a post-baccalaureate Certificate in English as a Second Language in Fall 2013 and began enrolling students in 2014. The Certificate was designed for educators who wished to advance their knowledge and performance in teaching English language learners. The program requires students to hold a valid teaching license. Although the Certificate does not result in the State of Illinois' ESL Endorsement, its coursework may be applied toward the endorsement's requirements. It offers a viable alternative to students who wish to prepare to pursue the English as a Second Language Endorsement but may already have earned a master's degree.

The Certificate in ESL also addresses a significant state and national need. Census data show a rapidly increasing population of English Language Learners nationally and in the state of Illinois, suggesting that more teachers must be ready to serve this population. Unfortunately, a recent survey of graduates of Illinois teacher licensure programs demonstrated that new teachers felt less well-prepared to meet the needs of ESL instruction than most other aspects of their work (Illinois Association of Deans of Public Colleges of Education.) The Certificate in ESL directly addresses this need by enabling Pre-school to Grade 12 teachers to acquire coursework that can be applied toward the requirements for the ESL Endorsement in Illinois. The learning goals for the Certificate in ESL were most recently updated to reflect the new ESL standards outlined by the state of Illinois. Our program was reviewed and found to meet the new standards without changes to the original program.

In 2015, we were fortunate to receive a grant that allowed us to provide scholarships for Early Childhood teachers who were interested in obtaining their ESL endorsement. The grant provided a good incentive to get our program on its feet, demonstrated by the 13 students who enrolled in Fall 2015. In Fall 2018, we began offering the courses in multiple delivery modes, including some online coursework. Given the alternative delivery models, we are seeing enrollments begin to climb. While 8 students were enrolled in Fall of 2018, we have admitted an additional 6 who will begin the program in Spring of 2019. The program typically takes 2 years for completion, as most students take only one course per term. We enroll an average of 8 students in our coursework that are interested in pursuing the Grad Cert in ESL. We anticipate running a program of 10-15 students per year on average in the next 5 years. One side benefit that we had not considered is that our other Master's degree students would be interested in adding a class or two into their program to get a better feel for ESL, but not yet pursuing the Grad Cert. Some of those students have decided to add the Grad Cert to their programs.

Data provided include numbers for student demand and completion as well as a second chart of completion.

Student Demand and Success

Fall	2014	2015	2016	2017	2018
Enrollment	1	13	10	6	8

Completion	2014	2015	2016	2017	2018
	0	2	7	4	2

The majority of the participants are full-time practicing teachers who pursue the Certificate as part-time graduate students. The requirements for the Certificate in ESL were completed by a total of 15 students between Fall 2015 and Summer 2018.

Initial assessment data shows that the program is doing an excellent job preparing its graduates for work with second language learners. It is using this data to continue to improve the program.

In conclusion our Certificate program has a steady stream of students demonstrating interest in enrolling and initiating coursework. Many of our graduates have gone on to accept ESL positions within the public K-12 schools in Illinois, while others have maintained their classroom teaching positions, better prepared to work with the ESL population within their home districts. The program itself has made changes in delivery options and we are beginning to see an increase in admittance/enrollments for the upcoming year.

6. Decision:

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation

On behalf of the Office of Academic Affairs, I appreciate the efforts of the faculty and program for identifying this particular need and their commitment to meet the learning goals relative to ESL learners as outlined by the state of Illinois. The report demonstrates the faculty's commitment to academic excellence and student success.