

CEA Self-study Template

WEBER STATE UNIVERSITY LEARNING ENGLISH FOR ACADEMIC PURPOSES DEPARTMENT

OIP

DATE OF SUBMISSION: 15 MARCH 2017

PART I. OVERVIEW OF THE PROGRAM OR LANGUAGE INSTITUTION

- A. Program description:** The Learning English for Academic Purposes (LEAP) Department offers Academic English Language instruction in content based English immersion classes. The aim of these classes is enable students to register in other academic classes in the university as they seek to complete a degree through the medium of English. Most students enroll in Bachelor degree, and a small percentage seek admission to Master degrees available at Weber State University. The Department consists of seven levels for students from zero English proficiency to students enrolled in freshman level classes. the first six classes are block (7-week) length, the Bridge level is taught over a 14-week semester.
- B. Faculty:**
All full-time faculty: Dr. Debi Sheridan, Chair; Giana Curtis, PhD Candidate; Amy Hudson; Maria Mortenson; Leslie Stitt. Minimum hiring requirements: an MA TESOL or a Master degree in a related field. Average workload per semester 14 credits.
All adjunct faculty: Dr. Tim Conrad; Dr. Susan McKay; Maria Georgiou; Yulia Goff; Chanar Jigmeddorj; Kristen Morey Kitamura; Jennifer Tanner. Minimum hiring requirements, B.A with an ESL endorsement for levels 1-3 and a Master degree for levels 4-7. Average workload 3 credits per semester.
- C. Student services:** Instruction, registration support, academic advising, counselling.
- D. Administration:** Administrative Specialist, Sandy Thomas; Student Aide, Kaori Gale. Chair; Dr. Debi Sheridan; Dr. Cliff Nowell, Dean of Office of International Programs; Dr. Bruce Davis, Vice Provost, and Dean of Continuing Education. The LEAP Department is housed in the Office of International Programs (OIP), which also administers the International Student and Scholar Center, and the Study Abroad Program. The OIP reports to the Vice-Provost in Academic Affairs, and the Vice-President for Student Affairs.
- E. Other:** The LEAP Department offers intensive instruction in English language in seven levels using the four language skills of reading, writing, speaking and listening with additional classes in pronunciation, and grammar. The upper four levels (level 4-Bridge level) are classes that earn college credit, which can be applied to language requirements in a BA, or elective credits in a BS. The population of the department serves the resident and international populations at the university.

PART II. THE SELF-STUDY PROCESS

- A. **Coordinator:** Dr. Debi Sheridan
- B. **Names and positions of committee members:** Giana Curtis, Placement Test coordinator, Curriculum standards; Amy Hudson, Professional Development coordinator, LSPS & PDPR standards; Maria Mortenson, Assessment coordinator, Student Achievement standards
- C. **Information** was gathered, disseminated, and analyzed after rereading the initial report submitted for our first accreditation and analysing the needs addressed by the reporting requirements. Faculty members volunteered for sections of the report and assumed responsibility for those standards. Collaboration between connected areas was established as the reporting underwent formation. Peer review was volunteered by the faculty who participated. The office administrative staff were key to locating documents and policies that ante-ceded the first accreditation, and providing updated figures.
- D. **Benefits of self-study include:** an updated snapshot of our program, its strengths and weaknesses. Recommendations for updating and integrating our curriculum and assessment tools, the resulting evaluation of presently used, and newly created faculty-produced materials have led to a confident implementation. The accreditation process has not only given us a chance to evaluate ourselves, but also to reassure ourselves that the program is doing what we aim for it to do. We are sure that we offer a quality program with suitable goals and relevant achievements. Our students report that we are doing the above. We embrace a complex mission, and have developed a collection of educationally and timely relevant data, which we use to examine our progress, successes and failures. We are well placed to provide a university and community service to underprivileged community groups and new citizens, as well as international students. We have a well-integrated curriculum, and set of support services generated by the department, faculty, and students. The accreditation process has helped us to review our structure and services, and reassure ourselves that it is appropriate to sustain our strategic plan for future years

.PART III. RESPONSES TO CEA STANDARDS

Mission

Mission Standard 1: The program or language institution has a written statement of its mission and goals, which guides activities, policies, and allocation of resources. This statement is communicated to faculty, students, and staff, as well as to prospective students, student sponsors, and the public, and is evaluated periodically.

A. Required responses

1. The Mission Statement of the LEAP department at Weber State University is, “The Weber State University LEAP Department (Learning English for Academic Purposes) provides intensive English language courses for students in the process of acquiring English as a second language for academic use. It is the mission of the Department to prepare these students to function effectively in mainstream academic classes where English is the language of instruction. In doing so, we also seek to familiarize students with American culture and the academic atmosphere of studying in an American university.”

The Mission Statement is included in the [Department Handbook](#) on page 3, which handbook is located in the department mail room. It is also included in the postcard advertising the department, through the QR code or by accessing information through the website listed there. The first step of this accreditation process was to review the mission statement and decide if we should update, add to or remove anything from it. The unanimous decision was not to change anything in it.

2. As the initial accreditation process (2011-2014) progressed, the mission statement guided decisions taken in each standard area as a first step to evaluating each area of the department. The mission statement continues to guide the development and review of all the Department SLOs, COs and CGs at Curriculum, and Assessment Committee meetings, and in the development of any new courses. The newest courses are the voluntary service courses, where students are enlisted in the service of the university or local community with the aim of developing listening and speaking skills, and which culminate with student presentations. Students evaluate their contribution to the American university and the university involvement in the local community during their presentations.

3. The allocation of finances is controlled by the Division of Continuing Education. The largest portion of our budget is dedicated to instructional wages, the next largest is to office costs, the smallest is to scholarships.

4. The mission statement is available to the following audiences:

Audience	Where mission statement is available
prospective faculty and staff	LEAP Department website at http://weber.edu/LEAP , LEAP Department main office. LEAP Adjunct Room, full-time faculty offices, LEAP Department Lab, WSU catalog at http://catalog.weber.edu/preview_entity.php?catoid=11&ent_oid=2507&hl=%22leap%22&returnto=search .
current faculty and staff	LEAP Department website. LEAP Department main office. LEAP Adjunct Room, full-time faculty offices, LEAP Department Lab, WSU catalog, Faculty and Department Handbooks
prospective students or their sponsors	LEAP Department website. LEAP Department main office. LEAP Adjunct Room, full-time faculty offices, LEAP Department Lab, recruitment materials QR code, WSU catalog
current students	LEAP Department website. LEAP Department main office. LEAP Adjunct Room, full-time faculty offices, LEAP Department Lab, WSU catalog, Department Handbook

the public	LEAP Department website. LEAP Department main office. LEAP Adjunct Room, full-time faculty offices, LEAP Department Lab, recruitment materials QR code, WSU catalog, Department Handbook
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5. As part of the initial accreditation process, the full-time faculty revised and updated the Mission Statement to reflect the guiding philosophy of the department. The revision was undertaken to summarize in broad terms the educational, social and cultural mission of the department as it pertained to the student population we serve, the goals of the curriculum, and a guiding statement for each of the faculty; full-time and adjunct. At the beginning of the reaccreditation process in summer 2016, the Mission statement was reviewed by email by each full-time faculty member and found to be a statement that the department was happy to keep as it was created and adopted in 2011. It is scheduled to be reviewed every three years at the appointment or re-appointment of the department chair.

B. Verification

1. Documentation in the report Department Handbook Online Resources: http://weber.edu/LEAP http://catalog.weber.edu/preview_entity.php?catoid=11&ent_oid=2507&hl=%22leap%22&returnto=search
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2. Verification on site Department Handbook in Faculty mail room LEAP Department office, Adjunct faculty room, faculty offices, LEPA language lab

C. Program/language institution self-recommendations

1. None.

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

<p><u>For site review team use only</u></p> <p>Mission Standard 1: The program or language institution has a written statement of its mission and goals, which guides activities, policies, and allocation of resources. This statement is communicated to faculty, students, and staff, as well as to prospective students, student sponsors, and the public, and is evaluated periodically.</p> <p>Appears to meet _____ Appears to partially meet _____ Appears not to meet _____</p> <p>Rationale for appears to meet: Rationale for appears to partially meet: Rationale for appears not to meet:</p> <p>Other comments:</p>

Curriculum

Curriculum Standard 1: The curriculum is consistent with the mission of the program or language institution, appropriate to achieve the organization's goals and meet assessed student needs, and available in writing.

A. Required responses

1. State the program's or language institution's mission, describe how it guides instruction, and describe how it aligns with the education program (curriculum). If more than one education program (curriculum) is offered, address each in the response.

"The Weber State University LEAP Department (Learning English for Academic Purposes) provides intensive English language courses for students in the process of acquiring English as a second language for academic use. It is the mission of the Department to prepare these students to function effectively in mainstream academic classes where English is the language of instruction. In doing so, we also seek to familiarize students with American culture and the academic atmosphere of studying in an American university."

The LEAP Department's Mission Statement guides the overarching curriculum and instruction by focusing on the three main goals of the program: acquiring English for academic use; preparing students to function effectively in other academic classes on campus; and familiarizing students with American culture in general as well as American university culture, particularly.

The first needs assessment of students is the LEAP Placement Test, an in-house exam, which measures student proficiency in the four language skill areas: reading comprehension, writing, listening (and note-taking), and speaking. This test is based on the ACTFL Proficiency Descriptors (2012)

<https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012> in each language skill area, and determines the level placement in our program of an entering student in Levels 1-6, Bridge courses, or English 1010 (the first of two Freshman English classes, required of all students at Weber State University). Level 1 (Novice Low); Level 2 (Novice Mid) Level 3 (Novice High/Intermediate Low); Level 4 (Intermediate Mid); Level 5 (Intermediate High); Level 6 (Advanced Low); Level 7 (Bridge Courses)(Advanced Mid). The Placement Test Files are available in the Placement Test Coordinator's Office. Levels 1-6 are taught in 7-week blocks. Level 7 (Bridge Courses) run one full semester (14 weeks).

From the results of the Placement Test, students are placed in appropriate language proficiency levels, with each level providing instruction in five courses. Each course is focused specifically on a particular language skill (reading, writing, listening, speaking) in addition to grammar (Levels 1-6) pronunciation (Levels 1-4) and community engaged classes (Levels 5-6). Level 7 (Bridge courses) consists of two courses--- reading and writing. We rarely (maybe 1-2 per year out of approximately 75-100 placements) have students who contest placement or instructors who report that a student may be placed in the wrong level.

2. List the ways that the curricular needs of the student population sought, enrolled, and graduated from the program or language institution are established. (The following list includes possible methods; all are not required.)

☒ formal needs assessment project

☐ surveys of enrolled students

☒ surveys of students at program exit or completion

☐ surveys of alumni

☐ analysis of the needs of employers that employ program graduates

☐ analysis of the needs of colleges/universities that enroll program graduates

- X analysis of the requirements of specific university departments that enroll program graduates
- X analysis of data (such as GPAs, university graduation rates, etc.) of program graduates
- X other (Complete 3 below.)

3. List other ways not included in 2 above.

Final Raw Writing Exams for all students 2015-2017 will be analysed fall 2017

4. Briefly describe how the needs analyses above inform the design of each education program (curriculum).

After placement, students are continuously assessed (both formatively and summatively) in each course, and scores are entered on Canvas, where they can be accessed online by students daily. Students know from their Canvas scores on individual assignments, quizzes and tests, and by the running total class percentage score how they are doing at all times in their courses. Instructors use this information as well to track student achievement and to notify any students who are not meeting the minimum passing scores. All instructors send out Mid-term progress reports (in addition to more informal notifications) to students who are not meeting proficiency levels and arrange to meet with students to determine how to best help students meet their goals in the class.

Additionally, the faculty meet twice a semester in fall and spring to review the curriculum of each course in each level and to evaluate the assessments of each. Any measures recommended to adjust the curriculum in any of the courses in every level are discussed at this time and a plan to implement such measures is undertaken to be reviewed in the subsequent meeting. In the fall 2016 Curriculum meeting a recommendation was made to raise the level of difficulty in reading materials for Level 3 and 4 reading classes based on lower-than expected student performance at the beginning of Level 5 reading. This was implemented in the second block of fall semester 2016. Results will be reported in the Curriculum meetings spring 2017 and fall 2017.

All writing courses give a Midterm raw writing and Final raw writing using rubrics approved by the Department and aligned with the ACTFL Performance Descriptors (2012). The Midterm exam is used to monitor student progress and to make adjustments when necessary to instruction in order to ensure student success in reaching level SLOs. The Final exams are double-graded. Students must pass this Final exam with a minimum achievement score of 77% to move on to the next level. Writing and reading goals and assignments are aligned with requirements students must meet in English 1010 and 2010. Two full – time instructors of the five in the LEAP Department as well as two adjuncts have taught these classes and are familiar with the writing and reading proficiency requirements for all students in these courses. In addition, a meeting with the English Department Composition Director, Scott Rogers, and the Assistant Director, Sylvia Newman, was conducted by the LEAP Department on 28 September 2012 to align the reading and writing exit proficiencies of students in the Level 7 Bridge Courses with the expected proficiencies of students entering English 1010 and 2010. As these two Freshman English classes are preparatory for all students at the university, alignment of our writing and reading curriculum is considered satisfactory in meeting the needs of our students as they leave our program and take other academic classes on campus. Additionally, students entering our program at Level 7 are provided the option to also take our advanced grammar courses in Levels 5 and 6, based on a needs assessment of placement writing exam. The Community Based Learning classes in Levels 5 and 6 enable students to interact with the community, giving students the opportunity to learn first-hand about American culture and to use their aural/oral skills in real-life settings. Further, content materials in the Listening/Speaking classes and the reading classes (Levels 4-6) provide students with backgrounds in American culture and history, and the reading skills required for understanding academic texts. The writing classes, in particular, are designed to provide

students with proficiency in writing texts that meet American university standards in format, style, documentation, purpose and organization. The LEAP program also offers ESL 2750 Special Projects courses. These courses are optional credit-bearing (1-3 credits) courses for students who would like additional language experience in reading (Levels 1-7), American culture (levels 4-7), and campus activities and events (levels 4-7).

Students who graduate from our program are tracked spring and fall semesters in the success of their completion in English 1010. The large number of factors unrelated to our program's mission for the university graduation rate of LEAP students precludes our undertaking tracking of student achievement beyond that of English 1010. At this time, 86% of LEAP graduates successfully complete English 1010 at Weber State University. (LEAP Graduate Success Report).

Starting spring 2017 the LEAP Department is formally surveying all exiting Level 7 students as to their perceptions of the preparation they have received in the program regarding academic English acquisition, ability to function effectively in other academic classes on campus, and familiarity with American culture and American university culture. Students in the Level 7 Bridge Courses are enrolled in other academic classes concurrently and have had the opportunity to test their preparation in these areas.

All students in the LEAP Department are fully-matriculated students at the university.

Levels 1-3 are foundational language skills classes. These classes are not credit-bearing.

Levels 4-7 focus specifically on academic language skills, American university academic expectations and American culture. These classes are credit-bearing. Students may apply these credits to the fulfillment of the foreign language requirement for B.A. students, or toward general education credits for B.S. students. Reading classes (Levels 4-7) are content-based, with content focusing on American culture and history.

Writing classes (Levels 4-7) are designed to give students familiarity with and ability in academic writing, expectations and norms. The Listening/Speaking classes (Levels 4-6) focus on academic oral and aural communication skills (oral presentations, listening and note-taking, argument). Levels 1-6 offer participation in the Conversation Partner program, encouraging cultural exchange between native and non-native English speakers. The Community Involvement classes in Levels 5-6 also provide the opportunity for students to become more familiar with American culture through involvement with the community, working together on projects with native English speakers. All courses focus on vocabulary building, with specific attention in Levels 4-7 to academic vocabulary acquisition through content-based materials. As students move from Level 4 to 7, content moves from more adapted materials to more unadapted texts. In Level 7 (Bridge Courses), students also enroll in other academic university classes on campus. After successful completion of the Bridge Courses, students may enroll for English 1010.

5. For each education program provided by the site, provide a general overview in the table below. Indicate the number of levels and general skills/content addressed by each, whether courses in each are for credit or not-for-credit, and whether any courses are delivered by blended or online methods.

Education Program	# of levels	General content addressed	For Credit?	Blended or online courses?
LEAP Department	Level 1	Reading, writing, speaking, listening, grammar, pronunciation	No	No
	Level 2	Reading, writing, speaking, listening, grammar, pronunciation	No	No
	Level 3	Reading, writing, speaking, listening, grammar, pronunciation	No	No
	Level 4	Reading, writing, speaking, listening, grammar, pronunciation	Yes	No

	Level 5	Reading, writing, speaking, listening, grammar, community involvement	Yes	No
	Level 6	Reading, writing, speaking, listening, grammar, community involvement	Yes	No
	Level 7	Reading, writing.	Yes	No

6. For each education program, is a written curriculum guide or similar document available?

 X yes (If yes, respond to 7 and 8 below.)

 no (If no, respond to 9 below.)

7. If yes, state the title of the document(s) and indicate where each is available to faculty.

The curriculum is available in writing, and is reviewed four times annually in the Curriculum and Assessment meetings (two meetings each fall and spring semester). Adjustments in materials and/or assessments are made as determined by overall student achievement in each of the courses. The curriculum is used by faculty in syllabus preparation, and course development of materials, assignments, projects, and exams. The [Curriculum Handbook](#) is available on the LEAP Department Canvas page and displays course goals, course objectives, and student learning outcomes for each course in each level. The curriculum is delivered as designed and described in short in the Curriculum Map on page 5 of the [Curriculum Handbook](#) and in great detail in the rest of the Handbook. Syllabi for each class are available in the LEAP Office and on the LEAP Department Canvas page, which detail the assignments, also listed on Canvas, for each course in each level, and the Final Raw Writing Exam files (Maria Mortensen's office).

8. For each education program (curriculum), does the curriculum guide or document display course goals, course objectives, and student learning outcomes for each level?

 X yes

 no

9. If any education program does not have a written curriculum guide or similar document, list the education program(s), and state where course goals, course objectives, and student learning outcomes are made available to faculty and students.

N/A

10. Is each education program (curriculum) delivered as designed and described in the curriculum guide(s), program calendar, and other written documents?

 X yes

 no

11. If no, state how delivery varies from the written curriculum design and/or program calendar.

N/A

B. Verification

- | |
|---|
| 1. Documentation in the report
Curriculum Handbook
Online resources |
|---|

2. Verification on site
Course syllabi in LEAP Office

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

1. The twice semester Curriculum and Assessment meetings currently meet our program's need for self-assessment and improvement in these areas. No recommendation for change is necessary at this time. As is reported in the above document, we have implemented changes to the Level 3 and 4 reading materials, and we are conducting needs-assessment surveys of our exiting Level 7 students.

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Curriculum Standard 1: The curriculum is consistent with the mission of the program or language institution, appropriate to achieve the organization's goals and meet assessed student needs, and available in writing.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Curriculum Standard 2: Course goals, course objectives, and student learning outcomes are written, appropriate for the curriculum, and aligned with each other. The student learning outcomes within the curriculum represent significant progress or accomplishment.

A. Required responses

1. List all written curriculum documents, whether print or electronic, maintained by the program that state the course goals, course objectives, and/or student learning outcomes (SLOs) for each course and level.

The LEAP Department Curriculum is focused on the mission statement (M-1) to prepare second language learners in acquiring English for academic use; in functioning effectively in their academic classes; and in becoming familiar with American culture in general as well as American university culture in particular. The course goals, course objectives, and/or student learning outcomes (SLOs) for each course and level are listed in the [Curriculum Handbook](#) (see entire handbook) and on pages 2 & 3 in [the Assessment Plan 2016](#) p.4 and the approved course syllabi on canvas and in the LEAP office.

2. Describe how the courses within levels and within the program as a whole are interrelated and sequenced.

The courses within levels and within the program as a whole are interrelated and sequenced. Course goals, course objectives, and student learning outcomes were written in 2011 as a complete document by the entire faculty at that time. The overarching goals for each skill area were written first, then the Course goals and objectives for each skill in each level, followed by the Student Learning Outcomes for each course. These can be found in the LEAP Department [Curriculum Handbook](#) (see entire handbook). This document is made available to all faculty members, full-time or adjunct, in the faculty mailroom, and in electronic form on the LEAP department Canvas page.

3. Explain how the program ensures that course goals and objectives align with the course's student learning outcomes. (See Glossary: Course goal, Course objective, Student learning outcome).

The program ensures that course goals and objectives align with the course's student learning outcomes. The LEAP Department course goals, objectives and student learning outcomes are aligned with the ACTFL guidelines. Grading rubrics for student learning outcomes are referenced with the ACTFL Descriptors for that level, with end- of- course evaluations based on the proficiencies students should have going into the next level, at a rate of 77% proficiency or more. Course textbooks and materials are aligned with the ACTFL guidelines and descriptors for each level.

4. For each curriculum listed in Curriculum 1 above (item 5), select four examples of student learning outcomes (SLOs). For the primary curriculum, insert each SLO below, followed by a brief description of the ways that each is observed and measured. For additional curricula, prepare and attach a similar chart, with four example SLOs for each.

Course, level, and SLO:	How is this SLO observed and measured?
Example 1 ESL 1210 Level 4 Writing Students will demonstrate an understanding of paragraph unity	At an accuracy level of 77% or more, students will identify the topic sentence in a paragraph and cross out all sentences in the paragraph that do not support the topic sentence (topic and controlling idea). Students will also explain, either verbally or in writing, why the sentences they crossed out are irrelevant.

Example 2 ESL 2330 Level 5 Listening/Speaking Students can comprehend listening selections	Students can demonstrate mastery with 77% accuracy or better comprehension of listening selections by taking notes while listening to the selection and then answering aural questions pertaining to the information in the selection.
Example 3 ESL 1220 Level 4 Reading Students can comprehend simplified academic texts	Students can show mastery with at least 77% accuracy or better comprehension of simplified academic texts by correctly completing error correction, matching, true-false and multiple choice questions
Example 4 ESL 2341 Level 5 Grammar Students can demonstrate an understanding of the passive voice	Students can demonstrate mastery with 77% accuracy or better an understanding of the passive voice by forming sentences (with context prompts) using active or passive verbs appropriately

5. Are levels or courses ever combined?

☒ no (Do not respond to 6 and 7 below.)

☐ yes

6. State the circumstances in which courses or levels may be combined.

7. When levels or courses are combined, explain how course goals and objectives are impacted, how they are re-aligned with the overall curriculum, and how they are re-aligned with student learning outcomes for the level or course.

8. Are students admitted to existing classes?

☒ no (Do not respond to 9 and 10 below.)

☐ yes

9. Describe the circumstances in which students are admitted to existing classes and state the procedures for integrating such students into existing classes.

10. When students are admitted to existing classes, explain how the program ensures that each course maintains adherence to the curriculum's planned and sequenced course goals, course objectives, and student learning outcomes while meeting the needs of the entering student.

11. Describe how the program has established that course goals and objectives and student learning outcomes within the curriculum represent significant progress or accomplishment from level to level, relative to the norms of the field.

Each level's course goals, objectives and student learning outcomes are based on the ACTFL Guidelines <https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012> , an internationally recognized and accepted description of student proficiency and progress. Progress from one level to the next (for example from Intermediate Mid to Intermediate High) is recognized as a significant gain in language acquisition.

12. State the length of time required for a student making normal and satisfactory progress to complete the full program of study, as implied by the design or structure of the curriculum.

The majority of students in our program (86%) are able to progress from Level 1 through Level 7 (from Novice Low to Advanced High) in four semesters of 14 weeks each. The reasons for having to repeat are

varied, with most of the repeats due to motivational factors, while some students require more time to gain the necessary proficiency in one or more language skill area.

13. Explain how the program has established that this length of time is within the norms of the field.

Based on student achievement and progress records (scores on exams and grades on transcripts, including English 1010) we have determined that the length of time for students to acquire satisfactory proficiency (at 77% or better) in each level is adequate. (Student Achievement Report)

B. Verification

1. Documentation in the report

[Curriculum Handbook](#)

[The Assessment Plan 2016](#) (p.4)

Online Resources:

<https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>

2. Verification on site

Final exam files

Placement Test files

Student Achievement Report

Approved syllabi available on the LEAP Canvas page

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

No further action is determined by the program to be necessary at this time. However, we do continue to examine our curriculum and materials quarterly in our curriculum and assessment meetings and make changes as per our experiences and student results.

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Curriculum Standard 2: Course goals, course objectives, and student learning outcomes are written, appropriate for the curriculum, and aligned with each other. The student learning outcomes within the curriculum represent significant progress or accomplishment.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Curriculum Standard 3: The instructional materials and methodologies are appropriate and contribute to the mastery of course objectives.

A. Required responses

1. State any language learning/teaching approaches, theories, or methodologies to which the program or language institution primarily subscribes.

Language learning/teaching approaches, theories, or methodologies to which the program or language institution primarily subscribes are included here. The primary objective of any language learning is communication, whether it is receptive or productive. As such, our foundational theoretical approach falls under the broad umbrella of communicative language learning, how language is produced for and received by various audiences for various purposes. The LEAP program focuses this theoretical approach on two types of audiences and purposes: in Levels 1-3 students learn English to communicate generally with the community for practical day-to-day purposes and build on the four basic language skills of reading, writing, listening, and speaking. In Levels 4-7 the focus is on academic communicative language proficiency and production, in the four major language skills, and includes development of interpersonal communication competence. As students move from Levels 1-7, the learning tasks in each skills area follow the general pattern of Bloom's taxonomy of learning--- from remembering and knowledge to creating and evaluating. While Levels 1-3 focus on general communicative English and Levels 4-7 emphasize academic communication skills, the courses in each level focus primarily on the development of one language skill area.

However, each course does include all language skills. Content-based learning is a core of most of our courses, with content chosen specifically to broaden students' understanding of American culture and history. Courses also reach across the curriculum to draw on content learned in other courses. This learning across the curriculum approach is used in several classes and in several levels. For example, students in Level 5 Grammar use content learned in Level 5 Communication and Reading courses to write using the grammar concepts they are learning. The Level 7 writing class uses the content of the Level 7 reading class. Concepts learned in the writing classes carry across to other courses also. For example, paragraph and essay structure, sentence style and punctuation, and formatting are uniform across courses and levels and support the types of academic writing expected of university students.

The kinds of learning tasks required of students follow Bloom's taxonomy and mirror the kinds of tasks and assessments students will encounter at the university in their classes after they exit our program. These tasks vary from simple recognition (as in matching exercises) to synthesizing and citing sources in writing evaluative essays in MLA format (the format used in English 1010 and English 2010, and the default format used at the university). Some courses (such as reading) emphasize receptive skills more than production while writing or speaking courses emphasize production more. However, students in reading classes write a lot in response to what they have read; students in speaking classes speak and write about what they have heard. The Community Based Learning Classes emphasize production and interpersonal language use, but all of the courses in every level utilize all language skills, just in varying degrees and skill levels, and they draw on content from other courses in the program the students are enrolled in.

2. If varied methods are in use, explain how they are integrated into a coherent approach that accomplishes delivery of the curriculum.

Varied methods are used across the Department's curriculum, and they are integrated into a coherent approach that accomplishes delivery of the curriculum. The methods of instruction in our courses reflect those across campus--- lecture, note-taking, oral presentations, small group work, individual, class and community projects, reading assignments, written assignments, homework assignments, quizzes and tests.

Questions may be true-false, multiple choice, short-answer, cloze, error correction, sequencing, paragraph and/or essay response, paraphrasing, summarizing, comparing, contrasting, classifying, evaluating.

3. If a particular method is used for a particular course/level, for each course explain why the method is appropriate for the target curriculum, course goals and objectives, and student learning outcomes.

4. List the types of instructional materials and instructional technologies used in each curriculum. Describe how the program or language institution has determined these materials and technologies meet the needs of students and are effective for delivering the curriculum.

The Department has determined the materials and technologies in use meet the needs of students and are effective for delivering the curriculum. The LEAP Department uses commercially-produced textbooks and instructor-produced course packets; videos; guest speakers and conversation partners; community learning projects; online typing programs; the internet; audio discs; and instructor-produced tests, quizzes, and in-class and homework assignments. We also utilize the campus Chi Tester (online testing) program. All of these materials are chosen and designed to familiarize students with the types of materials and activities they can expect in other university classes when they graduate from our program, as well as to enable them to learn the language with a variety of emphases and formats.

The unifying factor in the content, materials, and methods of teaching in our levels and courses comes from the alignment of our student learning outcomes with our course objectives and goals and our mission statement.

5. Explain how the program ensures that instructional materials are clearly related to classroom activities and assignments.

The Department ensures that instructional materials are clearly related to classroom activities and assignments. All new textbooks and course packets are evaluated and chosen in the Curriculum meetings each year. Textbooks and course packets that have been in use are also evaluated for their continued relevance and recommendations to update are made at this time. Attention is given to the level of language ability, relevance to the course goals, objectives and student learning outcomes, to our mission statement's inclusion of American and university culture, and to the intrinsic interest and relevance of the content. New materials are piloted for one semester and then recommendations are made regarding adoption.

6. State where or how course materials are made available to faculty and students.

Course materials are identified to faculty on the [Official Department Textbook List](#). A copy of each course packet or text is kept on file in the LEAP Office. Required textbooks and course packets for each class are listed on the course syllabi and are made available to students in the Campus Bookstore and in the Campus Copy Center.

B. Verification

1. Documentation in the report Official Department Textbook List .

2. Verification on site Official Department textbook List – LEAP Office List of teaching methodologies and technologies. Giana Curtis' Office EH274

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

At this time we consider the program's instructional materials and methodologies appropriate for the students' mastery of course objectives and find no action for change necessary. We will continue to evaluate our materials and methods quarterly and make appropriate changes as needed.

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Curriculum Standard 3: The instructional materials and methodologies are appropriate and contribute to the mastery of course objectives.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Faculty

Faculty Standard 1: Faculty members have education and training commensurate with their teaching assignments.

A. Required responses

1. Complete the Table of Faculty provided by CEA. See below (B Verification).

See the attached [Table of Faculty 2016-7](#).

2. The LEAP Department employs two categories of faculty; Full-time and adjunct faculty. Full-time faculty can teach any level of class in the department and are required to have a completed MA-TESOL, M.Ed, MSLT, MENG (English) with the six TESOL classes required by the CEA accreditation guidelines: language teaching methodology, the nature of languages, the structure of English, second language acquisition, intercultural communication and a practicum experience, either in-hand or under way with an expected finish date of less than 18 months at the time of hiring. To teach levels 4-6 and the Bridge Level, instructors must have a Master degree. Levels 1-3 which do not earn college credit can be taught by an adjunct faculty who must have a minimum of a BA with an ESL endorsement. The department prefers an extended first-hand experience of living in a culture other than the United States, to ensure understanding and empathy for the daily experience of international students living in a foreign culture.

3. Minimum requirements for an instructor to teach any course in levels 1-3 are a Bachelor degree, preferably in teaching with an ESL endorsement (the classes required by the CEA) at an undergraduate level. Level 1-3 are not credit bearing, therefore the requirements are commensurate with the CEA guidelines and the university expectations for courses at this level. The university expects instructors of credit-bearing classes to hold a Master degree in the relevant subject matter at minimum. Therefore credit-bearing LEAP courses are taught by instructors with a master degree, which includes the minimum TESOL classes as per CEA guidelines. Much of the content based material used in the department is instructor created and based on long experience with the subject matter and the level of the course. When a class reaches the maximum number of students and has to be spilt, the Adjunct instructors assigned to the second class are mentored by the full-time teacher who created the materials or who has developed the support materials for a commercial text. When new-to-the-instructor classes are assigned, the chair checks previous assignments to ascertain the experience of the instructor in that skill area, any and all teaching observations, and transcripts of degrees for instruction received in that skill area.

4. The courses, levels, and other curricular components that are designed to be and are promoted as college and university preparation courses are included in levels 4-6 and the Bridge courses, as shown in the attached [Curriculum Map from p.5 Curriculum handbook](#).

5. The department ensures that faculty members' qualifications are aligned with their teaching assignments. Dr. Sheridan, Dr. Mackay, Dr Szalay and Carey Anson above) and Maria Mortensen regularly teach the Bridge reading and writing courses. Drs Mackay, Sheridan, and Szalay are all employed in the English or Foreign Language departments at Weber State University and each have over 20 years' experience teaching in higher education or high school. Mortensen taught in the public school system for over 20 years. Mackay and Sheridan also teach ESL and Bi-lingual teacher preparation courses for the English department, and Szalay supervises the concurrent enrollment courses for the Foreign Language department at Weber State University.

When considering instructor's assignment to courses, Dr. Sheridan reviewed the transcripts of each instructor's degrees to ensure the college courses commensurate with each skill area were completed. She also reviewed the past teaching schedules, and observed the instructors teaching before she became department Chair. The courses regularly assigned to each faculty member are based on these considerations and the suitability of any teaching requests made by individual instructors.

Dr. Sheridan, Giana Curtis, Amy Hudson and Maria Mortensen have all written their own materials for courses they teach, which have been piloted and approved by the curriculum committee review process. This process includes a review by some or all of the curriculum committee, including at least the department Chair in her role as curriculum chair, the Assessment chair, and at least one other faculty member who teaches courses in the same level. The instructor is observed in the relevant classes, the materials are used by another teacher, and then evaluated by that teacher.

6. There are no faculty members who do not meet the CEA's formal education requirements for faculty listed in the standard.

7. There is only one adjunct faculty who does not hold a degree in TESL/TEFL; Carey Anson. However, Carey, who is also a Hindi speaker is in possession of an M.Ed degree. His current teaching assignments are level 5 writing and bridge class reading. His level 5 mentor, Giana Curtis meets with Carey on a weekly basis and has supervised Carey in previous semesters. The material he teaches was created by Giana, who is very happy with his teaching and work. The other course Carey teaches is the Bridge reading class, where he is supervised by Dr. Sheridan. Dr. Sheridan and Carey meet on a weekly basis and discuss his methods, and contributions to the curriculum written by Dr. Sheridan and Maria Mortensen. Dr. Sheridan has observed Carey's teaching, and he passed the observation with perfect marks.

8. Carey Anson does not hold a degree in TESL/TEFL, however the department has evidence on file of his knowledge base and skill set in the form of observations, reports by his mentors and student evaluations. The department chair and he have also had extensive conversations about his teaching methods, assessment and classroom management. Carey has started the courses required by the CEA's guidelines and will conclude them in 2018.

B. Verification

1. Documentation in the report Table of Faculty 2016-7 Curriculum Map .from p.5 Curriculum handbook

2.Verification on site Faculty CVs in Chair's office

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

The Department does not employ new adjuncts who do not meet the minimum standards set by the CEA. By 30th June 2017 all full-time faculty will be fully qualified according to the minimum CEA standards. This standard of training and education will be maintained in the future

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Faculty Standard 1: Faculty members have education and training commensurate with their teaching assignments.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Faculty Standard 2: Faculty have experience relevant to teaching students at the postsecondary level in their areas of assignment and demonstrate an ongoing commitment to professional development.

A. Required responses

1. For each faculty category, state the hiring requirements for teaching experience and professional development.

Minimum qualifications required for LEAP faculty vary according to the language level of the classes taught. Adjunct faculty, who teach in the first three levels where no university credit is earned, must be in possession of, at the minimum, a Bachelors degree with an ESL endorsement and previous TESOL related teaching experience. For levels four – sis and the bridge level, credit bearing courses, the minimum requirement is a Master degree with the six courses required by the CEA, and TESOL related teaching experience.

All full-time faculty in the WSU LEAP Department are in possession of an MA TESOL or a closely related field, plus the minimum requirements as outlined in the CEA Accreditation guidelines: language teaching methodology, the nature of languages, the structure of English, second language acquisition, intercultural communication and a practicum experience. The department prefers an extended first-hand experience of living in a culture other than the United States, to ensure understanding and empathy for the daily experience of international students living in a foreign culture.

All adjunct faculty are in possession of a Bachelor degree with an ESL endorsement

2. For each category, state the ongoing professional development requirements, including what activities the program or institution accepts as evidence of faculty members' commitment to appropriate professional development. Indicate where this information is written.

The ongoing professional development requirements, including what activities the program or institution accepts as evidence of faculty members' commitment to appropriate professional development is stated in the WSU Policy and Procedure Manual found at <http://www.weber.edu/ppm/>.

"The professional commitment of all faculty will include a variety of activities that often take place on other than instruction and examination days. Examples include the following:

- Professional development Evaluation of students
- Student advisement Committee work
- Curriculum development Research
- Preparation for instruction Field trips
- Evaluation of instruction Professional community service

It is understood that many of these activities may be scheduled by the department, college or University administration and that faculty are expected to attend the activities to which they are assigned as part of the salary commitment. Faculty are committed to a nine-month equivalent obligation, even though not all of their activities are performed during instruction and examination days."

The LEAP department Chair is responsible for supervising professional development. According to the policy and procedures manual at http://www.weber.edu/ppm/Policies/1-18_DeptChairs.html,

"The department chair will do the following. . .

VII. Oversee the recruitment, hiring, ongoing professional development and regular evaluation of staff and adjunct faculty, contract faculty, and tenure-track faculty. . .

During the last accreditation cycle, Dr. Sheridan in her role as Accreditation Coordinator has reviewed faculty qualifications and ensured that deficits in teacher training qualifications relating to

CEA teaching qualification requirements are noted and has discussed recommended specific courses of action. Dr. Sheridan has also organized presentations from the following authorities at WSU. Dr. Diana Abel from the WSU counselling center about suicide prevention in Dec 2014; Dr. Jeff Hurst Dean of students about students' rights and responsibilities in Jan 2015; Fran Hopkins FERPA representative, about FERPA requirements attended by all but one of the FT faculty in Feb 2015; Dr. Nadia Wrosch and Dr. Bonnie Hofland, professors specializing in Assessment in April 2015; and Hasan Nezam on Canvas, the WSU Learning Management System, and IT in September 2015. Notice of university-wide professional development has also been given by Amy Hudson, Professional Development Coordinator.

3. Describe how faculty members document their commitment to professional development, including how they document compliance with any program or institution requirements.

Faculty members document their commitment to professional development by adding details to their CVs and notifying the chair. As funds for professional development have been limited in the current recession, attendance at only one conference per faculty; TESOL or one other large professionally related conference, has been limited by available funding. Attendance at local conferences, requiring a small personal investment has been left to individual faculty decisions.

4. Describe how the program or language institution has established that teaching experience and professional development requirements are relevant to and support its mission.

The LEAP Department has established that instructors' teaching experience and professional development undertaken through the department, or voluntarily, are relevant to and support the Department's mission. When considering requests for instruction assignments, Dr. Sheridan reviews the availability of courses, reviews instructor's preparation in their education, past teaching schedules, and observations by chair, peers, and students that demonstrate consistent best practices. The courses regularly assigned to faculty members are based on these considerations and the suitability of any assignment requests made by individual instructors based on seniority, training and experience. Instructor preparation is guided by the minimum 6 CEA requirements for full-time instructors, and their relevance to skill areas, and courses completed in the master degree that are relevant to skill subject matter. Where an instructor has taken upon themselves to seek the training for another skill area, such as Giana Curtis's accent reduction course for pronunciation, they are considered suitably prepared for that skill area.

Instruction undertaken at pre-conference events, new learning at conference presentations shared with the department at faculty meetings, and incorporation of these new skills in courses are encouraged and welcome in the fulfillment of the Department's mission. All and any other training in skill areas and methodologies, university training such as FERPA, Suicide prevention, student duties and responsibilities, campus safety consciousness are all also considered professional development trainings suitable for an effective classroom teacher. All three current full-time faculty have taken steps to complete this training in the past 2 years. Other previous full-time faculty who now work as adjunct faculty have also completed all these professional trainings.

5. Describe how teaching assignments are affected by the faculty member's teaching experience and professional development activities.

Teaching assignments are affected by faculty members' teaching experience and professional development activities in so much that assignments are made according to the demonstrated mastery of a skill area, experience in teaching that skill, and teaching evaluations by the chair, colleagues, and student evaluations. Dr. Sheridan for example, does not teach pronunciation as she is a British English speaker and has observed that her accent is detrimental to the students' progress in accent reduction in an American setting

6. Explain how the program or language institution monitors and supports development of faculty members who do not have appropriate experience for their individual teaching assignments or for the program's or institution's mission.

. The department monitors and supports development of faculty members who do not have appropriate experience or education for particular teaching assignments or for the department's mission by assigning them to courses where they may be mentored by more qualified and experienced faculty, with their acquiescence, and using approved curricula, often developed by the mentoring faculty. Detailed instruction in a particular linguistic skill that is a deficit in a faculty member's education is identified and a course recommended to complete the education of the faculty member or if as rarely happens, a faculty member is unwilling to mentor another faculty. New faculty members are also trained in the skill in question through team teaching with a long serving faculty member who has demonstrated lengthy success in teaching that course before. Deficits in educational background have been identified and faculty advised how to address that lack.

B. Verification

1. Documentation in the report

Online resources :

<http://www.weber.edu/ppm/>

http://www.weber.edu/ppm/Policies/1-18_DeptChairs.html

2. Verification on site

Faculty CVs

Schedules for the past 5 years

Forward planning worksheets

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

The department will continue to identify and advise faculty, both FT and Adjunct, of professional development opportunities on campus and upcoming conferences within the local area that instructors could take advantage of on a personal basis. As a matter of routine, the department tries to maintain at least 2 faculty who are prepared, qualified and experienced to teach each course, should the situation arise where we are required to split a class into two sections. FT faculty are assigned to classes before adjunct faculty, therefore, should a mentor be required for any course in the curriculum, the mentor is experienced and qualified to teach those courses. These arrangements will be maintained as we anticipate future staffing changes.

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Faculty Standard 2: Faculty have experience relevant to teaching students at the postsecondary level in their areas of assignment and demonstrate an ongoing commitment to professional development.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:
Rationale for appears to partially meet:
Rationale for appears not to meet:

Other comments:

Faculty Standard 3: Faculty who teach English demonstrate excellent proficiency in English. In language institutions where languages other than English are taught, faculty demonstrate excellent proficiency in the languages they teach.

A. Required responses

1. State the program's or language institution's policies or procedures to establish that faculty are appropriately proficient users of the target language.

The department's policies and procedures to establish that faculty are appropriately proficient users of the target language begin with written applications for employment. The cover letter and teaching philosophy statement which accompany the initial application are evaluated for language skills as well as suitability for teaching in the department. Any applicant who meets the requirements for employment in the Department is interviewed, at which time language ability is assessed as part of the interview process. Any applicants who pass the interview stage are required to teach a class as the concluding stage of the interview process. During the guest lesson, proficiency in the English language and in employing suitable English as a teaching medium to non-native speakers is also assessed

The minimum expectation for any applicant to the Department is that the last degree undertaken was conducted through the medium of English. As any of the applicable degrees include writing as well as reading, the awarding of a degree is taken as evidence of sufficient writing skills.

2. If applicable, state how the program or language institution ensures that a faculty member's proficiency in a specific variety of English is consistent with the program's mission as well as the objectives of the course being taught.

The program faculty includes one Native British English speaker, one Chinese/Spanish, one Colombian Spanish, one Mongolian, one Russian, and two Spanish speakers raised and schooled in the United States. All other faculty are American English speakers. It is understood in the Department that teachers who are non-native speakers are an asset to resident and minority students as role models. It is also a belief that teachers with non-American accents are also an asset, as students will be exposed to a multiplicity of accents which reflect the English speaking world while they are students, and faculty who teach mainstream classes at Weber State.

At Present the Department only teaches survival, and academic English. Therefore, faculty proficiency in English is sufficient for our needs as we do not teach any English for Specific Purposes classes

B. Verification

1. Documentation in the report

2. Verification on site

Completed Teacher Observations in LEAP Chair's office

Completed Student Evaluations in LEAP Department Office

Copies of CVs listing completed degrees

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

The criteria for establishing linguistic proficiency has continued to prove valid and reliable. Most of the Non-Native Speaking (NNS) adjunct faculty who were relatively new to the Department when the first accreditation was undertaken are still working for the Department, and evaluations continue to be reassuring of the quality of instruction and instructors' comprehensibility. Two adjunct instructors, Monica Rodriguez (Colombia) and Katia Tang (Costa Rican Chinese), have worked in the Department since 25th March 2009 and 12th January 2010 respectively. Both instructors are graduates of the Department and have completed degrees at WSU. Both have worked under supervision and are well known by the full-time faculty, who are aware of their language skills. Due to reductions in the numbers of classes we teach each block, and the numbers of students in the university. Monica has not taught for the Department since fall 2016, and Katia Tang now works for the WSU Community Education Center ESL program as an adjunct instructor. It is the opinion of the Chair, the accreditation coordinator, that these instructors were well placed in the classes they taught and that as they meet the aims and objectives of the Department, they could be employed in the future without reservation.

For site review team use only

Faculty Standard 3: Faculty who teach English demonstrate excellent proficiency in English. In language institutions where languages other than English are taught, faculty demonstrate excellent proficiency in the languages they teach.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Faculty Standard 4: Teachers in training are appropriately selected, trained, and supervised for the instructional situations in which they are placed.

A. Required responses

1. Indicate if the program/institution uses teachers-in-training (such as student teachers, graduate teaching assistants, interns, or practicum participants):
☒ no (If no, do not respond further.)
☐ yes (If yes, respond to 2 – 5 below.)
2. List all teacher-in-training categories within the program or language institution. For each category, provide the required minimum qualifications and process of selection.
3. For each category, describe how the teachers-in-training are trained and supervised. Indicate the qualification and responsibilities of faculty supervisors of teachers-in-training.
4. Explain how the program or language institution establishes and maintains an appropriate balance between the number of classes taught by faculty and those taught by teachers-in-training.
5. Explain how the program or language institution maintains quality and continuity for students when using teachers-in-training as instructors.

B. Verification

1. Documentation in the report

2. Verification on site

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Faculty Standard 4: Teachers in training are appropriately selected, trained, and supervised for the instructional situations in which they are placed.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Faculty Standard 5: Faculty members each receive a job description and all the terms and conditions of employment in writing at the time they are hired and any time their duties or employment conditions change.

A. Required responses

1. Complete the table below by indicating in the right hand column the document names and page numbers (if applicable) that inform faculty of their duties and responsibilities.

Faculty duties and responsibilities	Found in these documents	
	Full-time	Adjunct
job responsibilities	Annual contract letter	Adjunct contract letter
teaching load, course assignments	By verbal arrangement with the Department Chair. Confirmed by email after placement testing is concluded	By telephone call or email invitation from the Department chair
responsibilities outside the classroom	By invitation from the Department Chair, or by faculty members volunteering	Adjunct contract letter
professional development expectations	http://www.weber.edu/ppm/Policies/3-16_FacultyContractPeriods.html For contract faculty (FT LEAP faculty) the chair is responsible for professional development. http://www.weber.edu/ppm/Policies/1-18_DeptChairs.html However, this responsibility has traditionally been assigned to another faculty member as an extra-curricular assignment. Consequently only the activities organized by the current chair have been required of the full-time faculty, and offered to the adjunct faculty, due to the advisory nature of the meetings	Does not apply as a requirement of continued employment, but invitations are made to adjunct faculty via email as an optional activity
service expectations	Not required of contract faculty	Not required of adjunct faculty
length of employment/ appointment	Annual contract letter	Adjunct contract letter
compensation and benefits	Annual contract letter	Adjunct contract letter
policies regarding confidentiality of personnel records	Personnel records are located in the WSU HR department. Nothing of a personal nature is kept in the LEAP Department, excepting evaluations, and current contracts. Updated CVs are located in the Chair's office. Threads of email conversations may be stored in the WSU Google mail on individual faculty PCs in their offices and at home as a function of the electronic technology available to each faculty member.	
criteria and procedures for performance evaluation	Performance evaluations have been conducted by all present full-time faculty, and most adjuncts. Appointments are made by the observer before the evaluations take place. Evaluations sheets are made available to adjuncts before they are evaluated. Results are	Appointments are made by the observer before the evaluations take place. Evaluations sheets are made available to adjuncts before they are evaluated. Results are available for discussion with the

	available for discussion with the chair if the faculty member requests a debrief.	chair if the faculty member requests a debrief.
policies and procedures for termination	Annual contract letter	Adjunct contract letter
grievance procedures	Department handbook p.12, and @ http://weber.edu/cgap/faculty.html	Department handbook p.12, and @ http://weber.edu/cgap/faculty.html

2. For each faculty category, state how, when, and in what format a faculty member is informed when his/her duties or employment conditions change.

2. A full-time faculty member is informed when his/her duties or employment conditions change by letter from the Dean of the Office of International Programs (OIP). During the fall semester 2016, two full-time faculty were informed officially that their employment would conclude 30th June 2017, even though annual contracts state that the university does not offer employment beyond the year stated in the annual contract letter. The Department was already aware that these faculty would not be employed full-time after June 2017, which was confirmed during a budget meeting earlier in the school year with the Dean of Continuing Education who supervises the Dean of OIP.

3. Is the faculty covered by collective bargaining agreements?

☒ no
☐ yes

4. If yes, describe how collective bargaining agreements affect the program's or language institution's contractual obligations.

B. Verification

1. Documentation in the report

[Annual Contract Letter](#)

[Adjunct contract letter](#)

[Department Handbook](#) (p.12)

[Online Resources](#)

http://www.weber.edu/ppm/Policies/3-16_FacultyContractPeriods.html

http://www.weber.edu/ppm/Policies/1-18_DeptChairs.html

<http://weber.edu/cgap/faculty.html>

2. Verification on site

WSU HR office

LEAP Department office

Chair's office

Faculty offices

Copies of signed contracts in LEAP department office, copies of signed contracts on USB in locked drawer

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

None

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Faculty Standard 5: Faculty members each receive a job description and all the terms and conditions of employment in writing at the time they are hired and any time their duties or employment conditions change.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Faculty Standard 6: The program or language institution has an adequate number of faculty, whose duties are structured to permit timely and effective completion.

A. Required responses

1. For each faculty category, describe the typical faculty work assignment, including all responsibilities.

1. Typical faculty work assignment, including all responsibilities, are largely unchanged from the genesis of the Department. The typical teaching load is a minimum of 12 credits per semester, unless release time is granted. As the Department operates on a two x 7-week block per semester system, this amounts to a minimum 12 hours teaching time per week. The University has decreed that full-time faculty may teach an extra 12 credits overload in the school year (fall and spring semesters) in any department. The full-time faculty who choose to teach overload generally spread those hours over the four blocks in equal measure. Additional hours are not required and are paid at a common university-wide overload rate. The teaching load provides faculty with time in the workday for research, university and community service, although non-tenure track faculty are not required by the university to pursue goals in these areas. Teaching loads also provide time for professional development and administrative work. The only differentiation amongst the full-time faculty is the position of the Department Chair, who is granted 6 hours release time per fall and spring semester. The position of chair is an elected one. The process for selecting a chair, which occurs every three years, is guided by PPM 1-19 at http://www.weber.edu/ppm/Policies/1-19_AppointDeptChairs.html. The specific responsibilities of the chair are outlined in PPM 1-18 at http://www.weber.edu/ppm/Policies/1-18_DeptChairs.html. All full-time faculty are contract faculty with a renewable one year appointment, and are not eligible for tenure track

Committee work is required of all full-time faculty, to fulfill commitments for a smooth-running Department. At present this means full-time faculty serve as coordinators for the following areas; Professional Development which is the responsibility of the Chair as per PPM 1-18 http://www.weber.edu/ppm/Policies/1-18_DeptChairs.html, Assessment, Computer Lab supervisor, and Placement Testing (job descriptors are included in the [Department Handbook \(pages 4-7\)](#)). Previous faculty responsibilities of conversation partners and social activities are now fulfilled by the Office Student Aide, Kaori Gale.

Adjunct Faculty as defined by PPM 3-2 http://www.weber.edu/ppm/Policies/3-2_EmployeeDefinitions.html are currently issued with an [Adjunct Faculty Contract](#) which outlines responsibilities and expectations of the Department as an employer, and responsibilities and duties of the adjunct faculty as soon as the block, and classes begin. The duties and expectations of adjunct faculty is also outlined online at the Adjunct Faculty Teaching Information page <http://www.weber.edu/AdjunctFaculty/teaching.html>

2. For each category, explain how the program or language institution has established that the faculty workload (including teaching and other responsibilities) sets achievable tasks for the assigned time.

WSU has established that the faculty workload (including teaching and other responsibilities) sets achievable tasks for the assigned time according to the PPM 4-6 http://www.weber.edu/ppm/Policies/4-6_FacWorkLoad.html. Which determines that "The normal teaching load for Weber State University faculty is 24 semester hours per academic year"

3. List faculty members who do not have typical assignments for their category. Indicate the mix and proportion of job responsibilities assigned to each person and explain the rationale for these assignments.

There are no faculty members who do not have typical assignments for their category.

B. Verification

1. Documentation in the report

[Department Handbook](#) pp.4-7

[Adjunct Faculty Contract](#)

Online Resources

http://www.weber.edu/ppm/Policies/1-19_AppointDeptChairs.html

http://www.weber.edu/ppm/Policies/1-18_DeptChairs.html

http://www.weber.edu/ppm/Policies/3-2_EmployeeDefinitions.html

<http://www.weber.edu/AdjunctFaculty/teaching.html>

http://www.weber.edu/ppm/Policies/4-6_FacWorkLoad.html

2. Verification on site

Schedules for the past 3 academic years

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

None

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Faculty Standard 6: The program or language institution has an adequate number of faculty, whose duties are structured to permit timely and effective completion.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Faculty Standard 7: The program or language institution describes to faculty clearly and in writing the performance criteria and procedures for evaluation at the onset of the evaluation period; conducts faculty performance evaluations that are systematic, regular, fair, objective, and relevant to achieving program or institutional goals; and conveys evaluation results to faculty in writing in a timely manner.

A. Required responses

1. For each faculty category, describe the process used to evaluate faculty. Include how they are informed of the criteria and procedures and how they receive the results of the evaluation.

The process used to evaluate faculty, including how they are informed of the criteria and procedures and how they receive the results of the evaluation was established as a result of the initial accreditation in 2011. There were several attempts to streamline and diversify the process, to ensure that both full-time and adjunct faculty members are performing satisfactorily. This system is outlined in the 2017 edition of the [Department Handbook](#) (p.10). During the first block of employment, faculty are observed by two full-time faculty. Thereafter once a semester is deemed sufficient for adjuncts. Full-time faculty are evaluated once every three years by the chair. [Self-evaluation forms](#) are completed by observed faculty before a debriefing interview with the chair in the faculty member's office.

One initiative to randomize peer evaluations was removed after a trial period of 2 semesters, when the creator left for Graduate school. Since that time the faculty has been reduced to five, falling to three in June 2017, as faculty members have left to other employment, retirement, or graduate school, and the number of adjuncts has increased. The [classroom observation forms](#) are distributed to all adjuncts prior to evaluations taking place. The two new adjuncts hired in spring semester 2017, were evaluated twice during that semester as per the Department policy. Other full-time faculty are due to be evaluated in fall semester 2017. Evaluations are shared with the faculty members in their offices with the evaluating and evaluated members present.

2. List the sources of data used in evaluation, state how this data is collected, and state how each contributes to the evaluation process.

Sources of data used in evaluation are collected through classroom observations using the Instructor [self-evaluation sheet](#), the department's [classroom observation forms](#), and student end-of-block, or –semester, evaluations. All level 3 - 6 and bridge level class student evaluations are available online at the WSU Chi Tester. Levels 1 & 2 evaluations are paper-based and are files by applicable instructor on block, semester and year chronological file in the LEAP department office. Each evaluation is used in a cumulative evaluation of each faculty.

3. Explain how the program or language institution ensures that faculty have input into the evaluation process. Indicate when faculty receive evaluation results in writing and when they can respond to their evaluations.

Present full-time faculty; Giana Curtis, Amy Hudson, Dr. Debi Sheridan and past faculty members; Wendy Larson, Cody Lyon and Mark Peterson, were all part of the department team that developed the evaluation forms and the process that was adopted as the official department procedure for the initial accreditation application. Adjunct faculty receive a copy of their evaluation within a week of the classroom observation. If time allows after the observed lesson, they may go to the Chair's office and talk through the process, and discuss successes and problems then. They are free to respond to the finished evaluation when the hard copy is made available to them. During the last three years, full-time faculty who have undergone classroom

evaluations have met with the Department Chair, Dr. Sheridan, in their own office space to discuss any concerns or suggestions for improvement. The decision to meet in the faculty offices was to provide a more friendly space for the faculty member under observation, and reduce stress in what can be a very stressful situation. It has worked well so far, and will continue while Dr. Sheridan is chair.

4. Explain how the evaluation process is systematic, regular, fair, objective, and relevant to achieving program goals.

The process adopted by the department was that full-time faculty of longstanding service would not require more frequent annual observations and should only be evaluated triennially. While younger, newer faculty would undergo a yearly observation. However with the departure of Cody Lyon, Todd Mackay, and Wendy Larson more frequent observation was discontinued.

Although this process has been the more accepted procedure, one faculty member about whom several complaints were made and concerns were raised by colleagues and students directly to the Chair, was more frequently observed and advised, or requested to modify materials and actions. Program goals were compromised as the faculty member was using resources that raised questions of applicability and suitability. After observations by the chair, and subsequent discussion which included the Assessment Coordinator in her official capacity, the resources were removed and replaced with more appropriate resources. This point is now largely moot as the faculty member under discussion has chosen to move to another place of employment.

The observation of faculty is regular, although frequency varies according to length of service and experience of each faculty. The objectivity is maintained by the revision of evaluation materials and process in the Assessment Committee Meetings in the spring semester. Supervision of faculty, their teaching methods, classroom behaviors, and best practices, as well as the materials and resources employed, help to verify the suitability of the faculty and the ability of the department to reach SLOs COs and CGs.

Team teaching has been a facet of teacher preparation and training to use faculty-written materials. As the eventuality of more frequent use of adjuncts and the resulting team-teaching, mentor-evaluation was piloted, and evaluated in the spring semester 2017 Assessment Committee meeting. Mentoring forms are attached: [Team Teacher Evaluation Checklist II](#)

B. Verification

1. Documentation in the report

[Department Handbook](#) (p.10)

[Self-evaluation forms](#)

[Classroom Observation forms](#)

[Team Teacher Evaluation Checklist II](#)

2. Verification on site

Hard copies of Self-evaluation forms, Classroom Observation forms, Team Teacher Evaluation Checklist II in Chair's office, copies in Department Handbook, completed copies in LEAP Office personnel files. Development and research for mentoring checklist on Dr. Sheridan's PC
Faculty evaluations in LEAP office
Completed paper evaluations of levels 1 & 2

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

The evaluation process and forms will be reviewed in the Assessment committee meetings each spring. At present there are no plans to make any changes

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Faculty Standard 7: The program or language institution describes to faculty clearly and in writing the performance criteria and procedures for evaluation at the onset of the evaluation period; conducts faculty performance evaluations that are systematic, regular, fair, objective, and relevant to achieving program or institutional goals; and conveys evaluation results to faculty in writing in a timely manner.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Facilities, Equipment, and Supplies

Facilities, Equipment and Supplies Standard 1: The program or language institution has facilities, equipment, and supplies that support the achievement of its educational and service goals; are adequate in number, condition, and availability; and are accessible to students, faculty, and administrators.

A. Required responses

1. Enter the requested numbers.

- 85 average number of students per term over the last 6 months
- 15 average number of students per class
- 3 permanent dedicated classrooms + language lab if required
- 7 classrooms needed during an average term, average of 3.5 at one time
- 2 administrators and staff
- 4 workspaces for administrators and staff
- 5 full-time faculty
- 5 workspaces for full-time faculty
- 1-6 part-time faculty
- 6 workspaces for part-time faculty
- 1 learning lab (computer, media, and listening labs)

2. If necessary, provide information to explain the site's use of rooms and workspaces listed above.

If classes must be held in classrooms other than LEAP dedicated rooms, the university provides those either in Elizabeth Hall or in other buildings on-the ,main Ogden WSU Campus These are assigned by the campus registration office as required.

3. Describe how the program or language institution ensures that classrooms, laboratories, offices, and student areas are of sufficient size; are accessible to students, faculty, administrators, and staff; and are clean, safe, and secure.

The three LEAP dedicated classrooms, and the dedicated computer lab classroom (EH216) are located in Elizabeth Hall (EH), a six-year old LEED Silver building. The LEAP Department dedicated computer lab classroom is equipped with 19 computers, and is located close to the Department office. Three computer classrooms are available for reservations to faculty, staff and students in the Social & Behavioral Science Building, The Shepherd Union Building, and Elizabeth Hall. Reservations for these classrooms are made by email to the Student Affairs Technology Coordinator/Computer Labs, Carey Anson, at canson@weber.edu, or by phone at 801 626 7018. The classrooms are equipped with printers, teaching stations, and projectors. The use of this equipment can be requested when making a reservation. Three other public computer labs are located on campus. There are laptop computers available for faculty or adjuncts to sign out and borrow from the Student Affairs Computing Labs. Laptops are also available for students to borrow from the computer lab in EH.

The writing center located in Elizabeth Hall provides ESL trained writing tutors Monday through Saturday. Students are encouraged to make appointments, but can also use the drop-in service. There are 2 tutoring rooms in the LEAP Department which allow for individual or small group tutoring/classes The building is maintained to a high safety standard by the university, which also provides janitorial and cleaning staff. Elizabeth Hall, and other building in use by LEAP classes also offer laboratories, offices, and student areas of

sufficient size; which are accessible to students, faculty, administrators, and staff; and are clean, safe, and secure as required by the Utah State office of Education.

LEAP classes are between 1 – 20 students, depending on the level of instruction, eighteen students is under the occupant capacity for the rooms as set by the Utah State Safety Ordinance. Bright, *FIRE EXIT* signs, and fire extinguishers are located inside each teaching building in visible locations with appropriate user instructions. Fire alarms and sprinkler systems are installed and maintained by security/maintenance personnel. Random fire drills are held regularly by the campus security under the direction of the WSU Fire Marshall. Results of the drills and inspections undertaken by the Fire Marshall are a matter of public record, as is the Building Emergency Plan. Both the OM and Dr. Sheridan are members of the EH Building Emergency Committee, which meets on a semester by semester basis to oversee and suggest new items for the care and protection of faculty, staff and students who use EH. At the end of August 2016, the WSU Fire Marshall inspected the department's dedicated classrooms and approved the classroom layouts as they are, for best use for teaching, and student comfort and safety. University policies on safety and fire risk are found at <http://weber.edu/police> under the "Emergency Management" tab.

4. List the equipment and supplies available for instructional use.

Equipment and supplies available for instructional, administrative or staff use include, whiteboards and non-permanent markers, current textbooks, and paper purchased by the Department, current copies of faculty created materials are kept in the faculty mailroom, in a locked cabinet. Overhead projectors connected to PCs, and the PCs are updated and renewed by the department with the help of IT technicians employed by the Division of Continuing Education (CE). The faculty mailroom (EH272), which is located behind the LEAP administration office is where we store all Department teaching supplies, plus a combined fax/copier/printer machine accessed from faculty computers and by hand, a color printer. Secure storage is also available in this room, as well as in the front office. Pencils, pens, board markers and all other miscellaneous supplies are located in the faculty mailroom and are maintained, resupplied and distributed by the Administrative Specialist or the Student Aide. New and replacement materials are acquired as needed by requests submitted to the Administrative Specialist or Student Aide, and are distributed to full-time faculty or adjuncts on an individual needs basis.

Offices are cleaned and maintained by the university. Temperature controls are functional and repaired quickly in case of equipment failure. Each building on campus has multiple single-sex public bathrooms.

5. List the equipment and supplies available for administrative, staff, and faculty use.

These are listed in the above response

6. Describe how the program or language institution ensures that equipment is properly maintained, available from session to session, of sufficient number, and accessible to those who need it.

The Department that equipment is properly maintained, is available from session to session, of sufficient number, and accessible to those who need it, by testing and updating all LEAP classroom equipment at the end of each semester. Instructors report any breakages or equipment failure to the Department office, where the OM or Student Aide will contact either Facilities Management (FM), or the Continuing Education IT technicians. In 2011 Dr. Sheridan won a grant to transform a classroom into a Smart Classroom and the maintenance of the equipment is also under the care of the CE IT technicians.

7. Describe how the program or language institution ensures that learning resources and assessment materials are sufficient and accessible to faculty and students.

The Department ensures that learning resources and assessment materials are sufficient and accessible to faculty and students, through inventory checks each semester, and by securing for the faculty all and any equipment they request in the course of their instruction.

8. Describe how the program or language institution ensures that supplies are sufficient and accessible to those who need them.

Supplies are kept in the faculty mailroom, to which each faculty member has access. Students who require extra support in the form of materials, are directed to the LEAP office to secure the supplies they need, when such needs re identifies or faculty are notified by the student or the office of ADA.

B. Verification

1. Documentation in the report
Online Resources
<http://weber.edu/police>

2. Verification on site
Classrooms for inspection
Kim Webb (building coordinator) for interview if required
Faculty offices, mailroom and adjunct offices for inspection

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

The LEAP Department supports the educational needs of students by teaching small class sizes with low teacher-student ratios and opportunity for teachers to give students individual attention as needed. The location and its facilities are adequate for the size of the program based on small class sizes and availability of facilities to all instructors who need them. The equipment and supplies provided by the LEAP Department and the facilities across campus strongly support the learning, teaching, and overall department goals as evidenced by feedback from students and instructors in the LEAP Department.

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Facilities, Equipment and Supplies Standard 1: The program or language institution has facilities, equipment, and supplies that support the achievement of its educational and service goals; are adequate in number, condition, and availability; and are accessible to students, faculty, and administrators.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Administrative and Fiscal Capacity

Administrative and Fiscal Capacity Standard 1: The program or language institution clearly defines and provides a rationale for formal linkages with other entities.

A. Required responses

1. Indicate the legal status of the program or language institution by checking any of the following that apply.

☒ Program within a university or college

Name of the department or unit within which the program resides The Office of International Programs in the Division of Continuing Education (CE)

☐ Program within a community college

Name of the department or unit within which the program resides _____

☐ Program with direct reporting lines within a university or college, and for which some services are managed or delivered through contracted relationships

☐ For-profit language school (corporation)

☐ Not-for-profit language school (corporation)

☐ Language school with agreement to offer courses or programs on a university or college campus

☒ Other (Complete 2 below.)

2. If other, describe the legal status of the program or language institution.

The legal status of the program is that it is an academic Department within the Office of International Programs within the Division of CE, through which some services are managed and delivered.

3. Define the relationship(s) and provide the rationale(s) for any formal linkages with other entities, including but not limited to owners, business partners, joint venture partners, departments/units, corporations/governing boards, accreditors, or committees.

The LEAP Department relationships, fiscally, administratively and academically are all contained within the Division of CE and the Office of International Programs.

4. Is the program or language institution part of an organization with multiple locations?

☐ no

☒ yes

5. If yes, explain the relationship between the locations, and between the location under review and its administrative headquarters.

The relationship between the locations is that the LEAP Department is part of the Division of CE, which has programs based at multiple locations operated by the Division. The Dean of CE is also the vice-Provost.

The LEAP Department is located in the Elizabeth Hall on the main campus of Weber State University in Ogden, UT. The Division of CE is located in the Hurst Center for Lifelong Learning, which is also located on the Ogden Campus of Weber State University

B. Verification

1. Documentation in the report

2. Verification on site

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

None

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Administrative and Fiscal Capacity Standard 1: The program or language institution clearly defines and provides a rationale for formal linkages with other entities.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Administrative and Fiscal Capacity Standard 2: The program or language institution has an administrative structure and a governance system that are effective in helping it achieve its mission and the mission of the host institution, if applicable. Administrator and staff positions within that structure are adequate in number and staffed with individuals who have appropriate education, training, and experience.

A. Required responses

1. Complete and submit the Table of Administrators and Staff provided by CEA with the electronic template showing numbers of administrators and staff, their education, training and experience, and professional development activities.

[Table of Administrators and Staff 2016](#)

2. Explain how the organization of positions and lines of authority (as revealed in the organization chart) and the numbers of administrators and staff help the program or language institution achieve its mission.

The reporting structure of the LEAP department within the Office of International Programs (OIP) is streamlined and efficient. The Chair reports to the Dean of OIP directly. They have weekly meetings or check-ins, even when the Dean is overseas as part of his responsibilities. The Dean of OIP reports directly to the Vice Provost. The LEAP Chair is a regular guest at the monthly CE Leadership council, with the Dean of OIP. Within the Department, the Chair supervises the faculty and staff, and the OM supervises the Student Aide. The Vice Provost has over 35 years supervisory experience, and the Dean of OIP has 10+ years of supervisory experience.

3. Describe how primary administrators have acquired knowledge of ESL/EFL teaching and learning sufficient to accomplish administering the program. Describe how primary administrators have acquired knowledge of school management.

The Department Chair, has an M.Ed and a PhD in Education, Curriculum and Instruction with a dissertation investigating how female ESL students fare in an American university, an M.Ed Thesis in ESL reading assessment, and 20+ years teaching experience in the field. She was the coordinator for the first self-study for the CEA in 2010-2015, during which time, by her own admission, she learned about how an effective and efficient structure and framework for an ESL program should operate. She also served on community education management committees before she located to the US. Weber State University also offers supervisor training which she has completed.

Decisions made regarding the administration of the LEAP Department are made by persons responsible according to the type of decision. Weekly meeting with the Chair, the Administrative Specialist and the Student Aide deal with office matters. Faculty meetings consisting of the Chair, the Administrative Specialist, and full-time instructors are utilized to address internal changes, such as textbooks, materials, curriculum specifics, scheduling, and advising. The Chair and Dean make administrative decisions regarding personnel (instructors and staff), budgets, and compliance with WSU policies and procedures. Any major changes in curriculum or academic standards must be submitted to and approved by the Faculty Senate.

4. Describe how those responsible for curriculum oversight and faculty supervision have acquired knowledge relevant to these responsibilities.

The Department Chair, whose qualifications are listed in #3 above also has the additional responsibility for care and oversight of the curriculum according to the WSU PPM. Her experience in teaching High School in the Scottish National Curriculum before she located to the US, and in-service trainings in the Aberdeen city schools in which she taught provided a firm foundation for her M.Ed and PhD in curriculum and Instruction. She also served on Community Education Management Committees, which provided experience in creating and teaching curricula for Community Education Classes before she located to the US. Weber State University also offers supervisor training which she has completed. In her tenure as Department Chair, she has sought and received invaluable advice from long-term faculty member Giana Curtis, Former English Department Chair, and the Dean of OIP

5. Does the program or language institution have joint administrative/faculty positions or full-time faculty who are placed in administrative positions?

☐ no
☒ yes

6. If yes, explain how faculty members receive training for their administrative responsibilities and how such positions help the program or language institution achieve its mission.

In the Department, a full-time faculty member is elected to the administrative position of Department Chair, during which appointment the Chair is granted 6 hours release time. This time allows for administrative and supervisory matters to be addressed, meetings to be calendared and held, and curriculum matters to be addressed. Newly elected Department Chairs receive training for their administrative responsibilities through the university training system <https://portalapps.weber.edu/ltrainingtracker/default.aspx> , thereby ensuring effective and trained supervisors for faculty and staff

7. Does the program have part-time administrators and staff?

☒ no
☐ yes

8. If yes, indicate the positions affected, and state how the program or language institution ensures that students receive required services in these areas.

The Department does not employ part-time administrators, but it does employ a full-time Administrative Specialist, and one part-time office staff employee, usually a Student Aide. The Department office is always open, so services offered there are available to students during office hours (7:30 – 4:30).

B. Verification

1. Documentation in the report

[2016 Table of Staff and Administrators](#)

Online resources:

<https://portalapps.weber.edu/ltrainingtracker/default.aspx>

2. Verification on site

Interviews with LEAP Office staff and Chair

Faculty meeting minutes

Curriculum committee meeting minutes

Assessment committee meeting minutes

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

None

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Administrative and Fiscal Capacity Standard 2: The program or language institution has an administrative structure and a governance system that are effective in helping it achieve its mission and the mission of the host institution, if applicable. Administrator and staff positions within that structure are adequate in number and staffed with individuals who have appropriate education, training, and experience.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Administrative and Fiscal Capacity Standard 3: Administrators and staff each receive a written job description at the time they are hired and any time their duties or employment conditions change.

A. Required responses

1. Complete the table below by indicating in the right hand column the document names and page numbers (if applicable) that inform administrators of their duties and responsibilities.

Administrator duties and responsibilities	Found in these documents
job responsibilities	http://www.weber.edu/ppm/Policies/1-18_DeptChairs.html
professional development expectations	
service expectations	
length of employment/appointment	http://www.weber.edu/ppm/Policies/1-19_AppointDeptChairs.html
compensation and benefits	Annual contract letter
administrative structure of the program	OIP Organizational Chart
policies regarding confidentiality of personnel records	http://www.weber.edu/ppm/Policies/3-36a_ConflictIntBoardTrust.html
criteria and procedures for performance evaluation	http://www.weber.edu/ppm/Policies/8-11_EvalFacultyMembers.html LEAP Department Handbook (p.10)
policies and procedures for termination	http://www.weber.edu/ppm/Policies/8-10_TerminationFacAppt.html
grievance procedures	http://www.weber.edu/ppm/Policies/8-10_TerminationFacAppt.html

2. Complete the table below by indicating in the right hand column the document names and page numbers (if applicable) that inform staff of their duties and responsibilities.

Staff duties and responsibilities	Found in these documents
job responsibilities	People Tracker in eWeber holds all of this information. http://www.weber.edu/ppm/Policies/8-10_TerminationFacAppt.html
professional development expectations	
service expectations	
length of employment/appointment	
compensation and benefits	
administrative structure of the program	OIP Organizational Chart
policies regarding confidentiality of personnel records	http://www.weber.edu/ppm/Policies/3-36a_ConflictIntBoardTrust.html
criteria and procedures for performance evaluation	http://www.weber.edu/ppm/Policies/3-69_Education_and_Training_of_Personnel.html
policies and procedures for termination	http://www.weber.edu/ppm/Policies/3-33_Discipline_Staff.html
grievance procedures	http://www.weber.edu/ppm/Policies/3-31_StaffEmpGrievances.html

3. Administrators and staff are notified of any changes in their duties and responsibilities by their direct supervisors. In addition the Dean of OIP may inform the Administrative Specialist of any changes in the role. The roles and responsibilities of department chairs are outlined in the university policies and procedures manual. This document indicates that chairs are appointed for a three year term and report to the dean. The dean is responsible for appointing department chairs and evaluating their performance
http://www.weber.edu/ppm/Policies/1-19_AppointDeptChairs.html.

B. Verification

<p>1. Documentation in the report</p> <p>Annual contract letter</p> <p>OIP Organizational Chart</p> <p>LEAP Department Handbook (p.10)</p> <p>Online resources</p> <p>http://www.weber.edu/ppm/Policies/1-18_DeptChairs.htm</p> <p>http://www.weber.edu/ppm/Policies/1-19_AppointDeptChairs.html</p> <p>http://www.weber.edu/ppm/Policies/3-36a_ConflictIntBoardTrust.html</p> <p>http://www.weber.edu/ppm/Policies/8-11_EvalFacultyMembers.html</p> <p>http://www.weber.edu/ppm/Policies/8-10_TerminationFacAppt.html</p> <p>http://www.weber.edu/ppm/Policies/3-36a_ConflictIntBoardTrust.html</p> <p>http://www.weber.edu/ppm/Policies/3-69_Education_and_Training_of_Personnel.html</p> <p>http://www.weber.edu/ppm/Policies/3-33_Discipline_Staff.html</p> <p>http://www.weber.edu/ppm/Policies/3-31_StaffmpGrievances.html</p>
<p>2. Verification on site</p> <p>LEAP Office</p> <p>Chair's Office</p>

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

None

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

<p><u>For site review team use only</u></p> <p>Administrative and Fiscal Capacity Standard 3: Administrators and staff each receive a written job description at the time they are hired and any time their duties or employment conditions change.</p> <p>Appears to meet _____ Appears to partially meet _____ Appears not to meet _____</p> <p>Rationale for appears to meet:</p> <p>Rationale for appears to partially meet:</p> <p>Rationale for appears not to meet:</p> <p>Other comments:</p>

Administrative and Fiscal Capacity Standard 4: The program or language institution defines, encourages, and supports appropriate professional development activities for faculty, administrators, and staff.

A. Required responses

1. For faculty, state the policy on professional development, where the policy is written, and the opportunities the program or language institution encourages and makes available.

1. University policies on professional development for faculty are found at http://www.weber.edu/ppm/Policies/1-18_DeptChairs.html which describes the chair's responsibility to "encourage faculty to be involved in scholarly activities, promote faculty involvement in service to the institution and/or profession, and assist regular and adjunct faculty in their professional development." as part of good teaching practice, and "Oversee the ...professional development and regular evaluation of staff and adjunct faculty, contract faculty, and tenure-track faculty. The LEAP department has at its disposal \$1,000 travel allowance per full-time faculty, which can be spent according to the desire of each individual faculty.

2. For administrators, state the policy on professional development, where the policy is written, and the opportunities the program or language institution encourages and makes available.

As the LEAP program has administrators who fall under the same category as full-time faculty, they are bound by the same policies and opportunities as the rest of the faculty.

3. For staff, state the policy on professional development, where the policy is written, and the opportunities the program or language institution encourages and makes available.

For staff, the policy on professional development is as follows "The Staff Development program provides funding for professional development of Weber State University's exempt and non-exempt staff members. Proposals are evaluated four times a year by Staff Development Committee members representing each division, including the area of Diversity. Grant proposals are judged on how much the project benefits the individual, their department, and the University as a whole." The policy is located at <http://www.weber.edu/staffdevelopment>. LEAP staff are also entitled to tuition benefits which are found at http://www.weber.edu/ppm/Policies/3-42_TuitionBenefits.html. It is also the responsibility of the supervisor to encourage professional development through taking classes. LEAP staff are regularly encouraged to take advantage of any conferences, on-campus training, and wellness challenges by the Chair.

B. Verification

1. Documentation in the report

Online resources:

http://www.weber.edu/ppm/Policies/1-18_DeptChairs.html

<http://www.weber.edu/staffdevelopment>

http://www.weber.edu/ppm/Policies/3-42_TuitionBenefits.html

2. Verification on site

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

None

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Administrative and Fiscal Capacity Standard 4: The program or language institution defines, encourages, and supports appropriate professional development activities for faculty, administrators, and staff.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Administrative and Fiscal Capacity Standard 5: The program or language institution describes to administrators and staff clearly and in writing the performance criteria and procedures for evaluation at the onset of the evaluation period; conducts administrator and staff performance evaluations that are systematic, regular, fair, objective, and relevant to achieving program goals; and conveys evaluation results to administrators and staff in writing in a timely manner.

A. Required responses

1. Describe the process used to evaluate administrators. Include how they are informed of the criteria and procedures and how they receive the results of the evaluation.

The process used to evaluate administrators (in our case, Department Chair) is found at http://www.weber.edu/ppm/Policies/1-19_AppointDeptChairs.html , which describes the process thus: “Chairs are to be formally evaluated during the terminal year of appointment. The evaluation shall include, but not be limited to: (1) a formal survey of faculty, including individual interviews, regarding the effectiveness of the chair and (2) an interview between the dean and the chair which shall, in part, examine the results of the faculty survey”. The Dean will distribute the faculty survey, and conclude the process as indicated above.

2. Explain how the evaluation process for administrators is systematic, regular, fair, objective, and relevant to achieving program goals.

The evaluation process for administrators is systematic, regular, fair, objective, and relevant to achieving program goals, as it is held regularly, and involves the faculty, Dean and Chair. The evaluation of leadership reflects the chair’s supervision of the Curriculum, Assessment and organization of the department. It also provides opportunities to evaluate the Dean of OIP, the Dean of Continuing Education, and the Provost on a regular basis.

3. Describe the process used to evaluate staff. Include how they are informed of the criteria and procedures and how they receive the results of the evaluation.

The process used to evaluate staff is listed in the PPM at http://www.weber.edu/ppm/Policies/3-3_EvaluationClassified.html . The Administrative Specialist is informed by the chair of the evaluation due date in writing, and of the criteria that will be employed. The evaluation results are forwarded to the Administrative Specialist and a date for a follow-up discussion is set.

4. Explain how the evaluation process for staff is systematic, regular, fair, objective, and relevant to achieving program goals.

The evaluation process for staff is systematic, regular, fair, objective, and relevant to achieving program goals as it is held regularly, the [Administrative Specialist Evaluation Form](#) is available to the Administrative Specialist before the evaluation date, and involves the staff member, chair and other faculty who wish to contribute.

B. Verification

1. Documentation in the report

[Administrative Specialist Evaluation Form](#)

Online resources

http://www.weber.edu/ppm/Policies/1-19_AppointDeptChairs.html

http://www.weber.edu/ppm/Policies/3-3_EvaluationClassified.html

2. Verification on site

Chair's office

Administrative Specialist's personal files

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

None

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Administrative and Fiscal Capacity Standard 5: The program or language institution describes to administrators and staff clearly and in writing the performance criteria and procedures for evaluation at the onset of the evaluation period; conducts administrator and staff performance evaluations that are systematic, regular, fair, objective, and relevant to achieving program goals; and conveys evaluation results to administrators and staff in writing in a timely manner.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Administrative and Fiscal Capacity Standard 6: Administrators ensure that policies and procedures relating to program or language institution operations are in place, accessible to all who are affected by them, reviewed regularly, and implemented in a timely, fair, systematic, and ethical manner.

A. Required responses

1. Check the means by which the program or language institution conveys operational policies and procedures to those who need them and indicate how they are made accessible.

Document	Print	On-line
policy/operations manuals	N/A	http://www.weber.edu/ppm/
administrative handbook	N/A	http://www.weber.edu/ppm/
Department handbook	Mail room	http://weber.edu/LEAP
student handbook	Mail room	http://weber.edu/LEAP
Code Purple sign-up	N/A	http://www.weber.edu/codepurple/

2. Explain the process for regular review of policies and procedures related to faculty, including who is involved in the review.

When a situation requiring a change in policy arises, the need is first addressed in a LEAP Department faculty meeting. Any faculty member may voice the need to address a policy issue. If prior related policies exist, the strengths and weaknesses of the existing policies are discussed and evaluated. If a change is deemed necessary, the faculty determine the proper change and vote to accept the change. When a new policy is created, the statement of policy is created and then voted upon. If the policy is an internal one, affected individuals (usually teachers or staff in the International Student and Scholar Center) are notified of the change via email and/or a mailbox and copy room flyer, with guidelines on implementing the policy, e.g. including the information on syllabi or verbally advising students when appropriate. Updates are then included in the next version of relevant handbooks.

If a policy is a fundamental change from previous practice or policy, the Chair brings the policy to the attention of the Dean of Continuing Education. The Dean is able to approve the change or recommend that the Provost be notified and/or consulted to ensure that the policy is in keeping with accepted university standards. When approved, the affected individuals are notified as previously described.

The process for regular review of policies and procedures related to faculty, including who is involved in the review, includes review of the LEAP Department handbook at the Department Assessment meetings in the 5th week of the second block in the Spring under the direction of the Chair and involves all faculty who wish to contribute.

The university PPM is “updated when a need is determined. There are different committees that are responsible for different policies. Policies related to faculty must have approval from Faculty Senate. All policies must be approved by President's Council and Board of Trustees. The approved policies are input by the President's office.”

3. Explain the process for regular review of policies and procedures related to students, including who is involved in the review.

Policy changes affecting students are disseminated in various ways, depending on the timing and applicability of the policies. Policies that affect classes are included on the next block's syllabi. General program policies can be posted on the department bulletin boards and/or announced in classes. Updated materials are also distributed to new students as they arrive.

The process for regular review of policies and procedures related to students, including who is involved in the review, includes review of the LEAP Department [Student handbook](#) at the Department Assessment meetings in the 5th week of the second block in the Spring under the direction of the Chair and involves all faculty who wish to contribute.

The university PPM is “updated when a need is determined by the university administration. There are different committees that are responsible for different policies. Policies related to faculty must have approval from Faculty Senate. All policies must be approved by President's Council and Board of Trustees. The approved policies are input by the President's office.”

4. Explain the process for regular review of policies and procedures related to administrators and staff, including who is involved in the review.

The process for regular review of policies and procedures related to administrators and staff, including who is involved in the review, includes review of the LEAP [Department handbook](#) at the Department Assessment meetings in the 5th week of the second block in the Spring under the direction of the Chair and involves all faculty who wish to contribute.

The university PPM is “updated when a need is determined. There are different committees that are responsible for different policies. Policies related to faculty must have approval from Faculty Senate. All policies must be approved by President's Council and Board of Trustees. The approved policies are input by the President's office.”

5. Describe how new policies and procedures are implemented.

New policies and procedures are created in response to needs as they arise. After they are developed, and adopted by the faculty at a faculty or committee meeting, they are put into practice as soon as is possible. All faculty are notified. The handbook is updated by the chair after the adoption of a new policy

B. Verification

1. Documentation in the report

Online resources

<http://www.weber.edu/ppm/>

<http://weber.edu/LEAP>

<http://www.weber.edu/codepurple/>

2. Verification on site

Hard copies of handbooks in the faculty mailroom

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate “none.”

The policies and procedures we have implemented over the last 5 years since the initial accreditation are working well, and serve our purposes efficiently. Discussion and updating of policies and procedures are handled successfully and are recorded in Department handbook updates. No changes are recommended.

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Administrative and Fiscal Capacity Standard 6: Administrators ensure that policies and procedures relating to program or language institution operations are in place, accessible to all who are affected by them, reviewed regularly, and implemented in a timely, fair, systematic, and ethical manner.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Administrative and Fiscal Capacity Standard 7: Administrators ensure that there are means for the exchange of information among those who need it.

A. Required responses

1. Check any of the following that the program or language institution uses to ensure exchange of information among those who need it.

Faculty and staff

- ☒ email
- ☒ faculty/staff meetings
- ☒ mail boxes
- ☒ bulletin boards
- ☒ social networking tools
- ☐ intranet
- ☐ shared computer drives
- ☐ other (Complete 2 below.)

Students

- ☒ email
- ☒ classes
- ☒ bulletin boards
- ☐ intranet
- ☐ other (Complete 2 below.)

2. List other methods not included in 1 above.

For students we also employ:

instructor announcements in class

department created invitations to activities, distributed by faculty

instructor distributed "mid-term failure" notices

For both faculty and students we also employ:

evaluation debriefs, phone calls, voice mails, texts to private phones, University provided calendaring tools, and Canvas, the university provided Learning Management System. New policies and procedures affecting students are included on syllabi which are read and distributed at the beginning of each block or semester

3. If electronic means of communication are used, explain how the program or language institution ensures reliable and secure access.

Electronic means of communication are provided by the university through Google reliability and security are managed by the university communications and IT departments.

4. If electronic means of communication are used, state how the faculty, staff, and students are informed about their responsibilities for accessing such information.

Faculty, staff, and students are informed about their responsibilities for accessing information through electronic means of communication at http://www.weber.edu/ppm/Policies/10-1_InformationSec.html. The

policy states “The *Information Security Policy* (“policy”) applies to all organizations within the University even though the data needed and used by those organizations are different. Additionally, all University owned devices including, but not limited to Workstations, Lab computers, and Kiosks are affected by this Policy unless otherwise stated. The principles of academic freedom and free exchange of ideas apply to this Policy, which is not intended to limit or restrict those principles. This policy is intended to be in accordance with federal and state laws and regulations regarding information security.”

B. Verification

1. Documentation in the report

Online resources:

http://www.weber.edu/ppm/Policies/10-1_InformationSec.html

2. Verification on site

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program’s or language institution’s practices under this standard. If no action is planned, indicate “none.”

None

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Administrative and Fiscal Capacity Standard 7: Administrators ensure that there are means for the exchange of information among those who need it.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Administrative and Fiscal Capacity Standard 8: The program or language institution documents that it is in compliance with all local, state, and federal laws, as well as with any applicable institutional regulations.

A. Required responses

1. Describe the policies and procedures in place to ensure and document that the program or language institution meets applicable laws and regulations related to immigration and state how such laws and regulations are being met.

The policies and procedures in place to ensure and document that the department meets applicable laws and regulations related to immigration laws and regulations are being met are managed by the International Students and Scholar Center (ISSC) <http://www.weber.edu/issc>. Weber State University and the LEAP Department strive to be in compliance with all local and federal laws and regulations. When international students are admitted, original documents of educational, financial, and testing information are required. The ISSC processes international admissions for the university. The ISSC are authorized by SEVIS and the Department of State to issue I-20 and DS-2019 forms for the purposes of F-1 and J-1 visas. They are responsible for reporting to SEVIS on a regular basis (once per semester), updating student information such as number of credits being taken, grade point average, address changes, and major program of study. Alex Muller is the DSO and Janae Jenson is the Officer overseeing the admission and J side of the SEVIS requirements.

2. Describe the policies and procedures in place to ensure and document that the program or language institution meets applicable copyright laws and state in which documents such policies and procedures are found.

The policies and procedures in place to ensure and document that the department meets applicable copyright laws and state are posted in the faculty mailroom. Faculty are reminded of the need to understand these laws, and discussions of text copyright laws, and photocopying restrictions occur at the Department Curriculum Committee Meetings held each semester. Faculty can access their copyright responsibilities relating to ownership at http://www.weber.edu/ppm/Policies/5-41_CopyrightPolicyOwnership.html, the copying of copyrighted materials is at http://www.weber.edu/ppm/Policies/5-42_CopyrightPolicyCopying.html, the copyright of intellectual property is at http://www.weber.edu/ppm/Policies/4-35_IntellectualProperty.html, and material written by faculty at http://www.weber.edu/ppm/Policies/4-16a_WrittenPublications.html

3. Describe the policies and procedures in place to ensure and document that the program or language institution meets applicable laws related to hiring of personnel and state in which documents such policies and procedures are found.

The policies and procedures in place to ensure and document that the Department meets applicable laws related to hiring of personnel are documented by the university HR department and can be found at <http://www.weber.edu/humanresources>. When a new posting is released to the public, the procedures for reading the applications, rating them and then the duties of the hiring committee is supervised by the HR director. Training is held before the job description is written.

4. Describe the policies and procedures in place to ensure and document that the program or language institution meets applicable laws related to privacy of information, if any, and state in which documents such policies and procedures are found.

The policies and procedures in place to ensure and document that the Department meets applicable laws related to privacy of information is documented at <http://www.weber.edu/registrar/ferpa.html> FERPA training meetings are held by the university, which training can be joined through the Training Tracker sign-up system on Canvas. All faculty but one are FERPA trained.

5. Describe the policies and procedures in place to ensure and document that the program or language institution meets any applicable laws related to facilities and state how the law is being met.

The policies and procedures in place to ensure and document that the Department meets any applicable laws related to facilities is documented at <http://departments.weber.edu/facilities/policiesprocedures/>.

6. Describe the policies and procedures in place to ensure and document that the program or language institution meets applicable laws related to doing business and state in which documents such policies and procedures are found.

The policies and procedures in place to ensure and document that the Department meets applicable laws related to doing business and the guidance for what state laws we are required to keep is found at <http://weber.edu/ppm>. Specifically these include employment of persons with criminal records at http://www.weber.edu/ppm/Policies/3-5a_EmploymentCriminalRec.html, the archiving of records http://www.weber.edu/ppm/Policies/2-6_UnivArchives.html, information security at http://www.weber.edu/ppm/Policies/10-1_InformationSec.html, the conflict of interest is at http://www.weber.edu/ppm/Policies/3-36a_ConflictIntBoardTrust.html, procurement at http://www.weber.edu/ppm/Policies/5-25a_UnivProcurementGeneral.html, acceptable use is at http://www.weber.edu/ppm/Policies/10-2_AcceptableUse.html, firearms on campus at http://www.weber.edu/ppm/Policies/5-35a_Firearms_on_Campus.html, discrimination and harassment at http://www.weber.edu/ppm/Policies/3-32_DiscriminationHarassment.html, and the student code detailing the responsibilities and duties of students is at http://www.weber.edu/ppm/Policies/6-22_StudentCode.html.

B. Verification

1. Documentation in the report

Online resources

<http://www.weber.edu/issc>

http://www.weber.edu/ppm/Policies/5-41_CopyrightPolicyOwnership.html,

http://www.weber.edu/ppm/Policies/5-42_CopyrightPolicyCopying.html,

http://www.weber.edu/ppm/Policies/4-35_IntellectualProperty.html,

http://www.weber.edu/ppm/Policies/4-16a_WrittenPublications.html

<http://www.weber.edu/humanresources>

<http://www.weber.edu/registrar/ferpa.html>

<http://departments.weber.edu/facilities/policiesprocedures/>

<http://weber.edu/ppm>

http://www.weber.edu/ppm/Policies/3-5a_EmploymentCriminalRec.html

http://www.weber.edu/ppm/Policies/2-6_UnivArchives.html

http://www.weber.edu/ppm/Policies/10-1_InformationSec.html

http://www.weber.edu/ppm/Policies/3-36a_ConflictIntBoardTrust.html

http://www.weber.edu/ppm/Policies/5-25a_UnivProcurementGeneral.html

http://www.weber.edu/ppm/Policies/10-2_AcceptableUse.html
http://www.weber.edu/ppm/Policies/5-35a_Firearms_on_Campus.html
http://www.weber.edu/ppm/Policies/3-32_DiscriminationHarassment.html
http://www.weber.edu/ppm/Policies/6-22_StudentCode.html

2. Verification on site
Faculty mailroom
Bills in the LEAP Department office held by the Administrative Specialist
Records in the ISSC

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

None

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Administrative and Fiscal Capacity Standard 8: The program or language institution documents that it is in compliance with all local, state, and federal laws, as well as with any applicable institutional regulations.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Administrative and Fiscal Capacity Standard 9: Financial, student, personnel, program, governmental, and contractual records are maintained and kept current, accessible, complete, accurate and, when appropriate, secure. Reporting is done ethically and in compliance with the law.

A. Required responses

1. For each item in the list below, state how records are maintained and kept current and secure.

- student records
- personnel records
- financial records
- contracts with vendors

Student records, personnel records, and contracts with vendors are kept in a locked drawer in the LEAP Department office

The LEAP Department does not handle financial matters related to students, or personnel. Students' finances are supervised by the university cashier, records and scholarships offices, or in the case of international student scholarships at the ISSC.

The LEAP Department only has a contract with photocopier maintenance providers. The bills for this service are paid annually by the Administrative Specialist using her P-card.

2. For each item in the list below, state how related reporting, if any, is done ethically and in compliance with the law.

- student records
- personnel records
- financial records
- contracts with vendors
- contractual records
- government records

Weber State University follows FERPA regulations pertaining to the privacy and accessibility of student information. For more detailed information, see the official university statement and related links found at <http://www.weber.edu/registrar/ferpa.html>. Student records are kept in drawers in the LEAP office, these drawers are kept locked until details are required from them. The LEAP office is kept locked if both of the office staff are absent from their desks. Student information relevant to LEAP program completion is maintained in the LEAP Department main office. Placement test results are kept on file for one year. Current student files include course, grade, and progress information; registration forms; letters sent to various parties by request of the student; and any reports (including plagiarism) or complaints regarding the student. Much of this information is also transferred to a database in order to facilitate the generation of program reports. Alumni cards with home and local contact and referral information are gathered and stored. Each of the office support staff has access to these files. Access to student information, such as student schedules and transcripts, contained in the university Banner system is controlled by the university.

Faculty and personnel records are also kept in drawers in the LEAP office, these drawers are kept locked until details are required from them. The LEAP office is kept locked if both of the office staff are absent from their desks. Most detailed personnel information is maintained by the university's Human Resources Department. However, the LEAP Department submits Personnel Action Requests (PARs) with employees' names, W-numbers, pay rate, and employment information to the Payroll Department and maintains a copy of each PAR on file. Information regarding each teacher's schedule and course assignments is also kept on

file. The Department maintains records of the results of course and teacher evaluations. Copies of signed adjunct agreements are kept in the Chair's office. Contact information (phone numbers and emails) of all employees is also kept on hand in order to facilitate communication. The LEAP Department maintains expense forms and performs reconciliations to balance expense records.

Financial records of dealings with bodies other than students, personnel or faculty are kept in drawers in the LEAP office, these drawers are kept locked until details are required from them. The LEAP office is kept locked if both of the office staff are absent from their desks. Financial records involve a collaboration between the LEAP Department, Continuing Education, and the university Payroll Department. The LEAP Department is notified on a regular basis of budgeting information regarding expenses and revenue from placement testing. The Division of Continuing Education tracks the revenue generated from student tuition.

Other than CEA records or information there are no government records kept in the LEAP Department office or any other offices in the Department. The certificate of accreditation through the CEA is on display in the LEAP Office. Records pertaining to accreditation and reporting requirements are kept in the faculty mail room for access if it is required by faculty, staff, or other stakeholders.

B. Verification

- | |
|--|
| 1. Documentation in the report
Online Resources:
http://www.weber.edu/registrar/ferpa.html |
|--|

- | |
|---|
| 2. Verification on site
LEAP Department office |
|---|

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

None

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Administrative and Fiscal Capacity Standard 9: Financial, student, personnel, program, governmental, and contractual records are maintained and kept current, accessible, complete, accurate and, when appropriate, secure. Reporting is done ethically and in compliance with the law.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Administrative and Fiscal Capacity Standard 10: Contracts are in compliance with the law and in keeping with policies of the larger institution, where applicable. Contracts are drafted with appropriate guidance, undergo appropriate review, and are authorized by the appropriate individual(s).

A. Required responses

1. List the types of contracts (employee, vendors, third parties, etc.) entered into by the program or language institution, and for each indicate who provides guidance, reviews, and authorizes the contracts.

Contracts (employee, vendors, third parties, etc.) entered into by the Department, and details of who provides guidance, reviews, and authorizes the contracts are found below. Weber State University has an Office of Legal Counsel to ensure that contracts are appropriate. For specific information pertaining to that office, see <http://www.weber.edu/legalcounsel/default.html>. The general policies for contracts are also contained in ppm/Policies/5-4d (AFC-14-1). The adjunct agreements initiated by the LEAP Department are considered standard-form contracts and follow the guidelines set forth on the Legal Counsel website and in the PPM. Should the occasion for additional contracts arise, they will undergo appropriate review.

Type of contract	Who provides guidance, reviews and authorizes these contracts?
Employment	Office of Legal Counsel, Dean of OIP, Dean of the Division of Continuing Education, LEAP Department Chair

B. Verification

1. Documentation in the report Online resources: http://www.weber.edu/legalcounsel/default.html
2. Verification on site Records in LEAP Department Office

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

None

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Administrative and Fiscal Capacity Standard 10: Contracts are in compliance with the law and in keeping with policies of the larger institution, where applicable. Contracts are drafted with appropriate guidance, undergo appropriate review, and are authorized by the appropriate individual(s).

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Responses to Administrative and Fiscal Capacity Standard 11 and Standard 12 must be submitted separately from the self-study report.

See the *Accreditation Handbook* or contact CEA staff for more information about responding to these standards.

Student Services

Student Services Standard 1: Admissions policies are consistent with the objectives and the mission of the program or language institution (and with the host institution, if applicable) and are implemented by properly trained and authorized individuals. The admissions process ensures that the student is qualified to enroll in and to benefit from the instructional program. Both the policies and the personnel who implement them adhere to ethical practices.

A. Required responses

1. List each English language program offered and its admission policies.

The English language program offers seven levels for which the admission policies are the all the same. International Student Admission applications are provided to potential students on-line by visiting <http://weber.edu/issc>. Students submit copies of their original educational documents, copies of their passport and \$30 application fee. WSU ISSC staff review applications; educational documents are verified through ARACO's website to ensure the documents presented meet the high school equivalency. TOEFL and IELTS scores are verified by accessing secure sites. Students who do not have the adequate TOEFL or IELTS scores are placed in the LEAP department where they are given a placement test when they arrive on campus.

Educational program	Admission policies
Learning English for Academic Purposes Department (LEAP)	Domestic (including ESL residents and undocumented) freshman admission to the university is completed online. Directions can be found at: http://www.weber.edu/Admissions/apply.html <ol style="list-style-type: none"> 1. Fill out the online application. (If you are a current high school student who has participated in WSU Concurrent Enrollment you don't need to reapply – simply complete the 'status switch' in your eWeber account.) 2. Pay a \$30 nonrefundable application fee. 3. Submit the following: <ul style="list-style-type: none"> • Official high school transcripts or GED documentation • ACT/SAT scores (these aren't mandatory) • Official transcripts from any college or university where you have completed work including concurrent enrollment and early college. This page also includes a clear description of what a Freshman student is
	Domestic (including ESL residents and undocumented) transfer student admission to the university is completed online. Directions can be found at: http://www.weber.edu/Admissions/apply.html <ol style="list-style-type: none"> 1. Fill out the online application. 2. Pay a \$30 nonrefundable application fee. 3. Submit the following: <ul style="list-style-type: none"> • Official high school transcripts or GED documentation (not required if transferring 30 or more college credits) • Official transcripts from any college or university where you have completed work.

	<p>This page also includes a clear description of what a transfer student is</p> <p>All international students (undergraduate and graduate) apply for admission to Weber State University through the international Student and Scholar Center (ISSC) website, found at http://www.weber.edu/issc details of applying for visas, deadlines, FAQs, costs and foreign credentials are available through this site.</p>
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2. Explain how the admissions policies listed above are directly related to the mission and objectives of the program or language institution (and with the host institution if applicable).

The admissions policies listed above are directly related to the mission and objectives of the program or language institution. The acceptance letter generated for students who will need ESL instruction is different from the letter issued to students who meet the English proficiency at the time of application. If the student meets the admission and language requirements s/he is admitted to the program of his/her choice, ISSC WSU staff review the international student's financial documents and then generate an I-20, which is mailed to the student with the acceptance letter.

3. Explain how the admissions policies ensure that all students can be accommodated in the program with regard to their ages, proficiency levels, and other aspects of importance to the program or language institution, such as number of students per course and heterogeneity of students.

The above admission policies ensure that all students can be accommodated in the program with regard to their ages, proficiency levels, and other aspects of importance to the Department such as number of students per course and heterogeneity of students. If the student falls below the TOEFL requirement for admission to the university, s/he is referred to the LEAP Department for placement testing. The placement test will indicate which level they should enroll in. The LEAP Department policy is to have classes that can accommodate low student- instructor ratios that will prove beneficial to the student's educational needs and for her/his linguistic needs to be met.

4. Explain how the admissions process ensures that an admitted student is qualified to enroll and able to benefit from the instructional program.

The admissions process ensures that an admitted student is qualified to enroll and able to benefit from the instructional program of the Department, by requiring that students have attained a level of education that is equal to an American high school graduation. As the LEAP Department offers instruction beginning with a zero ability to speak, read, write or comprehend spoken English, we are confident that students admitted to the Department will benefit from instruction here.

5. Explain how the program or language institution ensures that admissions personnel, including those authorized to issue visa documents, adhere to ethical standards and good practice.

The Department is confident that admissions personnel in the ISSC, including those authorized to issue visa documents, are qualified to conduct the required processes, adhere to ethical standards and good practice. These personnel have been hired through HR processes, have received training either on-the-job or were fully qualified upon hiring. They have all been employed in their present capacities for 2 years or more, and therefore quite experienced. Weber State University is accredited through the NW accreditation. The ISSC is therefore accredited through this organization.

B. Verification

1. Documentation in the report
Online Resources
<http://weber.edu/issc>
[online application](#)
[GED](#)
<http://www.weber.edu/Admissions/apply.html>

2. Verification on site
Access to ISSC records and personnel

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

None

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Student Services Standard 1: Admissions policies are consistent with the objectives and the mission of the program or language institution (and with the host institution, if applicable) and are implemented by properly trained and authorized individuals. The admissions process ensures that the student is qualified to enroll in and to benefit from the instructional program. Both the policies and the personnel who implement them adhere to ethical practices.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Student Services Standard 2: The program or language institution provides academic and personal advising and counseling, as well as assistance in understanding immigration regulations. Such advice and assistance are provided in a timely and accurate manner by qualified individuals.

A. Required responses

1. Explain how the program or language institution ensures that it provides students with a sufficient number of academic, personal, and immigration advisors.

The Department provides students with a sufficient number of academic, personal, and immigration advisors while they are enrolled in LEAP classes. Initially, advice is given upon issuing the results of the placement test; students are advised which classes are suitable for the level of English indicated by their test results. The student is advised of the classes s/he is required to take to complete the program. Students can be registered for a maximum of 2 complete levels per semester, unless s/he is placed in Level 7, whereupon s/he is enrolled in the Bridge level for the semester. If a student fails a class in the second block, s/he will repeat that class(es) before proceeding to the succeeding class in the next level in the next semester. Upon receiving initial results the student receives an information packet containing the Department Welcome letter, with directions to the student handbook online. The students are individually instructed about which classes are required, which classes to register for, and how to add or drop any other classes, if applicable. The student is then given individual guidance on registering for classes online, either in the office or in the LEAP lab.

Diagnostic tests in the first week of classes reassure the instructor that the student is suitably placed. If students face difficulty in the course of the block/semester then they are referred to the Chair for advisement. *Failure to Progress* forms are disseminated at Mid-term to students in difficulty, copies are sent to the chair and Administrative Assistant. The Chair will meet with students who are identified as 'at-risk' by these notices. During the last fortnight, the level 6 students are given an orientation by an advisor from the Student Success Center, during their Speaking and Listening class. During the visit from the advisor, the students are offered the opportunity to sign-up for an appointment with the advisor.

2. Describe the means by which students are informed of the availability of academic, personal, and immigration advising.

Initial contact with international students occurs before enrollment at the institution to help articulate and explain immigration requirements. The advisors work with students on admissions requirements, and necessary documentation. The advisors work closely with students as they make their transition to living in the United States. Students are informed of the availability of personal, and immigration advising during the initial orientation the week before the beginning of the semester. Advisors meet with students as required. ISSC advisors provide academic and nonacademic information to students by working closely with university offices such as the Student Success Center, Career Services, Counseling and Psychological Services, Health Services, and individual advisors within each of the seven colleges. ISSC advisors provide general academic and career advising, and intentionally link students with appropriate advisors in targeted areas. If at any time during a consultation with the LEAP Administrative Specialist or LEAP Department Chair, a student shows a need to be advised further on immigration issues, they are recommended to make a visit to the ISSC. The ISSC employs a total of seven people: Director, 3 Advisors, 1 Administrative Assistant, and 2 Student Aides. One of the advisors is assigned to assisting students in sponsored programs

3. Briefly describe the range of academic advising provided, and explain how the program/institution ensures that such advising is provided in a timely and accurate manner.

The range of academic advising provided begins with the details about LEAP classes, and the order in which they should be taken starts on the day placement test results are given out. If the student is a walk-in, they can be advised of the classes, the order of taking them, the opportunity to take them with other academic classes, or not. Academic advising continues during the last block a student can take in the Department. It continues with academic advising from the Student Success Center in level 6, and recommendations to visit with an advisor employed by the major department.

4. Explain how the program or language institution identifies students failing to make normal and satisfactory academic progress.

The Department identifies students failing to make normal and satisfactory academic progress through continuous assessment, and weekly quizzes and tests. If a student is in danger of failing a class, the instructor will alert them to this possibility with a mid-term “[Failure to make Progress](#)” notice. Advice for increasing the possibility of success is given to the student on the notice, an appointment with the Chair is made, with follow-up appointments if the student is still struggling. Students are encouraged to keep up-to-date with their current grades as their instructors enter them in Canvas, the WSU Learning Management System

5. State the program’s or language institution’s policy and procedures regarding counseling students about their academic achievement, including failure to make normal and satisfactory progress.

The Department’s policy and procedures regarding counseling students about their academic achievement, including failure to make normal and satisfactory progress is indicated above in 1 & 2.

6. Describe the means by which students are informed of the relationship between their legal immigration status (if applicable) and normal and satisfactory academic progress.

The means by which students are informed of the relationship between their legal immigration status (if applicable) and normal and satisfactory academic progress is in the domain of the ISSC. If a student should consult with the LEAP Department office about dropping or adding classes, the Administrative Specialist will caution them to be aware of immigration measures, and their duties in maintaining the minimum number of credits.

7. Briefly describe the personal advising available, and explain how the program/institution ensures that such advising is provided in a timely and accurate manner.

Personal advising is available at the University Counseling and Psychological Service Center. Students who indicate a need verbally or behaviorally may be reminded of the availability of services. They have in the past been escorted by concerned faculty, or LEAP Office staff. If they are reticent about going at the time they are advised, they are given the address of the website through which they can obtain further information: <http://www.weber.edu/CounselingCenter/>.

8. Briefly describe the immigration advising provided, and explain how the program/institution ensures that such advising is provided in a timely and accurate manner.

Immigration advising is provided through the ISSC. Students who indicate a possible failure to keep immigration status through non-attendance are referred by the instructor, to the Administrative Specialist, or Department Chair for counselling and then from them to the ISSC. Such advising is provided in a timely and accurate manner as soon as the need is indicated.

9. Explain the policies and procedures in place to ensure that students are referred to other qualified professionals, services, or programs when the students' needs exceed the resources and expertise available within the program or institution.

Students are referred to other qualified professionals, services, or programs when the students' needs exceed the resources and expertise available within the program or institution when the need is indicated. Office and Department faculty are not trained as counsellors, advisors or health professionals, our policy is not to assume the roles of any of these dedicated, highly trained positions. Information regarding these services is available from the Administrative Specialist, Student Aide or the Chair upon request.

B. Verification

1. Documentation in the report
[Failure to make Progress](#)
 Online resources:
<http://www.weber.edu/CounselingCenter/>

2. Verification on site
 Faculty records of failure to make progress notices

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

None

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Student Services Standard 2: The program or language institution provides academic and personal advising and counseling, as well as assistance in understanding immigration regulations. Such advice and assistance are provided in a timely and accurate manner by qualified individuals.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Student Services Standard 3: The program or language institution provides pre-arrival and ongoing orientation (1) to support students in their adjustment to the program or language institution (and to the host institution if applicable) and to the surrounding culture and community, and (2) to help them understand immigration regulations and procedures, as well as health and safety issues.

A. Required responses

1. For each of the three kinds of student orientation (pre-arrival, initial, and on-going), provide a timeline, general overview, and brief description of the topics addressed. For each, indicate whether information is provided in writing or orally, or both.

For each of the three kinds of student orientation (pre-arrival, initial, and on-going), we have provided a timeline, general overview, and brief description of the topics addressed and indicated if the information is provided in writing or orally, or both.

Orientation	Timeline	Information disseminated	Orally	In writing
Pre-arrival	For students outside the country, the deadline is 2 ½ months before classes start. For students in-country, the deadline for application is one month before classes start.	Immigration requirements Admission requirements Required documents Registration Housing Health Services		√ √ √ √ √ √
Initial	The initial orientation is scheduled for the Wednesday morning before the start of the semester. A second orientation is provided on the Wednesday of the first week of the semester for late arrivals.	Academic Non-academic College advising Campus tour	√ √ √ √	√ √ √ -
On-going	As required when the student is in the U.S.	Immigration requirements Academic Non-academic	√ √ √	√ √ √

2. State how the program or language institution ensures that students are provided with and understand immigration regulations that pertain to them.

Students are provided with and understand immigration regulations that pertain to them through the services offered by the ISSC, which provides a comprehensive orientation on campus to international students where rules and regulations are reviewed that pertain to international students coming to, and living in the United States. The orientation program includes information on living in the United States and common tips and insights into living in a foreign country. There is a focus on issues that will help keep students in-status and in good academic standing.

While personalized attention is provided to international students, a first effort at educating them about relevant rules and regulations takes place during orientation. Translators are available at the orientation sessions to make sure that incoming students understand the DHS regulations. Students sit a quiz at the end of each orientation to ensure their understanding of their responsibilities in maintaining F-1 and J-1 student status.

3. Explain how the program or language institution ensures that out-of-country applicants understand the written information that is sent to them.

When information is mailed to out-of-country applicants, it is written in English, at present, the ISSC relies on Google translate to ensure that applicants understand the written information that is sent to them. Anecdotal evidence suggest that this arrangement is working well for current applicants, and worked well for current students.

B. Verification

1. Documentation in the report

2. Verification on site

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

None

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Student Services Standard 3: The program or language institution provides pre-arrival and ongoing orientation (1) to support students in their adjustment to the program or language institution (and to the host institution if applicable) and to the surrounding culture and community, and (2) to help them understand immigration regulations and procedures, as well as health and safety issues.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Student Services Standard 4: The program or language institution seeks to ensure that students understand policies regarding enrollment, registration, attendance, repeating levels or courses, and progression through the program of study.

A. Required responses

1. State the policies that govern enrollment and registration. Include the policies regarding cancellation of registration, deadlines that apply, and refunds.

The policies that govern enrollment and registration for international students, including the policies regarding cancellation of registration, deadlines that apply, and refunds follow the University's open enrollment policies, which do not exclude any applicant for lack of educational achievement or ability. International student application forms are available at <http://www.weber.edu/sis>, as is information about Admission Deadlines, Undergraduate Cost Estimate, Dependent I-20 Request Form, Financial Guarantee Form, Graduate Cost Estimate, and the evaluation of foreign credentials.

Written information is also provided to students about enrollment and registration processes, as well as the services and programs available to them at the on-campus welcome orientation held by the ISSC. At the ISSC orientation regulations outlining the number of credits required, critical deadlines, how to add/drop or withdraw from courses, WSU payment processes and deadlines associated with payments and potential refunds are reviewed. At this orientation, the ISS presents information about the approaching LEAP program placement test date, program details and credit available to replace the foreign language credit required for a BA at WSU

2. Describe how this information is made available to students before they complete the registration and enrollment process.

This information is made available to students before they complete the registration and enrollment process in their acceptance letter which includes the web address of the ISSC: <http://www.weber.edu/sis>

3. Explain the procedures that are in place to ensure comprehension of English language materials and information by students with limited English proficiency before they sign any contractual documents or make tuition and fee payments for the term in which they are about to enroll.

Procedures that are in place to ensure comprehension of English language materials and information by students with limited English proficiency before they sign any contractual documents or make tuition and fee payments for the term in which they are about to enroll are the domain of the ISSC. The staff and advisors in the ISSC have been addressing this need in various ways; using their own linguistic abilities, or inviting other ELLs to help with the students in need.

4. State the policies that govern attendance, repeating levels or courses, and progression through the program of study.

The policies that govern attendance, repeating levels or courses, and progression through the program of study are included in each class syllabus; each syllabus provided through the LEAP Department sandbox in Canvas includes boilerplate language about attendance. All faculty are requested to use this syllabi, changing only that block's details, an updated homework schedule, and the repeating class grid below.

The attendance policy states

“Attendance—

- Come to class every day. Do not come late. You may miss two class periods with no grade change. After two absences, your grade will be lowered for each absence.
- If any student misses a total of 5 classes, they will earn a UW grade.

- If a student completes 80% of the class, but is unable to finish because of extenuating circumstances (such as pregnancy), the teacher will give an I and work with the student to help him/her finish the class. However, if a student misses more than 80%, the student is required to retake the class. It is impossible to catch students up who have missed 3-4 weeks in classes that rely heavily on in-class learning.
 - If you must miss class because of an emergency or serious illness, you must email all of your teachers BEFORE class to briefly explain why you will not be in class.
 - Doctor's notes: Doctor's notes are only accepted in cases of extended illness. Doctor's notes do not excuse you from the work you have missed. If you have a doctor's note, you must work with the teacher to complete the work that you missed.
2. TURN OFF your cell phones and other personal electronics when you come into the classroom. All cell phones must be placed in the phone caddy when you come into class. Students who do not comply with this rule will not be allowed to stay in class, and will be asked to leave. This will be counted as an absence.
 3. Homework—You will be assigned specific homework at the end of each class period. It is due the next class period. If you miss class, you need to speak with the teacher or a classmate to know what the homework is. NO LATE WORK WILL BE ACCEPTED.
 4. All tests, quizzes, presentations must be taken on the date they are scheduled. If you miss one of these, you will lose all points."

Repeating class grid

Semester 1			Semester 2	
Block 1	Block 2		Block 1	Block 2
Pass	Pass	Pass	Pass	Pass
	↗---→	→-----→	-----→	---↘
Pass	Fail		2750	Retake
↘---→	-----→	→-----→	---↗	
Fail	Pass	Pass and move on	Pass	Pass
↗---→	-----→	→-----→	---↘	
Fail	Fail	Retake both levels	Retake	Retake
	↘---→	→-----→	-----→	---↗
	↗---→	→-----→	-----→	---↘
Pass	UW		2750	Retake
↘---→	-----→	→-----→	---↗	
↗---→	-----→	→-----→	---↘	
Fail	UW		Retake	Retake
	↘---→	→-----→	-----→	---↗
UW	Pass	Pass to the next level, but must repeat the UW class for a grade	Pass	Pass

5. Describe how this information is made available to students before they begin classes.

On the first day of classes special attention is given to this grid by each teacher. Before the semester begins, this information is made available to students in the [student handbook](#) (pp.9-10) at <http://weber.edu/LEAP> and before they begin classes in the syllabus that is handed out on the first day of class, it is also included on the published syllabi in the Canvas section related to each class.

The WSU catalog also has a copy of progression through the program grid. See below

University Information

- University Profile
- Maps & Locations
- Administration & Faculty
- Enrollment Services and Information
- Student Affairs, Services and Information
- My Catalog

Levels	1	2	3	4	5	6	7
Credits	9	9	9	9	9	9	6

The program curriculum includes courses that utilize an integrated skills, content-based approach. The goal of the department is to prepare non-native English speaking students to read, write and communicate effectively in mainstream academic courses.

Initial Placement	Sequence of Courses							
	1st Semester		2nd Semester		3rd Semester		4th Semester	
	Block 7 wks		Block 7 wks		Block 7 wks		Semester 15 wks	
	1	2	1	2	1	2		
Level 1 Novice Low	1	2	3	4	5	6	7	
Level 2 Novice Mid	2	3	4	5	6	7	academic courses	
Level 3 Novice-High/ Intermediate Low	3	4	5	6	7 and academic courses			
Level 4 Intermediate Mid	4	5	6	7	ENGL 1010			
Level 5 Intermediate High	5	6	7 and academic courses		ENGL 1010			
Level 6 Advanced	6	7	ENGL 1010		ENGL 2010			
Level 7 Advanced Plus	7 and academic courses		ENGL 1010		ENGL 2010			

*Students from Level 4 through to intermediate Low (Level 3) may earn credit and do not count toward graduation. Courses in

6. Explain the procedures in place to ensure comprehension of policies related to attendance, repeating levels or courses, and progression through the program of study by limited English proficient students.

The procedures adopted to ensure comprehension of policies related to attendance, repeating levels or courses, and progression through the program of study by limited English proficient students include the graphic organisers above, careful questioning by teachers on the first day of class as the syllabi are reviewed, and attendance at pre-semester or first-week orientations.

B. Verification

1. Documentation in the report
2. [student handbook](#) (pp.9-10)
Screenshot of graphic organiser
Online resources:
<http://www.weber.edu/sis>
<http://weber.edu/LEAP>

3. Verification on site
Access to the LEAP Department Canvas sandbox

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

None

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Student Services Standard 4: The program or language institution seeks to ensure that students understand policies regarding enrollment, registration, attendance, repeating levels or courses, and progression through the program of study.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Student Services Standard 5: Students have access to health insurance if required and, in all cases, students are informed about the need for adequate health insurance coverage.

A. Required responses

1. Is health insurance required of any students in the program or language institution?

 X yes (Respond to 2 below.)

 no

2. If yes, describe the health insurance requirements that are in effect at the program or language institution.

The health insurance requirements that are in effect at Weber State University for international students is governed by ISSC requirements. Students are informed about their responsibilities for health insurance coverage when they receive their I-20. The USCIS requires that all F-1 students have some such provision. Details of the options available for such coverage are provided to students during the ISSC orientation when health insurance requirements are reviewed and a short and simple video of U. S. health insurance expectations is shown. Also available in the ISSC office, are health insurance brochures for students to choose from. At present, the ISSC is in the process of reviewing a school approved plan that would be available to all international students, perhaps by spring of 2018. Proof of international students' health insurance is collected from students and placed in their files in the ISSC.

The ISSC emphasizes the importance of having Health Insurance coverage at each orientation session throughout the year. Specific examples about previous students' needs for health care are shared with incoming students during the ISSC orientation. Current information regarding various insurance providers is available to students at the ISSC.

WSU does not provide any tailored health care package for students. However, the campus Health Center is available free of charge to all matriculated students. <http://www.weber.edu/healthcenter/> lists available on-campus services and secondary resources.

3. Explain how the program provides students with comprehensible written information about the consequences/risks of failure to maintain adequate coverage.

The Department does not provide students with written information about the consequences/risks of failure to maintain adequate coverage, as the university provides health care free of charge to matriculated students.

4. If the program or language institution requires or recommends specific medical insurance, describe how this insurance meets the needs of the program's students. State how students are informed of the application process, costs, and covered services.

The Department does not require or recommend specific medical insurance.

5. Explain the procedures that are in place to ensure comprehension of English language information about all aspects of health insurance (such as covered services, deductibles, co-payments, length and renewal of coverage) by students who may not understand the concept of personal health insurance responsibility.

Procedures that are in place to ensure comprehension of English language information about all aspects of health insurance (such as covered services, deductibles, co-payments, length and renewal of coverage) by

students who may not understand the concept of personal health insurance responsibility are the domain of the ISSC. The staff and advisors in the ISSC have been addressing this need in various ways; using their own linguistic abilities, or inviting other ELLs to help with the students in need.

B. Verification

- | |
|--|
| 1. Documentation in the report
Online resources:
http://www.weber.edu/healthcenter/ |
|--|

- | |
|-------------------------|
| 2. Verification on site |
|-------------------------|

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

None

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Student Services Standard 5: Students have access to health insurance if required and, in all cases, students are informed about the need for adequate health insurance coverage.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Student Services Standard 6: Students have access to social and recreational activities that provide a cultural context for their language acquisition and other studies, as appropriate.

A. Required responses

1. Provide a list of typical social and recreational activities offered to students by the program or language institution and indicate how students are informed of activities and costs.

Typical social and recreational activities offered to students by the Department are: American Independence Day BBQ, Thanksgiving Dinner, St Valentine's Day, St Patrick's Day, and end-of-semester graduation from the Department parties. All are provided free of charge as they are wither combined activities with the ISSC, or scheduled activities that fall within the Department's budget. Announcements are made in classes, invitations are distributed at the same time, and posters are posted on the department noticeboards outside the LEAP Department office.

2. Provide a list of typical social and recreational activities made available to students in the community and on campus, if applicable, and briefly describe how students are informed of activities and costs.

Most recreational activities on campus are facilitated through the Outdoor Program at <http://www.weber.edu/outdoor/> This university site includes details of the cost and length of trips, they require a waiver form to be completed before the students can join the trips, and attendance at pre-trip meetings are mandatory. Typical social activities on-campus are advertised throughout the university on billboards, and through the university daily electronic announcements delivered to student email accounts. Most social and recreational activities in the community are advertised on the Department noticeboards.

3. State how the program or language institution ensures that sufficient numbers of personnel accompany students on activities sponsored by the program, institution, host institution, or other contracted agencies/entities.

Trips organized by Weber State University's Outdoor Program include a legally required number of personnel. Activities that the Department sponsors on-campus are attended by faculty and staff from the Department. The department has not, to date, employed outside agencies or entities to facilitate activities.

4. Explain how the program or language institution ensures that faculty and students are informed of and understand the health, safety, and emergency concerns associated with social and recreational activities.

The Department ensures that faculty are informed of and understand the health, safety, and emergency concerns associated with social and recreational activities through training offered by the university. Students are informed of expected behavior before an activity begins in the welcome from the chair, or other supervising faculty or staff member.

B. Verification

- | |
|--|
| <ol style="list-style-type: none">1. Documentation in the report
Online resources:
http://www.weber.edu/outdoor/ |
|--|

- | |
|---|
| <ol style="list-style-type: none">2. Verification on site |
|---|

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

None

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Student Services Standard 6: Students have access to social and recreational activities that provide a cultural context for their language acquisition and other studies, as appropriate.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Student Services Standard 7: The program or language institution clearly states and fulfills its responsibilities regarding student housing.

A. Required responses

1. Describe the program's or language institution's position regarding its responsibility for the provision of student housing. Indicate where this position is described to students.

The Department's position regarding its responsibility for the provision of student housing is covered by the university policies for housing provision. Housing information is provided to students upon their acceptance into the university, whereupon the student makes accommodation selections directly with the university's Housing and Residence Life office <http://www.weber.edu/housing/>. The university offers "apartment style", and "community style" accommodation. All of the suite style rooms at the University Village were brand new in the 2011-12 academic year, the last phase of the Wildcat Village, opened its doors in fall 2013. An "International Scholar's House" for visiting scholars (international and domestic) to live in while they are in residence is located close to the university. All facilities are safe and clean.

2. If the program or language institution provides or arranges housing, check the housing options that are available:

- ☐ residence halls/dormitories
- ☐ apartments
- ☐ apartment referrals
- ☐ homestays
- ☐ other (list below)

The Department does not provide or arrange housing.

3. Explain how the program or language institution ensures the accuracy of the written information disseminated to students about housing, whether by the program/institution, host institution, or a contracted agent/entity either inside or outside of the country.

The department makes regular use of the social facilities at the Wildcat and university villages for Department activities. We take the opportunity to visit the facilities available to our students and thereby ensure the accuracy of the written information disseminated to students about housing, either inside or outside of the country. We also check informally with our students about the provision and suitability of the accommodation available at the villages.

4. If homestays are available, indicate whether the service is provided by the program or language institution, or by a contracted agency/entity. Describe the procedures in place to ensure that students are informed of homestay policies in writing, families are appropriately screened and monitored, and emergency procedures are in place.

While homestays are advantageous to ELL students, the Department does not provide information itself, or through any contracted agency/entity.

5. If apartments or residence hall housing is made available to students by the program or a contracted agency/entity, describe how the program ensures that the housing is a safe, clean, livable environment.

Apartments or community style housing is made available to students by the university through the Housing and Residence Life Department the LEAP Department ensures that the housing is a safe, clean, livable environment by visiting whenever it holds an activity there (once a semester), or by assignment once a semester if the activity is not held there.

6. Explain how the program or language institution fulfills the requirement to have an employee personally inspect all contracted accommodation.

The Department fulfills the requirement to have an employee personally inspect all contracted accommodation on an annual basis. It is a job responsibility of the Administrative Specialist to make these visits.

7. Describe the policies and procedures in place to investigate all housing complaints promptly and solve problems without delay.

Residents notify the Housing Office with issues or concerns. They are handled at the lowest level possible, Housing encourages students to first work with each other, then with their student staff member on their floor, and then professional staff can get involved.

The Housing and Residential Life department License Agreement states:

L16. ROOMMATE AND NEIGHBOR COUNSELING – Conflicts occur due to a lack of communication between people and resistance to compromise. All residents agree to follow the ROOMMATE/NEIGHBOR CONFLICT RESOLUTION process:

A. The complaining resident discusses the problem with our staff; staff will give tips on how to talk with the roommate/neighbor; the complaining resident then addresses the concern directly with the roommate/neighbor.

B. Our staff will follow up with the complaining resident. If the problem remains, a resolution meeting is held among roommates/neighbors and our staff. A roommate/neighbor contract may be formulated to help negotiate a compromise.

C. Our staff will follow-up and revise the roommate/neighbor contract if needed.

D. Only after our staff feels that the roommate/neighbor resolution process has been given a chance will changes in apartment assignments be considered. Failure to get along with roommates/neighbors is not grounds for lease termination.

E. Roommates/neighbors electing not to work through this prescribed resolution process will be assessed a \$75.00 transfer fee to change apartments.

L17. RESIDENT DISCIPLINE – Although eviction through a civil court is always a possible remedy for any violation of the agreement and its' addendum, management reserves the right to use an educational discipline process. It is our hope that this system promotes and encourages self-discipline, and that it will guarantee fundamental fairness to each resident. Involvement with certain violations may result in a monetary amount being assessed and may be outlined elsewhere in this license. Most violations will result in educational sanction such as community service and probation. If elected by us, the discipline process is as follows:

A. Notification of possible violation and hearing with the appropriate staff member

B. Notification of sanction

C. Right to appeal

a. A letter requesting an appeal and outlining the reasons for the appeal must be filed with the Assistant Director within (3) school days from the date of the sanction. The Assistant Director will review the appeal and make a final decision.

b. This decision may be appealed to a designated representative of the University. A copy of that appeal must be forwarded to both the University representative and the Assistant Director within three (3) days after the Assistant Director's decision.

8. Describe on-going procedures to determine student satisfaction with housing.

Housing conducts an annual Resident Satisfaction Survey for its residents and in the Spring sends out a questionnaire to parents about their satisfaction as well. After receiving the results of both they follow up with residents and parents regarding suggestions or concerns they had.

B. Verification

- | |
|--|
| 1. Documentation in the report
Online resources:
http://www.weber.edu/housing/ |
|--|

- | |
|--|
| 2. Verification on site
Visit to the Wildcat Village if desired |
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C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

None

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Student Services Standard 7: The program or language institution clearly states and fulfills its responsibilities regarding student housing.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Student Services Standard 8: The program or language institution clearly states and consistently provides the extent of student services described in any written, electronic, or oral promotional information or in agreements.

A. Required responses

1. Explain how the program or language institution ensures that all written, electronic, and oral promotional information contains accurate information about the student services provided, including information provided by a contracted service or third party.

The Department has developed a [postcard](#)-type promotional item in the last 2 years. It was updated last spring by the faculty who designed it; Amy Hudson. The postcard was approved by all the faculty who were employed at the time of its original design, and 1,000s have been printed since then. The review that took place last year included updating the QP code destination, updating information on the LEAP department Facebook page and the university landing page for the LEAP Department.

Oral promotions are undertaken by the Department Chair or the Assessment Coordinator on an irregular basis at high school presentations and conferences. No information is provided by a contracted service or third party on behalf of the Department.

2. Are any student services contracted out?

☐ yes

☒ no

3. If yes, state which services and explain how the program verifies that such services are provided as promised.

N/A

B. Verification

1. Documentation in the report

Copy of [LEAP Postcard](#)

2. Verification on site

Copy of postcard used for advertisement in LEAP Office

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

None

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Student Services Standard 8: The program or language institution clearly states and consistently provides the extent of student services described in any written, electronic, or oral promotional information or in agreements.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Recruiting

Recruiting Standard 1: All program or language institution personnel follow ethical practices for recruiting students and promoting programs, and they ensure that the program or language institution's policies and procedures are made clear to prospective students and/or student sponsors. In any recruitment transaction, the students' interests and well-being are paramount.

A. Required responses

1. Indicate the positions and personnel within the program or language institution, if any, who are responsible for recruiting.

There are no positions or personnel within the Department who are responsible for recruiting.

2. If a university or college program, indicate the positions and personnel within the college or university who recruit students for the language program.

Within the university there is no dedicated recruitment for the Department. Some students come to LEAP as a result of overseas recruitment for international programs by the Dean of OIP, the ISSC Director, and the International Admissions officer. Some come as a result of admission to Graduate Programs and having an insufficient TOEFL score. Graduate students may be advised to take LEAP classes by their Program of Study advisors. Individual and class work is assigned to these students according to placement test scores.

3. Indicate other parties, if any, to whom recruiting activities are delegated.

There are no other parties to whom recruiting activities are delegated.

4. Check any of the following to indicate how the program or institution ensures that everyone to whom recruiting activities are delegated is trained to describe all aspects of the program or institution accurately to students.

- ☐ training materials
- ☐ regular orientation and/or program updates
- ☐ staff meetings
- ☐ advising manuals
- ☐ student feedback
- ☐ campus visits/familiarization tours
- ☐ visits to offices of third parties
- ☐ other (Complete 5 below.)

N/A

5. List other training not included in 4 above.

N/A

6. Describe how the program monitors all those to whom recruiting is delegated to ensure that they follow ethical practices.

N/A

B. Verification

1. Documentation in the report

2. Verification on site

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

None

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Recruiting Standard 1: All program or language institution personnel follow ethical practices for recruiting students and promoting programs, and they ensure that the program or language institution's policies and procedures are made clear to prospective students and/or student sponsors. In any recruitment transaction, the students' interests and well-being are paramount.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Recruiting Standard 2: All written, electronic, and oral information used to describe or promote the program or language institution to students and other relevant parties is accurate and complete.

A. Required responses

1. Check the types of materials and activities used to describe or promote the program or language institution:

- ☒ brochures
- ☐ advertisements
- ☐ video presentations
- ☐ electronic media
- ☒ electronic social networking (Facebook)
- ☐ presence of personnel at recruiting fairs
- ☐ presence of personnel at conferences
- ☐ relationships with agencies that recruit students
- ☐ interactions with agencies, government departments or other groups that provide scholarships and sponsorship to students
- ☐ other (Complete 2 below.)

2. List other types of materials and activities used to describe or promote the program or language institution not listed in 1 above.

N/A

3. State how the program or institution ensures that written, electronic and oral information conveyed to students and other interested parties is accurate and complete, including information about admission requirements, fees, the academic program and calendar, student services, and facilities.

The [LEAP postcard](#) developed by the Department was checked for correctness when it was developed, it has been reviewed once since that time, when Amy Hudson, a former Chair, updated it. Detailed information about admission requirements, fees, the academic program and calendar, student services, and facilities is not included in the postcard, however, the QR symbol directs students to the LEAP webpage, which is routinely updated and checked for accuracy.

The LEAP Facebook page is maintained by the Student Aide, Kaori Gale, who works under the supervision of the Administrative Specialist.

B. Verification

1. Documentation in the report

[LEAP postcard](#)

2. Verification on site

Access to Facebook page

LEAP postcard in Main office

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

The Department needs to develop a clear plan to address domestic ESL students' opportunities to attend college. Specifically the students need to feel safe in the knowledge that their linguistic and educational needs are consciously and intentionally addressed.

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Recruiting Standard 2: All written, electronic, and oral information used to describe or promote the program or language institution to students and other relevant parties is accurate and complete.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Recruiting Standard 3: If a program or language institution has recruiting agreements or contracts with a third party, the program or institution ensures that it has complete information about the third party, assumes responsibility for monitoring the third party, and terminates the agreement if necessary.

A. Required responses

1. Does the program or language institution have agreements or contracts with a third party to promote, provide advice, or recruit for the program or institution?

 X no (If no, do not respond further.)

 yes (If yes, respond to 2 - 4 below.)

2. State how the program or institution ensures that it has complete information about the third party, including fees charged to students.

3. State how the program or institution ensures that the third party has accurate and complete information about educational programs, student services, facilities, fees, and relationship to a host institution, if any.

4. State how the program or institution monitors the third party to ensure that it is providing accurate information to students and others, and that it adheres to ethical practice. Include a statement of how the program or language institution would terminate the third party if unacceptable practice becomes evident.

B. Verification

1. Documentation in the report

2. Verification on site

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Recruiting Standard 3: If a program or language institution has recruiting agreements or contracts with a third party, the program or institution ensures that it has complete information about the third party, assumes responsibility for monitoring the third party, and terminates the agreement if necessary.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Length and Structure of Program of Study

Length and Structure of Program of Study Standard 1: The calendar states the number of terms per year, the number of weeks per term and the number of hours of instruction per week. The calendar is consistent with and supportive of the program or language institution's stated mission and goals.

A. Required responses

1. Present the program's or language institution's calendar for each instructional program or curriculum in the table below.

	Program/curriculum: LEAP	Program/curriculum: Level 7 / Bridge Course
# of start dates per year	6	3
# of terms per year	6	3
# of weeks per term	7	15
# of hours per week	18	6 (plus other academic courses)

2. Describe any part of a given term for a program/curriculum that has a reduced number of hours, and the affected period(s) (e.g. first/orientation week, campus break weeks, holiday periods, last/finals week, etc.). Indicate how the term or total course hours are impacted and how delivery of planned course curriculum is ensured.

Each term (block) is seven weeks long. There is an average of 1 university holiday per block, which instructors take into account when planning their course schedules. Because the Fall and Spring semesters are 15 weeks each, there is a week break that falls between blocks. The Summer semester is 14 weeks, so there is no break between blocks, ensuring a consistent 7-week term in every semester.

3. If terms within the program are not of equal length (such as a summer term with fewer weeks than other terms), explain how the planned curriculum for the course or level for the longer or shorter term is adapted to ensure consistent delivery of curriculum objectives.

Levels 1-6 are not impacted by any schedule changes. Level 7 is a semester course, so the only anomaly occurs in the summer, when the semester is 14 weeks instead of 15. Smaller class sizes and online activities help to ensure that the summer content is consistent with the other semesters. During Fall and Spring semester, each 2510 and 2520 is offered either MWF for 50 minutes each or once a week for 2 ½ hours each. When demand and staffing allow, Level 7 may be offered on the block schedule in the Summer, when classes meet daily MTWH for 75 minutes in order to achieve the required instruction time.

4. Indicate the total number of class hours in the instructional component of the program term. Indicate the number of hours per term devoted to each type of activity.

	Program/curriculum: LEAP	Program/curriculum: Level 7/ Bridge Course
Total hours in the term	126	90
Of the total above, hours devoted to:		
faculty-led classroom instruction	124-114	86

testing	2-12	4
counseling and on-going orientation	0	0
outside lecturers or presentations	2	0
faculty-led language laboratory/media center	0	0
independent student use of laboratory/media center	0	0
field trips	0	0
social events	0	0
other:		
other:		

Due the intensive nature of the program and to ensure that instruction time is adequate for students to progress, student activities and field trips are scheduled outside of class time. Many instructors also choose to utilize the WSU testing centers so that valuable instruction time is not spent administering assessments.

5. Does the program/institution admit students at times other than program start dates or have rolling open enrollment dates?

☐ yes
☒ no

6. If yes, explain how the flow of terms for such students is managed to ensure that the promised curriculum is delivered sequentially in the way outlined in the curriculum guide.

7. Check where the program/institution calendar (start dates, lengths of terms, hours per week, etc.) is made available.

☒ pre-arrival material
☒ student class schedules
☒ website http://www.weber.edu/registrar/2016-2017_academic_calendar.html
☒ [student handbook](#)
☐ advertisements
☐ other (list below)

B. Verification

1. Documentation in the report
LEAP Academic Calendar http://www.weber.edu/registrar/2016-2017_academic_calendar.html

2. Verification on site
Syllabi in the LEAP Department Canvas Sandbox

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

None.

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Length and Structure of Program of Study Standard 1: The calendar states the number of terms per year, the number of weeks per term and the number of hours of instruction per week. The calendar is consistent with and supportive of the program or language institution's stated mission and goals.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Length and Structure of Program of Study Standard 2: The program or language institution's curricular design clearly indicates the levels of instruction and specifies how students progress through a full program of study.

A. Required responses

1. In the documents for this standard, attach pass/fail and progression data documenting patterns of student movement through the levels and the program. Below (or in an attached document) provide analysis of the data and patterns.

Students in the LEAP Department perform as generally expected. At two levels per semester, if a student begins in Level 1, they will student for three semesters to complete level 6, plus an additional semester for the Level 7 Bridge Course. This is the allotted time as long as a student passes all courses. Failure of a course results in additional time necessary to complete the program. Due to the intensive nature of the program, progressing from very basic English to academic competency in 3-4 semesters is an ambitious undertaking, but our data shows that it is possible. Other students may find this to be too much of a challenge; as a result, additional time is needed to master the objectives.

As shown in the accompanying [LEAP Student Progression Chart](#), student data from all of 2015 and 2016 demonstrate that the majority of students who continue with the program for more than one block are able to progress in a timely fashion.

The raw data ("Data" tab) shows the progression of LEAP students throughout 2015 and 2016. After removing the Independent Study (2750) and non-credit-only courses (xx60), a total of 209 students were analyzed. Of those students, 160 failed none of their LEAP classes. An additional 40 students repeated at least one class, but only once, and passed it on the second try. Another 9 students required more than one attempt to pass at least one class. (See "Analysis" tab.)

This breakdown demonstrates that the LEAP curriculum is accessible for the majority (76%) of students. It also indicates that the curriculum is sufficiently challenging, as the pass rates are not perfect.

2. State the pass rate or progression rate determined by the program or language institution to be acceptable, and provide the rationale for the rate. Indicate any variances in acceptable rates for certain courses or levels and provide the rationale for the variance.

A departmental report examining student achievement for each objective in every class was undertaken for the [WSU Office of Institutional Effectiveness in 2015-2016](#), including the student data primarily for Fall 2015. It was compiled and analyzed. The target goal was 80% of students would achieve a 77% (LEAP passing grade) on each objective. By and large this goal was met. Any outliers were examined and recommendations for improvement were made.

The target of 80% was chosen to reflect the fact that we desire a clear majority of LEAP students to pass courses successfully on the first try. However, due to extenuating circumstances, a higher goal may be unrealistic when considering factors such as attendance, student motivation, and prior education and study habits that lie outside of course-specific SLOs. When such factors are identified, counseling is provided for lower-performing students in order to assist them in achieving these goals. In addition, a target higher than 80% might indicate that the courses are not sufficiently challenging for students. The current target seems to reflect the correct balance.

3. Are student learning outcomes for each level consistently met at the acceptable rate(s)?

 X yes

_____ no

4. If no, indicate the level(s) where promotion is under average and state the reasons why students do not progress.

5. Explain how the program or language institution has established that the instructional time allotted for each course/level is the right length and has the appropriate number of hours for delivery of the established curricular load for that course/level.

Most of the LEAP instructors have been teaching for the department for over 4 years. That means that an instructor theoretically could teach, and some have in practicality taught, the same course(s) upwards of fifteen times. This is sufficient time to gain experience with students of varying levels and competencies, and to adjust the curriculum to ensure that the amount of material strikes the proper balance between under- and overwhelming.

6. Explain how the program or language institution monitors and confirms that the instructional time allotted for each course/level is adequate for students to achieve the student learning outcomes of that course/level.

In addition to the determinations made by experienced instructors, the data show that a vast majority of LEAP students can and do succeed in LEAP courses, according to the accompanying [LEAP Student Progression Chart 2015-2016](#).

7. Explain how the program or language institution has established that the length and number of hours of the program as a whole is appropriate for students to master the student learning outcomes and achieve the level(s) of proficiency required for exit from the program.

As a majority of the students pass at acceptable rates and consequently continue to succeed in English 1010 (see LEAP Graduate Success Report, on site), it can be determined that the students receive sufficient time and instruction to attain the necessary language proficiency.

B. Verification

- | |
|---|
| 1. Documentation in the report
WSU Office of Institutional Effectiveness (Annual Assessment of Evidence of Learning)
LEAP Student Progression Chart 2015-2016 |
|---|

- | |
|--|
| 2. Verification on site
Course Fail Lists (although these are shredded after use to protect student privacy, so we will keep this semester's reports)
LEAP Graduate Success Report (Giana Curtis' Office, EH274) |
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C. Program/language institution self-recommendations

1. Follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard are:

The LEAP Department could coordinate with the WSU Office of Institutional Research on a regular basis to request reports on student progress. The faculty will determine which reports to request and begin to collect those reports at the end of each semester, beginning Spring 2017. Although the Department can gain

a snapshot from the data available to the staff, more detailed reports would more thoroughly document the Department's strengths and help to pinpoint any weaknesses when they occur.

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Length and Structure of Program of Study Standard 2: The program or language institution's curricular design clearly indicates the levels of instruction and specifies how students progress through a full program of study.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Student Achievement

Student Achievement Standard 1: The program or language institution has a placement system that is consistent with its admission requirements and allows valid and reliable placement of students into levels.

A. Required responses

1. List the placement test, series of tests, or other evaluative instruments used for initial placement of students into the instructional program, and for each level, skill area, or course for which there are separate or additional placement instruments.

Students are initially placed in the Department after completing the placement test, an in-house exam created by the original instructors of the Department over 25 years ago. The test has undergone several reviews and has been updated. Students may take the test once a year. There are no other placement instruments.

2. Describe the overall testing procedure by which students are initially assessed and placed into a level in the instructional program.

The testing procedure by which students are initially assessed and placed into a level in the instructional program, is with the LEAP Placement Test, an in-house exam, which includes a writing section, a reading section, a listening/note-taking task, and an oral interview. The test is designed to place students in LEAP Department Levels 1-7, or English 1010. The Placement Test is administered the week before each semester begins, and is proctored by LEAP instructors, with a proctor-student ratio of no more than 1 to 20. The reading and writing parts of the test are timed. The listening/note-taking task is not timed, but is self-limiting. The oral interview is conducted one-to-one by LEAP faculty. Students may obtain results within 48 hours of taking the test. The Placement Test is also available for students to take at other times during the semester by appointment in the Social and Behavioural Science (SBS) building Testing Center. Results of tests taken after the week before the beginning of the semester are also available to students within 48 hours. All students must show a picture ID at the testing center before taking the Placement Test

3. State how the means of placement assessment are kept secure.

The placement test is kept secure in a locked filing cabinet in the faculty mailroom. Keys to the cabinet are solely in possession of the main office staff. Copies are made by the Administrative Specialist only. They are made a day before the test is due to be administered to reduce the possibility of loss. It is unmarked and each section of the test is in a different location within the file. An electronic copy of the test is in an undisclosed location known only to the Administrative Specialist. Keys to the test are kept in a locked cabinet in the Placement Test Coordinator's office. Five tests are kept in a secured filing cabinet in the SBS building for walk-in test-takers during the semester.

4. Explain whether an initial placement decision can be altered or refined after the initial assessment period and, if so, how.

An initial placement decision can be altered or refined after the initial assessment if a student or faculty member feels that the students has been misplaced. Rarely are students moved to a level different from the original placement. However, during the first week of the block, instructors give a diagnostic exam or observe student work to determine if any student has been misplaced. If an instructor determines that a student may require re-evaluation, the student is notified and may ask for a re-evaluation. Alternately, if a student thinks s/he has been placed in the wrong level, s/he may ask the Placement Test Coordinator for another analysis. The Test Coordinator will re-evaluate the student's exam and re-test as needed. The Test Coordinator will then advise the student based on the results and give the student a copy of the

Re-Evaluation of Placement Exam form, keep a copy, give a copy to the chair, and give the original to the Administrative Specialist to be placed in the student's permanent file. Re-testing can only be conducted during the first week of the block, as the deadline for adding and dropping classes ends on Friday of the first week of the block.

5. For each procedure or instrument, explain how validity has been established and is maintained. Specifically, state how placement procedures and instruments and interpretation of results have been aligned with the levels in the instructional program.

Over the 25 years since the placement test was initially developed, validity has been established and is maintained, to accurately reflect the program's curriculum and proficiency levels. It is felt that it provides acceptable content validity, supported by the fact that students rarely question their placement or are observed to be incorrectly placed by faculty. The placement test and interpretation of results are aligned with the levels in the instructional program as evidenced by the result rubric used to grade tests, and the SLOs of the Department. Reliability of placement results is ensured from cycle to cycle as reviews of procedures and grading are regularly reviewed in the Department Assessment Committee meetings.

6. For each procedure or instrument, explain how reliability of placement results is ensured from cycle to cycle.

Reliability of placement results is ensured from cycle to cycle as reviews of procedures and grading are regularly reviewed in the Department Assessment Committee meetings.

B. Verification

1. Documentation in the report

2. Verification on site Grading keys in Placement Test Coordinator's office Locked filing cabinets in Faculty Mailroom
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C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

None

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Student Achievement Standard 1: The program or language institution has a placement system that is consistent with its admission requirements and allows valid and reliable placement of students into levels.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Student Achievement Standard 2: The program or language institution documents in writing whether students are ready to progress to the next level or to exit the program of study, using instruments or procedures that appropriately assess the achievement of student learning outcomes for courses taken within the curriculum.

A. Required responses

1. Indicate the primary tools, methods, or instruments used within the term to gauge student progress.

The primary tools, methods, or instruments used within the semester to gauge student progress include, mid-term exams, daily, weekly or bi-weekly quizzes or tests including multi-choice, finals, journals, papers, continuous assessment, presentations, double-graded raw writing samples, homework, random quizzes..

2. Regarding assessment of achievement of student learning outcomes to determine progression to the next level or exit from the program, does the program or language institution use purchased and/or published instruments to establish course or level achievement?

☐ yes

☒ no

3. If yes, list the instrument(s) used; explain how they are proven to align with the curriculum, course goals and objectives, and how they are proven to assess the student learning outcomes for the level assessed.

4. Regarding assessment of achievement of student learning outcomes to determine progression to the next level or exit from the program, does the program or language institution use faculty-made assessment instruments to establish course or level achievement?

☒ yes

☐ no

5. If yes, list the instrument(s) used; explain how they are proven to align with the curriculum, course goals and objectives, and how they are proven to assess the student learning outcomes for the level assessed.

The instrument(s) used are proven to align with the curriculum, course goals and objectives, and satisfactorily assess the student learning outcomes for the level assessed. Continuous assessment is undertaken by class instructors using multiple forms of assessment including; homework, daily or random quizzes, weekly tests using rubrics and scales which are made available to the students; rubric graded oral presentations, evaluated performances, raw timed or untimed in-class reading or writing samples. As these assessments are based on the course curriculum objectives and student learning outcomes, the use of these multiple forms of assessment supports assessment reliability as well as validity. Course assessments collected at the end of each block are evaluated in the bi-annual assessment review meeting to ensure they align with the mission statement, the CGO, SLO, and the structure of the program (see Assessment collection). All instructors may also access these instruments for comparative uses in constructing their own assessment instruments. The types of assessments used in the courses are typical of the types of tasks students complete in the initial intake Placement Test. For example, the final writing exams in the courses mirror the Placement Test writing task. The Department has adopted a raw writing rubric created for each level. These rubrics have been reassessed to ensure validity. The grading rubric is available in the LEAP department Curriculum Handbook. (multiple pages). The reading portion of the Placement Test mirrors the types of questions asked in the course reading assessments.

6. Regarding assessment of achievement of student learning outcomes to determine progression to the next level or exit from the program, list any other assessment tools or methods used by the program or language institution to establish course or level achievement. Explain how these tools or methods are proven to align with the curriculum, course goals and objectives, and how they are proven to assess the student learning outcomes assessed.

Regarding assessment of achievement of student learning outcomes to determine progression to the next level or exit from the Department the above assessment tools or methods are proven to align with the curriculum, course goals and objectives (CGO). They are proven to assess the student learning outcomes assessed. Cross-checking with CGOs and SLOs has proved to be a key element in assuring the quality and efficacy of the program, the methodologies employed, and the materials and testing instruments implemented. We have historically avoided standardized tests, as we have felt that they are too removed from the content of the courses we teach or that they may not measure the breadth of the curriculum faculty have created or employ. Tests written by faculty cross-checked with the SLO are determined to be efficacious and harmonious. Adjunct-created tests are discussed before use, with the mentoring full-time faculty as a final reassurance that the tests meet the SLOs and CGOs.

The Department recently completed the university-wide self-assessment, which will be submitted to the Utah Board of Regents. Included in this exercise were 'Evidence of Learning' (EoL) reports for each class in the Department. Review of the EoL reports has indicated areas of concern, and areas of great success. Review of these "areas of concern" were scheduled for discussion as soon as the reports were completed. These discussions are completed and resolved to the Department's satisfaction.

7. Does the program use any indirect measures of student learning as part of the decision to permit a student to progress to the next level?

☐ yes (If yes, respond to 8 below.)

☒ no

8. If yes, state the measures, indicate how they are used, and provide the rationale for how they relate to achievement of the course or level student learning outcomes.

9. Describe the data that is collected on student achievement for level-to-level progression and exit from the program. Explain how this data, collectively, is used to inform the program or language institution's assessment practices.

The goal for each level of the program is for the students to achieve the proficiency to proceed to the next level of instruction in each skill area. The minimum score for passing into the next level is 77%. Many of the students who test into a level perform at a greater proficiency than students who progress through each level to another, the faculty did discuss whether it was advisable to raise the passing grade to 80% to ensure a greater proficiency and success rate in the following levels. After much discussion, the decision was to keep the C+ (77%) rate as although it is slightly above the pass rate of the majority of other academic departments across campus, it is attainable for the large majority of LEAP students, and is reflective of the best practices and expectations of excellence that we have for our students. The goal for the program as a whole is to help students achieve the proficiency required for success in other academic classes taught in English in the rest of the University.

The data that is collected on student achievement for level-to-level progression and exit from the program is culled from failure lists provided by the main office at the end of the semester. These lists and discussions between the Chair and individual faculty who can identify specific problems that have contributed to a student's failure, are used to create alternative plans; repeating a level or dropping to a much lower level for

a semester to cement aspects of the course that have not been mastered. These decisions are discussed with the student in question. This data, collectively, is used to inform the Department's assessment practices as a whole; a high failure rate is as worrying as a 100% success rate; either the assessment is not reflective of the instruction, or the assessment tools are set too low, or high, for effective and realistic measurement.

10. Describe how language learning and assessment research has informed the program or language institution's practices in this area.

Language learning and assessment research has informed the Department's practices in this area in obvious developments in the Department in the last 3 years. The Professional Development opportunities offered by Dr. Nadia Wrosch and Dr. Bonnie Hoffland, lecturers in assessment in the Education Department at Weber State University, focused on the uses of assessment for curriculum development and revision, teacher development, methods of assessment and best practices. At her presentation in preparation for the university self-assessment (above) Dr. Gail Niklason recommended the use of explicit rubrics to aid in grading and guiding student understanding of assignments. Formative and Continuous assessments are regular parts of the Department's regularly employed tools.

B. Verification

1. Documentation in the report

[Curriculum Handbook](#)

2. Verification on site

Faculty offices with assessment records.

Records of last semester's assessment instruments

Placement test coordinator's office.

Chair's office

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

None

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Student Achievement Standard 2: The program or language institution documents in writing whether students are ready to progress to the next level or to exit the program of study, using instruments or procedures that appropriately assess the achievement of student learning outcomes for courses taken within the curriculum.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Student Achievement Standard 3: The program or language institution maintains and provides students with written reports that clearly indicate the level and language outcomes attained as a result of instruction.

A. Required responses

1. Check each component of the system that is in place for reporting each student's attained language outcomes.

_____ written report provided to the student that states the name and level of the course

_____ written report provided to the student that includes a grade, score, mark or narrative indicating the degree to which the student has mastered course student learning outcomes

_____ achievement scale showing the range of possible levels of language ability as represented by the levels in the program

_____ interpretation of the achievement scale which provides descriptors for each course within each level written in terms of describable and measureable student learning outcomes

2. If any of these components are not on the written report, state where they are readily accessible to students, parents, employers, sponsors or admissions officers (as legally permitted).

The above components are not on a written report, but are readily accessible to students through Canvas, the university's learning management system, grades are input on a daily or weekly basis by each faculty member. Students are notified of percentages assigned to groups of work on the course Canvas pages. Division of course requirements are available on the syllabus, an e-copy of which is also available in the course Canvas pages.

The achievement scale showing the range of possible levels of language ability as represented by the levels in the program is located in the [student handbook](#) (p.5). The achievement scale which provides descriptors for each course within each level written in terms of describable and measureable student learning outcomes is in the [Curriculum Handbook](#) (see entire handbook), located on the LEAP webpage <http://www.weber.edu/LEAP/>.

Due to FERPA restrictions details of student achievement and records are not available to employers, parents, sponsors, or admissions officers without the express permission of the student involved. If a report is requested from any of these stakeholders, and permission is granted, then a letter is prepared by the Administrative Specialist, approved by the chair and the request is fulfilled. Due to the drop in sponsored students from SACM, there has been a drop in such requests, but any that are lodged are fulfilled within 24 hours.

3. Describe how the achievement scale and the interpretation of the scale are linked to course goals and objectives and student learning outcomes.

The achievement scale and the interpretation of the scale are linked to course goals and objectives and student learning outcomes and is indicated on course syllabi. A more detailed version is included in the [Curriculum Handbook](#) (see entire handbook), which may also be accessed through the LEAP webpage <http://www.weber.edu/LEAP/>.

4. Does the course grade, score, or mark include factors that are not directly related to achievement of student learning outcomes, such as attendance, effort, or completion of homework?

 X yes

_____ no

5. If yes, provide the rationale for this inclusion.

Rationales for including homework in the final grade is that the practice of in-class concepts requires a lot of repetition which is not always possible to complete during class time. Also, the university policy on homework is that for every hour in class there should be 1-3 hours of homework. Some cultural groups may not understand the value of homework, so the incentive of extra points is one way to ensure the extra studying that is required for mastering a language. Although there are many conflicting studies about the value of homework, we have decided as a faculty to continue in this direction. We have made a study space available with a lab aide ready to help with difficulties. The lab aide is aware that she is not there to do the homework for students, but she is able to demonstrate and guide students to helping themselves.

The Department has come to an agreement within the faculty, and has taken SEVIS regulations into consideration in finessing the attendance policy. When a student is absent 5 times in a block, they earn a UW which is reported to the ISSC, who then counsel the student and discuss the possibility of termination if the students does not have sufficient credits to remain in compliance with SEVIS regulations. Other discussions in determining the inclusion of an attendance policy is the quality of instruction that we owe to students that demands their presence in the classroom, and cannot be replicated for each student who is not present. Therefore points for attendance are again given as an incentive. We also believe that the community of learners is an important facet to our classes. As is group work, opportunities to demonstrate competence and help other learners, and the opportunity to give presentations to build linguistic competence and confidence.

6. Does the written report provided to the student include factors relating to student engagement and behavior, such as attendance, effort, or completion of homework?

☐ yes

☒ no

7. If yes, state how the report provided to students makes clear that these factors are distinguished from the direct evidence of achievement.

The Department expectations of student behavior, homework, and attendance is outlined on each course syllabus, where the percentage of the ultimate weighting in course grades in relation to these factors is also outlined. Behavioral expectations are also outlined in the [Student Handbook](http://www.weber.edu/LEAP/) (p.4), available online <http://www.weber.edu/LEAP/>.

8. Describe how the program or language institution aggregates or accumulates evidence of how well students are achieving the established student learning outcomes. State how the program or language institution interprets this aggregate data to show that the program is of good quality.

The Department aggregates or accumulates evidence of how well students are achieving the established student learning outcomes in reports run at the end of each block. The Department discusses this aggregate data at the Assessment Committee meeting in the spring semester to determine that the program continues to be of good quality.

9. State the program's record retention policy on achievement and grade reports. Indicate where achievement and grade reports are maintained.

The Department's policy on achievement and grade reports is that records are kept in a locked drawer in the LEAP office. At the end of each block, the records are updated with computer generated reports that are

transferred by hand to each student's file. The reports are used to generate letters of recommendation and letters of attendance, achievement, and GPA for scholarship bodies.

B. Verification

1. Documentation in the report

[student handbook](#) (p.4)

[Curriculum Handbook](#)

Online resources:

<http://www.weber.edu/LEAP/>

2. Verification on site

Reports in LEAP office

Record of letters of recommendation and achievement

Minutes of Assessment Committee meeting

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

Reassessment of the methods of reporting grades to students will be undertaken at the Spring 2017 Assessment Committee Meeting. We will discuss whether to make a more formalized written report in place or in conjunction with the Canvas method of disseminating grades.

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Student Achievement Standard 3: The program or language institution maintains and provides students with written reports that clearly indicate levels of language outcomes attained as a result of instruction.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Student Achievement Standard 4: The program or language institution informs students of the assessment procedures used to determine placement, progression from level to level, and completion of the program, as well as their individual results.

A. Required responses

1. Check to indicate the written means by which students are informed of each assessment practice.

	Initial placement procedure	Assessment procedures to monitor progress within courses or levels	Assessment procedures to determine progress from level to level	Assessment procedures to determine successful completion of the program	Relationship of grades to promotion	Impact of attendance, effort, and other indirect indicators on grades and promotion	Appeal procedures for initial placement and grades/progress
student handbook (printed)							
student handbook (electronic)							
orientation materials							
student advising sessions with handouts							
course syllabi							
faculty presentation with handouts							
progress or grade reports							
other:							
other:							

2. Summarize the process by which students may appeal a) initial placement and b) course grades or promotion decisions.

The process by which students may appeal a) initial placement and b) course grades or promotion decisions begins with student enquiries at the LEAP office or the Chair's office. When a student comes to the LEAP office and questions the Placement Test result, the Administrative Specialist will contact the Chair and inform her of the enquiry. The chair will review the results of the Placement Test, and discuss them with the student. The reliability and validity of the Placement Test is such that students are rarely misplaced, unless they do not produce writing, or attempt the reading, and/or the listening test. If the student has placed low on the speaking portion of the test, there may be reasonable doubt due to accent or the speed of delivery. However, as the enquiry proceeds that Chair evaluates the ability of the student in speaking and listening and may re-evaluate those scores based on that interview. If there seems to be a disparity in the results and the Chair's interview with the complainant, then the Placement test Coordinator will be consulted as to the possibility or advisability of a re-test.

The Placement Test has several equal alternatives within the test, there are 3 writing prompts, and 3 reading prompts used each test. As a rule, students are not allowed to re-test within a calendar year, but in the case that a disparity seems to have arisen, an alternative to the materials that the complainant took is readily available and can be employed at that time.

In the case that a student contests a grade in the writing course final we have instituted a blind double-grading system with the instructor who will be teaching the next writing course the following block. If the instructors disagree on the result, then the Chair will be consulted, again with a blind copy. If a student has to repeat a one or two courses in a level, then they can continue to study in split levels. These decisions are made before grades are submitted between the instructors and the Chair, so if the student is unhappy with a result and approaches the Administrative Specialist or the instructor, then the Chair will already be apprised of the situation and the student will be sent to speak with the Chair. Each student also has access to the [Student Handbook](#), a hard copy is in the LEAP office and also online <http://www.weber.edu/LEAP/>. The process for accessing Canvas is included in the handbook.

3. Describe the process by which students are informed of their progress in courses and their progress from level to level throughout the curriculum.

The process by which students are informed of their progress in courses and their progress from level to level throughout the curriculum begins with an introduction to the Canvas system at Orientation. Students are walked through the access to Canvas and instructed on how to access grades in the system. Instructors enter grades at frequent regular intervals to allow students to track their progress, and raise questions promptly as they arise. Grades are not left unrecorded over a weekend.

Each student will progress to the next level within a semester and if they fail a course in block 1, but pass a course in block 2 they will be given a passing grade on the block 1 course. If they fail a course in block 1 and fail the following course, they will repeat both courses in the following semester. At present, there has been a .01% of students to whom this has applied.

Each student also has access to the Student Handbook, a hard copy is in the LEAP office and also online <http://www.weber.edu/LEAP/>. The process for accessing Canvas is included in the handbook.

4. State the program's or language institution's policy regarding the impact of attendance, effort, and other student engagement behaviors on academic progress. Describe the process by which students are informed of this policy.

The Department's policy regarding the impact of attendance, effort, and other student engagement behaviors on academic progress is described in the Department approved syllabi, which were approved by the Department in 2014, and in the [Student Handbook](#) (pp.6-9). Approved syllabi are located in the LEAP Department sandbox in Canvas. The policy is outlined at Orientation and as each student also has access to the Student Handbook, with a hard copy in the LEAP office and a copy also available online, standards of behavior are explicit.

B. Verification

1. Documentation in the report

2. [Student Handbook](#) (pp.6-9)

Online resources.:

<http://www.weber.edu/LEAP/>

3. Verification on site

Canvas site

LEAP Office – hard copies of Student and Department Handbooks

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

None

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Student Achievement Standard 4: The program or language institution informs students of the assessment procedures used to determine placement, progression from level to level, and completion of the program, as well as their individual results.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Student Complaints

Student Complaints Standard 1: The program or language institution makes available to students, in writing, procedures by which they may lodge complaints. The program or language institution documents and maintains records of formal student complaints, as well as the resolution of any such complaints.

A. Required responses

1. Indicate where students may find, in writing, procedures to lodge complaints.

- ☒ [student handbook](#) (p.10)
- ☒ website
- ☐ orientation materials
- ☒ posted procedures
- ☐ syllabi or course policy sheets
- ☐ other (Complete 2 below.)

2. List other sources not stated in 1 above.

N/A

3. State the program's or language institution's definition of "formal complaint."

The Department's definition of "formal complaint" is a concern brought to the attention of the Administrative Specialist, Student Aide, Chair, or faculty member that the student indicates they are willing or want to report and/or requests a resolution.

4. Describe the procedures that are followed by the program/institution to resolve formal complaints, including how records of the complaint and its resolution are kept.

When a student approaches any of the above listed personnel with a complaint about a grade, classroom situation, or sanction imposed by a faculty member, the faculty will hold a conference with the student to discuss the situation. The student is requested to fill in the [Student Petition Form](#). After a consultation with the faculty member, the faculty member will complete the second part of the form detailing any and all decisions taken during the consultation. If the student is unhappy with the explanation and/or the faculty member's decision, then the student is directed to make an appointment with the LEAP Department Chair. If after a conference with the Chair, the student is dissatisfied s/he is then directed to the Dean of OIP. At this point the Informal Hearing process as laid out in the PPM 6-22 is completed see

http://www.weber.edu/ppm/Policies/6-22_StudentCode.html

Students who are unhappy with the decision of the Dean are then directed to the Chair of the Due Process Committee, who assesses the situation to determine grounds for a complaint that can be pursued further. If the Chair of the Due Process Committee determines there is no grounds for complaint he will send a letter to the student stating that decision. The student is then advised to drop the complaint. If there are grounds for further action then the Chair of the Due Process Committee will arrange for a formal hearing. The Formal Hearing Committee will review the complaint and make a decision on the complaint. During this process the student is not allowed to contact the instructor, the LEAP Department Chair, or the Dean of OIP in connection with the complaint. The details of Due Process are available in the [Department Handbook](#) (p.10), the [Student Handbook](#) (p.6), and are included in class syllabi.

Records of any complaint and its resolution are kept in a complaints file in the Main Office.

B. Verification

1. Documentation in the report
[Student Petition Form](#)
[Department Handbook](#) (p.10)
[Student Handbook](#) (p.6),
Online resources:
http://www.weber.edu/ppm/Policies/6-22_StudentCode.html

2. Verification on site
Files in the Main Office

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

None

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Student Complaints Standard 1: The program or language institution makes available to students, in writing, procedures by which they may lodge complaints. The program or language institution documents and maintains records of formal student complaints, as well as the resolution of any such complaints.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Program Development, Planning, and Review

Program Development, Planning, and Review 1: The program or language institution has a plan, in writing, for development of the program or language institution, including planning, implementation, and evaluation.

A. Required responses

1. Does the program/institution have a written plan for development?

☒ yes
☐ no

2. Does the written plan include each component required by the standard? Check if yes.

☒ tasks,
☒ processes
☒ responsible parties
☒ timelines
☒ list of documentation that provides evidence of implementation of the plan

3. Check each area for which the plan specifies steps for review and/or planning.

☒ mission and goals
☒ financial resources
☒ facilities, equipment and supplies
☒ internal and external factors that affect student enrollment, curriculum development, student achievement, faculty and staff
☒ staffing and personnel needs
☒ administrative procedures
☒ operational policies
☐ other (Complete 4 below.)

4. List other areas of the plan not listed in 2 above.

N/A.

5. Where is the written plan kept and who has access to it?

The written [Strategic Plan](#) is kept on the LEAP Department Canvas page for adjunct and FT faculty to review. Adjunct faculty may attend any department meetings and may send suggestions to the Department Chair. A hard copy is also available in the copy room.

6. Describe the last planning and development cycle, including actions that have been undertaken as a result of the process.

The last planning and development cycle, including actions that have been undertaken as a result of the process are included in the Strategic plan and are located at [Goals, Objectives, Implementation and Results](#) pages 10+in the strategic plan

7. Describe how actions taken as a result of planned review and development are evaluated, and by whom.

The actions taken as a result of planned review and development are evaluated, and findings and recommendations emerging from the annual reviews will be presented, discussed, and acted upon by faculty, staff, and administrators during the following year.

B. Verification

- | |
|---|
| 1. Documentation in the report
Strategic Plan
Goals, Objectives, Implementation and Results |
|---|

- | |
|---|
| 2. Verification on site
Meeting Minutes in LEAP Office |
|---|

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

None

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Program Development, Planning, and Review 1: The program or language institution has a plan, in writing, for development of the program or language institution, including planning, implementation, and evaluation.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

Program Development, Planning, and Review 2: The program or language institution regularly reviews and revises its program components and has plans, in writing, to guide the review of curricular elements, student assessment practices, and student services policies and activities. The plans are systematically implemented.

A. Required responses

1. Does the program/institution have a written plan to guide the review and revision of curriculum, and does the plan state the tasks, process, responsible parties, timelines, and documentation that will provide evidence of implementation?

☒ yes

☐ no

2. When evaluating curriculum, indicate all items that are reviewed, as stated in the written plan:

☒ goals and objectives and syllabi for each course

☒ teaching materials

☒ teaching methods and methodologies

☒ student learning outcomes

☐ other (Complete 3 below.)

3. List other items not included in 2 above.

N/A

4. When evaluating curriculum, indicate sources of input to the review, as stated in the written plan:

☒ feedback from faculty

☒ feedback from students

☒ needs assessment of the student population sought or enrolled by the Department

☒ research in the areas of language teaching and learning

☒ student achievement data

☐ other (Complete 5 below.)

5. List other sources not included in 4 above.

N/A

6. Where is the written plan for review of curriculum kept and who has access to it?

The Written Plan for Curriculum Review and Revision is included in the [Curriculum Handbook](#) (p.3) which is available in the LEAP Department Canvas Sandbox to all LEAP Department employees, and as a hard copy in the faculty mailroom. All LEAP Department employees also have access to this text. Adjunct faculty may attend any department meetings and may send suggestions to the Department Chair.

7. During the last cycle of curriculum review and revision, what decisions were made and what follow-up actions were taken?

During the last cycle of curriculum review and revision, decisions that were made and followed-up are listed in the [Department Curriculum/Assessment Meeting Review Summary](#). Although the COs and SLOs have not

changed substantially in the last cycle, the latest materials change has involved the creation of a packet for 1241 (Level 4 Grammar). The instructor, Amy Hudson, felt a packet was needed to eliminate the requirement for students to spend \$80 on a book and workbook that could only be utilized for 3 chapters in the course of seven weeks. The instructor created a packet based on SLOs, and it was piloted in Fall-2 2016. Slight revisions and expansions have been added, and the revised packet is in use for the current block (Spring-2 2017). This adds to the growing supply of course packets that are currently in use in the department. Instructors feel that packets save the students money, allow for more customization and flexibility, and are specifically targeted toward each class's needs. Other instructors who have already created course packets revise their packets each semester to avoid replicating of homework, Giana Curtis has now created several versions of her packets, this semester Giana Curtis and Dr. Sheridan collaborated on revising Dr. Sheridan's 0110 course packet to focus the writing (0110) instruction around the reading texts so that the classes were integrated, offering great access to the vocabulary. Dr. Sheridan and Amy Hudson also cooperated to include the grammar structures that Amy was teaching in the same level. Each semester Maria Mortensen and Dr. Sheridan also create newer editions of the level 7 Writing/Reading text to include wider material, and to create more cross-curricular opportunities.

The LEAP Placement Test has been updated to allow for remote access at the request of the Dean of OIP. If an international student desires to know how many levels of ESL they may be required to take before making the commitment to come the U.S., allowing remote access will make it possible to do this. Students must arrange for a proctor, and detailed instructions on how to administer the test are supplied.

The writing rubrics continue to be refined according to faculty input based on practical classroom usage, the last revision was in Fall 2016. Typing goals for the writing classes were raised in Block 1 of the current semester (Spring 2017). Instructors felt that the previous goals were not sufficiently challenging for the students.

The textbook for 0130 (Level 3 Listening/Speaking) is in the process of being changed. The instructor felt that the original text was lacking in focus on and applicability to the course SLOs, as well as requiring too many supplemental materials on the part of the teacher. A new textbook was piloted Spring-1 2017, and although a step in the right direction, the search for an appropriate fit is ongoing. In addition, the course SLOs are being refined.

The reading texts for levels 1, 2, and 3 were adjusted. In order to more adequately prepare the students for the rigor of the upper levels, the level 2 text was moved down to level 1, Oxford Picture Dictionary readers were adopted for level 2, and the readers used in level 3 were adjusted to texts that are higher in difficulty. In 2016 the Department completed a self-assessment for the WSU Office of Institutional Effectiveness ([Annual Assessment of Evidence of Learning](#)). Each objective for each class was reviewed and student performance relating to each objective was quantified. The report indicates where minor changes are being made to improve student success.

8. Does the program/institution have a written plan to guide the review and revision of student achievement and assessment practices?

☒ yes
☐ no

9. When evaluating student achievement and assessment practices, indicate all items that are reviewed, as stated in the written plan.

☒ placement procedures and instruments
☒ faculty-made tests and assessments
☒ rubrics and other evaluation tools
☒ end-of-term assessments
☐ reporting practices

- ☐ methods of documenting student achievement
☒ reliability and validity of testing instruments
☐ other (Complete 10 below.)

10. List other items not included in 9 above.

N/A

11. When evaluating student assessment practices, indicate sources of input to the review, as stated in the written plan.

- ☒ data on change of initial placement
☒ data on pass/fail rates
☒ data on achievement of student learning outcomes
☒ data on patterns of progression from level to level
☒ data on program completion
☒ research on assessment and achievement in language learning
☒ feedback from faculty
☒ feedback from students
☒ feedback from sponsors, employers, colleges/universities
☐ other (Complete 12 below.)

12. List other sources not included in 11 above.

N/A

13. Where is the written plan for review of student achievement and assessment practices kept and who has access to it?

The written plan for review of student achievement and assessment practices is available to all full-time faculty on the LEAP Department Canvas page for adjunct and FT faculty to review. Adjunct faculty may attend any department meetings and may send suggestions to the Department Chair.

A hard copy is available in the copy room

14. During the last cycle of review and revision of student achievement and assessment practices, what decisions were made and what follow-up actions were taken?

During the last cycle of review and revision of student achievement and assessment practices, decisions that were made included the revision of materials and texts, the reviewing of the writing rubrics. Both of these decisions were acted upon within the last semester and we will review the action in the assessment meeting in Spring block 2.

15. Does the program/institution have a written plan to guide the review and revision of student services?

- ☒ yes
☐ no

16. When evaluating student services practices, indicate all items that are reviewed, as stated in the written plan.

- ☒ admissions policies

- ☒ promotional materials
- ☒ orientation materials and activities
- ☒ social and recreational activities
- ☒ personal, academic, and immigration advising services
- ☒ housing services
- ☒ health insurance offerings or counseling
- ☒ outside service providers
- ☐ other (Complete 17 below.)

17. List other items not included in 16 above.

N/A

18. When evaluating student services practices, indicate sources of input to the review, as stated in the written plan.

- ☒ feedback from students
- ☒ feedback from program/institution personnel
- ☐ feedback from outside service providers
- ☒ research on good practices in student services
- ☐ other (Complete 19 below.)

19. List other sources not included in 18 above.

N/A

20. Where is the written plan for review of student services kept and who has access to it?

The written plan for review of student services is kept on file in the WSU Assessment Office; digital and hard copies reside with Dr. Mary Machira, Director of the ISSC, and the review, the [International Student and Scholar Center Program Review](#) is in the process of being uploaded onto the ISSC website, where it will be available to the general public 21. During the last cycle of review and revision of student services practices, what decisions were made and what follow-up actions were taken?

21. During the last cycle of review and revision of student services practices, decisions and follow-up actions that were taken were:

The LEAP Department coordinates with the ISSC to provide student services under the direction of the Office of International Programs. After a personnel change, the ISSC has recently completed a comprehensive program review, and are awaiting evaluation and results. As a summary, the ISSC developed a strategic plan; [International Student and Scholar Center Program Review](#) as a guide to assess and evaluate the program. They set goals for international student admission and retention rates. Additional staff to specialize in student services areas have been hired, and budget revisions have been made.

B. Verification

1. Documentation in the report
OIE Report([Annual Assessment of Evidence of Learning](#))
[International Student and Scholar Center Program Review](#)

2. Verification on site

C. Program/language institution self-recommendations

1. Describe the follow-up activities, with timelines, that will be undertaken to improve the program's or language institution's practices under this standard. If no action is planned, indicate "none."

None

SECTIONS BELOW RESERVED. NOT PART OF THE SELF-STUDY.

For site review team use only

Program Development, Planning, and Review 2: The program or language institution regularly reviews and revises its program components and has a plan, in writing, to guide the review of curricular elements, student assessment practices, and student services policies and activities. The plan is systematically implemented.

Appears to meet _____ Appears to partially meet _____ Appears not to meet _____

Rationale for appears to meet:

Rationale for appears to partially meet:

Rationale for appears not to meet:

Other comments:

PART IV. SUMMARY

We are happy with the formalizing of the structure of the Department that took place during the initial accreditation, it has, and does serve us well. We recognize that the security of having a recognized accrediting body is a necessity in the pursuit of Education in the 21st century; and thus we are assured of the standards of quality in organization, instruction, and interconnectedness with the rest of the ESL community, and within our organizational structure at Weber State University. We understand the advantage, as a strong program, that we offer students who are deciding which programs to choose to attend in this vital part of their education.

This cycle has provided an opportunity to undertake a rigorous self-examination and reassure ourselves that we have a good program. We have been encouraged by recent voluntary drop-in visits by ex-students, and their fulsome praise for our Department's efforts and the education they were able to undertake as a result of learning English at Weber State University. Former LEAP students who have graduated from Weber State University are at present amongst populations with good solid careers, they have become Med school students here in the US. A CFO and an account advisor in a large Riyadh bank, an HR manager, an Insurance account manager, Customs and Border Patrol officers, Hospital services managers, and English teachers in the KSA. We also boast a PhD, and a PhD candidate, and Master degree graduates from amongst our former students since our initial accreditation. Across Asia we have a number of students in good rewarding careers similar to the above Saudi population.

We feel secure in the knowledge that we are providing a quality program with a solid foundation and properly aligned curriculum designed with care and knowledge aforethought grounding our teaching in best practices. This has been confirmed by our study. Having established and met standards provided by the CEA, we are confident that the continuous self-assessment of our curriculum, assessment practices and professional development will ensure our continued success. We also appreciate the teamwork that has resulted from working together on a large project like accreditation, and understand the importance of working together in a respectful manner to create an integrated and meaningful curriculum. Our Department rooted in secure foundations that undertakes serious self-regulation, means that we are certain of our position as an asset within the university's mission to internationalise, and provide students with a diversified education.

Like other programs and departments providing services to ELLs across the nation, and indeed the world, we face uncertain times ahead in an international market. However, we are confident that the rate at which old students pass on their recommendations and encouragement is positively reflected in our new student population and visiting professors. We have seen this continue in a small way with students who arrive through goodwill connections. We also look forward to serving a growing community of ESL students in the domestic population. We know from anecdotal evidence that at-risk populations from linguistic minorities, and refugee populations who study with us are maintaining their attendance at Weber State University, when their peers who do not study in LEAP have

dropped out. As an accredited program we also provide these students with access to federal monies to support their continued studies.

A. Areas for improvement

The recognized areas for improvement were mostly in recruiting. The Department needs to recruit more heavily in the local school districts, maintaining a highly visible presence. We also need to investigate other methods of delivery, and to that end Dr. Sheridan has recently undergone a refresher course for teaching online for Weber State University. We need to consider other lengths of study programs to suits the needs of employers who want short term courses for non-English speaking populations, and summer courses for groups of students, or teachers from overseas. Their pursuits would add to the diversity in our classrooms and be beneficial to all students.

We can continue to improve our curriculum by creating more course packets that are written for the guiding CGs, COs, and SLOs, which would also allow a more integrated approach to increasing vocabulary size and power, practicing grammar through writing and exploring and cementing reading strategies through writing.

Although we are confident in our adjuncts' sense of security with our instructor-created materials, we could offer more opportunities for present and future adjuncts to train with those materials, although this is often hampered by adjuncts' personal schedules and commitments.

We could coordinate with the WSU Office of Institutional Research on a regular basis to request reports on student progress and begin collecting them at the end of each semester, beginning spring 2017. Although we can gain a snapshot from the data available from the LEAP office, more detailed reports would more thoroughly document the Department's strengths and help to pinpoint any weaknesses when and where they occur.

B. Changes made during the self-study.

The changes we made were minimal as we felt that the major changes that were made after the initial accreditation were sufficient to sustain a successful and thriving Department. During the last year we have striven to create closer links with the ISSC, and to advertise our Department and mission across campus. so that students would be more aware of us, and that other instructors and Departments would be aware of the services we offer to struggling minority students. We have changed the nature of the Conversation Partners to include local business partners, as well as serving English classes that focus on World literature. The Community classes which have been closely studied for two conference papers have been continually evolving and are now focused on serving a local elementary school and have developed a partnership with the Catholic Community Services. Social activities are more program based where they are also more well-attended, and have moved to include successful cooperation with the ISSC and the office of Study Abroad programs, our sister programs in the OIP

We have developed a secure and test for the ISSC to use if they are contacted by students when they travel overseas. We piloted it with our own population and are confident that it is as effective as the Placement Test we use here at home.

Two faculty are leaving the Department on 30th June, at the end of the 2016-17 school year. Consequently, they were assigned to help the Department to prepare for their departures by collating their curricula into guided packets for use by future instructors. When the need arises, they may be asked to teach those classes, if they are willing, as they are the present go-to instructors.

PART V. INDICES OF SUPPORTING DOCUMENTS

Include the name of each document or item included as evidence with the report, as indicated in the Part III B.1 and B.2 boxes within each standard. Document titles in the Part III B: Verification boxes and in this Part V (Indices of Supporting Documents) must match the name of the document submitted with the report so that it can be easily identified. For any multi-page document, provide the relevant page numbers.

Mission

Mission Standard

1. Documentation in the report
[Department Handbook](#) (p.3)
Online Resources:
<http://weber.edu/LEAP>
http://catalog.weber.edu/preview_entity.php?catoid=11&ent_oid=2507&hl=%22leap%22&returnto=search
2. Verification on site
Department Handbook in Faculty mail room
LEAP Department office, Adjunct faculty room, faculty offices, LEAP language lab

Curriculum

Curriculum Standard 1

1. Documentation in the report
[Curriculum Handbook](#)
Online resources
<https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>
2. Verification on site
Course syllabi in LEAP Office

Curriculum Standard 2:

- [Curriculum Handbook](#)
[Assessment Plan 2016](#) p.4
Online Resources:
<https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>
2. Verification on site
Final exam files
Placement Test files
Student Achievement Report
Approved syllabi available on the LEAP Canvas page

Curriculum Standard 3

1. Documentation in the report
[Official Department Textbook List](#)
2. Verification on site
Official Department textbook List – LEAP Office
List of teaching methodologies and technologies. Giana Curtis' Office EH274

Faculty

Faculty Standard 1:

1. Documentation in the report
[Table of Faculty Curriculum Map](#)
2. Verification on site
 Faculty CVs in LEAP Chair's office

Faculty Standard 2:

1. Documentation in the report
 Online resources :
<http://www.weber.edu/ppm/>
http://www.weber.edu/ppm/Policies/1-18_DeptChairs.html
2. Verification on site
 Faculty CVs in LEAP Chair's office
 Schedules for the past 5 years
 Forward planning worksheets

Faculty Standard 3:

1. Documentation in the report
2. Verification on site
 Completed Teacher Observations in LEAP Chair's office
 Completed Student Evaluations in LEAP Department Office

Faculty Standard 4:

1. Documentation in the report
2. Verification on site

Faculty Standard 5:

1. Documentation in the report
 Online resources:
[Annual contract letter](#)
http://www.weber.edu/ppm/Policies/3-16_FacultyContractPeriods.html
http://www.weber.edu/ppm/Policies/1-18_DeptChairs.html
<http://weber.edu/cgap/faculty.html>
2. Verification on site
 WSU HR office
 LEAP Department office
 Chair's office
 Faculty offices
 Copies of signed contracts in LEAP department office, copies of signed contracts on USB in locked drawer

Faculty Standard 6:

1. Documentation in the report
[Department Handbook](#) (pp.4-7)
[Adjunct Faculty Contract](#)
 Online Resources
http://www.weber.edu/ppm/Policies/1-19_AppointDeptChairs.html
http://www.weber.edu/ppm/Policies/1-18_DeptChairs.html

http://www.weber.edu/ppm/Policies/3-2_EmployeeDefinitions.html
<http://www.weber.edu/AdjunctFaculty/teaching.html>
http://www.weber.edu/ppm/Policies/4-6_FacWorkLoad.html

2. Verification on site
Schedules for the past 3 academic years

Faculty Standard 7:

1. Documentation in the report
[Department Handbook](#) (p.10)
[Self-evaluation forms](#)
[Classroom Observation forms](#)
[Team Teacher Evaluation Checklist II](#)
2. Verification on site
Hard copies of Self-evaluation forms;
Classroom Observation forms,
Team Teacher Evaluation Checklist II in Chair's office, copies in Department Handbook, completed
copies in LEAP Office personnel files.
Development and research for mentoring checklist on Dr. Sheridan's PC
Faculty evaluations in LEAP office
Completed paper evaluations of levels 1 & 2

Facilities, Equipment, and Supplies

Facilities, Equipment, and Supplies Standard 1:

1. Documentation in the report
Online Resources
<http://weber.edu/police>
2. Verification on site
Classrooms for inspection
Kim Webb for interview if required
Faculty offices, mailroom and adjunct offices for inspection

Administrative and Fiscal Capacity

Administrative and Fiscal Capacity Standard 1:

1. Documentation in the report
2. Verification on site

Administrative and Fiscal Capacity Standard 2:

1. Documentation in the report
[Table of Staff and Administrators 2016](#)
Online Resources:
<https://portalapps.weber.edu/ltrainingtracker/default.aspx>
2. Verification on site
Interviews with LEAP Office staff and Chair
Faculty meeting minutes
Curriculum committee meeting minutes
Assessment committee meeting minutes

Administrative and Fiscal Capacity Standard 3:

1. Documentation in the report

[Annual contract letter](#)

[OIP Organizational Chart](#)

LEAP [Department Handbook](#) (p.10)

Online resources

http://www.weber.edu/ppm/Policies/1-18_DeptChairs.htm

http://www.weber.edu/ppm/Policies/1-19_AppointDeptChairs.html

http://www.weber.edu/ppm/Policies/3-36a_ConflictIntBoardTrust.html

http://www.weber.edu/ppm/Policies/8-11_EvalFacultyMembers.html

http://www.weber.edu/ppm/Policies/8-10_TerminationFacAppt.html

http://www.weber.edu/ppm/Policies/3-36a_ConflictIntBoardTrust.html

[http://www.weber.edu/ppm/Policies/3-69_Education and Training of Personnel.html](http://www.weber.edu/ppm/Policies/3-69_Education_and_Training_of_Personnel.html)

http://www.weber.edu/ppm/Policies/3-33_Discipline_Staff.html

http://www.weber.edu/ppm/Policies/3-31_StaffEmpGrievances.html

2. Verification on site

LEAP Office

Chair's Office

Administrative and Fiscal Capacity Standard 4:

1. Documentation in the report

Online resources:

http://www.weber.edu/ppm/Policies/1-18_DeptChairs.html

<http://www.weber.edu/staffdevelopment>

http://www.weber.edu/ppm/Policies/3-42_TuitionBenefits.html

2. Verification on site

Administrative and Fiscal Capacity Standard 5:

1. Documentation in the report

[Administrative Specialist Evaluation Form](#)

Online resources

http://www.weber.edu/ppm/Policies/1-19_AppointDeptChairs.html

http://www.weber.edu/ppm/Policies/3-3_EvaluationClassified.html

2. Verification on site

Chair's office

Administrative Specialist's personal files

Administrative and Fiscal Capacity Standard 6:

1. Documentation in the report

Online resources

<http://www.weber.edu/ppm/>

<http://www.weber.edu/LEAP>

<http://www.weber.edu/codepurple/>

2. Verification on site

Hard copies of handbooks in the faculty mailroom

Administrative and Fiscal Capacity Standard 7:

1. Documentation in the report

Online resources:

http://www.weber.edu/ppm/Policies/10-1_InformationSec.html

2. Verification on site

Administrative and Fiscal Capacity Standard 8:

1. Documentation in the report

Online resources:

<http://www.weber.edu/issc>
http://www.weber.edu/ppm/Policies/5-41_CopyrightPolicyOwnership.html,
http://www.weber.edu/ppm/Policies/5-42_CopyrightPolicyCopying.html,
http://www.weber.edu/ppm/Policies/4-35_IntellectualProperty.html,
http://www.weber.edu/ppm/Policies/4-16a_WrittenPublications.html
<http://www.weber.edu/humanresources>
<http://www.weber.edu/registrar/ferpa.html>
<http://departments.weber.edu/facilities/policiesprocedures/>
<http://weber.edu/ppm>
http://www.weber.edu/ppm/Policies/3-5a_EmploymentCriminalRec.html
http://www.weber.edu/ppm/Policies/2-6_UnivArchives.html
http://www.weber.edu/ppm/Policies/10-1_InformationSec.html
http://www.weber.edu/ppm/Policies/3-36a_ConflictIntBoardTrust.html
http://www.weber.edu/ppm/Policies/5-25a_UnivProcurementGeneral.html
http://www.weber.edu/ppm/Policies/10-2_AcceptableUse.html
[http://www.weber.edu/ppm/Policies/5-35a_Firearms on Campus.html](http://www.weber.edu/ppm/Policies/5-35a_Firearms_on_Campus.html)
http://www.weber.edu/ppm/Policies/3-32_DiscriminationHarassment.html
http://www.weber.edu/ppm/Policies/6-22_StudentCode.html

2. Verification on site

Faculty mailroom

Bills in the LEAP Department office held by the Administrative Specialist

Records in the ISSC

Administrative and Fiscal Capacity Standard 9:

1. Documentation in the report

Online Resources:

<http://www.weber.edu/registrar/ferpa.html>

2. Verification on site

LEAP Department office

Administrative and Fiscal Capacity Standard 10:

1. Documentation in the report

Online resources:

<http://www.weber.edu/legalcounsel/default.html>

2. Verification on site

Records in LEAP Department Office

Student Services

Student Services Standard 1:

1. Documentation in the report

Online Resources

<http://weber.edu/issc>
<http://www.weber.edu/Admissions/apply.html>

2. Verification on site

Access to ISSC records and personnel

Student Services Standard 2:

1. Documentation in the report
[Failure to make Progress](#)
Online resources:
<http://www.weber.edu/CounselingCenter/>
2. Verification on site
Faculty records of failure to make progress notices

Student Services Standard 3:

1. Documentation in the report
2. Verification on site

Student Services Standard 4:

1. Documentation in the report
[student handbook](#) (pp.9-10)
Screenshots of graphic organisers
Online resources:
<http://www.weber.edu/sis>
<http://weber.edu/LEAP>
2. Verification on site
Access to the LEAP Department Canvas sandbox

Student Services Standard 5:

1. Documentation in the report
Online resources:
<http://www.weber.edu/healthcenter/>
2. Verification on site

Student Services Standard 6:

1. Documentation in the report
Online resources:
<http://www.weber.edu/outdoor/>
2. Verification on site
LEAP Department activities folder
LEAP Department Facebook page

Student Services Standard 7:

1. Documentation in the report
Online resources:
<http://www.weber.edu/housing/>
2. Verification on site
Visit to the Wildcat Village if required

Student Services Standard 8:

1. Documentation in the report
[Copy of postcard](#)
2. Verification on site
Copy of postcard used for advertisement in LEAP Office

Recruiting

Recruiting Standard 1:

1. Documentation in the report
2. Verification on site

Recruiting Standard 2:

1. Documentation in the report
[LEAP Postcard](#)
2. Verification on site
Access to Facebook page
LEAP postcard in Main office

Recruiting Standard 3:

1. Documentation in the report
2. Verification on site

Length and Structure of Program of Study

Length and Structure of Program of Study Standard 1:

1. Documentation in the report
LEAP Academic Calendar http://www.weber.edu/registrar/2016-2017_academic_calendar.html
2. Verification on site
Syllabi in the LEAP Department Canvas Sandbox

Length and Structure of Program of Study Standard 2:

1. Documentation in the report
[WSU Office of Institutional Effectiveness \(Annual Assessment of Evidence of Learning\)](#)
[LEAP Student Progression Chart 2015-2016](#)
2. Verification on site
Course Fail Lists (although these are shredded after use to protect student privacy, so we will keep this semester's reports)
LEAP Graduate Success Report (Giana Curtis' Office, EH274)

Student Achievement

Student Achievement Standard 1:

1. Documentation in the report
2. Verification on site
Grading keys in Placement Test Coordinator's office
Locked filing cabinets in Faculty Mailroom

Student Achievement Standard 2:

1. Documentation in the report
[Curriculum Handbook](#)
2. Verification on site
Faculty offices with assessment records.
Records of last semester's assessment instruments
Placement test coordinator's office.
Chair's office

Student Achievement Standard 3:

1. Documentation in the report
[Student handbook](#) (p.4)
[Curriculum Handbook](#)
 Online resources:
<http://www.weber.edu/LEAP/>
2. Verification on site
 Reports in LEAP office
 Record of letters of recommendation and achievement
 Minutes of Assessment Committee meetings

Student Achievement Standard 4:

1. Documentation in the report
 Online resources.:
<http://www.weber.edu/LEAP/>
2. Verification on site
 Canvas site
 LEAP Office – hard copies of Student and Department Handbooks

Student Complaints

Student Complaints Standard 1:

1. Documentation in the report
[Student Petition Form](#)
 Online resources:
http://www.weber.edu/ppm/Policies/6-22_StudentCode.html
2. Verification on site
 Files in the Main Office

Program Development, Planning, and Review

Program Development, Planning, and Review Standard 1:

1. Documentation in the report
[written strategic plan](#)
[Goals, Objectives, Implementation and Results](#)
2. Verification on site
 Meeting Minutes in LEAP Office

Program Development, Planning, and Review Standard 2:

1. Documentation in the report
 OIE Report([Annual Assessment of Evidence of Learning](#))
[International Student and Scholar Center Program Review](#)
[Office of International Programs](#) Organisational Chart
[Department Curriculum/Assessment Meeting Review Summary](#)
2. Verification on site