



**Accreditation Review
Team Report**

Site: Intensive English Program
American University of Kuwait

Type: Programmatic

Dates of Visit: February 21-24, 2009

Site Reviewers: Sarah Klinghammer, Team Leader
Mark Algren, Team Member

CEA Representative: Terry O'Donnell

**Commission on English Language Program Accreditation
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I. OVERVIEW OF PROGRAM

The American University of Kuwait is an independent, co-educational liberal arts postsecondary institution, based on the American model of education. It is institutionally accredited by the Council of Private Universities—Ministry of Education in the State of Kuwait. The University has a memorandum of understanding with Dartmouth University, which provides a means for advisory, consultative, and cooperative projects between the two institutions.

The Intensive English Program at the American University of Kuwait is designed to help students gain sufficient mastery of the English language and the critical thinking skills necessary for their success during their undergraduate studies and beyond.

Program

Because the language of instruction at the University is English, applicants must achieve a minimum score of 68 on the Internet-based TOEFL, 190 on the computer-based TOEFL or a minimum score of 520 on the paper-based TOEFL. Students who lack the English skills for study at the undergraduate level are required to take between one and three semesters of Intensive English.

The Intensive English Program offers courses concentrating on academic writing, listening/speaking, reading/discussion, and grammar/idioms. Three (3) semester sessions are held per year, with 16-week spring and fall semesters and an 11-week summer semester with longer class hours. Classes meet for 20 hours a week (4 hours daily for 5 days a week) with Reading and Writing class 10 hours per week, and Oral Communication class 10 hours per week, in addition to a multimedia lab of at least 5 hours per week.

Three levels are offered: Intermediate—Level I; High Intermediate—Level II; and Low Advanced Level—Level III. Students completing Level III are expected to be ready for full-time undergraduate study in English. The program does not offer beginning and 0 levels since the University does not allow more than one year of English study. The IEP also manages and teaches ENGL 099, a remedial English course for undergraduate students matriculating with 520 or better, but whose placement test scores indicate a lack of language readiness for undergraduate work. Students in Level III and in ENGL 099 may enroll in designated University courses. Students who don't meet entrance requirements may take courses through the Continuing Education Department. The ACCUPLACER OnLine, a language placement test, is used for placement. Common standardized exit assessments plus the ACCUPLACER are used to assess students at the end of courses.

Faculty

Instructors for IEP courses may be full or part-time employees. Full-time employees must have at least an MA in TESOL, Applied Linguistics, or a related field. Full-time faculty have prior ESL teaching experience at the postsecondary level. Adjunct faculty also typically meet these requirements. One-

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third of the current faculty have been with the IEP since the beginning of operations in September 2004. The self-study showed 21 full-time faculty most of whom are native speakers of English.

Faculty teach 20 hours per week in addition to 6 office hours and 10-14 hours for preparatory activities.

Administration

The Intensive English Program developed concurrently with the University in 2003. The IEP, together with the College of Arts and Sciences, is linked to the Office of Academic Affairs. The administration consists of the Director, the Assistant to the Director (position vacant at the time of the site visit), the Coordinator of Reading and Writing (1/2 time administrative position), the Coordinator of Oral Communication (1/2 time administration position), a Lab Coordinator, and a Lab Assistant. At the time of the visit, the Lab Assistant had taken on some of the responsibilities of the Assistant to the Director. Student workers also support the program.

Because the Intensive English Program is integrated into the University, it benefits from the support of other administrative offices at the University, such as Admissions, the Registrar, the Office of Student Affairs, the IT department, Campus Services, the Student Success Center, and Public Relations and Marketing.

Student Services

The Student Services division of the university is overseen by the Dean of Student Services. Units include the Student Success Center and Student Life.

The Student Success Center provides academic advising, personal counseling, career counseling and services, academic support and tutoring services, disability services and healthy student living programs to all students on campus. Students receive a Student Handbook and an Advising Handbook during advising and registration. They have access to trained and qualified academic counselors, personal counselors, career counselors, a retention specialist, an academic support specialist and an academic advisor as needed.

The Director and the Student Success staff provide an orientation to the English program in the week prior to the beginning of classes. This includes an introduction to faculty and staff, class expectations, financial information, an introduction to services, an introduction to the Student Government Association, and sign-up for activities. A small group orientation includes a campus tour, an introduction to the IEP lab and software, and registration for courses.

All students receive state sponsored medical insurance.

All students are encouraged to participate in University extra and co-curricular activities. The Student Life Department offers a variety of cultural, educational, social and recreational activities.

II. SUMMARY CHECKLIST

<i>Standard</i>	<i>Appears to meet</i>	<i>Does not appear to meet</i>
Mission		
Standard	X	
Curriculum		
Standard 1	X	
Standard 2	X	
Standard 3	X	
Standard 4		X
Faculty		
Standard 1	X	
Standard 2	X	
Standard 3	X	
Standard 4	NA	
Standard 5	X	
Standard 6	X	
Standard 7	X	
Standard 8	X	
Facilities, Equipment and Supplies		
Standard 1	X	
Administrative and Fiscal Capacity		
Standard 1	X	
Standard 2	X	
Standard 3	X	
Standard 4	X	
Standard 5	X	
Standard 6	X	
Standard 7	X	
Standard 8	X	
Standard 9		X
Standard 10	X	

Standard 11	X	
Standard 12	X	
Standard 13	X	
Standard 14	X	
<i>Standard</i>	<i>Appears to meet</i>	<i>Does not appear to meet</i>
Student Services		
Standard 1	X	
Standard 2	X	
Standard 3	X	
Standard 4	NA	
Standard 5	X	
Standard 6	X	
Standard 7	X	
Standard 8	X	
Standard 9	X	
Recruiting		
Standard 1	X	
Standard 2	X	
Standard 3	X	
Standard 4	NA	
Length and Structure of Program of Study		
Standard 1	X	
Standard 2	X	
Student Achievement		
Standard 1	X	
Standard 2	X	
Standard 3	X	
Standard 4	X	
Standard 5		X
Student Complaints		
Standard 1	X	
Standard 2	X	

II. RATIONALE FOR TEAM DECISION ON EACH STANDARD

Mission

Mission Standard 1: The program or 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.

Appears to Meet X Does not Appear to Meet _____ (Note Reasons*)

Site’s Assertion of Standard Compliance

Verified

<p>1. The AUK/ IEP has a written mission statement. “The mission of the American University of Kuwait (AUK) Intensive English Program (IEP) is to prepare students seeking admission to enter the academic degree programs of AUK, by enabling them to gain sufficient mastery of the English Language and successfully apply the critical thinking skills they need to excel as students both during and after their formal studies. IEP will achieve its mission by training non-native English speakers in specific uses of English for academic purposes, by providing quality English language instruction to all who have chosen English as their medium of communication for academic pursuits and by promoting international, intercultural and self-understanding.”</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Introduction IEP Mission Statement and Goals • IEP Annual Report 2004-2005 IEP Mission Statement • Catalog 2008-2009 copy page 25 AUK Mission Statement • IEP Mission Statement 2008-2009 <p>Verification on site:</p> <ul style="list-style-type: none"> • Catalog 2008-2009 • Interviews with students • Interviews with faculty • Interview with Academic Coordinator, Reading and Writing • Interview with Academic Coordinator, Oral Communication 	<p>X</p>
<p>2. The mission statement is shared with all IEP faculty and staff at the commencement of each academic year and in the new faculty and staff orientation. The IEP Mission Statement appears in the following locations:</p> <ul style="list-style-type: none"> • Introduction of the IEP Operations Manual / M:Drive • IEP syllabi • AUK Website under Academics/Special Programs/Intensive English Program. 	<p>X</p>

<p>Verification in the report:</p> <ul style="list-style-type: none"> • Introduction IEP Mission Statement and Goals • IEP Annual Report 2004-2005 IEP Mission Statement • Catalog 2008-2009 copy page 25 AUK Mission Statement • IEP Mission Statement 2008-2009 <p>Verification on site:</p> <ul style="list-style-type: none"> • Faculty Orientation Handbook • Catalog 2008-2009 • Interview with Program Director • Interviews with Program Coordinators • Interviews with faculty • Interviews with students 	
<p>3. The IEP Mission Statement provides the criteria for decisions regarding budget, academic program development and emphasis, new faculty hiring, and extracurricular offerings. It guides decisions on curriculum and program development, on policies regarding faculty, attendance, classroom behavior, student code of conduct, and measurements of student proficiency.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • None <p>Verification on site:</p> <ul style="list-style-type: none"> • Interview with Program Director • Interview with Program Coordinators • Interviews with faculty 	X
<p>4. During the self-study process, the CEA Accreditation Self-Study Coordinator created a set of guidelines for systematic review and revision of the Mission Statement, which were added to the IEP Operations Manual during the 2008-2009 academic year.</p> <p>The IEP mission is directly related to the University’s mission in the overall learning outcomes of the students. Any revisions of the University’s mission result in an adjustment of the IEP mission. The first such revision occurred after a Spring 2006 revision in the AUK mission statement. In partnership with all of the IEP faculty and staff, the IEP Mission Statement was re-drafted and evaluated by the Accreditation Steering Committee. It was approved by the President’s Cabinet in November 2007.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • IEP Operations Manual, Appendix 1 	X

<p>Verification on site:</p> <ul style="list-style-type: none"> • Interview with Program Director • Interviews with Program Coordinators • Interviews with faculty • Interview with Dean of Student Affairs 	
<p>5. That the mission is being achieved can be seen in student learning outcomes and measureable assessment outcomes. IEP student retention rates in the University's undergraduate program, as of May 2008, are 76% of IEP students who have matriculated into respective undergraduate programs. The overall GPA of matriculating students who were not former IEP students was 2.76; of matriculating students who were former IEP students was 2.83.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • None <p>Verification on site:</p> <ul style="list-style-type: none"> • IEP Semester Reports • Faculty and Staff Orientation, 2008-2009 • Interview with Program Director • Interview with Program Coordinators • Interviews with faculty • Interview with Dean of Student Affairs 	X

Strengths: The IEP mission statement is directly tied to the AUK mission.

Curriculum

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

Appears to Meet X Does not Appear to Meet _____ (Note Reasons*)

Site’s Assertion of Standard Compliance

Verified

<p>1. The program claims a goal-oriented curriculum for the IEP, to “prepare students ... to gain sufficient mastery of the English language and successfully apply the critical thinking skills needed to excel as students both during and after their formal studies, and developing students’ analytical and critical skills, leadership skills, personal as well as communal responsibility and accountability, and guiding them through personal growth experiences. “ This is in concert with the Mission of the IEP, which in turn is in concert with the AUK mission statement.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • IEP Mission Statement 2008-2009 • IEP Operations Manual, Section II, Curriculum Guidelines <p>Verification on site:</p> <ul style="list-style-type: none"> • Interviews with students • Interviews with faculty • Interview with President • Interview with Director of Student Success • Interview with Dean of Student Affairs 	<p>X</p>
<p>2. Students are placed into levels according to the results of a standardized proficiency test, ACCUPLACER OnLine™</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • IEP Operations Manual II Placement and Assessment <p>Verification on site:</p> <ul style="list-style-type: none"> • IEP Annual Report 2004-2005 • IEP Annual Report 2005-2006 ACCUPLACER added to grades • ACCUPLACER OnLine™ • Interviews with students • Interviews with faculty • Interview with Program Director • Interviews with Program Coordinators 	<p>X</p>
<p>3. The curriculum consists of 3 levels each of two courses: Reading & Writing, and Listening & Speaking, into which are woven vocabulary study and grammar instruction.</p>	<p>X</p>

<p>The curriculum is distributed, in writing, via the AUK IEP Operations Manual to all faculty of the IEP.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Scope and Sequence Chart • Proficiency Chart • IEP Operations Manual: IEP Curriculum IENG 010/011, IENG 020/021, IENG 030/031, ENGL 099 • IEP Curriculum Guidelines <p>Verification on site:</p> <ul style="list-style-type: none"> • IEP Annual Report 2004-2005 Textbooks & Curriculum • IEP Annual Report 2004-2005 Curriculum development • IEP Annual Report 2005-2006 Reading Groups added to Lab • IEP Annual Report 2006-2007 Development of the Reading and Writing Curriculum • Classroom observations • Interviews with Program Coordinators • Interviews with students • Interviews with faculty • M:Drive: course materials and IEP Operations Manual 	
<p>4. The current IEP curriculum meets the goals and the learning outcomes of the AUK and IEP Mission Statements as revealed in a recent survey.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • None <p>Verification on site:</p> <ul style="list-style-type: none"> • Curriculum survey results 	X

Comments: The program develops both students' language proficiency and critical thinking skills. Students specifically mentioned that the program does a good job of developing the academic writing skills that they lack.

Curriculum Standard 2: Course goals and objectives are written and are appropriate for the curriculum.

Appears to Meet X Does not Appear to Meet _____ (Note Reasons*)

Site's Assertion of Standard Compliance

Verified

<p>1. The goals of the curriculum are:</p> <ol style="list-style-type: none"> 1. Acquisition of language skills 2. Acquisition of learning skills 3. Delivery of suitable and appropriate instructional material 4. Utilization of suitable and appropriate teaching methodologies and pedagogies <p>Verification in the report:</p> <ul style="list-style-type: none"> • IEP Operations Manual (Curriculum Statement) • Self-study Report: Introduction IEP Mission Statement and Goals • Scope and Sequence Chart • Syllabus Level 1 Reading and Writing (IENG 011) • Curriculum Matrix • IEP Operations Manual: IEP Curriculum Guidelines <p>Verification on site:</p> <ul style="list-style-type: none"> • Catalog 2008-2009 Course Descriptions • Sample weekly course planning guides • Individual syllabuses • Interviews with faculty • Interviews with Program Coordinators • Interview with Director 	<p>X</p>
<p>2. Students are made aware of course goals, objectives, and expected student learning outcomes via the course syllabuses, which also provides specific assignment objectives and outcomes. Objectives and outcomes further appear in the individual assignment instructions and are communicated in the assignment progress evaluation sheets.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Syllabus Level I, Reading and Writing <p>Verification on site:</p> <ul style="list-style-type: none"> • Catalog 2008-2009 Course Descriptions • Course syllabuses • Curriculum survey results • Interviews with students • Interviews with faculty 	<p>X</p>

Comments: The IEP has been collaborating with English faculty over a period of several years revising its curriculum to narrow an initial gap between student abilities exiting IEP and abilities needed for successful participation in English 101. Over the last two years grades of IEP graduates have been on a par with undergraduates placing in English 101.

Strength: The IEP has carefully documented course goals and objectives in multiple formats, ensuring flow from level to level and into university courses and English 101.

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

Appears to Meet X Does not Appear to Meet _____ (Note Reasons*)

Site's Assertion of Standard Compliance

Verified

<p>1. The faculty is encouraged to use a variety of ESL methodologies to achieve the course objectives and goals within the parameters of the IEP curriculum and the Kuwaiti culture. The focus is on academic and communicative English. The IEP embraces an eclectic approach, which means choosing what is most suitable to meet the needs of the students.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • IEP Operations Manual (Curriculum, Methodologies) • Sample Lesson Plans Level 3 Reading and Writing Memorandum of Understanding • Diagnostic in-class testing • Syllabus Level 1 Reading and Writing (IENG 011) • AUK video selection <p>Verification on site:</p> <ul style="list-style-type: none"> • Instructor resources/CD/ Cassettes /video List • IEP Library Resources (Textbooks, books, videos, CD's & cassettes) • Instructor-created materials • Program textbooks • University Library • Classroom observations • English Practice Web Site 	<p>X</p>
<p>2. Instructors are encouraged to provide input on how texts are working in the classroom and provide their own recommendations for the following year at the middle and end of the term meetings.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • None <p>Verification on site:</p> <ul style="list-style-type: none"> • Program textbooks • Course Meeting Minutes • Interviews with faculty 	<p>X</p>

<p>3. Instructors use the core learning material for 70% of the assigned tasks and supplementary and/or technological materials for 30% of the course</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • IEP Operations Manual III: Curriculum, Methodologies • Syllabus Level 1 Reading and Writing (IENG 011) <p>Verification on site:</p> <ul style="list-style-type: none"> • IEP Library Resources (Textbooks, books, videos, CD's & cassettes) • Instructor-created materials • English Practice Web Site • Interview with Program Director 	X
<p>4. Additional student learning materials are available in the IEP Lab or the AUK Library. Instructors can access additional instructional media or Internet material from a wide variety of sources: AUK website/Intensive English Program/English Practice Websites online, IEP Computer Lab - Longman Interactive Software; Audio/Video material available in the IEP Library ; Video material available in the AUK Library ; and Projectors/CD and Cassette Players/Television/DVD Players.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • AUK video selection <p>Verification on site:</p> <ul style="list-style-type: none"> • Instructor resources/CD/ Cassettes /video List • IEP Library Resources (Textbooks, books, videos, CD's & cassettes) • Instructor-created materials • University Library (audio and video material) • IEP Computer lab and materials • English Practice Web Page • Interview with Lab Coordinator • Interview with Lab Assistant 	X

Curriculum Standard 4: The program or institution has a plan, in writing, for regular curriculum review and for modification of curricular components.

Appears to Meet _____ Does not Appear to Meet _____ **X** _____ (Note Reasons*)

Site's Assertion of Standard Compliance	Verified
<p>1. In 2005, the IEP developed a curriculum review policy and procedure. As per policy, the IEP has mandated a curriculum review every three (3) years or as deemed necessary.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • IEP Curriculum Review Policy and Procedure • IEP Operations Manual III: Curriculum Guidelines, Curriculum Planning • IEP Operations Manual III: Curriculum Guidelines, Research • Current Curriculum <p>Verification on site:</p> <ul style="list-style-type: none"> • Curriculum 2004-2005 • IEP Annual Reports of Curriculum review and changes • Interview with Program Coordinators • Interviews with faculty • Current Curriculum • Minutes of Curriculum Meeting 	X
<p>2. Curriculum review and development considers nine (9) input variables: student feedback, evaluation of courses; needs of current student population; student success rates; feedback from instructors and program administration; feedback from marketing/recruiting staff; student enrollment patterns; findings from professional development options of instructors; and recent trends in second language acquisition.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • IEP Curriculum Review Policy and Procedure • Student Survey sample with results • Curriculum Guidelines, Curriculum Planning, Research <p>Verification on site:</p> <ul style="list-style-type: none"> • Curriculum 2004-2005 • Minutes of Curriculum Meeting • IEP Annual Reports of Curriculum review and changes • Interview with Director • Interviews with Program Coordinators • Interviews with faculty 	X
<p>3. The IEP faculty meets twice a semester for curriculum review. During these meetings, the IEP faculty reviews the student reception of any changes that might have occurred from</p>	X

the previous semester based on formal and informal information such as in- and out-of class assessments, student reactions to selected readings and assignments, faculty perceptions as to how students are maneuvering through the material delivered in respective classes, and the effectiveness of instructional support including but not limited to textbooks and on-line instructional support.

Verification in the report:

- Minutes of Curriculum Meeting
- Minutes of Textbook Selection

Verification on site:

- Example Presentations IENG 010/020/030
- Example of marking sheets, work sheets, and example presentations
- IEP Annual Reports of Curriculum review and changes
- Interview with Curriculum Coordinators
- Interviews with faculty

Reasons why does not appear to meet the standard:

According to the discussion of this standard in the *CEA Standards for English Language Programs and Institutions*, “This standard requires a written document describing a formal plan for review, including tasks, process, responsible parties, timelines, and documentation.” While the IEP has a general statement requiring curricular review and has documented discussions of and changes in the curriculum, it lacks this written document, which guides the review and revision process. According to the discussion of the standard, good practice includes a review of goals and objectives and syllabi for each course, teaching materials, methods and methodologies, student outcomes, feedback from faculty and students, and research in the areas of language acquisition and language teaching.

Faculty

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

Appears to Meet X Does not Appear to Meet _____ (Note Reasons*)

Site's Assertion of Standard Compliance

Verified

<p>1. Minimum education and training required for a full-time contract position in the IEP, which include senior instructors, instructors, coordinators, is a graduate degree at the master's level in TESOL, Applied Linguistics, or master's degree in a related field (e.g. Bilingual Education, a Modern Language, English, Reading, etc.) and/or a certificate in CELTA/TESL. Additional requirements are a minimum of three years of teaching experience in ESL/EFL with adult students in an academic or specific purposes setting. Prospective faculty candidates require the following professional criteria prior to being considered for hire:</p> <ul style="list-style-type: none"> • Demonstrated teaching excellence • Native-like English proficiency • Intercultural experience and sensitivity • Second language proficiency and/or experience working abroad preferred • Promise of achievement in teaching, research, community service and program development <p>In practice, the few adjunct instructors hired to teach typically meet full time faculty standards as well, either by education or experience.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • List of all full-time faculty degrees and training • List of all full-time faculty teaching experience by skill • List of faculty professional development participation <p>Verification on site:</p> <ul style="list-style-type: none"> • Interviews with faculty • Classroom observations • Permanent faculty personnel files • Supervisory faculty file 	<p>X</p>
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Strengths: The credentials and experience of the faculty are a strength of the IEP.

Faculty Standard 2: Faculty has experience relevant to teaching students at the post-secondary level in their areas of assignment and demonstrates an ongoing commitment to professional development.

Appears to Meet X Does not Appear to Meet _____ (Note Reasons*)

Site's Assertion of Standard Compliance	Verified
<p>1. All full-time faculty hired as instructors for the IEP have prior ESL teaching experience at postsecondary level and professional development in second language acquisition. The average teaching experience of the IEP faculty is 15.05 years. They frequently broaden their experience on the job by teaching in the undergraduate English program (ENGL 099, ENGL 101, and ENGL 108), Education 100, and various courses in the Continuing Education Program (CCE). Faculty are offered the opportunity to teach courses in skill areas where their experience may be inadequate with support and mentoring provided by senior or more experienced faculty</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • List of all full-time faculty degrees and training • List of all full-time faculty teaching experience by skill • List of faculty professional development participation • Two-year collection of teaching schedules (Banner Self-Service) <p>Verification on site:</p> <ul style="list-style-type: none"> • Interviews with faculty • Interview with Reading/Writing Coordinator 	X
<p>2. Many faculty members participate in professional development activities such as workshops and taking courses to increase knowledge and or skills.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • List of all full-time Faculty Teaching Experience by Skill • List of all full-time Faculty Professional Development • Professional Development Form <p>Verification on site:</p> <ul style="list-style-type: none"> • Interviews with faculty • Classroom observations • Supervisory faculty files 	X

Comment/observation: Although there is support for professional development both financially and through the evaluation process, the time and effort needed to start up this new IEP program, along with the lack of a regional professional organization, appears to have left little time or opportunity for professional development. As the Director and Program Coordinators are aware, this is an area that needs further attention.

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

Appears to Meet X Does not Appear to Meet _____ (Note Reasons*)

Site’s Assertion of Standard Compliance

Verified

<p>1. Most IEP faculty members are native speakers of English and hold graduate degrees from English medium universities in the United States, Canada, or New Zealand. One faculty member from a non-native English language country spent 10-15 years in the U.S. or U.K and has achieved native-speaker-like proficiency.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • IEP Operations Manual <p>Verification on site:</p> <ul style="list-style-type: none"> • Interviews with faculty • Personnel files • Class observations 	<p>X</p>
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Faculty Standard 4: Programs or institutions that use graduate teaching assistants (GTAs) demonstrate that teaching assistants are enrolled in graduate degree programs in a related field appropriate to their teaching assignments. GTAs are appropriately selected, trained, and supervised for the instructional situations in which they are placed.

Not applicable

The program does not use graduate teaching assistants.

Faculty Standard 5: Faculty has working conditions appropriate for their assigned responsibilities.

Appears to Meet X Does not Appear to Meet _____ (Note Reasons*)

Site's Assertion of Standard Compliance

Verified

<p>1. The IEP's main faculty offices are located on the third floor of the Sciences Building which houses the vast majority of the IEP administration and faculty. The Director and each faculty member have their individual offices. Each office is supplied with a desk, computer, Internet and intranet, telephone, file cabinets, bookshelves, and chairs. Fulbright instructors may share office space with other instructors. The maximum permissible number of instructors that share an office temporarily is two (2). IEP instructors have 24-hour access to their offices as well as to the office equipment, copy machines, faxes, printers and shredders in Building A during work and non-work days.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Floor plans <p>Verification on site:</p> <ul style="list-style-type: none"> • Tour of facilities 	<p>X</p>
<p>2. Classroom space is available on the first and second floor in the Sciences Building, on the first, second, and third floor of the Liberal Arts Building, or in the Central Campus buildings. Each classroom has an instructor's podium with a computer and projector, opaque partitions, and a whiteboard. Computer classrooms have 18 computer desks and a printer. Lecture classrooms have student desks, and may contain a TV with a DVD/VCR (particularly in the C Buildings where most Oral Communications classes take place). The Lab contains 56 computer consoles with dividers, and a instructor's podium with a computer and projector in each room.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Sample classroom floor plans • Science Building plans <p>Verification on site:</p> <ul style="list-style-type: none"> • Records of written complaints regarding working conditions • Policies and Procedures • Tour of facilities • Class observations 	<p>X</p>
<p>3. The following items are available to faculty:</p> <p><u>Machinery:</u> Telephones, tape recorders, copy machines, networked computers, printers, fax machine, scanner, mailboxes, Scantron machine, shredder, office supplies, overhead projector. The Director's office maintains an emergency stash of office supplies. The AUK Store is available for all classroom and office supplies. There is an ESL Library of graded</p>	<p>X</p>

readers in the Assistant to the Director's office in the IEP Computer Lab. AUK also has a reliable Internet communications system.

Materials: Desk copies from the AUK Book Store, online teaching guides, exercises, and assignment suggestions for some of the IEP Library readers, Gradekeeper software (Class Action), access to the M:Drive with curriculum and materials files, Longman English Interactive program levels 1, 2, 3 and 4 (for use in Lab)

Verification in the report:

- Sample Detailed Stores Transaction by Department
- Work order request
- AUK IT help desk request sample

Verification on site:

- Equipment and supplies receipt and distribution
- Copies of written requests for materials and supplies
- Policies and Procedures
- Inspection list for IT
- Tour of facilities
- Classroom observations
- Interview with Lab Assistant
- Interview with Lab Coordinator

Strengths: The program has mainly individual offices for faculty. Classrooms and labs are spacious and nicely-appointed. IT support is strong.

Faculty Standard 6: 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 X Does not Appear to Meet _____ (Note Reasons*)

Site’s Assertion of Standard Compliance

Verified

<p>1. All faculty members—full-time, part-time, and adjunct—receive a copy of the job description as well as a contract with all terms and conditions of employment in writing upon hire. The job description outlines the essential duties and responsibilities as well as the knowledge, skills and abilities required. Standard job descriptions for all ranks are available in the IEP Operations Manual.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Sample Letter of Offer • Sample International Hire Contract • Acknowledgement of receipt • IEP Operations Manual <p>Verification on site:</p> <ul style="list-style-type: none"> • Personnel files • Kuwait Social Service and Labor Law • Interviews with faculty • Interview with Director of Human Resources • M:Drive, IEP Operations Manual 	<p>X</p>
<p>2. The contract describes the agreed upon salary, length of employment (typically three years for international hires), teaching hours, leave, and benefits outlined in the Letter of Offer. Additionally, the contract will state the terms and penalties for terminating the contract.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Sample Letter of Offer • Sample International Hire Contract • Acknowledgement of receipt <p>Verification on site:</p> <ul style="list-style-type: none"> • Personnel files • Kuwait Social Service and Labor Law • Interviews with faculty • Interview with Director of Human Resources 	<p>X</p>
<p>3. The Director presents specific responsibilities related to teaching assignments, service to the University, support services, professional development, and the performance evaluation</p>	<p>X</p>

<p>system in the General IEP Faculty meeting in the Fall and again in the Spring. Signatures are required from all instructors stating they have received job descriptions.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Acknowledgement of receipt <p>Verification on site:</p> <ul style="list-style-type: none"> • Personnel files • Interviews with faculty 	
<p>4. A proposal for change or amendment of duties or responsibilities is drafted by an administrator, a faculty member, or the members of a committee and includes the justification and the rationale for the change. It is then presented to the President by the Director. This includes promotion from the rank of instructor to senior instructor.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • None <p>Verification on site:</p> <ul style="list-style-type: none"> • Interviews with faculty • Written requests for changes or amendment of duties • Faculty personnel files 	X

Strengths: Systems are clearly defined and transparent. Faculty expressed appreciation of the extent and clarity of policies and documentation.

Faculty Standard 7: A faculty member's duties are structured to permit timely and effective completion.

Appears to Meet X Does not Appear to Meet _____ (Note Reasons*)

Site's Assertion of Standard Compliance

Verified

<p>1. The workload of the faculty comprises 20 teaching hours per week (4 hours per day/5 days per week) in addition to 6 office hours. Faculty spend an additional 10-14 hours a week preparing teaching plans/material, grading papers, preparing and reviewing exams, conferencing with students, completing record keeping, attending program related meetings, and/or attending to emails.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • IEP Operations Manual • Sample schedule posting • Self-Service teaching schedule <p>Verification on site:</p> <ul style="list-style-type: none"> • Personnel files • Interviews with faculty • Teaching schedules 	<p>X</p>
<p>2. Teaching assignments and course scheduling are determined by the Director based on program demands and instructors' availability and preference.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • IEP Operations Manual • Sample schedule posting • Self-Service teaching schedule <p>Verification on site:</p> <ul style="list-style-type: none"> • Personnel files • Interviews with faculty • Interview with Director 	<p>X</p>

Area of concern: Faculty are pleased with increasing standards as the program matures, but they are also cognizant of the increasing demands on their time and the increasing expectations within workloads. (See also Administrative and Fiscal Capacity 3, Area of Concern.)

Faculty Standard 8: The program or 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 _____ **X** _____ Does not Appear to Meet _____ (Note Reasons*)

Site's Assertion of Standard Compliance

Verified

<p>1. The IEP informs faculty of the performance criteria and procedure for evaluation at point of hire both verbally during the IEP General Meetings and in writing within the IEP Operations Manual and Faculty and Staff Orientation Handbook.</p> <p>Verification in the Report</p> <ul style="list-style-type: none"> • IEP Operations Manual <p>Verification on Site</p> <ul style="list-style-type: none"> • Interview with Director • Interviews with faculty • Faculty and Staff Orientation Handbook • IEP General Meeting minutes (Fall 2007) 	<p>X</p>
<p>2. Annual reviews are conducted by the Director in consultation with the coordinators. Faculty evaluations take the following into account in keeping with job descriptions: teaching, service and outreach. Teaching effectiveness is assessed using student course and instructor evaluations, classrooms observations, experimentation in teaching methods, engagement in innovative curriculum development, commitment to student learning and effective advising to students and/or student organizations. Evidence of service to the program and outreach is supported by the instructor performance review and the annual self-evaluation. Faculty submit an annual self-evaluation, including the progress on classes taught and developed, goals and/or progress in teaching quality, and service and/or professional development activities and outreach. The program provides a timeline of evaluation activities and provides forms that are used to ensure fairness and objectivity.</p> <p>Verification in the Report</p> <ul style="list-style-type: none"> • IEP Operations Manual • Student Evaluation of Teaching Policy and Procedure • Student Evaluation of Teaching Form • Instructor Performance Review Policy and Procedure • Instructor Performance Review Form • Peer Classroom Observation Policy and Procedure • Pre-Observation, Classroom Observation Checklist, and Post Observation Form • Faculty Annual Self-Evaluation Form 	<p>X</p>

<ul style="list-style-type: none"> • Faculty Annual Review Form • Faculty Annual Self-Evaluation Report <p>Verification on Site</p> <ul style="list-style-type: none"> • Personnel Files • Faculty/staff evaluation files • Supervisory faculty files • Interview with Director • Interviews with Program Coordinators • Interviews with faculty 	
<p>3. The results of the performance evaluations are conveyed systematically, regularly, fairly, and objectively to the faculty in writing, and in a timely manner.</p> <p>Verification in the Report</p> <ul style="list-style-type: none"> • None <p>Verification on Site</p> <ul style="list-style-type: none"> • Personnel Files • Faculty evaluation files • Supervisory faculty files • Interview with Director • Interviews with Program Coordinators • Interviews with faculty 	X

Strengths: Faculty response to the evaluation system was that it is clear, fair, and consistent.

Facilities, Equipment, and Supplies

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

Appears to Meet _____ **X** _____ Does not Appear to Meet _____ (Note Reasons*)

Site's Assertion of Standard Compliance

Verified

<p>1. The Science Building: The building contains 46 faculty offices, 9 staff offices, 15 classrooms (7 computer classrooms with 28 computer work stations and 8 lecture classrooms), a faculty lounge, 2 reception areas, the IT department, the Student Success Center, the Writing Center, one student activities room, one student study center with 2 computer work stations, 13 storage rooms, and 8 bathrooms. The building was designed to meet the undergraduate and Intensive English Program's classroom needs. All faculty and the Director have individual offices in the Science Building on the 3rd Floor. The support services for the 3rd floor consist of two offices for administrative assistants and one shared reception area for student workers. Each office contains a desk, computer, Internet and Intranet connection, telephone, guest chair, at least 2 file cabinets, bookshelves, and a small end table. In addition, some offices contain a desk-jet personal printer. There is a shared (undergraduate faculty and intensive English faculty) conference room, copy room with two high-speed photocopiers, kitchen, a fax, a scanner, 2 laser black and white high-speed printers, one laser color high-speed printer, individual mailboxes, and a storage room.</p> <p>The Liberal Arts Building: The fifth floor houses IEP offices for adjunct and part-time faculty. The adjunct or part-time faculty has a shared office on the 5th floor of the Liberal Arts Building. The office contains six desks, with computers, Internet and Intranet connections, telephones, bookshelves, guest chairs and file cabinets. On the 4th floor there are shared facilities (undergraduate and IEP faculty) containing a faculty lounge, a conference room, a copy room with two high-speed photocopiers, a fax, a scanner, kitchen, 2 laser black and white high speed printers, one laser color high speed printer, individual mailboxes, and a storage room.</p> <p>The Central Campus contains 9 one-story buildings. Each of the 5 buildings located in the central campus is 224 square meters. Four of the buildings contain 2 classrooms or labs, 2 bathrooms, and one office. The buildings were remodeled in 2006 to meet the IEP, studio and laboratory needs. The IEP Lab Assistant has an office in the Central Campus. Each office or space contains a desk, computer, Internet and Intranet connection, telephone, guest chair, at least 2 file cabinets, bookshelves, and a small end table. In addition, the one office contains the library of graded readers and secure storage facilities for the IEP faculty's student records.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Campus Layout • Floor plans 	X
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<p>Verification on site:</p> <ul style="list-style-type: none"> • Classroom assignments • Fire certificate • Interviews with students • Tour of facilities 	
<p>2. Instructors may take copy jobs to the University copy center, Kwik Kopy, with the Director's signature where others do their copying and the service is billed to the IEP program budget.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • None <p>Verification on site:</p> <ul style="list-style-type: none"> • Completed request form for photocopying 	X
<p>3. There are several meeting rooms available for conferences and program meetings including conference rooms on the 3rd Floor of the Science Building (media equipment: computer and projector), the 4rd Floor of the Liberal Arts Building (media equipment: computer and projector), the 2nd Floor of the Library; the 3rd Floor Administration Building (no media) capacity 10, the Multi-purpose Room on Central Campus, and the Auditorium on the first Floor Liberal Arts Building</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Floor plans <p>Verification on site:</p> <ul style="list-style-type: none"> • Tour of facilities 	X
<p>4. IEP classrooms are located in the Science Building, Liberal Arts Building and the Central Campus. Each assigned classroom is appropriately equipped and adequate in capacity. Classroom assignments can be changed at the request of the faculty through the Director if space is available. Classrooms and other teaching spaces support teaching methods appropriate to the achievement of the programs goals and objectives. Reading and Writing courses are delivered in a classroom with between 18 and 28 computers whereas all Oral Communication classrooms are in lecture rooms with 18 to 35 student capacity. Students and faculty have access to appropriate physical, technological, and educational resources to support teaching and learning. All classrooms are equipped with whiteboards, an instructor podium with computer, and projectors.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Floor plans <p>Verification on site:</p> <ul style="list-style-type: none"> • Classroom observations 	X

<ul style="list-style-type: none"> • Tour of facilities 	
<p>5. The following equipment is on hand through Campus Services or the Assistant to the Director's office and can be signed out for the day or semester: 5 large cassettes and CD players; 4 small cassette players; 5 televisions; 10 VCRs; 1 camcorder; 1 portable projector; 2 overhead projectors; audio speakers</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • None <p>Verification on site:</p> <ul style="list-style-type: none"> • Interview with Director • Tour of facilities • Equipment request forms 	X
<p>6. The IEP Computer Labs are located in the Central Campus in rooms C003 (female) and C004 (male). Each lab contains 28 student computer stations and a podium with a computer and projector. Each station computer is equipped with headphones for multimedia. Coordinators, the Director, and faculty can request software, which is purchased by the department. The main programs used are the ACCUPLACER Online™ testing, Longman Interactive English, Microsoft Office 2007, Internet Explorer, Criterion writing program, Turn.It.In.co, CDs and DVD from textbooks, and websites to support instructional material. Students who attend lab orientation (given at the beginning of each semester) can use the IEP labs during the open lab hours. Students also have access to the University open lab on the ground floor of the Liberal Arts building which contains 50 computer stations.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Student Open Lab Liberal Arts Building Ground Floor • Textbook Review Copy Request • Sample Detailed Stores Transaction by Department <p>Verification on site:</p> <ul style="list-style-type: none"> • Tour of lab facility and view of demonstration software • Interview with Lab Coordinator • Interview with Lab Assistant 	X
<p>7. Central IT maintains and regularly checks computer equipment in classrooms. It maintains an e-mail-contact HelpDesk system and responds to IT requests in a timely manner.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • AUK IT HelpDesk request sample 	X

<p>Verification on site:</p> <ul style="list-style-type: none"> • Interview with HelpDesk manager • View of online Trouble Ticket system 	
<p>8. Additional course materials are maintained on the M: drive. These files are updated and maintained by course coordinators. Instructors are encouraged to submit materials to coordinators for inclusion.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • None <p>Verification on site:</p> <ul style="list-style-type: none"> • Interviews with faculty • Supplementary materials files on M:Drive 	X
<p>9. Instructors can request and obtain supplies from the AUK Store as needed. Special supply requests are made to the Assistant to the Director with the approval of the Director for order. A small cache of instructional supplies are held in the Director's office for needs that may arise after AUK Stores' office hours.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Inventory IEP • Sample Detailed Stores Transaction by Department <p>Verification on site:</p> <ul style="list-style-type: none"> • Materials in Director's office • File of requests to AUK Stores by faculty 	X

Administrative and Fiscal Capacity

Administrative and Fiscal Capacity Standard 1: The program or institution provides a rationale for all linkages with external bodies.

Appears to Meet X Does not Appear to Meet _____ (Note Reasons*)

Site's Assertion of Standard Compliance

Verified

<p>1. The IEP has a well established relationship with the AUK, having been developed in tandem with the new University, beginning in 2003 when AUK was authorized to begin operation through an Amiri Decree issued by the Amir of Kuwait.</p> <p>The IEP is linked to Academic Affairs (current programs under Academic Affairs are the College of the Arts and Sciences and the Intensive English Program). The Dean of the College of Arts and Sciences and the Director of the IEP report to the Dean of Academic Affairs and/or designee; however, currently both administrators report directly to the President as the position of Dean of Academic Affairs is vacant.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Copy of original Amiri Decree • Amiri Decree 139 Operating License June 2003 (translation) • Private University Council Accreditation (initial accreditation 2006) • Private University Council Re-accreditation Authorization (2008) • Organizational Chart <p>Verification on site:</p> <ul style="list-style-type: none"> • Interview with Program Director • Interview with Dean, College of Arts and Sciences 	X
<p>2. The IEP's location and organizational structure within the University includes a link between the IEP and the University's undergraduate English Program which provides input to instructors regarding academic standards for the IEP courses. Other departments within the University which provide support to IEP are Admissions, Registrar, Marketing, Information Technology, Student Tutoring Services, the Writing Center, Human Resources, and Finance.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Organizational chart <p>Verification on site:</p> <ul style="list-style-type: none"> • Interview with Director • Interview with Registrar • Interview with Admissions Director • Interview with Public Relations and Marketing Director 	X

<ul style="list-style-type: none"> • Interview with Student Success Center Director' • Interview with Dean, College of Arts & Sciences • Interview with English faculty member • Interview with Director of Human Resources 	
<p>3. Classrooms are equipped with instructional support systems, and instructors have access to the University's instructional media. Students and instructors have access to computer labs and libraries as well as sports facilities. Students also have access to all AUK student services and activities.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Assets Inventory List <p>Verification on site:</p> <ul style="list-style-type: none"> • Tour of facilities • Interviews with students • Classroom observations • Interview with Director of Student Life 	X

Strengths: Of particular note is the importance of the IEP to AUK and its total integration with university administrative offices.

Administrative and Fiscal Capacity Standard 2: The program or institution has an effective administrative structure and governance system consistent with its mission and with the mission of the host institution, if applicable.

Appears to Meet X Does not Appear to Meet _____ (Note Reasons*)

Site's Assertion of Standard Compliance	Verified
<p>1. The IEP has an administrative structure that combines academic and related non-academic services to the students and that provides support to faculty and staff. The IEP management is centralized through the Office of the Director usually with the support of an Assistant to the Director.</p> <p>There are three programmatic units within the AUK IEP: the Intensive English program, the Remedial English program, and Education 100. These programs are administered by the Director of the IEP. The following administrative personnel report directly to the Director: The Assistant to the Director (currently a vacant position) coordinates and oversees technical and office administrative duties; the Coordinator of the Reading and Writing is responsible for student placement and assessment, advising, and intercultural orientation; the Coordinator of the Oral Communications is responsible for student placement and assessment, advising, and intercultural orientation; the Lab Assistant is responsible for software applications, monitoring computer equipment, troubleshooting in computer labs, and student support.</p> <p>The effectiveness of the IEP administrative structure and system of governance is evaluated each year by a Director Evaluation and an AUK Strengths and Weaknesses Survey, recently replaced by an Administrative Survey. The overall result of the Director survey/evaluation completed by the faculty and staff in Spring 2008 was 3.7 (scale 1-4)</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Summary Description for IEP staff • IEP Organizational Chart • Director Survey • AUK Strengths and Weaknesses Survey • Director's Group Terms of Reference • Administrative Survey <p>Verification on site:</p> <ul style="list-style-type: none"> • Job Descriptions Administration and Staff • Policy and Procedure Manual • Faculty Handbook 	X
<p>2. The ultimate decision making authority is the Director, but measures are in place to remain transparent in matters of communication and information with program faculty and staff through three types of meetings: (a) department general meetings, held at least twice a semester during which the Director gives updates on events and issues impacting IEP programs, (b) administrative meetings held every other week with personnel holding</p>	X

<p>administrative roles and responsibilities within the IEP, and (c) issues meetings held as needed to address matters of current concern.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • None <p>Verification on site:</p> <ul style="list-style-type: none"> • Interviews with Program Coordinators • Interviews with faculty • Meeting minutes • Policy and Procedure Manual • Faculty Handbook 	
<p>3. As a result of the self-study, two issues regarding administrative effectiveness were identified and acted upon: a) the creation of a “faculty representative” position and b) the replacement of the general AUK strengths and weaknesses survey with an Administrative Survey.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Administrative Survey <p>Verification on site:</p> <ul style="list-style-type: none"> • Interviews with Program Coordinators • Interviews with faculty • Interview with Director 	X

Administrative and Fiscal Capacity Standard 3: Administrative, faculty, and support positions are adequate in number, staffed appropriately, and structured to facilitate the achievement of program or institutional goals.

Appears to Meet X Does not Appear to Meet _____ (Note Reasons*)

Site's Assertion of Standard Compliance

Verified

<p>1. All of the administrative and program support positions are full-time with the exception of the coordinators, whose duties are split between administrative and teaching. Faculty released for administrative duties have a teaching workload of two thirds and an administrative workload of one-third. These assignments are typically for one semester only. IEP utilizes four different classifications of employment: professional, classified staff, faculty, and student workers positions.</p> <p><i>Professional Management</i> position includes the Director.</p> <p><i>Classified Staff</i> positions include the Assistant to the Director and the Lab Assistant</p> <p><i>Faculty</i>, which includes the coordinators with combined teaching and administrative duties.</p> <p><i>Student Workers</i>, hired per academic year or on a semester-to-semester basis</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Administrative employee list • IEP Operations Manual I: Definitions, Responsibilities, Qualifications • Spring 2008 Census Enrollment chart • AUK Employee Categories Policy and Procedure • IEP Operations Manual V: Scheduling of Course Offerings • IEP Operations Manual I: Evaluation Measures <p>Verification on site:</p> <ul style="list-style-type: none"> • Interview with Program Director • Interviews with Program Coordinators • Interviews with faculty 	<p>X</p>
<p>2. The adding or expanding of classified or professional staff positions is reevaluated annually. Positions are added or deleted according to program needs.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Summary Description for IEP staff • Organizational Chart <p>Verification on site:</p> <ul style="list-style-type: none"> • Interview with Program Director • Interviews with Program Coordinators • Interviews with faculty 	<p>X</p>

<p>3. Some IEP administrative functions are provided by or shared with other AUK administrative offices, e.g. Admissions, the Registrar, and the Office of Student Affairs. Orientation and registration are organized by the IEP staff and student workers in collaboration with the IT department, Campus Services, the Registrar, Finance, Student Life, and Admissions.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • AUK Organization chart <p>Verification on site:</p> <ul style="list-style-type: none"> • Interview with Registrar • Interview with Admissions Director • Interview with Public Relations and Marketing Director • Interview with Student Success Center Director • Interviews with Program Coordinators 	X
<p>4. The IEP has a policy of trying to employ all faculty fully. A full teaching load for full-time faculty consists of 20 contact hours per week, i.e., four “teaching hours” per day. Coordinators teach a half load. Occasionally, a full-time instructor is requested by the director to teach fewer hours so that the faculty member can complete an administrative task. The ratio of full load faculty to partial load faculty is approximately 10:1.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Enrollment chart • IEP Organization chart • Two-year collection of teaching schedules <p>Verification on site:</p> <ul style="list-style-type: none"> • Interview with Assistant to the Director • Interviews with Program Coordinators • Interviews with faculty 	

Strengths: A considerable strength of the program is the number of administrative services provided by various administrative offices on campus.

Areas of concern: As the IEP has grown and refined its program and curriculum, the expectation regarding administrator and faculty duties within the full-time loads have risen. Instructors promoted to senior instructor have additional new duties but no reduction in teaching load. Currently both teaching and administrative loads appear to be maximized. This is an area that may need attention in the near future. (See also Faculty 7, Area of concern.)

Administrative and Fiscal Capacity Standard 4: Administrative personnel have appropriate education, training, and experience to accomplish their assigned duties and to meet program or institutional goals.

Appears to Meet _____ **X** _____ Does not Appear to Meet _____ (Note Reasons*)

Site's Assertion of Standard Compliance

Verified

<p>1. The AUK hiring and selection process for administrative staff, which is also utilized by the IEP, ensures that administrative personnel have appropriate credentials and experience for their positions. The process begins with an HR approved job description, posted internally and externally. Current job descriptions are maintained and used to establish job specifications. If a position has changed, the job description is updated prior to the commencement of the recruitment process. All applicants are measured against job specifications that are based upon the job description. There are six steps to the hiring and selection process involving HR, the IEP Director, and the IEP Representative. The final offer is in the form of a letter of appointment approved by the President.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Resumes • Position description, official • Position description, posted <p>Verification on site:</p> <ul style="list-style-type: none"> • Interviews with Program Coordinators • Interviews with Student Workers • Personnel files • Interview with Director of Human Resources 	<p>X</p>
<p>2. The Division of Student Affairs coordinates student workers on campus. Students fill out online applications through DSA, from which the Assistant to the Director chooses, based on the candidates' listing the necessary skills for the position. The applicants are interviewed by the Assistant to the Director, the coordinator of the specific position, and finally the Director.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • None <p>Verification on site:</p> <ul style="list-style-type: none"> • Hiring procedures, Division of Student Affairs • Personnel files • Interviews with Program Coordinators • Interview with Lab assistant • Interviews with Student Workers • Interview with Director of Student Life 	<p>X</p>

<p>3. The performance appraisal process consists of a faculty/staff self-evaluation, a faculty/staff annual report, service to the university, an annual performance review from the Program Director, and participation in professional development.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Staff performance evaluation form • Staff self-appraisal form • Annual performance review form for staff <p>Verification on site:</p> <ul style="list-style-type: none"> • Hiring procedures, Division of Student Affairs • Personnel files 	<p>X</p>
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Strengths: IEP utilizes AUK hiring procedures with full cooperation of pertinent departments, Human Resources and the Division of Student Affairs.

Administrative and Fiscal Capacity Standard 5: Administrators and staff have working conditions appropriate for their assigned responsibilities.

Appears to Meet X Does not Appear to Meet _____ (Note Reasons*)

Site's Assertion of Standard Compliance

Verified

<p>1. The AUK has only been in operation for four years, so the facilities and resources are relatively new and have been rated at a 4.6 rating in the AUK Strengths and Weaknesses Survey (scale 1-5).</p> <p>The IEP Director and Coordinators have individual offices. The support services consist of two offices for Administrative Assistants and one shared reception area for student workers. The coordinators' and Director's offices contain: a desk, computer, Internet and Intranet connection, telephone, guest chair, at least two file cabinets, bookshelves, and a small end table. Some offices contain a desk-jet personal printer.</p> <p>The Assistant to the Director and the IEP Lab Assistant have offices on the Central Campus. Each office or space contains a desk, computer, Internet and Intranet connection, telephone, guest chair, at least two file cabinets, bookshelves and a small end table.</p> <p>There exists a shared (undergraduate faculty and the IEP faculty) conference room, copy room with two high-speed photocopiers, kitchen, a fax, a scanner, two laser black-and-white high-speed printers, one laser color high-speed printer, individual mailboxes and a storage room. Meetings are held in a variety of places, depending on the size of the group meeting and the media equipment required: Conference rooms in the Science Building, the Liberal Arts building, the Library, and the Administration building; a multi-purpose room in Central campus; an auditorium in Liberal Arts.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Floor plans of offices, conference and multipurpose rooms, classrooms, and the auditorium <p>Verification on site:</p> <ul style="list-style-type: none"> • Kuwait Social Service and Labor Law • Campus tour • Interviews with Program Coordinators • Interview with Lab assistant • Interviews with Student Workers 	<p>X</p>
<p>2. The AUK's IEP subscribes to all Kuwait Social Services and Labor Laws and University policies and procedures regarding the workplace.</p> <p>In the IEP Operations Manual, the code of conduct provides the rules of conduct and recourse from harmful or inappropriate workplace conditions.</p> <p>Verification in the report:</p>	<p>X</p>

- | | |
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| <ul style="list-style-type: none">• Code of Conduct• Work Order request• AUK IT help desk request sample• IEP Operations Manual <p>Verification on site:</p> <ul style="list-style-type: none">• Kuwait Social Service and Labor Law• Tour of facilities• Interview with Program Coordinators• Interview with Lab assistant• Interviews with Student Workers | |
|--|--|

Strengths: The IEP has new, well-maintained facilities with a generous budget for furniture and equipment.

Administrative and Fiscal Capacity Standard 6: Administrators and staff receive written job descriptions at the time of employment and any time their duties or terms of employment change.

Appears to Meet X Does not Appear to Meet _____ (Note Reasons*)

Site’s Assertion of Standard Compliance

Verified

<p>1. All staff personnel receive a copy of their job description upon hire. The job descriptions of all faculty and staff are created by the IEP in accordance with the policies and procedures outlined by the Human Resources Department. The job description outlines essential duties and responsibilities as well as the knowledge, skills and abilities required. Amendments or changes to specific duties and responsibilities within the job descriptions of faculty or staff drafted by an administrator, faculty member, or committee must include the justification and the rationale for the change and then be presented to the President by the Director. This includes promotion from the rank of Instructor to Senior Instructor. The President’s decision is announced via email to all interested parties on larger issues or to the individual on smaller issues. The change of job description is presented to Human Resources for the personnel file.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • IEP Operations Manual: Appendix A, Job Descriptions <p>Verification on site:</p> <ul style="list-style-type: none"> • Personnel files • Supervisory staff and faculty file • Kuwait Social Service and Labor Law • Policy and Procedure Manual • Interviews with Program Coordinators • Interview with Lab assistant • Interviews with student workers 	<p>X</p>
<p>2. Job descriptions are reviewed every two years by the Human Resources Department and adjusted as necessary by department directors or at the request of department directors. These adjustments may or may not have an impact upon the compensation program.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • None <p>Verification on site:</p> <ul style="list-style-type: none"> • Interview: Human Resources Director • Policy and Procedure Manual 	<p>X</p>

Strengths: The IEP works closely with Human Resources in regard to hiring, job descriptions, and changes.

Administrative and Fiscal Capacity Standard 7: The program or institution defines, encourages, and supports appropriate professional development activities for faculty, staff, and administrators.

Appears to Meet X Does not Appear to Meet _____ (Note Reasons*)

Site's Assertion of Standard Compliance

Verified

<p>1. The IEP provides support for the ongoing professional development of its teaching faculty and faculty administrators. Professional development is defined as any scholarly activities which increase knowledge or skill and enhance teaching, instructional strategies, research or service. Professional development activities are categorized as presentations, participation in conference or other academic meetings, attendance at professional meetings, and workshops offered by the University. There is a faculty professional development request process for funding if needed.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Faculty professional development form • Sample <i>AUK Chronicle</i> (June 2008 ed. p. 12 & p. 14) • List of faculty professional development participation <p>Verification on site:</p> <ul style="list-style-type: none"> • Permanent staff and faculty personnel files • Policy and Procedure Manual • Interviews with Program Coordinators 	<p>X</p>
<p>2. The IEP supports professional development of staff evidenced by the number of courses and/or workshops attended by the staff in the Center for Continuing Education (CCE). In addition, one staff member traveled to the United States for training on the ACCUPLACER OnLine™ system. Staff must complete a Request/Approval form for professional development to be considered. Staff may be required to share, as appropriate, their professional development with their colleagues.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Staff professional development • IEP Operations Manual: Appendix C • List of staff professional development participation <p>Verification on site:</p> <ul style="list-style-type: none"> • Permanent staff and faculty personnel files • Policy and Procedure Manual • Interview with Lab assistant • Interview with Program Coordinators 	<p>X</p>
<p>3. Faculty annual reviews consider the instructor's teaching effectiveness, service to the University, and <i>professional development</i> in evaluating contract renewals and/or annual</p>	<p>X</p>

raises. Likewise, staff annual reviews consider the overall effectiveness of all assigned duties and responsibilities, service to the University, and *professional development* in evaluating contract renewals and/or annual raises. Faculty, including administrative faculty, have the option of participating in the University Faculty Professional Development (FPD) process, adding that to their evaluation file.

Verification in the report:

- Staff professional development
- Faculty professional development

Verification on site:

- Interview with Director
- Interview s with Program Coordinators
- Interviews with faculty
- Interview with Lab Assistant

Administrative and Fiscal Capacity Standard 8: The program or institution describes to administrative and support staff clearly and in writing the performance criteria and procedures for evaluation at the onset of the evaluation period; conducts administrative and support staff performance evaluations that are systematic, regular, fair, objective, and relevant to achieving program goals; and conveys evaluation results to administrative and support staff in writing in a timely manner.

Appears to Meet X Does not Appear to Meet _____ (Note Reasons*)

Site’s Assertion of Standard Compliance

Verified

1. Faculty and staff receive a description of evaluation procedures upon hire. Annual performance reviews are conducted in the Spring/Summer semester for faculty, staff, and professional staff. The staff performance appraisal follows the guidelines, policies and procedures set up by the Human Resources Department and/or Academic Affairs division of the AUK. The faculty evaluation process is determined by the job description. All positions meet with the performance evaluator of that position to discuss the information collected through the various evaluation tools and to discuss the completed AUK Annual Review form. Evaluators and tools for each position are as follows:

X

Position	Job Classification	Performance Evaluator/ Tools
Director	Professional Executive Staff	President/ AUK Professional Administration Self Appraisal Form; Director Survey; AUK Annual Review Form
Coordinator/Instructor	Faculty	Director/ Student Evaluations of Teaching; Instructor Performance Review form; Classroom Observations; Self-reflective Faculty Annual Report; AUK annual review form
Senior Instructor/ Instructor	Faculty	Coordinator/Director/ Tools same as for Coordinator/ instructor
Assistant to the Director	Professional staff	Director/ AUK staff self-appraisal form; Annual Performance Evaluation form
Lab Assistant	Staff	Director/Assistant to the Director/ Tools same as for the Assistant to the Director
Office/Tutor/Writing/Lab Aides	Student Workers; evaluated semi-annually	Director/Assistant to the Director/Lab Assistant/ Evaluation form discussed in an Evaluation meeting

Verification in the report:

- Staff Performance Evaluation Policy and Procedure
- Staff Self-Appraisal Form
- Staff Annual Performance Review
- Professional Self-Appraisal

<ul style="list-style-type: none"> • Annual Review <p>Verification on site:</p> <ul style="list-style-type: none"> • Student Worker Handbook • Permanent staff and faculty personnel files • Supervisory faculty and staff files • Faculty/staff evaluation binders • Interview with Program Director • Interviews with Program Coordinators • Interview with Lab Assistant • Interviews with faculty • Interview with Student workers 	
<p>2. Administrative, faculty, and staff annual reviews are approved by the President. All faculty, staff and professional staff are given copies of their annual review and are afforded the opportunity to respond to the rating, comments, and/or judgment of the evaluator in writing within ten days of receipt and to have his/her comments accompany the evaluation in his/her personnel file.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • IEP Operations Manual, Appendix G <p>Verification on site:</p> <ul style="list-style-type: none"> • Student Worker Handbook Appendix • Permanent staff and faculty personnel files • Supervisory faculty and staff files • Mentor Meeting Minutes • Meetings • Faculty/staff evaluation binders • Interview with Program Director • Interviews with Program Coordinators • Interview with Lab Assistant • Interviews with faculty • Interview with Student workers 	X

Strengths: Evaluation procedures are AUK procedures and involve the appropriate AUK administrative offices. Administrative and support staff commented that the evaluation system was clear, fair, and consistent.

Administrative and Fiscal Capacity Standard 9: The program or institution has a plan, in writing, for development of the program or institution, including planning, implementation, and evaluation.

Appears to Meet _____ Does not Appear to Meet _____ **X** _____ (Note Reasons*)

Site's Assertion of Standard Compliance

Verified

<p>1. New program development within the IEP is guided by the Academic Program Review Policy and Procedure, which consists of:</p> <ul style="list-style-type: none"> • A self-study, recommendations, and an implementation plan completed by the faculty associated with the program and, in some cases, an external evaluation (for IEP, the external evaluation is the English Department). • Review and recommendations by the program or college. • Review and recommendations by the University Program Review Committee. • Review, recommendation and approval by the Dean/Director and the President. • Final approval by the Board of Trustees. <p>Program development review for existing programs is also based on the Academic Program Review Policy and Procedure and involves working through the President's Cabinet. There are twelve steps to this review.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • AUK Business Plan • Academic Program Development Policy and Procedure • Academic Program Review Policy and Procedure • IEP Operations Manual: Appendix III Curriculum Guidelines • IEP Curriculum Review Policy and Procedure <p>Verification on site:</p> <ul style="list-style-type: none"> • Interview with Program Director • Annual Report 2004-2008 Curriculum review/implementation, and changes 	<p>X</p>
<p>2. On-going program development within the IEP usually involves changes to curriculum or to policies and procedures. The basic process for curriculum changes is described in detail in Curriculum Standard 4 and is outlined for faculty in the IEP Operations Manual, Appendix A.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • IEP Operations Manual Appendix III Curriculum Guidelines • IEP Curriculum Review Policy and Procedure (IEP Operations Manual) <p>Verification on site:</p> <ul style="list-style-type: none"> • Interview with Program Director • Interviews with Program Coordinators • IEP Annual Report 2004-2008 Curriculum review/implementation, and changes 	<p>X</p>

<p>3. Change is ongoing in the program (e.g. admissions policies, orientation and registration schedules, release-time positions, etc.) as part of the fine-tuning intrinsic to the organizational structure of the AUK IEP. The primary venue for discussing program and curriculum development and change is in the bi-weekly administration meetings. Discussion may also take place in sub-groups (such as faculty meetings or staff meetings). If changes impact instructors, they are kept informed via email and in general meetings.</p> <p>Each program developed by the IEP includes a program evaluation by students, a de-briefing meeting by administrators and instructors, and plans for implementing changes in successive programs. Although the program is ultimately the responsibility of the Director, major decisions are based on input from all parties involved in the program (students, instructors, and coordinators) and approved by the President’s Cabinet.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • None <p>Verification on site:</p> <ul style="list-style-type: none"> • Minutes of bi-weekly administration meetings • Interview with Program Director • Interviews with Program Coordinators • Interviews with faculty 	<p>X</p>
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***Reasons why does not appear to meet the standard:**

The IEP does have a plan in writing called the “Academic Program Development Policy and Procedure”. This is a general policy distributed to all AUK departments, which delineates the process for program review required for all units. There is also an academic program review self-study process which each department is required to undergo every 3-5 years. Neither of these documents/ procedures would appear to meet the intent of this standard, which requires a “written document describing a formal mechanism for program or institutional development, including tasks, process, responsible parties, timelines, and documentation.” (See discussion of this standard in the *CEA Standards.*)

Administrative and Fiscal Capacity Standard 10: Operational policies are developed and evaluated by appropriate individuals, disseminated in writing to all who are affected by the policies, reviewed regularly, and implemented in a timely, fair, systematic, and ethical manner.

Appears to Meet Does not Appear to Meet (Note Reasons*)

Site's Assertion of Standard Compliance

Verified

<p>1. Policies that are generated externally (because of Ministry of Higher Education, Private University Council, or University policy changes) are announced by the Director and discussed in meetings (administrative or program) and/or by email, the AUK Chronicle (administrative newsletter), or the AUK Voice (student newspaper).</p> <p>The IEP is part of Academic Affairs; therefore, the shared policies and procedures for undergraduate faculty/courses and the IEP faculty/courses are reviewed by the Academic Affairs Policies and Procedure Committee (PPC).</p> <p>The AUK Administrative Policy and Procedure Committee (APPC) is charged to develop procedures for the implementation of administrative policies, prepare recommendations for changes in administrative policies as needed, and coordinate the implementation of administrative procedures so as to assure that they are administered throughout the University with reasonable consistency. APPC has a written Administrative Police Development Process that is followed.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Policy on Policies • Flowchart of Policy Approval <p>Verification on site:</p> <ul style="list-style-type: none"> • Interview with Program Director • Interviews with Program Coordinators • Interviews with faculty • Approved policies and procedures • Draft policies and procedures • Discontinued policies and procedures 	<p>X</p>
<p>2. The IEP process for the creation, dissemination, implementation and evaluation of polices has been in place for the past two years. Policy plans are announced and discussed in general meetings. Comments and feedback are encouraged at all stages which can be confirmed by the posting on the program M:Drive and/or the emails sent to faculty. The process includes both online and meeting discussions, inclusion of an approved policy in the IEP Operations Manual, communicating to all and educating affected personnel on the policy, monitoring compliance, and measuring effectiveness. Once approved by the President the new policy is included in the next version of the IEP Operations Manual.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • IEP Operations Manual 	<p>X</p>

Verification on site:	
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- Interview with Program Director
- Interviews with Program Coordinators
- Interviews with faculty
- Postings on M:Drive
- Copies of emails sent to faculty
- Minutes of general meetings
- Minutes of administration team meetings
- Faculty Handbook

Strengths: Operational policies are exceptionally well-documented and distributed. All faculty and students interviewed knew where to look for specific information. The M:Drive is a rich source of information for IEP personnel.

Administrative and Fiscal Capacity Standard 11: Administrators ensure that there are means for the exchange of information among those who need it.

Appears to Meet X Does not Appear to Meet _____ (Note Reasons*)

Site's Assertion of Standard Compliance

Verified

<p>1. At the IEP, information is exchanged through:</p> <ul style="list-style-type: none"> • AUK Chronicle (employee newsletter) • Townhall meeting each semester held by Student Government to get student feedback • AUK Voice (student newspaper, twice each semester) • Faculty orientation and in-service days, annual • Administrative meetings, bi-weekly • Curriculum skills meetings, bi-weekly • Bulletin boards in classroom, labs, and hall • General Meetings, twice per semester • Midterm and final exam meetings • Open house, annual – for community and family of students • Group IEP email • M:Drive – network drive • IEP Operations Manual – published annually on M:Drive; updated online • AUK Strengths and Weaknesses Survey, (now the Administrative Survey) results discussed publically • AUK announcement bulletins, weekly • Notices to faculty from Program Coordinators, email or hard copy • MyAUK, AUK portal for entire university community • AUK website, continuously updated • Faculty mailboxes, hard copies <p>Verification in the report:</p> <ul style="list-style-type: none"> • Townhall Meeting • Administrative Meetings • Minutes of Curriculum Meeting • AUK Strengths and Weaknesses Survey • AUK Announcements Bulletins • IEP Operations Manual <p>Verification on site:</p> <ul style="list-style-type: none"> • MyAUK Portal • Interview with Program Director • Interviews with Program Coordinators • Interviews with faculty • Interview with Lab Assistant • Interview with Student workers 	<p>X</p>
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<ul style="list-style-type: none"> • Interviews with students • M: drive • “AUK Voice” (student newspaper) • Bulletin boards • Email notices to faculty from Program Coordinators 	
<p>2. The IEP Director is a member of the President’s Cabinet through which she receives information.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • None <p>Verification on site:</p> <ul style="list-style-type: none"> • Interview with President • Interview with Program Director • Interview with Program Coordinators • Interviews with faculty • Copy of invitation to become a member of the President’s Cabinet 	X

Strengths: In addition to the communication with personnel, the distribution of information to students is excellent from all AUK administrative offices as well as IEP. The Department of Student Life created the position of IEP student representative to facilitate greater integration of IEP students into the AUK community.

Administrative and Fiscal Capacity Standard 12: The program or institution documents that it is in compliance with all laws and institutional policies as well as with any applicable institutional regulations.

Appears to Meet _____ **X** _____ Does not Appear to Meet _____ (Note Reasons*)

Site’s Assertion of Standard Compliance

Verified

<p>1. The American University of Kuwait’s Intensive English Program compliance with all local laws and regulations as well as University policies is documented in policies, procedures and actions. The Director of Human Resources and the Director of the IEP have the responsibility of ensuring all policies governing the hiring practices the IEP are adhered to. The Office of Human Resources has the responsibility and knowledge necessary to comply with the laws of pertinent governing agencies (Ministry of Immigration, Ministry of Interior, Ministry of Social Affairs and Labor, etc.) charged with the issuance of the commercial visas (for entry), residence and work visas, driver’s license, and the national civil identification card for faculty, staff, and students.</p> <p>The American University of Kuwait is compliant in following the regulations set forth in the Amiri Decree 139 license to the United Education Company (Kuwaiti Shareholders Company Closed with Limited Liability) regarding the creation of a private university and with the local accrediting body for Private Universities and Colleges, the Council for Private Universities (PUC) which is supervised by the Ministry of Higher Education. AUK’s compliance is evident in the securing of its initial accreditation in 2006, and its re-accreditation in June 2008</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Kuwait Social Services and labor Law • Kuwait Segregation Law • Kuwait: Law no. 1 of 1999 on Alien Health • Amiri Decree 139 Operating License June 2003 (translation) • Private University Council Accreditation (initial accreditation 2006) • Private University Council Re-accreditation Authorization (2008) • Copyright Policy <p>Verification on site:</p> <ul style="list-style-type: none"> • Policy and Procedure Manual • Interview with Director 	<p>X</p>
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<p>2. The IEP is has developed a system of quality controls, which includes but is not limited to regular monitoring of policies and procedures, comparison of online versus hardcopy data and information, and semester and annual data analysis.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • None <p>Verification on site:</p> <ul style="list-style-type: none"> • Interview with Program Director 	X
<p>3. The following regulations appear in the IEP Operations Manual and in other publications within the University (e.g., syllabus, New Faculty Orientation, etc) to ensure faculty and staff are aware of not only the regulations but of their rights: the Kuwait Social Service and Labor Law, the Segregation Law, and the Alien Health Insurance Law.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • IEP Operations Manual <p>Verification on site:</p> <ul style="list-style-type: none"> • Faculty Orientation Handbook 	X
<p>4. Over the past five years, two lawsuits have been filed against AUK and the IEP. Both lawsuits pertained to termination of employer contracts. Judgment was reached in one case in favor of the university; one is pending.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • None <p>Verification on site:</p> <ul style="list-style-type: none"> • Lawsuits • Interview with Director 	X

Comments/Observations: The “system” of quality controls under claim #2 above is the regular monitoring done by the Director to check whether internal database information matches that on university databases.

Administrative and Fiscal Capacity Standard 13: All 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 X Does not Appear to Meet _____ (Note Reasons*)

Site’s Assertion of Standard Compliance

Verified

<p>1. Record Maintenance has been established by the Academic Affairs File Maintenance and Retention Policy and Procedure for the storing, retention, and destruction of information. The IEP has its own retention schedule that is used in conjunction with the Academic Affairs retention schedule. As a result of the self-study, a color-coding system was instigated to assist with the timing of the shredding of inactive student files.</p> <p>All IEP-generated student assignment files are stored in the IEP Lab in locked closets. The Assistant to the Director has access to the key and must have permission from the Director to allow faculty or staff access to the storage area.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Academic Affairs File Maintenance and Retention Policy and Procedure • Shared Policies and Procedures • IEP File Maintenance and Retention Schedule <p>Verification on site:</p> <ul style="list-style-type: none"> • Class Action grades folder • Interview with Lab Assistant • Campus Tour 	<p>X</p>
<p>2. All permanent personnel files are kept and secured by the Human Resources for all employees of the IEP (faculty, staff, administrators, student workers). In addition, employment information is entered into the Banner Human Resources database management system, to which faculty and staff have access through Banner Self-Service. The Director of the IEP maintains a supervisory file in the department for all staff, faculty, and student workers. The file contains the employee’s resume and educational history, evaluations, disciplinary action (both formal and informal), personal data, and any relevant documentation created within the department. The files are kept secure and confidential for the use of the Director only. Upon voluntary termination of an employee, the supervisory file is shredded; upon involuntary termination, supervisory files are kept for five years.</p> <p>No information within an employee personnel file is released to an outside organization or individual except when an employee asks for a recommendation, or as required by various Kuwaiti government agencies, or during litigation as required by Kuwait law.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Personal Data Form • Academic Affairs File Maintenance and Retention Policy and Procedure • Shared Policies and Procedures 	<p>X</p>

<ul style="list-style-type: none"> • IEP File Maintenance and Retention Schedule <p>Verification on site:</p> <ul style="list-style-type: none"> • Campus Tour • Interview with Director, Human Resources • Interviews with faculty • Interview with Director, and viewing of supervisory files 	
<p>3. There are two types of educational records kept on students attending the AUK's IEP all of which are available to students, instructors, advisors, counselors, and the Director.</p> <p><i>Student Permanent Record File:</i> Students' permanent records are the responsibility of the Office of the Registrar. This includes a hardcopy file of all admission and registration documents and entrance of students' permanent files into the Banner Student database management system.</p> <p>Student information entered into Banner is available to students, instructors, advisors, counselors, and the Director. Students have direct access to their records through Banner Self-Service. Instructors have access to student information only for those students registered in their courses. Academic counselor/advisors in the Student Success Center (SSC) have access to all student information needed to adequately counsel and advise students. The Director of the IEP has access to all student records.</p> <p><i>IEP Student Academic File:</i> A student file created for students registered in the IEP, held for two semesters after the completion of the course, and then destroyed. It contains:</p> <ul style="list-style-type: none"> • Instructor/student course work assignment file (completed assignments, portfolios, Midterm and Final exams, and quizzes and tests) • Grade-keeper record of all graded assignments (Class Action) <p>Verification in the report:</p> <ul style="list-style-type: none"> • Academic Affairs File Maintenance and Retention Policy and Procedure • Shared Policies and Procedures • IEP File Maintenance and Retention Schedule <p>Verification on site:</p> <ul style="list-style-type: none"> • Class Action grades folder • IEP storage area • Interviews with students • Banner Student database management system 	X
<p>4. The AUK partially adopted the Family Education Rights and Privacy Act of 1974 (FERPA) rules regarding student privacy. However, some of the regulations within FERPA had to be adapted to meet local laws and customs, resulting in some modifications and relaxation of the privacy regulations. For instance, parents may be given information without consent of the student.</p> <p>The student directory information (name, address, phone, dates of attendance, degrees, enrollment status, major field of study) is not considered confidential and may be disclosed</p>	X

without student consent. The non-directory information is released to organizations or individuals with the prior written consent of the student. Further, faculty and staff can access non-directory information only if they have a legitimate academic need to do so.

Verification in the report:

- Academic Affairs File Maintenance and Retention Policy and Procedure
- Shared Policies and Procedures
- IEP File Maintenance and Retention Schedule

Verification on site:

- Interviews with students

Comments/Observations: IEP record keeping in all aspects of the program is superior. Much of it is done electronically.

Administrative and Fiscal Capacity Standard 14: All contracts are in compliance with the law and in keeping with policies of the larger institution, where applicable. Contracts are drafted with appropriate guidance, have undergone appropriate review, and are authorized by the appropriate individual(s).

Appears to Meet X Does not Appear to Meet _____ (Note Reasons*)

Site’s Assertion of Standard Compliance

Verified

<p>1. All staff personnel receive a contract with all terms and conditions of employment (salary, benefits, etc.) in writing upon hire. The terms and conditions of employment differ according to the classification of the employee and/or immigration status with different terms and conditions for local and international hires.</p> <p>.</p> <p>All letters of offer/agreements/appointment and contracts for employment in the IEP are drafted by Human Resources and comply with guidelines stipulated in the Kuwait Social Service and Labor Law Chapter IV Article 12, 13, 14, 15 and 16 as well as University policies and procedures. In addition, contracts are reviewed by legal counsel prior to implementation. International hires (mostly faculty and professional) receive a contract of employment for three years whereas local hires receive an unlimited contract period. All contracts are approved and signed by the President. No lawsuit or complaints have been filed regarding the letter of offer or contracts for employment.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • IEP Operations Manual Appendix B Contracts • Sample Letter of Offer <p>Verification on site:</p> <ul style="list-style-type: none"> • Kuwait Social Service and Labor Law • Policy and Procedure Manual 	<p>X</p>
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Student Services

Student Services Standard 1: Admissions policies are consistent with program objectives and with the mission of the program or 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 and benefit from the instructional program. Both the policies and the personnel who implement them adhere to ethical standards and good practice.

Appears to Meet X Does not Appear to Meet _____ (Note Reasons*)

Site's Assertion of Standard Compliance

Verified

<p>1. According to admission policies, admission is open to all applicants who meet the minimum requirements for admission to the undergraduate programs and satisfy the proof of finances condition. Admission requirements include a high school diploma with a minimum cumulative GPA of 2.0 and above, evidence of English competency demonstrated by achieving a minimum score of 68 on the Internet-based Test of English as a Foreign Language (TOEFL), or a minimum score of 190 on the computer-based TOEFL, or a minimum score of 520 on the paper-based TOEFL.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Admissions brochure • Application for admissions • University Culture, Catalog 2008-2009 • University admission from IEP Catalog 2008-2009 • Certification requirements and contract information <p>Verification on site:</p> <ul style="list-style-type: none"> • Student Admission Files • Admissions web site 	<p>X</p>
<p>2. The Director of admissions, Senior Admissions Counselor, Scholarship and Financial Aid Counselor, and four Admissions Counselors have authorization to review the application package and accept international students for the IEP.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Admissions brochure • Application for admissions • University Culture, Catalog 2008-2009 • University admission from IEP Catalog 2008-2009 • Certification requirements and contract information <p>Verification on site:</p> <ul style="list-style-type: none"> • Student Admission Files 	<p>X</p>

<ul style="list-style-type: none"> • Interview with Director of Admissions 	
<p>3. The primary person responsible for overseeing the issuance of the initial visit visas and the subsequent resident visa is the Assistant Director of Human Resources Logistics. The Assistant Director, through official request from the University to the ministries, maintains awareness of the current visa and residency regulations. The twenty-five years of experience of the current Assistant Director provides the expertise for on-the-job training to the support staff.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Admissions brochure • Application for admissions • University Culture, Catalog 2008-2009 • University admission from IEP Catalog 2008-2009 • Certification requirements and contract information <p>Verification on site:</p> <ul style="list-style-type: none"> • Student Admission Files • Interview with Director of Human Resources • Interview with the Assistant Director of Human Resources/Logistics 	<p>X</p>

Student Services Standard 2: The program or 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 _____ **X** _____ Does not Appear to Meet _____ (Note Reasons*)

Site's Assertion of Standard Compliance

Verified

<p>1. Academic advising and personal counseling is provided by the Student Success Center (SSC) guided by the policies and procedures laid out in the catalog. Programs include academic advisement, personal counseling, career counseling and services, academic support and tutoring services, disability services, retention initiatives and healthy student living programs. Students with learning disabilities may contact the Office of Student Affairs for consultation. Students with special needs are referred to the Student Success Center for help or to the Program Director for tutoring if it is warranted or if accommodating situations are needed.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Student Success Center Flyer • PALs Flyer <p>Verification on site:</p> <ul style="list-style-type: none"> • Catalog 2008-2009 policy of Student Affairs • Academic Advising Handbook for students • Faculty and Staff Academic Advising Manual • Interview with Director of Student Success Center • Interview with students 	<p>X</p>
<p>3. During advising and revising, students receive a Student Handbook and Student Advising Handbook, which summarize the resources available for student success. During orientation, students are encouraged to use the services of the Student Success Center. Information about workshops, seminars and healthy living activities is remitted by email and in the AUK Announcement: "This Week at AUK."</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Student Success Center Flyer • PALs Flyer • Student Handbook <p>Verification on site:</p> <ul style="list-style-type: none"> • Catalog 2008-2009 policy of Student Affairs • Academic Advising Handbook for students • Interview with Director of Student Success Center • Interviews with students 	<p>X</p>
<p>4. The Assistant Director of Human Resources Logistics responds to student inquiries,</p>	<p>X</p>

<p>concerns, and problems encountered before and upon arrival in regards to visas and residency issues.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • None <p>Verification on site:</p> <ul style="list-style-type: none"> • Interview with the Assistant Director of Human Resources Logistics 													
<p>6. Students have access to and often are required to see the following staff members on a need basis:</p> <table border="0" data-bbox="201 632 1333 1325"> <tr> <td data-bbox="201 632 561 701">Director of Student Success Center</td> <td data-bbox="675 632 1333 737">for referrals to appropriate resources within the university or community and/or concerns regarding personal or academic issues.</td> </tr> <tr> <td data-bbox="201 743 464 772">Personal Counselors</td> <td data-bbox="675 743 1333 848">for questions and information on overcoming personal, physical or educational problems, or skill deficiencies.</td> </tr> <tr> <td data-bbox="201 854 440 884">Career Counselors</td> <td data-bbox="675 854 1333 995">for questions regarding career counseling, educational planning and academic advising to undergraduate students and for information on placement, advisement, and registration.</td> </tr> <tr> <td data-bbox="201 1001 461 1031">Retention Specialist</td> <td data-bbox="675 1001 1333 1106">for questions concerning the lack of progress in a course and a plan of action for students with academic difficulties.</td> </tr> <tr> <td data-bbox="201 1113 574 1142">Academic Support Specialist</td> <td data-bbox="675 1113 1333 1218">for questions and information on academic success and what study skills and support programs are available.</td> </tr> <tr> <td data-bbox="201 1224 444 1253">Academic Advisor</td> <td data-bbox="675 1224 1333 1329">for guidance regarding academic concerns, for information on course selection and course schedules, and for questions on registration.</td> </tr> </table> <p>Supplementing the professional staff are trained student workers who serve as office assistants, peer academic advisors, and peer tutors</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Student Success Center Flyer • PALs Flyer <p>Verification on site:</p> <ul style="list-style-type: none"> • Catalog 2008-2009 policy of Student Affairs • Documentation of professional training • Logistics Manuals (Guidelines for advisors and counselors) • Academic Advising Handbook for Students • Faculty and Staff Academic Advising Manual 	Director of Student Success Center	for referrals to appropriate resources within the university or community and/or concerns regarding personal or academic issues.	Personal Counselors	for questions and information on overcoming personal, physical or educational problems, or skill deficiencies.	Career Counselors	for questions regarding career counseling, educational planning and academic advising to undergraduate students and for information on placement, advisement, and registration.	Retention Specialist	for questions concerning the lack of progress in a course and a plan of action for students with academic difficulties.	Academic Support Specialist	for questions and information on academic success and what study skills and support programs are available.	Academic Advisor	for guidance regarding academic concerns, for information on course selection and course schedules, and for questions on registration.	X
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Academic Support Specialist	for questions and information on academic success and what study skills and support programs are available.												
Academic Advisor	for guidance regarding academic concerns, for information on course selection and course schedules, and for questions on registration.												

<ul style="list-style-type: none"> • Peer Academic Advising Manual • Interview with Director of Student Success Center • Interviews with students 	
<p>7. Counselors and specialists possess, at minimum, a master’s degree in counseling, psychology or education. The Academic Advisor minimum credential requisite is a bachelor’s degree. All staff participate in professional development and are members of professional organizations associated with the profession.</p> <p>Student Success Center staff participate annually in professional development activities in order to stay abreast of the issues and strategies within the profession. In addition, all staff attend professional development workshops offered by the AUK Center for Continuing Education.</p> <p>Verification in the report: None</p> <p>Verification on site:</p> <ul style="list-style-type: none"> • Documentation of professional training • Posted certificates and diplomas • Interview with Dean of Student Services • Interview with the Director of the Student Success Center 	<p>X</p>

Strengths: The Student Success Center has worked to be approachable to students, including carefully planning its physical space and providing a wide range of support services.

Student Services Standard 3: The program or institution provides pre-arrival and ongoing orientation to support students in their adjustment to the program or institution (and to the host institution if applicable), and to the surrounding culture and community, and to promote their understanding of immigration regulations and procedures and health and safety issues.

Appears to Meet _____ **X** _____ Does not Appear to Meet _____ (Note Reasons*)

Site's Assertion of Standard Compliance

Verified

<p>1. Before students arrive they receive an information package including the following items: Acceptance letter (both local and international), Cost of living in Kuwait letter (international), Entry visa (international).</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • New Student Orientation Policy and Procedure • Acceptance package <p>Verification on site:</p> <ul style="list-style-type: none"> • Student files • Relocation documents required by Human Resources for Visa and Residency purposes and other related information • Interview with Director of Admissions 	<p>X</p>
<p>2. New Student Orientation-takes place in Week 0 of each semester and is run by the Director of the IEP with the assistance of Student Affairs staff. Students receive an orientation package and a gift bag. The following topics are covered at the orientation: Introduction to the Director, faculty, and staff of the IEP, brief introduction to the expectations of the program in regards to class-work, homework, class participation, and attendance, explanation of the language lab and reading group requirements, explanation of tuition payment, introduction of the Student Government Association, introduction to the services provided by Student Affairs, and sign up for sports activities and clubs.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • New Student Orientation Package • Events and Outreach • New Student Orientation agenda and schedule <p>Verification on site:</p> <ul style="list-style-type: none"> • Interview with Director of Student Success Center • Interview with Director of Student Life • Student Handbook 2008-2009 	<p>X</p>
<p>3. For small group orientation, students meet with the Student Peer Orientation Officer, the Lab Assistant, and the Assistant to the Director in groups of fifteen to eighteen students during Week 0 for more information. The following topics are covered: Campus tour of the Library, Bookstore, Finance Office, Registration Office, classrooms, Student Success Offices, Writing Center, Tutorial Center, and all labs (IEP and Open Lab); introduction to</p>	<p>X</p>

the software programs available in the IEP lab for reinforcement of skills taught in the classroom; explanation on how to access computers on campus and student email; instructions on how to access Student Self-Service account on Banner; and registration for courses. Students obtain ID cards.

Verification in the report:

- New Student Orientation Policy and Procedure Acceptance package
- New Student Orientation Package
- Events and Outreach
- New Student Orientation agenda and schedule
- EDUC 100 Syllabus
- Sample Citing Sources Workshop

Verification on site:

- Interview with Student Peer Orientation Officer
- Interview with Lab Assistant
- Interviews with Director of Student Success Center
- Interview with Director of Student Life
- Interviews with students

Student Services Standard 4: The program or institution seeks to ensure that students understand policies regarding enrollment and registration.

Appears to Meet X Does not Appear to Meet _____ (Note Reasons*)

Site's Assertion of Standard Compliance

Verified

<p>1. Upon acceptance, students receive an acceptance package containing a letter explaining enrollment and registration procedures</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Acceptance Package • Banner Self-Service Disclaimer Statement • Application for Admission into the Undergraduate Level from IEP • Calendar for advanced registration • Catalog 2008-2009: Class Attendance • Early Warning Form (IEP Operations Manual Appendix L: Students at Risk) • Catalog 2008-2009 Withdraw from the University • Withdrawal from AUK Form • Request for Refund of Student Fees Form • Refund of Student Fees Policy and Procedure • Catalog 2008-2009 Drop and Add • Single Course Drop/Add Form <p>Verification on site:</p> <ul style="list-style-type: none"> • Catalog 2008-2009 • Student Handbook 2008-2009 • Tuition Refund Committee Report 	<p>X</p>
<p>2. In Week 0, students attend New Student Orientation and registration. During the orientation presentation, an overview of the registration process and available courses are presented. Students are instructed to pay the registration fee before proceeding to small-group registration orientation. During the small-group meeting, students are provided with specific information about registration as well as instructions on how to register for courses through their Self-Service account. The Office of the Registrar has created a manual in Power Point format that outlines all the steps required to search for and register into courses. In addition, the Office of the Registrar includes in the academic calendar important dates concerning registration along with their financial and academic implications. Both the manual and academic calendar are posted on the AUK Website for easy access by students and other University constituents.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Acceptance Package • Calendar for advanced registration • Early Warning Form (IEP Operations Manual Appendix L Students at Risk) 	<p>X</p>

- | | |
|--|--|
| <ul style="list-style-type: none">• Refund of Student Fees Policy and Procedure• Catalog 2008-2009 Drop and Add <p>Verification on site:</p> <ul style="list-style-type: none">• Catalog 2008-2009• Student Handbook 2008-2009• Tuition Refund Committee Report• Interviews with students | |
|--|--|

Student Services Standard 5: Students have access to health insurance coverage as required by federal and state laws, immigration regulations, and institutional policies.

Appears to Meet X Does not Appear to Meet _____ (Note Reasons*)

Site's Assertion of Standard Compliance

Verified

<p>1. All students obtain the state sponsored medical insurance with the issuance of their residency as per <i>Kuwait: Law no. 1 of 1999 on Alien Health Insurance and the Imposition of Fees against Medical Services</i>. The state issues a government medical card for use at all government clinics and hospitals. The health insurance provided by the law covers basic health and medical services. Students receive a copy of the health and medical service provided by the State of Kuwait in their orientation package.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Kuwait: Law no. 1 of 1999 on Alien Health <p>Verification on site:</p> <ul style="list-style-type: none"> • Interview with students • Student files 	<p>X</p>
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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 X Does not Appear to Meet _____ (Note Reasons*)

Site's Assertion of Standard Compliance	Verified
<p>1. All students in good standing at AUK are eligible to participate in extra and co-curricular activities to enhance their academic and personal growth, as well as other community events. The Department of Student Life hosts a variety of cultural, educational, social and recreational activities. In addition, the Department provides programming and support for student organizations and the Student Government Association. The undergraduate language of instruction is English, and most events are conducted in English.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Student Life • Sample "This Week at AUK" • List of student activities and events for Spring 2008 • Sample L.E.A.D. flyer • Sample Healthy Living flyer <p>Verification on site:</p> <ul style="list-style-type: none"> • AUK Announcements "This Week at AUK" • Activities calendar • Interview with Director of Student Life • Interviews with students 	X
<p>3. Events are announced by group email, the Website, popup window on the Website, MyAUK, and flyers and posters are prominently displayed on campus on department dedicated bulletin boards.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • None <p>Verification on site:</p> <ul style="list-style-type: none"> • Interview with Director of Student Life • Tour of facilities 	X
<p>4. Administrators review the orientation experience of that year during the first week of the semester. In Summer 2008, an orientation survey was created and developed for implementation in Fall 2008.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • None <p>Verification on site:</p> <ul style="list-style-type: none"> • Interview with Director of Student Life • Survey results 	X

Comments/Observations: Student Life created the position of IEP Student Representative to increase IEP student integration into the AUK community.

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

Appears to Meet _____ **X** _____ Does not Appear to Meet _____ (Note Reasons*)

Site's Assertion of Standard Compliance

Verified

<p>1. AUK does not provide housing, either on-campus or off-campus housing program. Students seeking accommodations bear the responsibility of securing housing. AUK does not engage in any residential relationships.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • None <p>Verification on site:</p> <ul style="list-style-type: none"> • Admissions Web-site (International Admissions) • Admissions e-mail letters to applicants and newly-admitted students 	<p>X</p>
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Student Services Standard 8: The program or institution clearly states and consistently provides the extent of student services described in any promotional literature or other agreements, written or verbal.

Appears to Meet X Does not Appear to Meet _____ (Note Reasons*)

Site's Assertion of Standard Compliance

Verified

<p>1. The University Catalog describes the departments and services within the Division of Student Affairs, which oversees clubs, student government, university paper (Voice of AUK), leadership opportunities, sports programs, student employment, and campus events. These include programs and activities related to: personality development, self-confidence, self discovery and social awareness, teamwork and leadership skills, healthy living workshops;, academic counseling, and personal, social, and career counseling.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Catalog 2008-2009 Division of Student Affairs <p>Verification on site:</p> <ul style="list-style-type: none"> • Interview with Dean of Student Affairs • Interview with Director of Student Life • Interview with Director of Student Success • Interviews with students 	<p>X</p>
<p>2. Print media such as the catalog and handbook are reviewed annually to ensure the information provided is accurate and student friendly. The Website is reviewed regularly and is considered a live document, hence any required updates or changes in programs are handled immediately</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • None <p>Verification on site:</p> <ul style="list-style-type: none"> • Interview with Assistant Dean of Students 	<p>X</p>

Student Services Standard 9: The program or institution has a plan, in writing, for the regular review and revision of its student services policies and activities.

Appears to Meet _____ **X** _____ Does not Appear to Meet _____ (Note Reasons*)

Site's Assertion of Standard Compliance

Verified

<p>1. The Division of Student Affairs provides programs and services to all AUK students. The department follows the guidelines set forth in the Policy on Policies to review and revise student service policies as needed in the biweekly departmental meetings. The review includes conducting a student services survey and includes an annual administrative review of the new student orientation.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Policy on Policies <p>Verification on site:</p> <ul style="list-style-type: none"> • Draft policies and procedures • Surveys for student services • Meeting Minutes • Review process plan • Surveys for student services • Interview with Assistant Dean of Students 	<p>X</p>
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Strengths: Student Services has an effective program of review and revision on both an annual and biennial basis.

Recruiting

Recruiting Standard 1: The program or institution follows ethical standards for recruiting students and promoting its programs. Its 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 _____ **X** _____ Does not Appear to Meet _____ (Note Reasons*)

Site's Assertion of Standard Compliance

Verified

<p>1. The IEP program at the AUK follows ethical standards for recruiting students and promoting programs. The IEP Arabic/English brochure and application package distributed to prospective students includes the following items:</p> <ol style="list-style-type: none"> 1. Admissions criteria and application 2. A brief description of the IEP 3. Program description 4. Program structure outline of the courses offered 5. Language placement testing 6. Tuition and fees <p>In addition to the program brochures, the IEP program is described in the University catalog, the AUK website, and the on-line application page. Marketing materials are checked to ensure that they conform to the parameters of the program.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • IEP English/Arabic brochure • AUK Website • AUK Admissions brochure <p>Verification on site:</p> <ul style="list-style-type: none"> • Interview with Public Relations and Marketing Director • Interview with Program Director • Interview with Director of Admissions • Interviews with students 	<p>X</p>
<p>2. In all promotional materials, IEP follows the American Association of Intensive English Program Marketing and Recruiting Standards, although it is not a member.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • None <p>Verification on site:</p> <ul style="list-style-type: none"> • Interview with Public Relations and Marketing Director • Interview with Admissions Director • Interview with Program Director 	<p>X</p>

<p>3. The recruitment plan, implemented by AUK trained admissions counselors under the guidance of the Director of Admissions, recruits on a sustained basis to meet its minimum enrollment target. Admissions Department personnel describe the IEP program to prospective students and advertise and market the IEP at education fairs, government organizations, private and government schools, libraries, embassies, and educational agencies such as AMIDEAST. The AUK informs the community of application and scholarship deadlines in local Kuwaiti and Arabic newspapers and magazines.</p> <p>Training is provided for all recruiting personnel including admission counselors, academic advisors, and the IEP administration and staff.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • List of events to promote IEP <p>Verification on site:</p> <ul style="list-style-type: none"> • Workshop IEP-Admissions • Testing/Presentation • Interview with Director of Admissions 	<p>X</p>
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Comments/Observations:

Strengths: The close integration among the IEP, Admissions, and Public Relations and Marketing appears to be both effective and mutually advantageous.

Recruiting Standard 2: All promotional literature describing the program or institution is accurate and complete.

Appears to Meet X Does not Appear to Meet _____ (Note Reasons*)

Site's Assertion of Standard Compliance	Verified
<p>1. Promotional materials to provide accurate general information about the IEP are provided to prospective students in both Arabic and English. They are reviewed annually by the Program Director, the Director of Admissions, and the Director of Marketing and Public Relations. The academic calendar on the Website shows all dates pertaining to the current semester for which the student may enroll. The website, brochure, and flyers are clear and accurate in their descriptions of the program goals, purposes, length, structure, and tuition and fees. The website, brochure, and flyers also clearly and concisely outline admission requirements and procedures.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Application for Admission into the Undergraduate Level from IEP • Academic calendar • IEP English/Arabic brochure • Catalog 2008-2009 Pre-University Program Description • AUK Admissions brochure <p>Verification on site:</p> <ul style="list-style-type: none"> • IEP archive of promotional materials • Interview with Public Relations and Marketing Director • Interview with Program Director • Interview with Director of Admissions • Interviews with students 	X
<p>2. The promotional materials state that admission to the IEP does not guarantee admission to the AUK. IEP students must also meet all admission criteria of the undergraduate programs, complete an <i>Application for Admission into the Undergraduate Level From IEP</i> and successfully complete Level 3 with a grade of 'C' or better.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • AUK Admissions Brochure <p>Verification on site:</p> <ul style="list-style-type: none"> • Catalogue • Interviews with students 	X

Comment: Information about admission to the IEP not guaranteeing admission to AUK can be found in the Admissions brochure but not in the IEP brochure.

Strengths: The IEP brochures are in the same format with the same appearance as other AUK recruiting and admissions brochures.

Recruiting Standard 3: Students are informed of the benefits they receive for tuition and fees, including complete and accurate information about the academic program and calendar, student life, and facilities.

Appears to Meet X Does not Appear to Meet _____ (Note Reasons*)

Site's Assertion of Standard Compliance	Verified
<p>1. Students who apply to the program receive the IEP brochure, application for admission, the University catalog, and a student fees and charges brochure (available on the Website). The IEP brochure, the student fees and tuition brochure, and the academic catalog provide information on tuition and other fees associated with attending classes at the AUK, the catalog including a breakdown of all fees. The Fee and Tuition brochure outlines the payment options available, the scholarships offered, steps to apply for refund of tuition, and how to withdraw from the University.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • IEP Website • Academics/ Special Programs/Intensive English Program • Catalog 2008-2009 Student Tuition Fees and Charges • Catalog 2008-2009 Program Benefits • Student Fees and Tuition Brochure • Admission brochure <p>Verification on site:</p> <ul style="list-style-type: none"> • MyAUK Portal 	X
<p>2. Admitted students upon receipt of their acceptance letter are provided the following information:</p> <ul style="list-style-type: none"> • Their admissions status (based on LPT) for effective semester/term • Solicitation of registration deposit in order to reserve seat for class • Orientation Date (separate flyer) • Verification of completion of file with official documentation <p>At the Student Orientation, students receive an orientation packet containing the following:</p> <ul style="list-style-type: none"> • Guidelines for Registration including how to access AUK Self-Service. • Academic calendar and Final Exam schedule. • Facilities available to student such as the IEP labs, the Library, the open lab, The Diner, Starbucks, etc. • Student Life flyers informing students of extracurricular activities including sporting events. • Student Success flyers informing student of the advising, counseling, tutorial, and writing services offered. • Guidelines for logging into the AUK system, email, computers, MyAUK, student 	X

<p>drives, etc.</p> <ul style="list-style-type: none"> • Finance options and payment methods are provided. <p>Students also receive a detailed presentation by various campus offices during a student group setting in which they receive additional information from various directors that addresses key topics such as, university services available for students and Student Life/Activities.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • IEP Orientation packet <p>Verification on site:</p> <ul style="list-style-type: none"> • Interview with Director of Admissions • Interview with Student Life Director • Interview with students 	
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Strengths: Students expressed enthusiasm about all the information and friendly assistance they received from the program upon and prior to entry.

Recruiting Standard 4: If there are agreements with a recruiting agent, the program or institution ensures that it has complete information about the agent and assumes the responsibility for monitoring the agent and terminating the agreement if necessary.

Not applicable.

The program does not use recruiting agents.

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 hours of instruction per week, and is consistent with and supportive of the program or institution’s stated mission and goals.

Appears to Meet X **Does not Appear to Meet** _____ **(Note Reasons*)**

Site’s Assertion of Standard Compliance

Verified

<p>1. AUK’s IEP operates two parallel programs, the IEP classes and the ENGL 099 program. It has a semester schedule with three sessions a year. Fall and spring semesters are 16-week sessions. Summer semesters are 11 weeks with longer class hours to make the total instructional time equivalent to the 16-week session. Each session usually includes the equivalent of 72 class days plus orientation placement tests (entrance and exit), student meetings, and other non-class activities.</p> <p>Each full-time IEP student is in class 20 hours per week and in lab 5 hours per week (360 hours). IEP students in Levels 1, 2, and 3 attend Reading and Writing class 10 hours per week (2 hrs/day) and an Oral Communications course 10 hours a week (2 hrs/day). ENGL 099 meets 4 hrs/day for 5 days. Level 3 and ENGL 099 students may enroll in specified AUK undergraduate courses, one course at Level 3 and courses worth six extra credits in ENGL 099.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Academic calendar • New Student Orientation agenda and schedule • Exit Exam schedule • Lab schedule • Weekly schedule • Student class schedule • Final Exam schedule <p>Verification on site</p> <ul style="list-style-type: none"> • Brochures 2005-2006-2007 • Yearly calendar chart • Weekly chart 	<p>X</p>
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<p>2. The AUK IEP brochure, the AUK brochure, the AUK/ IEP Website, the Student Handbook, and the AUK Catalog all provide students with information about courses and levels. Such information is also provided during registration and at orientation. At registration, students meet with an advisor who explains their placement test results and outlines their program of study.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Academic calendar • New Student Orientation agenda and schedule • Exit Exam schedule • Lab schedule • Weekly schedule • Student class schedule • Final Exam schedule <p>Verification on site:</p> <ul style="list-style-type: none"> • Brochures 2005-2006-2007 • Yearly calendar chart • Weekly chart • Interviews with students 	X
<p>3. About 38-40% of students (out of 200-260) continue from semester to semester in the IEP. Typically, half of the IEP students attending in any semester are at Level 3. The ratio of Level 1, 2 and 3 students is 1:2:3. The length of stay of a typical student is two semesters. Most students exit the program after completing Level 3. It would take three terms for a student to progress from the lowest to the highest level; however, only a small proportion of students navigate through all levels of the IEP since most new students (as of Spring 2005) place into Level 2 or 3.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Enrollment chart • Level Placements, Fall 2007 <p>Verification on site:</p> <ul style="list-style-type: none"> • IEP Semester Reports from IEP • University Census Report (Banner Self-Service) 	X

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

Appears to Meet X Does not Appear to Meet _____ (Note Reasons*)

Site’s Assertion of Standard Compliance

Verified

<p>1. Students are placed into a level based on ACCUPLACER Online™ test results. The benchmarks for the discrete skills are scored 0-120 and the WritePlacer ESL essay for Level 1, 2, and 3 is scored 0 to 6. The WritePlacer Plus is scored 0 to 12 for ENGL 099 (LS-2-2).</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Exit Exam schedule • Lab schedule • Weekly schedule • Student class schedule • Final Exam schedule <p>Verification on site:</p> <ul style="list-style-type: none"> • Brochures 2005-2006-2007 • Yearly calendar chart • Weekly chart 	<p>X</p>
<p>2. Students must complete an entire level, passing both the R/W and the O/C components before progressing on to the next level of IEP or into Undergraduate courses. Students who fail the Oral Communications component but whose combined Reading/Writing-Oral Communications average is at least 70% may be promoted to the next level; however, students who fail the Reading/Writing component, even if their combined average is at least 70%, must repeat the entire level before progressing.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Exit Exam schedule • Weekly schedule • Student class schedule • Final Exam schedule <p>Verification on site:</p> <ul style="list-style-type: none"> • Brochures 2005-2006-2007 • Yearly calendar chart • Weekly chart • Interviews with faculty 	<p>X</p>
<p>3. Level progression is based on a final test battery (final exams, portfolio, presentations, 2nd ACCUPLACER, and writing sample plus class attendance and participation, lab, reading</p>	<p>X</p>

circles, and course work. Fewer than 8% fail to meet passing criteria (of approximately 70%) each term.

Verification in the report:

- Exit Exam schedule
- Weekly schedule
- Student class schedule
- Final Exam schedule

Verification on site:

- Brochures 2005-2006-2007
- Yearly calendar chart
- Weekly chart
- Interviews with faculty
- IEP Semester Reports

Student Achievement

Student Achievement Standard 1: The system of assessment is consistent with admission requirements and allows valid and reliable placement of students into levels.

Appears to Meet _____ **X** _____ Does not Appear to Meet _____ (Note Reasons*)

Site's Assertion of Standard Compliance

Verified

<p>1. IEP applicants take the IEP ACCUPLACER OnLine™ Language Placement Test (LPT) which is the initial step in determining their skills level and placing them into courses. ACCUPLACER, from College Board, includes five subtests : Language Usage, Reading Comprehension, Sentence Meaning, Listening Comprehension and Essay Writing. Prior to placement, the initial placement scores are reviewed by the director and coordinators for possible adjustment of placement or to decide if retesting is appropriate before final placement.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • ACCUPLACER OnLine™ Rubric for Essays • Sample individual student score report • Advance registration announcement <p>Verification on site:</p> <ul style="list-style-type: none"> • Student placement file • Placement instrument • Proctor Manual • ACCUPLACER OnLine Language Placement Test 	<p>X</p>
<p>2. Students who are not new to the IEP must retake the ACCUPLACER LPT if they are returning after an absence of two or more semesters or their instructor(s) recommends a retake." To ensure the validity of the results, the policy stipulates that retakes are not to exceed two times per year.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Language Placement Test • Program calendar • Advance registration announcement <p>Verification on site:</p> <ul style="list-style-type: none"> • Student placement file 	<p>X</p>
<p>4. Diagnostic tests based on the curriculum and usually developed by program coordinators are administered to all students in attendance, both new and continuing, in the first week of classes, to look for outliers. Students who score high enough to advance can choose to stay where they are. The diagnostic test also allows students who failed a course the opportunity to move on rather than repeat the course. In contrast to the Language Placement Test,</p>	<p>X</p>

<p>diagnostic tests are explicitly and directly related to the specific learning outcomes of each course.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Assessment guidelines <p>Verification on site:</p> <ul style="list-style-type: none"> • Interviews with Program Coordinators • Interview with Director • Sample diagnostic tests • Documentation regarding reporting diagnostic work and level re-placement 	
<p>5. Placement materials are temporarily under the direct guardianship of the Lab Assistant given the empty position of the Assistant to the Director. Diagnostic tests (as well as standardized Midterms and Finals) are under the direct guardianship of the Coordinators. Instructors who use such materials are oriented in meetings and reminded repeatedly about test protocol verbally and in writing by coordinators through emails and beginning- and end-of-semester memos.</p> <p>In the Fall of 2008, an ad-hoc committee was formed to address the need for a policy and procedure as well as logistical guidelines for proctors. In addition, the committee addressed the development of formal guidelines for testing security within the classroom and the lab. The chair of the committee was responsible for developing a guideline and/or policy and procedure for both the testing proctors and for all stakeholders involved in test security to be implemented by Spring 2009.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • ACCUPLACER Language Placement Test <p>Verification on site:</p> <ul style="list-style-type: none"> • Proctor Manual 	X
<p>6. The effectiveness, validity, and reliability of the ACCUPLACER Language Placement Testing, heuristics placement, and diagnostic testing for each core course were analyzed by the IEP Director and faculty in relation with comparable programs in the United States.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • None <p>Verification on site:</p> <ul style="list-style-type: none"> • Article: "Relationship between WASL and Placement Tests used by Community and Technical Colleges," by SESRG, Washington State University 2002. 	X
<p>7. Faculty are reliably scoring the ACCUPLACER essay according to ACCUPLACER guidelines.</p> <p>Verification in the report:</p>	

- None

Verification on site:

- Student papers scored by ACCUPLACER and by AUK faculty
- Interview with Director

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

Appears to Meet X Does not Appear to Meet _____ (Note Reasons*)

Site's Assertion of Standard Compliance

Verified

<p>1. Both semester and annual reports about student achievement are prepared to analyze how students are doing. They include:</p> <ol style="list-style-type: none"> 1. Students who failed to complete the course 2. Students who discontinued the course for unknown reason 3. Students who repeated the course 4. Students who advanced to the next level 5. Student who advanced into the undergraduate program <p>Verification in the report:</p> <ul style="list-style-type: none"> • Level 3 results graph • IEP results for IENG courses • Lack of progress sample • Chart IEP matriculated students GPA in UG <p>Verification on site:</p> <ul style="list-style-type: none"> • IEP Semester Reports • IEP Annual Reports 	<p>X</p>
<p>2. Student language proficiency skills are measured according to the proficiency descriptor scale for level placement, which in turn provides the means by which minimum language skills are set in each level.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Sample IENG 011 Course objectives and content mapping • Sample rubric oral communication • Proficiency Chart • Final Exam IENG 021 Reading and Writing Spring 2008 • Reading progress test IENG 031 Reading and Writing • Instructor created quiz IENG 031 Reading and Writing • Chapter quiz college reading 3 IENG 031 Reading and Writing Standardized • Assessment guidelines <p>Verification on site:</p> <ul style="list-style-type: none"> • Copies of test given over the last 2 years • Student portfolios from one term in each level of the program 	<p>X</p>

<p>3. All IEP courses utilize both common exams and instructor created tests for Reading and Writing and Oral Communication. Common exams share a common rubric in order to assure assessment integrity and ensure a common academic standard. The combination of methods determines whether students pass or fail a particular course. All instructors teaching the same course follow some common exit exams or assessment methods; common grading rubrics are given. Students must achieve 70% average on tests based on the chapters covered in class, 70%, on the Midterm and must pass a Final Exam. In addition, 20 % of the final grade is determined by the ACCUPLACER OnLine™ exit exam.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Level 3 results graph • IEP results for IENG courses <p>Verification on site:</p> <ul style="list-style-type: none"> • Sample of grade reports • Interviews with students • Interviews with faculty • Interview with Program Coordinators • Interview with Director • Rubrics and graded tests 	X
<p>5. A descriptor of what a given grade means and how it is calculated in relation to the course’s activities and assignments is stated on each instructor’s syllabus and applies uniformly to all students in the class.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Syllabus Level 1 Reading and Writing (IENG 011) <p>Verification on site:</p> <ul style="list-style-type: none"> • Course syllabuses 	X

Comment:

The program utilizes a blend of common tests and exams, instructor-generated classroom tests (which have common grading rubrics), portfolios, and a standardized exit exam (ACCUPLACER) to measure student progress towards achieving learning objectives in the program. Students must achieve a course grade of 70% in each course, and meet standardized exam benchmarks to progress to the next level or exit the program. Grades and scores are recorded for each student. Summary statistics are produced on a semesterly and annual basis, and are analyzed to review teaching, materials, assessments and assessment procedures. Analyses are published in semester and annual program reports

Student Achievement Standard 3: The program or institution maintains written reports of attained proficiency for each student.

Appears to Meet X Does not Appear to Meet _____ (Note Reasons*)

Site's Assertion of Standard Compliance

Verified

<p>1. The IEP student records and reports that document student performance and proficiency are housed and generated in two independent computerized information instruments:</p> <ol style="list-style-type: none"> 1. Class Action: an instructor grade management software program, (see Class Action Manual M:Drive) 2. Banner Self-Service (www.auk.edu.kw), the University's student data-base management system <p>Verification in the report:</p> <ul style="list-style-type: none"> • Student Progress Report Class Action • Student transcript sample • Proficiency Chart • Certificate of completion statement • Banner Self-Service <p>Verification on site:</p> <ul style="list-style-type: none"> • Class Action grades folder (in GradeKeeper software) • Banner Self-Service 	<p>X</p>
<p>2. Students receive a proficiency chart with an interpretation of a student's transcript in terms of academic readiness.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Student Progress Report Class Action • Student transcript sample • Proficiency Chart • Application for Admission into the Undergraduate Level from IEP • Certificate of completion statement <p>Verification on site:</p> <ul style="list-style-type: none"> • Class Action grades folder (in GradeKeeper software) • Classroom observations (proficiency chart posters) • Banner Self-Service 	<p>X</p>

Comment: The proficiency scale chart is enlarged and posted in all classrooms as a reminder to students of what they are supposed to be mastering in each level, and what their preparedness is for academic readiness.

Student Achievement Standard 4: The program or 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 Does not Appear to Meet (Note Reasons*)

Site's Assertion of Standard Compliance

Verified

<p>1. The program provides information to students about assessment procedures in the following documents: Intensive English Program Brochure; Acceptance packet; IEP Student Orientation and Registration; Student Handbook and Planner2008-2009; Advising during registration appointment; and Course syllabi.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • IEP English/Arabic brochure • Acceptance package • Agenda for New Student Orientation and registration • Course Syllabus Policy • New Student Orientation Package • Sample performance contract • Sample student conference <p>Verification on site:</p> <ul style="list-style-type: none"> • Student Handbook and Planner • Posters in classrooms • Orientation schedule 	<p>X</p>
<p>2. Student evaluations of faculty and courses include assessment of accuracy and timeliness of faculty reports on student performance.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • None <p>Verification on site:</p> <ul style="list-style-type: none"> • Student evaluations of courses and faculty 	<p>X</p>

Student Achievement Standard 5: The program or institution has a plan, in writing, for regular review and modification of its assessment and reporting practices.

Appears to Meet _____ Does not Appear to Meet X (Note Reasons*)

**Site's Assertion of Standard Compliance
Verified**

<p>1. Systemic changes or those which have a broader impact on program operations or staff go through an extended vetting process involving informal discussion and research of an idea, followed by the drafting of a proposal which is often reviewed by the Director, coordinators, and senior instructors</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Minutes Final Exam Meeting • Senior Instructor and Coordinator Job Descriptions • Minutes ENGL 099 Development • Assessment Plan • Grammar Changes <p>Verification on site:</p> <ul style="list-style-type: none"> • IEP Annual Reports (2004/05; 2005/06; 2006/07; 2007/08) • IEP Semester Reports 	X
<p>2. Instructors are required to meet at least once at mid-semester in order to reach agreement on tests or other assignments to be used as exit criteria.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Minutes Final Exam Meeting • Senior Instructor and Coordinator Job Descriptions • Minutes ENGL 099 Development • Assessment Plan • Grammar Changes <p>Verification on site:</p> <ul style="list-style-type: none"> • IEP Annual Reports (2004/05; 2005/06; 2006/07; 2007/08) • IEP Semester Reports 	X

The discussion of this standard in the *CEA Standards* states: “This standard requires a written document describing a formal plan for review [of assessment and reporting requirements] including tasks, process, responsible parties, timelines, and documentation.” The Assessment Plan submitted with the self-study does not fulfill the requirements of this standard as described.

Student Complaints

Student Complaints Standard 1: The program or institution makes available to students in writing procedures by which they may lodge formal complaints.

Appears to Meet X Does not Appear to Meet _____ (Note Reasons*)

Site's Assertion of Standard Compliance	Verified
<p>1. The Student Handbook provides information regarding procedures, rights, and responsibilities by which students can lodge a complaint. It includes information on both formal and informal complaints. The student is made aware that this procedure is neither a judicial nor a disciplinary process.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • None <p>Verification on site:</p> <ul style="list-style-type: none"> • Student Handbook 2008-2009 Grievance Policy • Student Handbook 2008-2009 Non-Discrimination Policy • Student Handbook 2008-2009 Sexual Harassment Policy • Student Handbook 2008-2009 Disruptive Student Policy • Interviews with students • Student complaint files 	X
<p>2. For allegations of misconduct by a faculty member-to-a-student, student-to-student, and/or staff-to-student, a formal complaint may be filed by the student using one of the following: a student complaint form, an incident form or a student complaint counseling form.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Student Complaint Concerning Faculty Form • Incident Form • Student Complaint Counseling Form <p>Verification on site:</p> <ul style="list-style-type: none"> • Interview with students • Review of received student complaints • Student complaint forms on line 	X
<p>3. Complaints involving allegations of racial or sexual harassment, discrimination, grades and faculty are addressed using the respective University policies and procedure and guidelines in the student handbook.</p>	X

<p>Verification in the report:</p> <ul style="list-style-type: none"> • Student Code of Conduct • Student Complaints Concerning Faculty Policy • Grade Appeals Policy • Student Complaint Concerning Faculty Form • Grade Appeal Instructions and Form <p>Verification on site:</p> <ul style="list-style-type: none"> • Student Handbook 2008-2009 Grievance Policy • Student Handbook 2008-2009 Non-Discrimination • Student Handbook 2008-2009 Sexual Harassment Policy • Review of received student complaints 	
<p>4. Students unwilling to file complaints within the IEP are availed other resources by which they can address their issues. Informal complaints of students may be heard by the University Ombudsman (Director of Student Success). Students have the option of filing a formal complaint if they are not satisfied with the informal resolution of the complaint. The formal complaint must be in writing and submitted to the appropriate University administrator. Complainants may also complete an incident report form developed by the University that can be found on the University shared drive.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Academic Honesty and Integrity Policy • Student Code of Conduct • Student Complaints Concerning Faculty Policy • Grade Appeals Policy • Student Complaint Concerning Faculty Form <p>Verification on site:</p> <ul style="list-style-type: none"> • Student Handbook 2008-2009 Grievance Policy • Student Handbook 2008-2009 Non-Discrimination Policy • Student Handbook 2008-2009 Sexual Harassment Policy • Student Handbook 2008-2009 Disruptive Student Policy • Interview with Office of Student Success • Review of received student complaints 	X

Student Complaints Standard 2: The program or institution documents and maintains records of formal student complaints as well as the resolution of any such complaints.

Appears to Meet X Does not Appear to Meet _____ (Note Reasons*)

Site's Assertion of Standard Compliance

Verified

<p>1. The IEP maintains records of student complaints in the Incident Reports binder in the Director's office for complaints handled by the department. Notes of the discussion, etc. are kept in the Incident Binder in the director's office. Minor complaints are normally resolved within 48 hours, whereas serious complaints may require investigation for a week or more.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Student Code of Conduct <p>Verification on site:</p> <ul style="list-style-type: none"> • Incidents Report binder • Documents providing evidence that changes were made as a follow up to student complaint • Student Handbook 2008-2009 • Academic policies and procedures • Interview with Director • Interview with Director of Student Success 	<p>X</p>
<p>2. Complaints handled by Student Success Center (SSC) and/or Student Life are documented and maintained within their respective areas.</p> <p>Verification in the report:</p> <ul style="list-style-type: none"> • Student Code of Conduct <p>Verification on site:</p> <ul style="list-style-type: none"> • Student complaints files • Student Handbook 2008-2009 • Academic policies and procedures • Interview with Director of Student Success 	<p>X</p>

Strengths: Policies and documents are well-designed made widely known and are effectively utilized.

IV. SITE REVIEW SUMMARY

The Intensive English Program at the American University of Kuwait (AUK; opened Fall 2004) in Kuwait City is an English for academic purposes program, the purpose of which is to prepare students for entry into undergraduate work at AUK. The program is fully integrated into the academic and administrative operations of the University. The IEP was an important part of its original planning and was developed in tandem with the university.

This incorporation into the operations of the university and the expressed value of the IEP to the university, as stated by administrators across campus, are major strengths of this program. In addition to English language preparation, the IEP serves as major a feeder program for the university, which advertises itself as an American-style, English-medium liberal arts university. Along with language training, the IEP includes the development of critical thinking in its curriculum. Critical thinking skills were determined early in the development of the University and the IEP to be of great value in a liberal arts setting.

Another major strength of the IEP is its close relationship with the English Department in the College of Arts and Sciences. English Department faculty and the Director of the IEP have collaborated from the inception of the University to create a curriculum that ensures IEP graduates are ready for English-medium entry-level courses. The IEP also administers and teaches an English Department remedial course for students who test into the undergraduate program, but who require additional work on academic reading and writing. In addition, several IEP faculty members teach the entry-level English 101 course and a study skills course for Education.

A third area of particularly notable strength is the program's comprehensive recordkeeping, compilation of data, and regular analysis of that data. The program utilizes this data to discern weak areas for review and improvement. For example, student attainment of learning objectives is a major area for data collection and review. ACCUPLACER, a standardized computer-adaptive testing instrument from the College Board, is used for placement. Course and program exit criteria combine ACCUPLACER scores with class grades and common exams. Meticulously recorded in student files and in databases, these scores, compiled for both semester and annual reports, are analyzed to review program curriculum, materials, teaching, and practices. Program changes are made based on the analyses.

The effort expended by the program in data analysis, testing, and program review appears to have been productive in terms of student outcomes and readiness for academic study at AUK. In the past two years, according to the President of the University, "risers" from the IEP into the freshman year have fared as well as or better than students entering AUK directly. Undergraduate grade data supports this statement.

In order to achieve the above result, the IEP has developed a highly focused English for Academic Purposes curriculum with on-going review and change occurring since the inception of the IEP. The faculty that develops and delivers that curriculum is composed of experienced, MA level instructors.

Tied to the excellent record keeping is another area of strength, the documentation and availability of policies, procedures, and forms, which creates transparency of information for students and staff. The

IEP makes extensive use of in-house computer drives for the storage, organization, and dissemination of an extensive amount of information about all aspects of the program.

Only one area of major concern was found in relation to this program. This is in the area of formal plans, including those for program, curriculum, and assessment review. The processes are in place; it is a matter of formalizing them into written plans as described in CEA Standards.

Of lesser concern, but noted, is in the area of senior faculty workloads and the rising expectations within the stated workload hours of all faculty. This is an area for future examination by the program.

There were no inaccuracies or misrepresentations of importance in the report, and only one noted inconsistency, which was in reporting the number of non-native speakers teaching in the program. This was due to the timing of writing the various parts of the report.

In summary, the IEP at the American University of Kuwait is an exceptionally strong program with a few areas still to be formalized.

V. ON-SITE SOURCES OF EVIDENCE

Interviews

Intensive English Program Administration

Margaret Coombs, Director
Michael McMurray, Coordinator of Reading and Writing
Rebecca Loomis, Coordinator of Oral Communication
David Hard, Lab Coordinator
Jabran Butt, Lab Assistant

American University of Kuwait Administration

Marina Tolmacheva, President
Nizar Hamzeh, Dean of Arts and Sciences
Cecil Hill, Director of Human Resources
Norma Badran, Assistant Director/HR Logistics
Lalitha Varadarajan, Financial Controller
Jill Allgier, Registrar
Maher Dabbouseh, Director, Office of Admissions
Carol Ross, Dean of Student Affairs
Damian Medina, Director of Student Life
Theodore Kruse, Assistant Dean of Students
Joanne Hands, Director of Student Success
Amal Binali, Director of Public Relations and Marketing
Rawda Awwad, Faculty, English Department

Faculty

Don Prades
Sandra Stein
Garth Johnson
Marisa Tessier
Derek Parks
Beth Awwad
Debra Hoffer
Yvonne Johnson
Andrew Garth Johnson
Kym Al-Suffi
Kevin Peppard
Stephen Jacques

Student Workers

Adhari Al Qadri
Samih Damerji

Class visits

Oral Communications, Level 1
Oral Communications, Level 2
Oral Communications, Level 3
Reading and Writing, Level 1
Reading and Writing, Level 2
Reading and Writing, Level 3
ENGL 099

Facilities

Tour of facilities: IEP offices, classrooms, administrative offices, library, laboratory, bookstore