

## **8. 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.*

Section A Description of current operations to show how the standard is met.

As detailed in the Operations Manual, the Catalog, the Student Handbook, the AUK Website, and all brochures, the IEP runs on a semester schedule with three sessions a year. Fall and spring semesters are 16-week sessions (R-2-1). Summer semesters are 11 weeks with longer class hours to make the total instructional time equivalent to the 16-week session. Taking holidays into account, each session usually includes the equivalent of 72 class days plus orientation (SS-3-4), placement tests (entrance and exit) (LS-1-1), student meetings, and other non-class activities.

Each full-time IEP student is in class 20 hours per week and in lab 5 hours per week (360 hours)(LS-1-2). With the exception of ENGL 099, IEP students in Levels 1, 2, and 3 attend a Reading and Writing class 10 hours per week and an Oral Communications course 10 hours a week as well. One instructor is responsible for the Reading and Writing class, and another instructor is responsible for the Oral Communications class. Both Reading and Writing classes and Oral Communications classes meet two hours daily, five days per week (LS-1-4). The two-hour class meetings may be divided into two 50-minute sessions with a 10-minute break between the first and second hours or may run 1 hour and 40 minutes without a break. Some instructors adhere strictly to one alternative or the other; others gauge the time needed for a particular task and/or the energy level of the class and decide at the time how best to schedule that day's class meeting. Reading and Writing classes meet in computer classrooms; Oral Communications classes meet in traditional classrooms. Reading and Writing classes and Oral Communications classes are typically scheduled back-to-back; for reasons normally related to room and/or instructor availability, there may be a break of one hour between the two classes (LS-1-4).

ENGL 099 meets 4 continuous hours, 5 days per week (288 hours). Because there is no separate Oral Communications component, one instructor meets with a section of 099 for the entire four hours. The 4-hour session is normally divided into 2 halves and 2 rooms, with the first 2 hours meeting in a traditional classroom and the second 2 hours in a computer classroom. The traditional classroom is used for lecture, instruction and practice, peer evaluation and editing; the computer classroom is used for application and execution of tasks and assignments. The same factors mentioned above affect the giving and length of breaks.

Students who are enrolled in Level 1 and 2 IEP classes may take no other courses concurrently.

Students who are enrolled in Level 3 classes and who have a 'C' or better average at midterm are eligible to enroll in one of the following half-term undergraduate classes: EDUC 100 and HFIT 110. These classes meet 2 hours per week and are part of the general education requirements of AUK.

Students who are enrolled in ENGL 099 may also enroll in 6 additional credit hours in designated courses. ENGL 099 students may enroll in EDUC 100 and HFIT 110 (they may take one in the first block and the other in the second). Alternatively, students in 099 may enroll in MATH, CSIS, STAT, and/or ARAB (see advising manual on site).

The number and level of tests depend on the course; however, all the IEP and ENGL 099 courses include a placement test, one or more diagnostic tests given during the first week of

classes, weekly or bi-weekly unit skill tests, portfolio, progress or midterm and final exams (LS-1-5), and an exit exam.

Section B 1) documents in the report

Academic calendar	R-2-1/www.auk.edu.kw
New Student Orientation agenda and schedule	SS-3-4
Exit Exam schedule	LS-1-1
Lab schedule	LS-1-2
Weekly schedule	LS-1-3/www.auk.edu.kw
Student class schedule	LS-1-4
Final Exam schedule	LS-1-5/www.auk.edu.kw

2) documents on site

Brochures 2005-2006-2007	Office of the Assistant to the Director
Yearly calendar chart	Director's Office
Weekly chart	Director's Office

Section C Performance self-appraisal

Responses to the Curriculum Survey Standard 1 revealed that most of the IEP faculty agree or strongly agree that the length of the courses enables the students to meet the learning outcomes, goals and objectives. Many commented that more than four hours of instruction a day per level would be counter-productive. Additionally, the timelines indicated in detail in the syllabi assist the student in remaining focused. Eighty-three percent of the IEP faculty also agrees that the semester sequencing provides students with steady and consistent course work. Faculty members feel that IEP parallels the undergraduate course semester sequencing and thus the IEP assists students in their readiness for the undergraduate program. Finally, the vast majority of faculty members agree that the classroom hours are well utilized.

Over the past four years, the only level under-enrolled is Level 1. Normally, we have two or three Level 1 classes in the fall and one or two in the spring. We have never run Level 1 in the summer. The impact on students is minimal since we do not have many students registering at Level 1.

Section D Recommendations, plan of action, timeline, and persons responsible

There are no plans for any changes in this area.

*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.*

Section A Description of current operations to show how the standard is met.

### **Levels and Placement**

AUK's IEP operates two parallel programs, the IEP classes and the ENGL 099 program. The IEP Proficiency Chart illustrates the sequence of these courses and the requirements for placement into a particular level (C-1-2).

Students find out about courses and levels from the AUK IEP brochure, the AUK brochure, the AUK Website, the Student Handbook, and the AUK Catalog. They further have the opportunity to look at the course descriptions and requirements during registration and at orientation. At registration, students meet with an advisor who explains their placement test results and outlines for them the path they will take, whether it is one, two, or three semesters of academic preparation (LS-2-1).

Students are placed into a course 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, whereas the WritePlacer Plus is scored 0 to 12 for ENGL 099 (LS-2-2).

	<b>Placement Benchmarks</b>				
	Language Usage	Sentence Meaning	Listening Comprehension	Reading Comprehension	Essay Writing
Level 1 LPT	62-77	62-77	62-77	62-77	1-2
Level 2 LPT	78-93	78-93	78-93	78-93	3-4
Level 3 LPT	94-109	94-109	94-109	94-109	5-6
ENGL 099 CPT				79-109	< 9
ENGL 101 CPT				≥ 109.5	≥ 9

Students must complete an entire level before progressing on to the next level of IEP or into Undergraduate courses. Students, therefore, must pass both the Reading/Writing component and the Oral Communications component at the same time. 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, yet whose combined Reading/Writing-Oral Communications average is at least 70%, must repeat the entire level before progressing. Obviously, students who fail both components of a level must repeat the entire level (LS-2-3).

Continuing students are not required to retake the placement test upon returning after an absence unless the absence more than two semesters. However, students may be allowed to retake the test if they are returning after having completed other language study (either in Kuwait or abroad).

### **Length of Stay**

About 80 to 100 students continue from semester to semester in the IEP (out of a total of 200 to 260 students each term). Typically, half of the students attending in any semester are Level 3. The ratio of Level 1, 2 and 3 students is 1:2:3 as per the enrollment chart (AF-3-3). For example, as stated in the IEP Fall 2007 Semester Report, 256 students were enrolled in the IEP: 46-Level 1, 76-Level 2, and 134-Level 3. The length of stay of a typical student is two semesters, and most students exit the program after completing Level 3. As the sample of student transcripts illustrate (LS-2-4), it would take three terms for a student to progress from our lowest to our 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. (LS-2-5)

As the IEP Semester Reports show, an average of less than 8% of our students fail courses in the IEP each term as they do not meet the passing criteria (generally 70%). For 50% of those who fail, attendance is the underlying cause, consequently leading to lack of comprehension and incomplete assignments or failure to submit assignments in a timely manner (LS-2-6). These students are required to repeat a level until they earn a passing percentage (they may on occasion be allowed to retest if they provide evidence of having successfully completed equivalent English courses elsewhere).

Section B 1) documents in the report

Proficiency Chart (Operations Manual II Placement and Assessment pp. 46-47)	C-1-2
Fall 2007 and Spring 2008 placement scores	LS-2-1
The Placement Process (Operations Manual II Placement and Assessment pp. 28-43)	LS-2-2
Level Progression Flowchart (Operations Manual II Placement and Assessment p. 48)	LS-2-3
Student transcript sample	LS-2-4
Enrollment chart	AF-3-3
Placement results statistics for Fall 2007 and Spring 2008	LS-2-5
Lack of progress sample	LS-2-6

2) documents on site

IEP Semester Reports	Director's Office
Catalog 2008-2009	Director's Office
Class Action grade folders	M: Drive/ GradeKeeper/ (faculty name)/Semester
Student data	Banner Self-Service
Student Handbook 2008-2009	Director's Office

Section C Performance self-appraisal

Most of the faculty either agree or are neutral concerning the number of levels offered in the IEP. If students apply themselves well, these three levels are sufficient. The pass/fail ratio indicates that most students are promoted to the next level of study or matriculate into undergraduate study.

Typically, Levels 2 and 3 are offered every semester, but Level 1 is not offered in the summer semester.

Most faculty members agree that the amount of time allotted to each level of instruction is sufficient. By planning well ahead, instructors can be prepared for changes and unexpected problems that may occur. Due to concerns by instructors in regards to the changes in the 2007/08 curriculum, the curriculum was staggered to release the burden of Level 3 instructors.

Section D Recommendations, plan of action, timeline, persons responsible

No changes are proposed in assessment and reporting policies.