

Part IV SUMMARY

The AUK's Intensive English Program (IEP) welcomes the opportunity to share the results of the recently completed self-study with the Commission for English Language Programs Accreditation (CEA). The occasion for this self-study is a consequence of the IEP's initial accreditation review by the CEA. The IEP deems accreditation as crucial in maintaining the recognition of its program by employers, other institutions of higher learning, government agencies and similar organizations, as well as in applying a system that continuously monitors development and progress within the parameters acceptable to American and International standards. Thus, the self-study offered the IEP an opportunity to recognize its strengths, to begin prioritizing the challenges in the IEP's pursuit of its "Foundations for Life" and its seeking of quality improvement and excellence in all the programs, operations and facilities on this campus.

The IEP remains committed to quality faculty and students, with strong advising as an important component of the learning experience. We are committed to exemplary teaching and the maintenance and development of facilities necessary for learning.

Excellence in our relationships with all of our constituencies remains our goal.

A. Strengths

1. The IEP's commitment to students to instill a core of essential skills needed for productive, meaningful engagement in university study through the introduction and appreciation of effective written and oral communication proficiency.

2. The IEP's support of the achievement of each student through an articulated, seamless curriculum. By means of curriculum mapping, the IEP has focused on alignment of content, skills, assessments, and activities across the curriculum, with its ultimate goal of improving student achievement.

3. The IEP's highly qualified faculty with master's degrees or equivalence, and with at minimum three year's experience in teaching. The IEP provides equal opportunity to all faculty for professional development through conference funding, in-service programs, release-time, attendance of workshops or seminars, and administrative work as well as a merit compensate system that recognizes the importance of developmental activities.

4. The IEP's use of an internationally recognized placement test administration system, ACCUPLACER OnLine™, which is a computer-adaptive test that uses the computer to select and deliver test items to applicants. The adaptive testing provides very accurate measurement over the complete range of a particular skill, thus allowing appropriate level placement.

5. The IEP's development and implementation of common Midterm, Final, and Exit exams; rubrics for classroom/group/individual discussions; presentations; writing and diagnostic tests; and sequenced learning outcomes ensure that assessment of students are effective and appropriate for progression through the program.

6. The IEP's methods for self-assessment in place and administered annually or each semester to measure the effectiveness of the program and then to adjust our operations as deemed necessary. The following self-assessment measures are administered on a regular basis:

- *Administrative Survey* (annual): faculty evaluate the administration.
- *AUK Strengths and Opportunities* (every other year): faculty and staff evaluate the leadership and vision of the university as a whole.
- *Student Evaluation of Teaching* (semester): students self-evaluate their commitment and evaluate the course and the instructor.

- *Curriculum Survey* (every other year): faculty evaluate curricula they have taught
- *Student Satisfaction Survey* (semester): matriculating Level 3 students evaluate their satisfaction of their overall experience in IEP.
- *Faculty Retention Survey* (annual): faculty evaluate their perception of reasons for attrition.
- *Customer Service Surveys* (semester): student evaluate Student Life, Student Success, Admissions, and/or the Registrar on their perception of the value of their experience with the departments.
- *Faculty or Staff Annual Self-Evaluations* (annual): faculty and staff evaluate their contributions and production within the IEP.

7. IEP's numerous venues of communication to facilitate mutual understanding, problem-solving, and criticism, including but not limited to:

- Operations Manual
- Student Handbook
- Catalog
- The AUK Website and MyAUK
- The *AUK Voice* (student newspaper)
- The *AUK Chronicle* (faculty and staff news letter)
- General Meetings (both university and IEP)
- Standing and ad hoc committees
- Administrative, Mentoring, Norming, Exam (midterm and final), etc. Meetings
- Student Meetings
- Faculty Representative position
- Group Email

8. IEP's students strongly supported by Student Affairs through the offices of Student Life, Student Success, and Outreach and Events. A well-trained advising staff is available to assist with registration, academic issues, and other problems that may occur. Student activities staff provide a great variety of social and recreational activities to encourage student participation in Uuniversity life.

9. IEP's strong relationship with the AUK English division. Communications between the IEP and undergraduate English division has been a mutual responsibility resulting in the alignment of curriculum between the programs. This relationship allows the IEP an additional source of current theoretical trends in the field which benefit our curriculum.

10. IEP's financial stability since the University opened.

B. Areas for Improvement

1. A well-developed and comprehensive assessment plan to measure the effectiveness of services provided to students, learning outcomes of courses, programs and degrees, and employee satisfaction. At AUK, assessment needs to occur on two levels: At the university-wide level, where it focuses on the abilities, attitudes, and behaviors that measure the sum of students' experiences at AUK imparted and/or reinforced; and at the department level, where such learning continues, complemented by content knowledge in a discipline or program. This includes, but not limited to student participation in events and activities, student complaints, student participation in academic advising and counseling, student satisfaction, etc.

2. To enhance education, training, and experience of the IEP faculty and staff to accomplish their assigned duties and to meet program or institutional goals, the creation of a plan for of a

comprehensive and focused professional development and training package wholly or partially funded by the University is warranted.

3. The IEP will review the salary structure to ensure AUK is in-line with the regional market in regards to salary and benefits for local and international hires.

4. The IEP will collaborate with the Office of Admissions to create and develop policies and procedures and a Website to outline the additional requirements for admissions (i.e., proof of finances, authentication of transcript, etc.) and the visa and residency process prior to and after arrival in Kuwait, as well as appointing an admissions counselor to oversee the process.

5. Student Life will create activities and events that will target IEP student participation to ensure all students have the opportunity to participate in campus events.

6. The IEP will review external organizations to determine which organization membership will enhance the mission of the IEP and AUK. For example, the Accrediting Council for Continuing Education and Training, American Association of Intensive English Programs, Consortium of University and College Intensive English Programs, Dave’s ESL Café, Institute of International Education, and NAFSA: Association of International Educators will be reviewed.

C. Implementation Plan and Timeline

1. The University-wide outcomes assessment timeline:

Year 0: Initial year, development of the assessment process	IENG/ENGL/EDUC	Development of assessment plan.
	Oct. 1	Deadline for submission of plan to Director.
Year 1	IENG/ENGL/EDUC	Conduct ongoing assessment.
	Mar. 1	Send plan updates, if any, to Director.
Year 2	IENG/ENGL/EDUC	Conduct ongoing assessment. Use last year's results as input to budget, planning.
	Nov. 1	Deadline for submission of annual assessment report (on last year's results) to Director.
	Mar. 1	Send plan updates, if any, to Director.
Year 3	IENG/ENGL/EDUC	Conduct ongoing assessment. Use last year's results as input to budget, planning.
	Nov. 1	Deadline for submission of annual assessment report (on last year's results) to Director.
	Mar. 1	Send plan updates, if any, to Director.

Year 4	IENG/ENGL/EDUC	Conduct ongoing assessment. Use last year's results as input to budget, planning.
	Nov. 1	Deadline for submission of annual assessment report (on last year's results) to Director.
	Mar. 1	Send plan updates, if any, to Director.
Year 5	IENG/ENGL/EDUC	Conduct ongoing assessment. Use last year's results as input to budget, planning.
	Nov. 1	Deadline for submission of annual assessment report (on last year's results) to Director.
	Mar. 1	Send plan updates, if any, to Director.
Year 6: Program Review	TBA	Review, analyze, and reflect on previous five years of assessment information, how that information has been used to inform decision-making and improve student learning, changes that have been made based on assessment information, and programmatic needs to improve student learning.

2. Professional Development and Training Timeline:

Year 0: Initial year, development of training and professional development process	Training	Develop a training plan with the Center for Continuing Education and Human Resources.
	Professional Development	Expand local, regional, and international opportunities for conferences presentation and participation.
	Apr. 1	Submit plan to Director.
Year 1	Training	Conduct training for faculty and staff.
	Professional Development	Contribute to faculty and staff professional development prospects.
	Oct. 1	Deadline to send request for training or professional development.
	Apr. 1	Update training and professional development plans, if any, to Director.
Year 2	Training	Conduct training of faculty and staff. Use last year's results as input to budget, planning.
	Professional Development	Contribute to faculty and staff professional development prospects. Use last year's results as input to budget, planning.
	Oct. 1	Deadline to send request for training or professional development.
	Apr. 1	Update training and professional development plans, if any, to Director.

Year 3: Review	TBA	Review, analyze, and reflect on previous training and professional development
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3. There are three challenges in developing a pay structure for IEP. We must determine:

- a) The appropriate data for establishing the relative value of a particular job within IEP.
- b) The appropriate pay range for a job with the stated value to IEP.
- c) The value of each job position within the allotted pay range.

The IEP plans to use external market considerations in the pay structure development. A professional company will be hired to obtain market pay data surveys during the 2008-2009 academic year. The results will be used to determine if the IEP needs to adjust the pay structure and/or the benefit packages offered to faculty and staff in the 2009-2010 academic year.

4. The Office of Admissions, in collaboration with the IEP, plans to create mechanisms to ensure regional and international student have access to admission requirements of AUK prior to and upon arrival in Kuwait. The timeline for implementation is:

- a) Fall 2008—determine who will be charged with coordinating regional and international students within the Office of Admissions and IEP.
- b) Spring 2009—develop Website to include application and admissions criteria, medical coverage, cost of living data, and visa and residency requirements and restrictions.
- c) Summer 2009—review the mechanisms in place to verify regional and international students are fully aware of the AUK admissions criteria (Update and revise as needed annually).

5. The Director of Student Life, in collaboration with the Director of IEP, plans to develop inclusive activities and events to encourage IEP student participate. The timeline for implementation is:

- a) Fall 2008—determine what activities or events would attract participation of the IEP students by including IEP students in the development team.
- b) Spring 2008—track participation in University-scheduled activities and events to determine IEP student participation.
- c) Summer 2009—review data to verify selected activities and events are sufficiently represented by IEP students (Update and revise as needed annually).

6. The Director of IEP, in collaboration with the faculty and staff, plans to research external organizations that provide innovation and support improvement in efficiency, as well as quality, through approaches to quality management. The timeline for implementation is:

- a) Spring 2009—review the criteria of external organizations to determine how membership will enhance the IEP. Include fees associated with membership in the 2009-2010 IEP budget.
- b) Summer 2009—complete application for memberships to external organizations deemed appropriate.
- c) Fall 2009—review the established standards of the member programs to ensure compliance (Update and revise as needed annually).

D. Changes Made During the Self-Study Process

Date	Change
Fall 2007	A curriculum matrix was developed to determine whether the levels were sufficiently linear, and to assure a smooth progression of language production.

	This process revealed the lack of sufficient spiraling in levels 1 and 2 Reading and Writing curriculum. Therefore, the curriculum was updated to close this gap.
Spring 2008	To ensure faculty have the opportunity to participate in professional development, a mechanism was created to be distributed at Orientation each semester to provide old and new faculty with the professional development policy and procedure. The faculty acknowledge receipt of the criteria by signature.
Spring 2008	More opportunities were created for faculty to address, discuss and explain concerns or questions related to curriculum, materials and methodologies through additional skills meetings. In addition, faculty awareness was raised as to why the curriculum, methodologies, and materials are put in place and that even though feedback is encouraged and considered, it is not always feasible to implement.
Spring 2008	IEP publications were revised to include the language placement test benchmarks and how the benchmarks relate to student placement. In addition, the process for IEP students to matriculate into the undergraduate program was included in the catalog as well as in all of our promotional materials.
Summer 2008	A systematic review and revision process of the Mission Statement was developed.
Summer 2008	A new administrative survey was created that focuses on issues relevant to IEP.
Summer 2008	To provide transparency in the information flow within AUK, the Director of IEP was appointed to a seat on the President's Cabinet to ensure IEP received information as well as IEP issues and concerns were represented.
Summer 2008	A color-coding system was implemented to identify inactive student academic files, making it easier to determine which file could be destroyed.
Summer 2008	A survey for New Student Orientation was created to measure the effectiveness of the current agenda. The survey was piloted in Fall 2008 and will be updated on a regular basis as needed.
Summer 2008	A 'customer service' survey was created in IEP to measure student satisfaction with the service they receive from Admissions, finance, registrar, and student services. The survey was piloted in Summer 2008 with participation of the Level 3 students.
Summer 2008	The hours of operation for the on-site medical facility were expanded so that the clinic hours were in line with class schedules.
	The issue of dissatisfaction with computer training for faculty is being addressed on two levels: <ol style="list-style-type: none"> 1. Formally: The Center for Continuing Education to provide basic, intermediate and advanced training in a systematic manner. 2. Informally: The Lab Assistant conducting workshops on Saturday on basic computer applications such as Word, Excel, Power Point, Outlook, etc.
Fall 2008	Curriculum Review Committee for IEP was formed to give faculty members the opportunity to discuss and provide adequate feedback on issues related to curriculum, materials and methodologies. The Committee acts as a stabilizing factor that enables the streamlining of procedures and the more effective and efficient designation of tasks.
Fall 2008	The position of Faculty Representative was created to provide a communication link between faculty and the administrative staff on workplace issues. The Faculty Representative actively solicits the views of the faculty, administration, and staff on issues of concern and presents the concerns to the appropriate individual.

Fall 2008	A Student Service survey was developed to allow students and staff to provide anonymous feedback on the services provided by the department. The survey was introduced in Fall 2008 and will be reviewed by Spring 2009 for possible revision. Also the SSC is currently working on creating a more holistic mechanism to evaluate the effectiveness of the staff and the services by implementing a suggestion box for students to submit confidential feedback. Moreover, the SSC has put into place an evaluation form to be distributed to students after each advising/counseling session for immediate feedback.
Fall 2008	Office of Admissions developed a formal policy and procedure for accepted non-Kuwaiti students to provide adequate information online to applicants. In addition, one admissions counselor is charged with facilitating non-Kuwaiti students in their application and visa process.
Fall 2008	Formal guidelines and/or policies and procedures for test proctors and test security were developed to ensure integrity of placement and exit exams.
Fall 2008	IEP joined the University-Wide Assessment Planning Committee to develop a systematic, ongoing, and transparent process to define goals and measure progress towards those goals, improving student learning and the overall effectiveness of the program and University.