

**MEMORANDUM**

**To:** Board of Regents  
**From:** Board Office  
**Subject:** Accreditation Report, Intensive English Program (English as a Second Language),  
College of Liberal Arts and Sciences, University of Iowa  
**Date:** March 4, 2002

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**Recommended Action:**

Receive the report.

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**Executive Summary:**

Notification of accreditation      On August 1, 2001, the Commission on English Language Program Accreditation (CELPA) notified the University of Iowa that its Intensive English Program was granted its initial accreditation. The accreditation is for a five-year period. All standards were met.

IIEP mission statement      The Program, administered by the Department of Linguistics in the College of Liberal Arts and Sciences, has adopted the following mission statement.

“The Iowa Intensive English Program (IIEP) at the University of Iowa provides students with high quality English instruction and a cultural, social, and academic orientation to the United States. Instruction emphasizes spoken and written English crucial to college and university work in the United States. Courses in reading, writing, grammar and communication skills are taught each day in all levels (beginning, intermediate, and advanced). The program is administered and taught by a highly qualified, professional and experienced staff.”

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**Strategic Plan:**

Accreditation reviews are consistent with the Board of Regents' strategic plan, KRA 1.0.0.0, Quality. More specifically, the accreditation process relates to Objective 1.1.0.0., "to improve the quality of existing and newly created educational programs."

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**Background:**

Program goals      The Iowa Intensive English Program is committed to preparing students both to communicate competently and compete successfully in a U.S. academic setting. According to the self-study (February 2001), the seven goals of the IIEP are to:

- Teach academic English skills in reading, writing, listening, and speaking
- Identify and meet the particular language needs of students
- Help students feel comfortable in the U. S. culture
- Attract and retain a highly qualified staff
- Attract and retain a diverse international student population
- Provide useful student services
- Train M.A. students in Teachers of English as a Second Language (TESL); IIEP staff acts as master teachers and practicum advisors.

Accreditation agency      When the accreditation process began, the organization that granted accreditation in this area was Teachers of English to Speakers of Other Languages, Inc. (TESOL). While the accreditation process was underway, TESOL reorganized to create the Commission on English Language Program Accreditation (CELPA), an affiliated but independent agency charged solely to administer program accreditations.

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**Analysis:**

Site Team Report      The Site Team visited the program from April 19-21, 2001. Their report was submitted to the University on May 18, 2001. The program was judged to have met all standards in the areas of:

- Mission
- Curriculum
- Faculty
- Facilities, Equipment and Supplies
- Administrative and Fiscal Capacity
- Student Services
- Recruiting
- Length and Structure of Program of Study
- Student Achievement
- Student Complaints.

Program strengths      The Site Review Summary stated: "Overall, the IIEP is a strong program, which clearly meets all Commission on English Language Program Accreditation Standards. Its strengths lie in the valuable and respected role it plays within the University, and in its personnel at every level of the program. The Director and Coordinator of ESL Programs have a long-standing record of excellent leadership of the intensive English program,

the highly experienced faculty is well qualified and clearly committed to the program's mission, and the administrative support staff contribute outstanding service to the program." (p. 55)

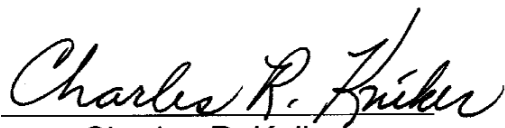
Enrollment issue      The self-study and the Site Review Report both discussed an area of some concern – low enrollment. From a high of 73 students in the Fall of 1995, the enrollment dropped to 35 in Spring 1998. The predominant cause was the economic downturn in Asia. At the time of the self-study, enrollment had increased to 50 students.

The fluctuation in enrollments requires the use of some part-time teaching faculty. The enrollment determines how many levels of instruction are taught from one semester to another (for example, three levels one semester, four levels the next). It should be noted that IIEP faculty do teach in several other programs, such as the Teacher Assistant Preparation in English (TAPE) program.

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Copy of Materials      A complete copy of the materials on this accreditation action, including the self-study and letter of formal notification of accreditation, is on file in the Board Office.

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Charles R. Kniker

Approved:   
Gregory S. Nichols