Best Practices in ESL Program Oversight

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Thank you!

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WHY WE ARE HERE:

SIOs frequently have supervisory responsibility for the campus intensive English program (IEP) but little training in the unique needs and opportunities of IEPs.

Today we will overview:

- the best practices of professional IEPs

- the basics of the profession of English language teaching

- the benefits of professional university English language programs

Then: questions and discussion

WHO WE ARE:

MARK ALGREN

Director of Center for English Language Learning (CELL) at the University of Missouri; former director at: University of Kansas; American University of Sharjah (UAE); King Fahd University of Petroleum & Minerals (Saudi Arabia)

Years of ESL administration and teaching experience

Past President of TESOL International Association (ESL professional association)

Past President of UCIEP (Consortium of University and College Intensive English Programs)

Site Reviewer for CEA (IEP accrediting body)

SUZANNE PANFEROV REESE

Former Director of the Center for English as a Second Language at the University of Arizona

SIO at the University of Arizona

Years of ESL and other language center administration and teaching experience

Past President of TESOL International Association

Past President of UCIEP

OBJECTIVES: Gain knowledge of:

- key professional terminology
- accreditation and faculty credentials
- the minimum structural requirements for an IEP
- the breadth of instructional offerings
- other roles IEPs can play on campus including supporting international recruiting
- ways that IEPs can be a valuable campus partner in supporting international students
- IEP financial models

How similar we are to other academic fields

Know the **Profession**

TESOL: Teaching English to Speakers of
              Other Languages

Some key terms:

IEP: Intensive English Program

EAP: English for Academic Purposes

ESL: English as a Second Language

Assessment terms: Proficiency; TOEFL; iBT; IELTS

Professions have Expert Associations

- Professional Associations: TESOL International Association, including state and regional affiliates

- Accreditation: CEA (Commission on English Language Program Accreditation)

- Consortia: EnglishUSA & UCIEP (Consortium of University and College Intensive English Programs)

Professions have Expert Standards

- Accreditation: CEA

- Consortia: UCIEP & English USA (membership standards)

Professions have a theoretical foundation:

Organizations that support research
- TIRF The International Research Foundation for English Language Education
- CAL: Center for Applied Linguistics
- AAAL: American Association of Applied Linguistics
- TESOL International Association: Professional Research Council

- Professional research publications
  - TESOL Quarterly
  - TESL-EJ
  - Journal of Second Language Writing
  - Language
  - ELT Journal
  - Many others

Professional Faculty meet standards

- Degrees: certificates, diplomas, best practice:
  - MA as the *terminal* degree for IEP teaching (stated by TESOL & CEA & UCIEP)
- CEA required knowledge base; MA required for teaching pre-academic/EAP (English for Academic Purposes)
- Instructor language proficiency: native speaker alone insufficient: need to have knowledge base; fluent non-native speaker as model
- CEA and UCIEP required knowledge base: linguistics, culture and society, educational foundations, second-language pedagogy, second-language assessment, and language teaching practicum

Quality Assurance

- CEA: education commensurate with teaching assignments/levels

- CEA and UCIEP: self-study & site visits

- UCIEP accepts CEA accreditation in lieu of sections of the self-study and the site visit

- ENGLISH USA requires accreditation by CEA, ACCET or regional accreditation (e.g., Higher Learning Commission)

Expected Faculty Workloads/Benefits

- Classes sizes of no more than 18 students
- Teaching load frequently 15-16 contact hours per week
- UCIEP Core Faculty requirement: teaching 51% of courses, FT position with benefits (or eligible for such)
- Standard evaluation process for contract renewal
- Departmental support for professional development

Expectations for Director Credentials

- UCIEP: Masters in TESL/TEFL minimum; PhD preferred for director (see membership guidelines: soon on UCIEP public area website)

- University administrative experience

- Training/experience in administrative practices (e.g., budget planning and personnel management)

How different we are from other academic fields

Curriculum & Assessment

- IEP/ESL programs are unlike undergrad language department: French or Spanish or any other language teaching program: focus on literature and linguistics (vs IEP learning the language for daily communication at a high level and academic study).

Also, hours per week are intensive:

- SEVP (visa) requires F1 students to enroll in 18 hours of instruction per week at minimum (e.g.: French 101 for 5 hours per week vs. ESL Grammar, Reading, Writing, Speaking for 20 hours)

We're different: Class scheduling

- We usually do not know how many students we have until they arrive; have to accommodate.

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- Don't know what level of language they need. How many sections of Reading & Writing Level 3 vs 6 will you need?
  - Semester vs sessions (8 weeks often)

- Classroom needs. Scheduling times: often the same classes and the same times in the same rooms daily (vs: registrar schedules of MWF; TR with 1.5 hour classes).

We're different: immigration requirements

- SEVP says you must have attendance policy for IEP within reasonable limits and follow it – and can dismiss students/ terminate visa for non-attendance.

- Medical reduced course load and length of session. IEP may not offer a reduced course load, or may allow for a limited time (one session) – the student goes home if cannot maintain 18+ hour full-time load.

- I-17 for IEP (pathway/bridge is separate) vs Institution.

We're different: credit vs. noncredit

- Although a program might offer 4-8 levels of instruction, with at least 18 hours offered per level per week for an 8-15 week session (approx. 2,160 hours of direct contact teaching), courses are often not for credit.

- Courses often non-credit: but can have credit courses (usually higher level courses). Pathway often housed within IEP structure – and requires its own I-17 and credit-bearing courses applicable to a degree program – a whole different session.

We're different: Finances $$$

- Can be a source of support for other programs, but should not be a cash cow or a single source of support. Cautions:
  - Potentially volatile enrollments
    - World economics
    - Currency fluctuations
    - Politics
    - Federal/State policies/regulations
    - Pandemics
    - Competition with inexpensive programs
  - Today's situation: volatility is happening now but . . .

We're different: Financial Considerations

- CEA: requires guarantee of resources to ensure students can complete the program that they started – reserves or institutional guarantee.

- Self-supporting programs (most are): market pricing

- Option to set your own tuition/fees (or a blend)?

- Tied to grad or undergrad?

- Local market forces: community college, other programs, etc.

- Recruiting and marketing costs. Rule of thumb: primary reason to select a university for a degree: They have the program I want; can't sell an IEP divorced from its university.

We're different: Recruiting Students

- Agents or not;
- commission for ESL only or ESL + credit courses, or???
- Recruiting for IEP AND university.
- Reaching the IEP audience (students, parents, government scholarship offices): English-ready or need ESL.
- Currently: period of contraction. Strength of dollar; scholarship losses (Saudi, Brazil), Political situation. Has happened before.

Challenges by the Numbers

Difference from Fall 2015 (all-time High) to Fall 2017				
Region	Total Diff.	% change	Lang. Diff.	% change
Asia	80,012	9.3%	(24,913)	-33.4%
Europe	-4,646	-5.1%	(1,496)	-18.8%
Australia & Pacific Islands	611	9.6%	(3)	-15.8%
Africa	3,467	7.0%	(1,402)	-42.7%
South America	5,679	10.4%	(482)	-3.4%
N. America includes Mexico	-5,638	-7.6%	(2,868)	-52.7%
SEVP by the Numbers F&M Visa Holders in USA December 2017 & February 2015	79,485	7.0%	(31,164)	-27.8%

IEP enrollment fluctuates more than overall int'l student enrollment

% Change - IEP

% Change – All Int'l Students

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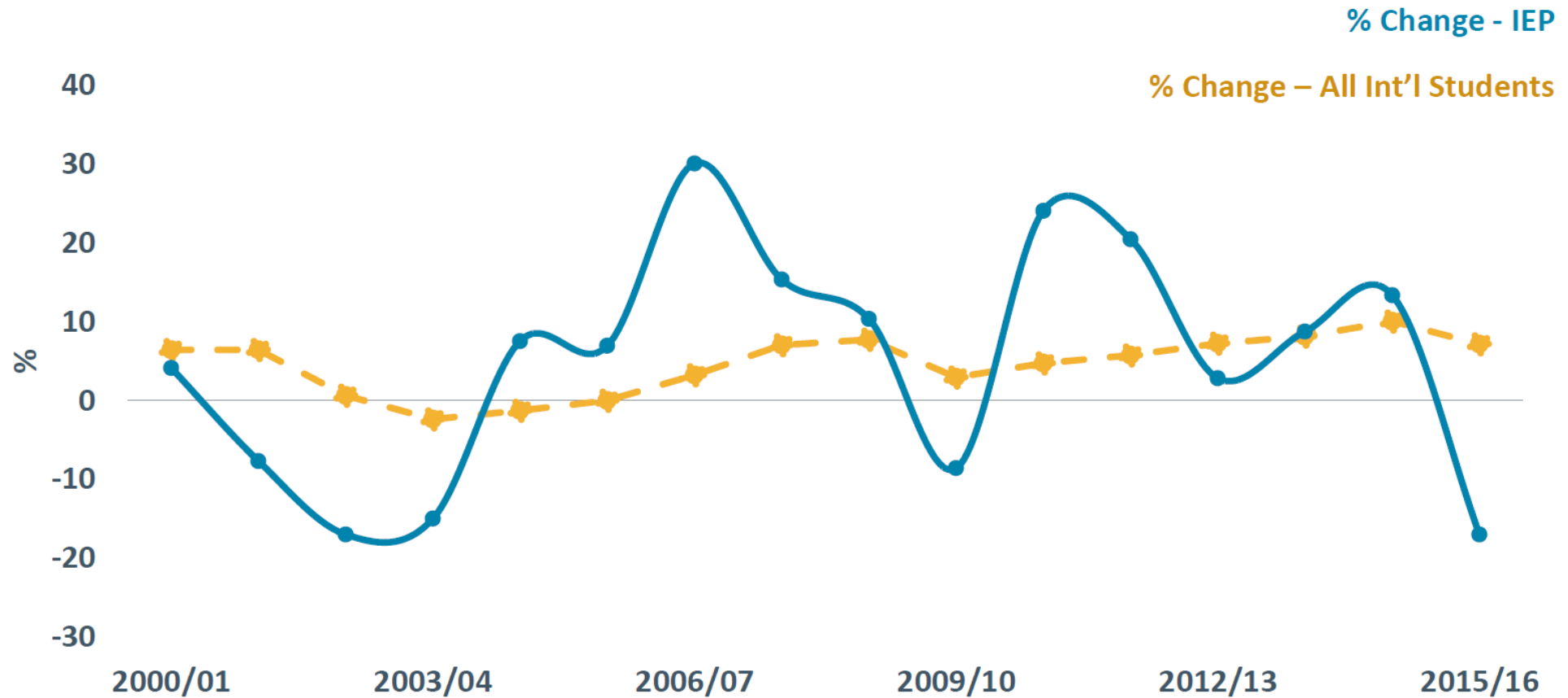
How we add value to the university

Growth, Contraction, Scalability and Value-Added Programs (entrepreneurialism)

- Benefits to campus with intercultural knowledge; training for faculty and staff; present on international student topics at teaching summits, etc.

- Add courses: graduate writing for international students; summer boot camp and pathway program preparation for graduate study

- Entrepreneurial programs: teacher training (make good ambassadors), short term courses and programs with international partner institutions, etc.

DISCUSSION QUESTIONS

- How do you see an IEP contributing to your campus internationalization plans?
- How would you empower your IEP to better serve your institution?
- How can you engage your IEP leadership in the strategic planning process of your unit/institution?
- What role does or could your IEP play in your institution's strategic plan/5 year strategic goal? What could the IEP contribute?
- Now that you have an IEP or are about to start one, how do you support the IEP and its students on your campus?
- Your questions?

Thank you!

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