## Intensive English Program (IEP) Mission Statement:

The IEP offers a series of English classes designed to assist international students in need of improving their English skills before being accepted into a degree program of the University. It also assists area residents whose native language is not English to improve their ability to interact in the community, on the job, and succeed in the academic setting.

IEP consists of 3 levels in four skill areas. The lower levels could be assessed in-house; highest level could not.

## Intensive English PSLOs by Skill Area

### PSLO Grammar
- Students completing the highest level of the Grammar and Structures Courses of the IEP will be able to write paragraphs and short essays with minimal grammar errors after using strategies to find and correct their own errors.

### PSLO Writing
- Students completing highest level of the Writing courses of the IEP will be able to write a college level paper with some research included.

### PSLO Speaking/Understanding
- Students completing the highest level of Speaking and Understanding courses of the IEP will be able to deliver a college level speech and presentation.

### PSLO Reading
- Students completing the highest level of Reading courses in the IEP will be able to read with enough speed and comprehension to be able to succeed in courses with required college level reading.

## Assessment: Looking to Other Departments

### EN101 Freshman Composition
- Took part in EN101 faculty meetings
- Surveyed EN101 instructors about IEP students
- Gathered grade data of students who took EN101 after completing the IEP

### CN150: Public Speaking
- Gathered grade data from students who took CN150 after completing the IEP
- Gathered rubrics and course SLOs from instructors

## Positive Outcomes and Changes

- Confirmation of student preparedness from course grade data.
- Improved individual course SLOs to ensure success.
- Portfolio assessment in writing implemented.
- Reflective writing introduced into the writing curriculum.

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**Guiding Principle:** Preparing students linguistically for success at WU

**Pressing Question:** How do we assess the preparedness of students completing the final level of the IEP?

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[http://www.washburn.edu/iip](http://www.washburn.edu/iip)