

2010-2015

**Culture and
Intensive
English
Program**

**University of
Northern
Iowa**

January 7, 2010

Contents

Basic Information	4
Section 1: Introduction to CIEP 5-Year Strategic Plan.....	6
Section 2: Mission	8
History/Vision	8
Mission.....	8
Goals of the CIEP and Goals of the University	8
Strategies for the CIEP	9
Strengths, Weaknesses, Opportunities, Threats.....	9
Section 3: Present Status	11
Overview of Present Status.....	11
Section 4: Future Plans	12
Overview of Future Plans.....	12
Combine Grammar and Writing Grade.....	12
Tuition collection and fees collected by UNI Cashier	13
Student Information System(SIS).....	13
Technology.....	13
Classrooms/Office Space	14
Increase Participation in Special Programs and Events	14
Section 5: Enrollment Management.....	14
Quality of Student Enrollment	15
Section 6: Profiles of Target Markets.....	16
Section 7: Marketing Strategies and Enrollment Management	17
Engage CIEP Alumni and Build and International Alumni Network.....	17

Student Ambassadors	18
Use a Vetting Process to Attract Quality Agents	18
Maintain a Good Working Relationship with the Agency.....	19
CIEP Tuition Waivers	19
Increase Web-based Promotional Tools	19
Online Information in Various Languages.....	20
Visits to Partner Institutions	20
Section 8: Technology & Equipment.....	20
Overview of Technology	20
Capital Expenditure Projections for Technology & Furniture	21
Overview of Office Furniture	21
Section 9: Management and Administration.....	22
Overview of Management Team	22
Future Plans for Staffing of CIEP	24
Academic Support Assistant versus Program Assistant.....	24
Office Staff	25
Activities Coordinator	25
Administrative Assistance.....	25
Academic Coordinator	26
Graduate Teaching Assistants.....	26
Section 10: Fiscal Projections.....	27
CIEP Revenue	27
Projected Revenues for 2010.....	28
5-Year Projections for Tuition Collection	29
Projections for Salary Expenditures in CIEP	29

Projected Revenues for Next Five Years 30

Section 11: Implementation 30

 Staffing 30

 Classrooms/Offices 32

 Technology 33

 Contingency Plans 34

Section 12: Conclusion 35

Basic Information

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Institutional home	Office of International Programs and Services at the University of Northern Iowa
Supervisor of department head	Dr. Kurt Meredith, Associate Provost for International Programs & Services
Length and times of terms	8-week terms in January, March, June, August, and October
Approximate enrollment (spring 2010)	100-125 students
Number of full-time teaching staff	5

Number of part-time teaching staff	8
Number of full-time office staff	2
Number of part-time office staff	5
Number of teaching assistants	3

Section 1: Introduction to CIEP 5-Year Strategic Plan

This strategic plan relates to The Culture and Intensive English Program more commonly referred to as the C.I.E.P. which is engaged in providing English language instruction to adult learners at the University of Northern Iowa. The CIEP works to prepare students for academic study at the University by teaching English for academic purposes. As a growing program it needs to grow in a way that responsibly maintains its quality and commitment to student achievement. The purpose of the plan, therefore, is to help the CIEP administration grow the program, manage its resources, and expand the program’s operations in a way that maintains the quality and integrity of the CIEP. The plan is also a way for CIEP to dovetail its operational goals with those of the University. This is especially important as the University seeks to dramatically expand international enrollment while relying on the CIEP for support in preparing conditionally admitted students for academic study. The plan was written by the CIEP Director with information researched and compiled by the CIEP Staff, Office of International Programs and Services, and International Admissions. Information about the program’s finances was provided by the CIEP Program Coordinator.

The plan is laid out as follows:

- Section 2, **Mission**, below contains a description of the goals for CIEP and strategies for achieving them. It also describes some obstacles in achieving the goals.

- Section 3, **Present Status**, describes the background of the CIEP and its progress to date.
- Section 4, **Future Plans**, describes various actions the CIEP plans to implement.
- Section 5, **Enrollment Management**, describes how CIEP plans to manage its current and future populations of students to best meet its idea of an economically viable and quality intensive English program at UNI.
- Section 6, **Profiles of Target Markets**, indicates market segments, trends, and competition for international students coming to college campuses.
- Section 7, **Marketing Strategies**, describes proposed marketing strategies for increasing enrollment in the CIEP.
- Section 8, **Technology**, describes the technology used in the CIEP and its projected expansion and expense.
- Section 9, **Management and Administration**, introduces the management team of the CIEP and the administration of its operations.
- Section 10, **Operational Costs and Fiscal Projections**, describes the projected cost of operating the CIEP including its staffing, equipment, and administrative fees. Also includes projections for cash flow and income for the CIEP.
- Sections 11, **Implementation**, translates the strategic plan into realistic and implementable plans highlighting time scales, decision points, and actions required by the CIEP and the University.
- Section 12, **Conclusion**, reflects on the benefits of the plan and its expected outcomes.

This document is confidential and has been made available to the individual to whom it is addressed strictly on the understanding that its contents will not be disclosed or discussed with any parties outside of the University of Northern Iowa. Forward looking projections and statements in the plan have been compiled by the staff for planning purposes and do not constitute profit forecasts. The eventual outcome may be more or less favorable than that portrayed. For information or discussion about the plan's content, please contact the CIEP Director, at 72 Baker Building, E-mail philip.plourde@uni.edu or phone 319-273-2853.

Section 2: Mission

History/Vision

The CIEP, started in 1982 as a summer program for international students, for many years remained a small program, unnoticed by many on campus, operating “under the radar” so to speak. In 1997, the program peaked at approximately 100 students just prior to the Asian financial crisis occurring later that year. The crisis precipitated a change in directors and 10 year period of declining enrollment starting in 1999. In this period, the CIEP was not financially profitable and remained in a deficit situation. Later in 2009, the CIEP became financially profitable coinciding with a increased enrollment which again peaked at approximately 100 students for the first time since 1997. It is expected that the CIEP will continue a growth period which coincides with the growing enrollment in intensive English programs throughout the United States in 2009.

The CIEP looks forward to growing in tandem with the growth of international activity on the University of Northern Iowa (UNI) campus. The program will continue to work closely with the Office of International Programs and Admissions to support their activities and provide services for students entering UNI through the efforts of these respective departments. In addition, the Culture and Intensive English Program continues to strength existing partnerships and establish new partnerships with various UNI departments, colleges, community organizations, domestic and international schools, foundations and other sponsoring institutions, governments, domestic and international corporations, and other entities involved in international activity, the teaching of English to speakers of other languages and the education of internationals.

Mission

The primary mission of the Culture and Intensive English Program (CIEP) is to provide non-native speakers of English with intensive academic English language instruction and a cultural orientation to the United States in preparation for study at the University of Northern Iowa.

Goals of the CIEP and Goals of the University

The CIEP functions as a support unit for the University of Northern Iowa (UNI). The CIEP’s purpose is to support international students, especially those conditionally admitted, to receive the instruction they need to succeed academically at UNI. In addition, other international students enrolled in the CIEP, provide connections and expertise sought by the University (i.e. visiting scholars, community members, etc.). These benefits help UNI to provide a dynamic and

diverse educational environment for all its students. Thus, the University seeks to expand its international student enrollment and relies on the CIEP to facilitate this goal.

Strategies for the CIEP

As the CIEP mobilizes to expand enrollment and improve upon the quality of its services, it will also expand its connections to offices and resources inside and outside of the University. Some ways connections have already been fostered include:

- a. The CIEP Director serves on committees and work groups on campus.
- b. CIEP Coordinators and teaching staff regularly engage units and departments around campus to improve delivery of instruction (i.e. Rob Library, Academic Advancement Center, University Book and Supply, ITS-Educational Technology, etc.)
- c. The Program Coordinator works regularly with other units to accomplish tasks (i.e. UNI Marketing & Publicity, Department of Residence, Business Operations, UNI Health Center, etc.)
- d. The CIEP Director meets regularly with other units and departments on campus to receive updates, improve communication, and propose ideas to improve services.
- e. The CIEP Activities Coordinators work to provide opportunities for CIEP students to engage the culture and Americans in general. This work includes engaging not only groups outside the campus community but also staff and faculty on campus.

Strategies for attracting students to the CIEP and UNI are specifically outlined in *Section 6: Marketing Strategies and Enrollment Management*. At this point, however, it is sufficient to say that the CIEP will strive to utilize the resources available at the University and those contracted through outside vendors and service providers. Moreover, the CIEP will continue to search for new and innovative methods for improving and delivering its services and marketing its reputation.

Strengths, Weaknesses, Opportunities, Threats

Strengths of CIEP:

Works as a fully integrated and supported unit of the university as housed in the Office of International Programs

Its students have access to all university facilities and services

Ability to bridge students into academic programs of study (conditional admission)

High quality of life and low cost of living in the community and region

A talented and dedicated staff

Development of excellent extra-curricular programs and activities that promote cross-cultural understanding and language acquisition

Strong Relationships between CIEP and some campus departments (i.e. College of Business and MA/TESOL)

Excellent working relationship with International Services
Competitive fee structure

Weaknesses of CIEP:

Overdependence on one or two source countries (Saudi Arabia & China)
Some aspects of location (i.e. winter, distance from large urban centers)
Lack of public transportation on and off campus
No consistent contact with alumni
Lack of dedicated classroom space on campus
Lack of office space in current building
No dedicated computer facilities
Salary levels frozen by the university
Small pool of adjunct instructors and teaching assistants for periods of expanding or contracting enrollment
Lack of name recognition outside of region
Lack of diversity in enrollment of students from various source countries
Lack of dedicated classroom space for the program
Lack of office space for the program
Less competitive salaries to attract new employees

Opportunities for CIEP:

Improved cooperation with Department of Residence and Registrar's Office
Planned relocation to new building in the next 3-5 years
Cooperation of university departments to work with CIEP students and staff
Continuing efforts by the Office of International Programs to establish and build partnerships with foreign colleges and universities
Increasing cooperation with UNI Admissions Office on recruitment efforts
Emerging markets for IEPs in new regions of the world
Very active and progressive Office of International Programs
Desire on the part of University administration to expand international student enrollment
Increase in international students applying to undergraduate programs in the U.S. (*Institute of International Education*)
Increase in numbers of international students attending undergraduate programs in the U.S. (*International Education Institute*)

Threats to CIEP:

Misplaced understanding of CIEP's role and purpose on campus by faculty and staff
Efforts of proprietary language schools to establish their school on campus
Immigration regulations/policies established by the federal government for some countries
Negative political climate towards foreign visitors in the United States due to unforeseen events
Political and/or economic instability in major source countries
Potential for university to re-allocate revenues from CIEP back to the general fund

Economic downturn in Iowa economy making for budget challenges for university

Section 3: Present Status

Overview of Present Status

The CIEP offers seven levels of instruction from true beginner to advanced level. The courses are divided into four skills areas: Reading, Listening & Speaking, Grammar, and Writing. Writing and grammar is currently offered as a 2 hour block usually taught by the same teacher. The courses are taught within an 8-week session. The CIEP offers 5 sessions per year starting in January, March, June, August, and October. The sessions coincide with the university academic calendar. Moreover, students enrolled in the CIEP complete a placement test and are placed into courses according to their English language proficiency. Students can be placed in different proficiency levels for different skills; however, students are placed in the same level for writing and grammar skills.

Classes in the CIEP average between 10-17 students. However, classes below 7 students may not be offered and those above 17 may be split into double sections depending on availability of staff.

Currently the CIEP collects tuition from students in its offices along with a university fee. CIEP also collects a testing fee for students not conditionally admitted and a TOEFL fee for students taking the institutional version of the test administered by CIEP every eight weeks.

In 2009, the CIEP staff took part in a series of business process redesign workshops and subsequent orientations in preparation for UNI's new student information system. The system is being implemented in a series of stages and will affect the operations of the CIEP. See section on future plans below.

Marketing the CIEP has traditionally been done through educational fairs and print-based publications. Of course, the best form of advertising is word-of-mouth and often the CIEP has taught numerous members of the same family or friends of past students.

Staffing the CIEP has always been a challenge. This past year has been a particular challenge as one Academic Support Specialist resigned for personal reasons and another is currently on long term medical leave. In addition to this challenge, the University implemented a hiring freeze in 2009 and a wage freeze in 2008. This happened while the program's enrollment increased

significantly. However, the CIEP has been given permission through the Provost to hire/appoint additional staff and conduct searches for new staff.

Classrooms for the CIEP are allocated by the UNI Registrar's Office. Currently the CIEP is not part of the "Call for Schedules" process normally done by academic departments at the University. Instead, the rooms are allocated to CIEP after academic departments have received their requested classrooms. In the past, CIEP was a smaller program and this procedure worked fine for the program. However, recently, enrollment in CIEP has grown substantially. Moreover, renovation of Sabin Hall, which is off line, has added extra pressures to the allocation process. As a result, the CIEP has on occasion, received room assignments that were not conducive to meeting its needs nor supportive of a quality educational experience for its students. This situation came to head in late December-early January 2010 when enrollment increased more than 20% from the previous session and Sabin Hall remained off line. The resulting crisis forced a closer examination how classrooms are allocated to the CIEP. Several parties were involved in the process including the Registrar, Philip Patton, and the Associate Provost for International Program, Dr. Kurt Meredith. As a result of these discussions, it was decided that CIEP would become part of the "Call for Schedules" process at UNI. In addition, CIEP classes would be listed in *UNI's Course Catalog*. CIEP staff members continue to meet with personnel from the registrar's office to work on improving classroom allocations for the program

Section 4: Future Plans

Overview of Future Plans

In past 12 months, staff members in the CIEP were assigned coordinators positions in various areas related to delivery of services. Having staff discuss various issues about curriculum and delivery of services on a regular basis has been fruitful. Some of the following plans are a result of these discussions. Other plans are the result of external factors affecting CIEP.

Combine Grammar and Writing Grade

Currently students taking the grammar and writing class must be enrolled in both at the same level for a two hour block. The program does not enroll students into only one of these courses. In addition, students must pass both courses to advance to the next level. This has caused issues in that students passing one course but not the other want to advance to the next level for successfully passing one class while remaining at the current level for the failed class. Since grammar and writing are taught as integrated skills, this is not possible causing confusion and mistrust. Therefore, the CIEP is planning to combine the grades offered for grammar and writing into a single grade. CIEP Coordinators continue to meet in committee to discuss the mechanics of making the change and its affect on academic probation and grade reporting.

Presently, CIEP Coordinators for grammar and writing are meeting to create grading rubrics for the various combined writing/grammar classes. The CIEP plans to implement the change for the August 2010 session and announce it for summer 2010.

Tuition collection and fees collected by UNI Cashier

The CIEP has been working with Business Operations to move collection of university fees and tuition to the UNI Cashier. However, until the University's new student information system is in place sometime in 2011, the CIEP will continue to collect fees and tuition in its office. In the meantime, some financial reporting processes are being streamlined in preparation for the change over.

Student Information System (SIS)

The new student information system currently being implemented is a long range large capital project undertaken by UNI over a period of years. The system is already being designed tested in select areas of UNI's operations. It will eventually affect nearly every operation on campus involving students. The CIEP welcomes this change and looks forward to improved communications, business processes, and access to improved student record keeping. It is difficult to see how the new system will affect the CIEP exactly; however, there is much hope for progress on campus.

Technology

The CIEP has been fortunate to provide each staff member with access to a computer. Most all of the staff members have a dedicated computer; however, some have had to share computers until new computers could be purchased. The CIEP plans to continue a 1:1 ratio of computers to staff members. The CIEP has also purchased tablet style computers and small micro laptops for staff to use in the various classrooms. The feedback from staff on these machines is less positive.

In 2007, external funds were used to purchase a new copier for the CIEP. The copier supplier has an excellent track record, and CIEP plans more purchases of smaller high speed copiers and service contracts from the same vendor. In addition, a color printer will soon be purchased as well. The decision to purchase additional machines resulted from feedback provided by staff on the *Teacher Feedback Forms*.

Future plans are for the CIEP to purchase a few micro-projection units portable enough to carry and use in the classrooms.

Classrooms/Office Space

The CIEP plans to work closely with the UNI Registrar's Office to schedule classes in the "call for schedule" process much like any other academic department on campus. In addition, the CIEP will continue to petition University administrators for dedicated classroom space on campus.

Increase Participation in Special Programs and Events

To date, the student participation in the Conversation Partners Program has been adequate and other times superior. The same cannot be said for participation in the International Friendship Program (formerly Friends and Family Program). The goal, therefore, is to continue to improve upon the programs and increase participation rates. In addition, hiring a permanent staff member (see *Section 9: Management and Administration*) to administer the programs along with other activities will lend continuity to an important area. Currently 28 CIEP students and 38 Americans are participating in the Conversation Partners Program; 40 CIEP students participate in the International Friendship Program.

In addition to the special programs, the CIEP continues to gather data from students about their willingness to participate in the various cross-cultural activities organized by the CIEP Activities Coordinators. This past semester, the activities coordinators have been diligently surveying student reaction to events and services.

Section 5: Enrollment Management

It is important for the CIEP to maintain both sufficient enrollment as well as a population of students that promotes the highest quality program. In addition, it is important for the CIEP to attract and retain students interested in matriculating into the University of Northern Iowa.

In striving to achieve sufficient enrollment the CIEP has outlined several marketing strategies in *Section 6*. Moreover, it is important that the CIEP attract students from a variety of source countries. That is, in addition to attracting quality students to the campus, it is necessary to shield the program from risks that can drastically reduce enrollment from a particular country or regions due to political upheaval and economic downturn. In a March 12, 2008 article by John Gill in *TimesHigherEducation.com* David Gillingham of Coventry University (U.K.) was quoted,

"Universities that rely on large intake from one country are vulnerable...you need only a minor crisis of some sort and the market's gone...it's not good sense to have more than 20 percent from any one country.."

Moreover, UNI can reasonably absorb the losses or gains of students from a single country, but CIEP would have to cut staff should 50% or more of its business disappear. Therefore, it is in the best interest of the CIEP to diversify its student population and take action to maintain a balance of source countries. This action includes the following:

- a. Maintaining a database of students which indicate their backgrounds, funding source, and information about how they became introduced to CIEP and/or UNI.
- b. Cap enrollment from specific countries while increasing enrollment from other countries.
- c. Keep UNI Admission updated on developments in enrollment and work to prioritize students from various countries and discuss target numbers from various countries.
- d. Work to increase students from countries under-represented in the CIEP. Four countries that CIEP plans to focus its efforts are Vietnam, Indonesia, Turkey, and Thailand. All four countries are included in the top countries of origin for foreign students coming to the U.S. in 2008-2009 according to the *Institute of International Education*.
- e. Work with the Office of International Programs and Admissions to place students from UNI's established exchange partners and institutions with whom UNI hopes to sign agreements.

The following populations are a priority for CIEP recruiting efforts and CIEP service:

- Students from countries lacking representation in the CIEP particularly Southeast Asia, Central Asia, and Latin America.
- Students conditionally admitted to the University of Northern Iowa
- Students from partner institutions and potential partner institutions
- Students associated with John Deere and others from the local community
- Students associated with paid agents connected to UNI Admissions
- Students associated with Tibet Fund, Fulbright, and other sponsoring organizations

Quality of Student Enrollment

In striving to maintain a population of students that promotes the highest quality program, the CIEP employs a system of academic probation. Students unable to pass courses within a set period of time or unable to adhere to UNI's Code of Conduct for students are dismissed from the CIEP. Moreover, the CIEP will make efforts to attract such students who receive aid from foundations and other entities through a competitive selection process and who often bring a high standard of scholarship to the CIEP. In striving to attract students interested in matriculating into UNI, the CIEP works with Office of International Programs and UNI Admissions to place students from partner institutions and/or students conditionally admitted to UNI.

Section 6: Profiles of Target Markets

The trends for international students attending institutions of higher learning in the United States change constantly. However, there are students from countries for which coming to the United States for a higher education has historically been a priority. The countries which have traditionally remained in this group are Japan, S. Korea, and China. More recently other countries have re-joined this group after some absence, Saudi Arabia for example. Other countries have begun to emerge, too, as source countries for international students due their growing economies. These include Vietnam, Turkey, and Indonesia.

Top 20 Countries of Origin of Foreign Students to the U.S., 2008-2009

Country	Number of Students	Country	Number of Students
1. South Korea	103,260	11. Nepal	11,581
2. China	98,235	12. Germany	9,679
3. South Korea	75,065	13. Brazil	8,767
4. Canada	29,695	14. Thailand	8,736
5. Japan	29,264	15. Britain	8,701
6. Taiwan	28,065	16. Hong Kong	8,329
7. Mexico	14,850	17. Indonesia	7,509
8. Turkey	13,263	18. France	7,421
9. Vietnam	12,823	19. Colombia	7,013
10. Saudi Arabia	12,661	20. Nigeria	6,256

*source: Institute of International Education Network (www.opendoors.iienetwork.org)

Top 20 Countries of Origin of Foreign Students to U.S. Intensive English Programs, 2008

Country	No. of Students	% change from 2007	Country	No. of Students	% change from 2007
1.South Korea	13,055	+3.7%	11.Spain	936	+51.2%
2.Japan	7,613	-3.8%	12.Colombia	926	+26.7%
3.Taiwan	5,144	-13.2%	13.Italy	909	+33.3%
4.Saudi Arabia	4,357	-28%	14.France	807	-17.3%
5.China	3,747	+19.6%	15.Venezuela	771	+12.4%
6.Brazil	2,853	+31.1%	16.Switzerland	671	-10.9%
7.Turkey	2,087	+37.4%	17.Germany	604	+11.6%
8.Vietnam	1,478	+34.5%	18.Mexico	595	-16.0%

9.Thailand	1,143	-10.6%	19.India	488	+102.5%
10.Libya	1,068	+636.6%	20.Russia	404	+39.8%

*source: Institute of International Education Network (www.opendoors.iienetwork.org)

In the opinion of the CIEP staff, the manner of globally marketing to college bound students is changing. Over the long run, the role of agents or intermediaries meeting with students personally or electronically will lessen and lose its dominance. The changing landscape of social networking with electronic devices will have a profound effect on how prospective students search and find schools and services. This means that information will not be funneled exclusively through intermediaries (educational consultants, agents, counselors) but also through means immediately available to the individual through personal communication devices. Moreover, the prevalence of print materials also continues to decline as electronic sources become dominant. Therefore, the CIEP will continue to explore more web-based services for promoting the program and limit print materials for purposes of informing partner institutions, agents, and others with established contacts to CIEP.

In addition to electronic means from promoting the CIEP, it will be important to establish contacts with partners (schools, foundations, NGOs, embassies, etc.) involved in international activities. Working to establish sources of students from partners is viewed favorably by the CIEP staff. For example, faculty members have much influence on their students' choices to study abroad. If UNI establishes strong ties with various schools, faculty in these schools will consider both UNI and CIEP as desirable choices for their students wanting to study abroad. Likewise, foundations and organizations that screen students for participation are important sources of students with a higher level of scholarship, and establishing ties to them will help the CIEP gain diverse sources of quality applicants.

Section 7: Marketing Strategies and Enrollment Management

The CIEP has a number of strategies for increasing and maintaining its enrollment. The plan is to keep pace with current print and web-based advertising activities and to adopt the strategies listed below:

Engage CIEP Alumni and Build and International Alumni Network

Fostering alumni groups overseas is a means for increasing interest and enrollment at CIEP. Composed of former CIEP students, these groups could act as ambassadors for the program and provide first hand information about life at UNI. In order to foster and strengthen the members' relationship to the main campus:

- a. Newsletters and other information are regularly shared with members.
- b. Staff and faculty visiting the country or city meet with members and host an informational event for past and prospective students.
- c. Sections of the CIEP website are devoted to alumni news, events, photos, awards, etc. The section can also provide contact information for alumni who agree to be resource persons.
- d. Prospect students are connected with an alumni group to find learn more about CIEP.
- e. Alumni groups are asked about potential markets for new students and information that could shape CIEP's recruitment strategy for a particular country or region.
- f. It is important to keep these network groups strong so that alumni feel connected and more willing to lend help.

Student Ambassadors

Students currently studying the CIEP are encouraged to take a leadership role in bringing back information to a partner institution (college or university that the student originated from which maintains a formal agreement with UNI) or group of prospective students in his or her country. This can happen when students return to their country on winter or summer breaks. Students become ambassadors of CIEP and answer questions about the campus talking primarily about their experiences and life at UNI; more detailed questions are directed to the CIEP website. In addition, the student is paid an honorarium .

Use a Vetting Process to Attract Quality Agents

It is important that CIEP sign on the best agents and educational consultants. To do this a vetting process is necessary. The process has several stages which include the following:

- a. Prospect agencies complete a questionnaire about the services provided and background. At this time a handbook for agents is also included to better inform the agency about the prospective relationship with the program and university.
- b. As part of the questionnaire, the agency provides referrals of other schools working with the agency. The schools should be contacted for information about the agency's quality of service.
- c. A standardized agreement is signed between UNI/CIEP and the agency which lasts for two years. After which time, the relationship is re-examined and agencies are re-signed or dropped.
- d. Investigate if the agency is a member of a professional association such as: Hobson or the American International Recruitment Council (AIRC). These associations select agencies with higher standards and/or have certification processes.

Maintain a Good Working Relationship with the Agency

Once a prospect agency or educational consultancy becomes a formal representative for the program, it is helpful to develop trust, provide them resources, and eliminate ones that provide poor services. To maintain good working relationships and monitor the performance of agencies, the CIEP performs the following:

- a. UNI staff visit the agency's facilities when in-country.
- b. Employees of the agency are invited to the UNI campus. Their travel and accommodations can be subsidized entirely or in part by the CIEP.
- c. CIEP interviews students sent from agencies about the services provided.
- d. CIEP maintains a database of all agencies including a record of signed agreements, numbers of students sent, and general comments about service. The database offers a snapshot of the agencies history and relationship with the CIEP.

CIEP Tuition Waivers

The use of scholarships to attract quality students is an effective means of strengthening relationship between partner institutions. Schools that have active partnerships with UNI should be considered for CIEP tuition waivers. The student would be responsible for his or her own meals and housing, but the tuition waivers will still work well to attract deserving students or faculty from partner institutions. Criteria for awarding waivers can include the following:

- a. Student is from a school which maintains an active partnership with UNI.
- b. Student has demonstrated a strong interest in improving English language skills for a specific purpose.
- c. Student has the means to travel to Iowa and find housing on campus.

Increase Web-based Promotional Tools

It is widely known that the trend among U.S. college aged adults is to communicate and research using electronic methods. This fact remains true with internationals who utilize the latest electronic devices to gather data and information about schools, countries, regions, etc. In 2009, according to *InternetWorldStats.com*, there are approximately 1.5 billion internet users worldwide or 23% of the world's population—41% of all internet users are in Asia. Moreover, according to CIEP's survey results for students entering the program, a small but increasing number of CIEP students depend on self accessible information when choosing potential schools for language study. Of course, intermediaries (i.e. educational consultants, friends, UNI staff and faculty, etc.) continue to play an important role when selecting a school, but self-access to the internet and, relatively, web-based promotional companies are increasing in influence.

Wanting to capitalize on the influence of the internet in selecting an English language program, the CIEP has begun to contract with web-based companies that provide clients with information about language programs around the world. These companies provide translation services to schools and are relatively in-expensive for students to use in comparison to traditional educational consultancies and agencies which can cost hundreds or even thousands of dollars. It is planned for CIEP to contract with more web-based promotional companies (i.e. ApplyESL.com) to advertise the CIEP.

Online Information in Various Languages

The CIEP will link its webpage to the UNI fact sheets provided by International Admissions in Spanish, Arabic, and Chinese (<http://www.uni.edu/intladm/FactSheetEnglish.shtml>). Together with the CIEP online application which is currently translated into Chinese, Arabic, Spanish, Portuguese, Polish, and French, the CIEP hopes to increase its ability to provide information in other languages. It is planned for the CIEP application to be translated into more languages. In addition, the CIEP will explore developing a series of fact sheets whereby readers can read basic information about the CIEP in various languages.

In addition to CIEP's on webpage, the program can be promoted in many languages through website services, for example *Seen1st*, that translate program information for search engines utilizing several other languages.

Visits to Partner Institutions

Developing strong relations with partner institutions requires that UNI faculty, staff, and students make efforts to visit, research, and participate in exchanges. The CIEP staff can also visit partner institutions as well as prospect partner institutions. These contacts help to reinforce ties and establish new ones.

Section 8: Technology & Equipment

Overview of Technology

Technology updates are vital for keeping the CIEP a competitive and vital program of study. Each CIEP employee currently has his or her own computer (including graduate teaching assistants) and this 1:1 ratio is important and will remain. In addition, this year the copier ratio

is being reduced from 1 copier: 17 employees to 1 copier: 8 employees. Printers will remain 1 printer: 4 employees. Other important additions will be more portable devices for staff to bring to classrooms such as portable projectors and computers. Smaller devices such as CD players, voice recorders, and such are easily replaced as needed.

Capital Expenditure Projections for Technology & Furniture

The following chart reflects additional technology expenses for 2010-2015 (note replacement equipment for retired older equipment):

Year	2010	2011	2012	2013	2014	2015
Computer	1 new notebook (\$1,200) 1 new desktop (\$800)	1 new desktop (replacement) (\$850)	1 new notebook (\$1,200) 1 new desktop (\$850) 1 new desktop (replacement) (\$850)	1 new desktop (\$850) 1 new desktop (replacement) (\$850)	1 new desktop (\$850) 1 new desktop (replacement) (\$850)	1 new desktop (\$850) 1 new desktop (replacement) (\$850)
copiers	1 new desktop copier (\$1,500)		1 new office copier (\$7,500)		1 new office copier (replacement) (\$7,500)	1 new desktop copier (\$1,500)
Printers	1 new color printer (\$1,100)		1 new printer (replacement) (\$1,100)			1 new color printer (\$1,100)
Ancillary Technology	1 new portable elmo device (\$700) 1 new projector (\$1,200)	1 new fax (replacement) (\$1,000) 1 new scanner/imaging (\$2,200)	1 new portable elmo device (\$700) 1 new projector (\$1,200)		1 new portable elmo device (\$700)	1 new projector (\$1,200) 1 new projector (\$1,200)
Total Costs	\$6,500	\$4,050	\$13,400	\$1,700	\$9,900	\$6,700

Overview of Office Furniture

In 2009, Baker 56 was renovated at a cost of \$1,100 to CIEP. The renovation was organized by UNI's Interior Design Services which kept costs to minimum by reusing counter space units in

UNI’s supply warehouse. This result was a much more efficient office space able to accommodate 4 -5 individuals instead of the previous 3.

A similar renovation is being considered for Baker 60 which is cramped with four older desks and is very cramped. Replacing the desks with counter spaces units will make for a better work environment.

The following chart reflects additional furniture expenses for 2010-2015 (note: CIEP is expected to relocate to Bartlett Hall in 2013, so capital expenditures will be revised):

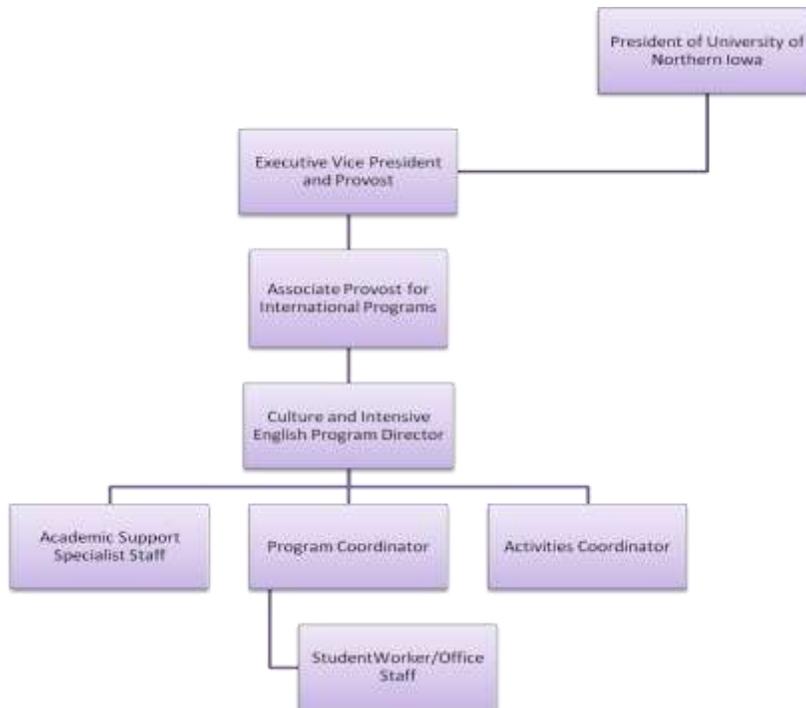
Year	2010	2011	2012	2013	2014	2015
Furniture	Office chairs (\$800)		Office Chairs (\$1,100)			
Renovations	Baker 56 (\$1,200)					
Other	Painting Baker 74 (\$1,300)			File Cabinets (\$500)		
Total Costs	\$3,300	\$0	\$1,100	\$500	\$0	\$0

Section 9: Management and Administration

Overview of Management Team

The CIEP is a program within the Office of International Programs (OIP) at the University of Northern Iowa (UNI). The OIP is both its present home and historical home. The CIEP Director reports to the Associate Provost for International Programs who reports directly to the Executive Vice Presidents for Academic Affairs and Provost of UNI.

The CIEP is a service unit within the office of the Associate Provost for International Programs. An organizational chart showing lines of responsibility follows:



The CIEP Director works to manage student enrollment, improve the programs services, and facilitate both the mission and goals of the CIEP within the framework of the University’s goals, mission and vision. Besides the CIEP Director, is a staff serving in various positions. The largest number of CIEP staff members delivers instruction to students enrolled in the program. These include: Academic Support Specialist, Program Assistants, and Graduate Teaching Assistants. Academic Support Specialists are full time staff with renewable term appointments. They primarily teach and coordinate areas related to curriculum and delivery of instruction. Occasionally, Academic Support Specialist coordinate customized short-term programs for groups. Program Assistants are temporary appointments paid either hourly or salary; they are primarily hired to deliver instruction. Graduate Teaching Assistants are not paid by the CIEP but receive their stipends from the Graduate College at UNI. All instructional staff report directly to the CIEP Director.

In addition to the instructional staff is office staff who serve in various capacities. The Program Coordinator works primarily to keep the day-to-day functions of the CIEP working smoothly and assists with marketing and external communications. This position also supervises the student workers serving as office assistants on daily tasks necessary to keep the CIEP organized and operating. In addition to these are Activities Coordinators hired on a temporary basis to plan and implement social, cultural, and educational activities for CIEP students to practice language

and academic skills learned in the classroom. The Activities Coordinators report directly to the CIEP Director.

In July 2008, UNI enacted a wage freeze for all its employees. In October 2009, UNI enacted a hiring freeze for all new positions supported by general fund monies. The CIEP has been able to continue hiring staff with the permission of the Executive Vice President and Provost. However, salary increases must be approved by the Iowa Board of Regents.

Future Plans for Staffing of CIEP

The CIEP will continue to seek the best qualified persons for its program. That said, it is imperative that searches be conducted in a timely manner. As the CIEP continues to grow, changes will be necessary to provide for its staffing. Some of these changes are as follows:

Academic Support Assistant versus Program Assistant

Recently the position of Academic Support Assistant was created for the CIEP under the auspices of Human Resource Services. The duties for this position are similar to the Academic Support Specialist and offer a career path for those without the experience necessary to apply as Academic Support Specialist. To date, a number of staff members have been temporarily appointed. These appointments were made due to unforeseen circumstances whereby the CIEP lost two full-time staff (one left for personal reasons, one left on medical leave). In the meantime, these appointed persons have worked to do many of the same duties as the Academic Support Specialist but under the title of Program Assistant. However, these temporarily appointed positions end this year and these individuals are encouraged to apply for upcoming positions in CIEP. In addition, the position descriptions for Program Assistant and Academic Support Specialist have been reviewed and updated. Together with the newly created position description for Academic Support Assistant the position descriptions for all three will mean better delineation of duties and responsibilities for staff members (The basic difference between the Academic Support Specialist and Academic Support Assistant positions are the responsibilities assigned outside of teaching). Furthermore, the CIEP Director will meet with Human Resource Services staff to clearly define the career path for an Academic Support Assistant towards becoming an Academic Support Specialist.

At the time of this report, the CIEP is conducting searches for Academic Support Specialist and Academic Support Assistant positions. Meanwhile, persons hired as Program Assistants starting in June 2010 will be hired on a temporary basis as needed in times of increased enrollment. However, program assistants position is an appointed position and University policy does not

permit individuals to be appointed for longer than 2 years (after which time, the individual must be hired through a search).

Office Staff

The CIEP currently employs three student workers to help with various routine tasks and the daily needs of the students and staff. The CIEP has been fortunate in recent years to employ exceptional student workers; however, there are issues of work flow, continuity of assigned tasks, and coverage of hours. In addition, the cost of paying several student workers 10-30 hours per week is an expense that could best be applied to a permanent office employee. Therefore, it is planned for CIEP to begin a search in summer of 2010 for a full time staff person to start in fall 2010.

Activities Coordinator

The CIEP employs one or more Activities Coordinators to organize events and activities for its students. Currently two student workers divide the tasks between organizing the Conversation Partners Program and International Friendship Program and the work associated with organizing social/cultural activities for all program participants. The cost of paying two student workers 20-30 hours per week is an expense that could best be applied to a permanent staff employee. Therefore, it is planned for CIEP to begin a search in summer 2011 for a full time activities coordinator.

Administrative Assistance

Save for the student workers in the office staff, all employees of CIEP report directly to the CIEP Director, currently a ratio of 1:16. In addition, all students enrolled in the CIEP see the CIEP Director for various issues related to their experience as students at UNI, a ratio of 1:100. On occasion the Program Coordinator and Office Staff are able to handle many of the more routine issues that CIEP students bring to the office. However, more involved issues are referred to the CIEP Director for consultation. The 90 minutes/day allotted by the CIEP Director to meet students is rarely enough time. Moreover, increased enrollment means the CIEP Director must take significantly more time to work on tasks related to immigration documentation for new applicants, active students, and former students (issuance of documents, regularly registering all students, transferring records in and out of the program, issues that arise due to special circumstances and/or lack of proper action on the part of the student, etc.). This means the CIEP Director is spending a greater amount of time each day on tasks related to immigration status.

In addition to the day-to-day tasks associated with operating the CIEP, the CIEP Director must spend time advancing the agenda of the program. This work includes managing resources, improving services, marketing to prospective students, and assisting in meeting the greater

needs of the University through committee work and departmental meetings. However, daily tasks associated with operating the CIEP have begun to take more time thus diminishing the time the CIEP Director has for advancing the agenda of the program. All told, the CIEP Director's role has become less about leadership and decision making and more about managing the day-to-day struggles of keeping the CIEP functioning smoothly. Furthermore, when the CIEP Director is not available (i.e. away on business, vacation, sick leave, etc.), there lacks administrative help for conducting the business of the program or overseeing emergencies.

For all the reasons mentioned, it is planned that in the next 2 years a position be developed to oversee some of the duties associated with administration of the CIEP. The duties and title for the position are uncertain, but the following items are important to consider:

- Work part-time with administrative duties and part-time instructional duties
- Have DSO designation and duties related to student's immigration needs
- Supervise junior staff such as Graduate Teaching Assistants, and Activities Coordinator(s).
- The position would be an eleven month position so that summers are covered.
- Work on external projects including trips to educational fairs.
- Manage some of the load of consulting with students including those on academic probation.
- Organize five administrations of the institutional TOEFL annually.

Academic Coordinator

The role of CIEP Coordinators will change over time since more staff requires more coordination and review of curricular activities . The need for an academic coordinator will increase, too. It is too early to determine how to define this role as the roles of the CIEP Coordinators are not completely defined. However, a careful investigation of models used in other programs will be helpful.

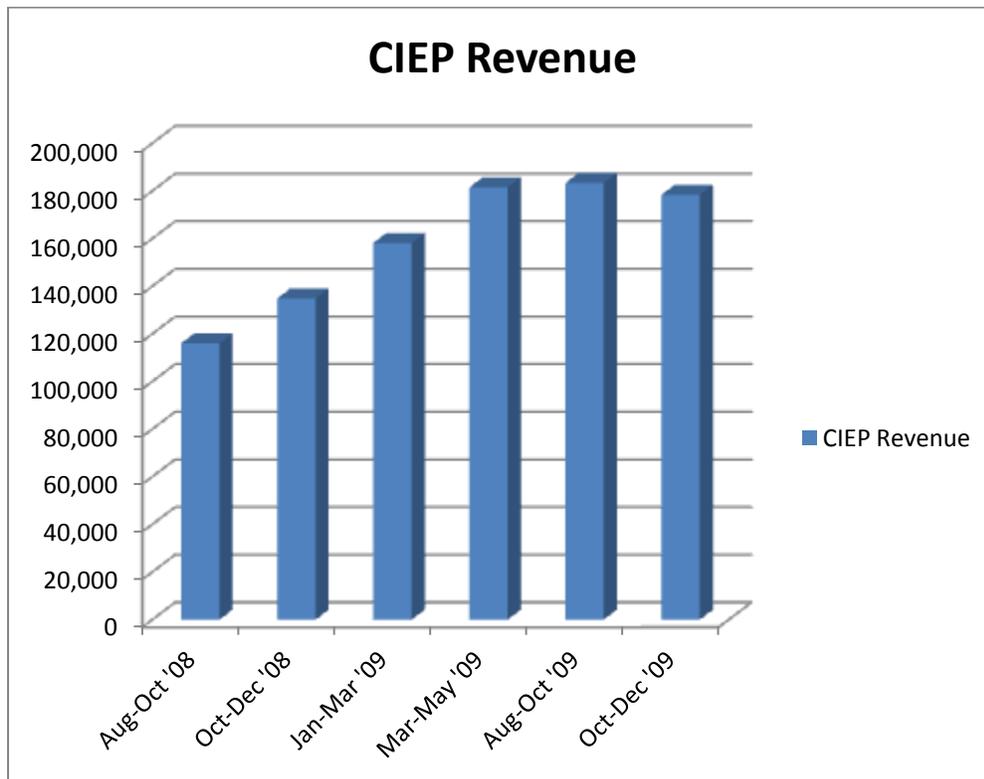
Graduate Teaching Assistants

Currently the CIEP has 2-3 graduate teaching assistants (GTAs) are assigned to CIEP by the MA/TESOL program and the Graduate College. Each one teaches a single class hour each class day at no cost to the CIEP (stipends are from the Graduate College). Providing a field experience to MA/TESOL students is part of the CIEP's agreement with the MA/TESOL and its extended mission. Although the CIEP is fortunate to have GTAs in the program, the number could be higher which would demonstrate support for the program from the University. GTAs, in particular, help the program absorb swings in enrollment and keep personnel costs down. Therefore, CIEP will seek to increase the number of GTAs from 2 to 4 over the next 2 years.

Section 10: Fiscal Projections

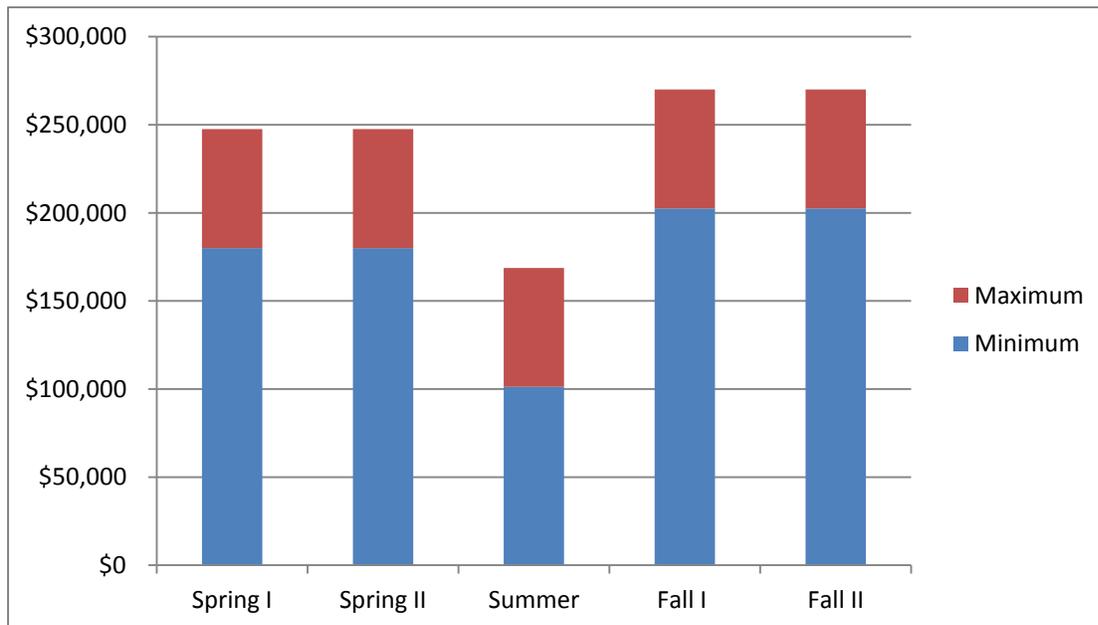
CIEP Revenue

An examination of revenue for the past six sessions of CIEP (excluding summer 2009) shows steady or increased enrollment for the period (see CIEP Revenue chart). Typically, summer sessions have lower enrollment and revenue varies depending on special summer programs. Likewise, enrollment for the same period also increased; however, the student enrollment figure does not correspond directly into revenue collected because some students are part time while others are full time. Therefore, a full time student equivalent (FTE) number is a better comparison. The number of FTEs also increased during the same period (see CIEP Enrollment chart).



8-Week Session	Revenue	Enrollment	FTE
October--December 2009	\$178,368	93	85.25
August--October 2009	\$183,326	94	83.75
March – May 2009	\$181,485	92	81.75
January--March 2009	\$158,175	77	71.25
October--December 2009	\$134,865	69	60.75
August--October 2008	\$115,995	58	52.25

Projected Revenues for 2010



Projected Maximum-Minimum Revenue Chart for 2010: This chart shows the range of revenue CIEP expects to collect for its next five sessions in the next calendar year. Minimum is a conservative enrollment estimate and maximum is a higher enrollment estimate. Figures are based on tuition fees only using the current tuition rate. Tuition fees increase in August 2010. Figures are not based on fees for testing, applications, TOEFL or university general fees. Also note that revenues based on full time equivalency in enrollment at not actual number of students.

5-Year Projections for Tuition Collection

The projections below include a 5% year increase in tuition. This increase would be the maximum average annual increase over five years. Historically, the yearly tuition increase is between 3% and 5%. Typically, increases take effect for the fall 1 session starting in August. Enrollment is conservatively estimated at an average of 90 Full Time Equivalents (FTE) over the course of 4 sessions.

YEAR	2010	2011	2012	2013	2014	2015
Tuition (5% annual increase)	\$2,363	\$2,481	\$2,605	\$2,735	\$2,865	\$3,009
Avg. Annual Student Enrollment (Academic Year)	90 FTE					
Projected Tuition Collections	\$850,500	\$893,023	\$937,692	\$984,600	\$1,031,450	\$1,083,024
Avg. Summer enrollment (June & July)	45 FTE					
Projected Summer Tuition Collections	\$106,313	\$111,628	\$117,212	\$123,075	\$128,931	\$135,378

Projections for Salary Expenditures in CIEP

Year	2010	2011	2012	2013	2014	2015
Salaried						
Hourly						

Projected Revenues for Next Five Years

Year	2010	2011	2012	2013	2014	2015
Annual Revenue						

Section 11: Implementation

The continued expansion of the Culture and Intensive English Program will depend to a great degree on the ability and willingness of the University to provide resources for its growth. As the program grows, it is imperative that CIEP manage its growth and enrollment in a way that preserves its quality. The program has made great strides in improving internal mechanisms to review its services (i.e. area coordinators meetings, assessment, databases, etc.) and improve its curriculum (i.e. self study reports, professional development opportunities for staff, research, etc.). However, implementing improvements and maintaining a quality program requires resources both internally funded by CIEP and externally provided by UNI. The CIEP will continue to provide salaries and benefits for its employees through its own self-generated funds and rely on resources provided to it by UNI (i.e. technology services, marketing expertise, workshops and training, maintenance, cleaning, etc.). Furthermore, the CIEP will continue to rely on the University for its classroom and office space, which may become more difficult to secure as the program grows. It will require leadership, creative problem solving, and an effort on the part of the UNI administration to provide the CIEP the space required to elevate the program to a larger yet quality intensive English program.

Staffing

Future hires of teaching staff will depend on enrollment in the CIEP. The following information outlines staff and facility needs for the CIEP in the next five years based on projected enrollment figures:

Future Staff Requirements

Staff Position	Current 1/7/2010	2010	2011	2012	2013	2014	2015
Average Annual Enrollment	100	130	140	150	160	170	180
Administrative Staff	1 Director 1 Program Coordinator	1 Director 1 Program Coordinator	1 Director 1 Program Coordinator	1 Director 1 Program Coordinator 1 Admin. Assistant 1 Academic Coordinator	1 Director 1 Program Coordinator 1 Admin. Assistant 1 Academic Coordinator	1 Director 1 Program Coordinator 1 Admin. Assistant 1 Academic Coordinator	1 Director 1 Program Coordinator 1 Admin. Assistant 1 Academic Coordinator
Academic Support Specialist	5	7	11	11	11	12	13
Academic Support Assistant	0	4	0	0	1	1	0
Program Assistant	8	4	4	3	3	3	4
Permanent Ancillary Staff	0	1 Secretary	1 Secretary 1 Activities Coordinator	1 Secretary 1 Activities Coordinator	1 Secretary 1 Activities Coordinator	1 Secretary 1 Activities Coordinator	1 Secretary 1 Activities Coordinator
Graduate Teaching Assistant	2	3	3	3	4	4	4
Student Workers	6	3	3	3	3	3	4

Classrooms/Offices

Future need for classroom space will depend on enrollment in the CIEP. As enrollment increases, the need for office space to house staff and classrooms to deliver courses increases as well. In addition, other facilities such as meeting space for staff, copier/mail room, and break room will also be needed.

In terms of office space, the plan for Baker Building is to relocate employees housed there to a newly renovated Bartlett Hall (currently a residence hall) in the next 3-5 years. Once Bartlett is renovated and occupied, Baker will be demolished. For this to happen, the plan is for the current residents of Bartlett Hall to relocate to a newly constructed residence hall located on campus. However, much of this planning will depend on the resources available from the State of Iowa, which is recovering slowly from a brutal economic recession. Finally, once CIEP is relocated to Bartlett, more office space will be available. In the meantime, the plan is for CIEP to expand its offices into Baker 59 once the Dean of Social & Behavioral Sciences relocates his offices back to newly renovated Sabin Hall in January 2011.

In terms of classroom space, the plan is for CIEP to submit its request for classrooms, along with other departments, in response to the “call for schedules” from the Registrar’s Office. This will allow the request to be processed earlier and room assignments determined early enough to allow time for room allocations to be discussed, and re-assigned before it becomes a crisis situation during the time classes begin. Currently rooms are assigned after all academic departments receive space which leaves few spaces left and little time to find a solution. It is also planned that CIEP continue to work with the University administration to secure priority classrooms that can only be assigned to CIEP classes. This effort will take some “political will” on the part of the UNI Administration, but hopefully the University’s plan to increase international enrollment (most international students are conditionally admitted to UNI and require English language instruction) include resources for the CIEP to increase its instructional capacity in a stable manner.

In The following chart is the CIEP’s current and future need for classroom and office space based on projected enrollment:

Future Facility Requirements

Time	Current	2010	2011	2012	2013	2014	2015
Average Annual Enrollment	100	130	140	150	160	170	180
Classrooms (4 classrooms /section)	9 sections	10 sections	10 sections	10 sections	11 sections	11 sections	12 sections
Other	6 staff offices	7 staff offices	9 staff offices	9 staff offices	10 staff office	10 staff offices	10 staff offices

Technology

As enrollment and staff increase in size in the CIEP, it will be necessary to maintain enough technological resources to sustain the quality of the program. Technology is expensive but a worthwhile investment toward increasing productivity and improving delivery of services. It is especially important that teaching staff also adapt to new methods of instruction and communication with students. This said, training and development of technological skills also need to be considered for the staff. Fortunately, the University does provide workshops and individualize instruction on the latest developments in instructional technology. Most instructional technology training at UNI is provided at no cost to the department by Instructional Technology Services (ITS) ; however, some workshops (i.e. workshop to develop online courses) require tuition. Staff can receive additional training and information at professional conferences and conventions. The following chart is the current and future need for technology based on projected enrollment:

Future Technology Requirements

Time	Current	2010	2011	2012	2013	2014	2015
Computers	20 Desktop	21 Desktop	21 Desktop	22 Desktop	23 Desktop	24 Desktop	25 Desktop

	3 notebook	3 notebook	3 notebook	4 notebook	4 notebook	4 notebook	5 notebook
Copiers	1 office copier	1 office copier 1 desk top copier	1 office copier 1 desk top copier	2 office copiers 1 desk top copier	2 office copiers 1 desk top copier	2 office copiers 1 desk top copier	2 office copiers 2 desk top copiers
Other	5 printers 1 fax	4 printers 1 color printer 1 elmo 1 projector 1 fax	4 printers 1 color printer 1 scanner 1 elmo 2 projectors 1 fax	4 printers 1 color printer 1 scanner 2 elmo 3 projectors 1 fax	4 printers 1 color printer 1 scanner 2 elmo 3 projectors 1 fax	4 printers 1 color printer 1 scanner 3 elmo 3 projectors 1 fax	5 printers 1 color printer 1 scanner 3 elmo 4 projectors 1 fax

Contingency Plans

In the event that the CIEP is not able to increase enrollment but maintains steady annual average enrollment (90+ students) over the course of the next five years, the plan would be to keep expenses at 2010 levels. That is, staffing, technology, and classroom allotment numbers would remain at 2010 levels as is considered the base level from which to grow the program. Of course, increases in tuition and salary would be increased to reflect costs of operations and costs of living increases.

In the event that enrollment decreases over the next five years due to unforeseen circumstances beyond the influence of the program, it would be necessary that a new strategic plan be devised and implemented. In general, however, the following staffing cuts may occur during times of decreased enrollment:

Best case scenario—Cut all hourly staff positions an increase teaching loads for full time salaried staff.

Worst case scenario—Cut both hourly staff positions and salaried positions.

Section 12: Conclusion

As the CIEP moves forward, it continues to build on the hard work of its staff accomplished over the past several months. The CIEP staff has done much in bringing the program into profitability and making progress towards meeting the standards set by the Commission for English Language Program Accreditation. Moreover, The CIEP will continue to strive to expand its operations yet improve its quality of instruction and services while meeting the needs of its students and goals set forth by the University of Northern Iowa. Finally, much is expected of the CIEP in the coming years as the University seeks to expand its international student enrollment, but the CIEP stands poised to benefit from its unique position and access to a wide array of resources. It remains to be seen how the CIEP and the University accomplishes and enhances their mutually beneficial goals.