PART I: MISSION, GOALS, AND EXECUTIVE SUMMARY

A. MISSION AND AREAS OF FOCUS

Mission:

The ELI’s mission is to provide quality English language instruction to all individuals who have chosen English as their medium of communication for academic or professional pursuits and to promote international and intercultural understanding.

Areas of focus:

In support of the University’s international theme and the ELI’s own mission and vision, the Institute undertakes a series of activities that allow faculty to extend their teaching and professional development, staff to upgrade their skills in order to provide better service to students and the community at large, and students to supplement their learning by taking part in extra-curricular and community activities.

The ELI faculty is encouraged to attend the TESOL and NAFSA national conferences to enhance their professional skills. They are also urged to submit proposals for attending any other national or regional conference or workshop that would support their professional development. In addition, the ELI offers its faculty in-house workshops/conferences in the fall and the spring under the title of Professional Development Day. On this day, the institute hosts authors and leaders in the field of ESL who present their publications and/or lecture on different techniques related to teaching.

In terms of staff professional development, the Institute supports initiatives by its staff members to attend any national or regional conference/workshop that would support their professional development. In addition, the ELI encourages its members to take advantage of the training provided by the University’s Department of Training and Development.

The ELI students are also given the opportunity to use their language in real, meaningful contexts when they participate in especially arranged cultural activities such as international potluck lunches and conversation partner activities. In addition, ELI students are encouraged to participate in community service activities such as Habitat for Humanity and others.

B. ORGANIZATION, EXTERNAL TRENDS AND STRATEGIC DIRECTIONS

1. Organizational Issues
2. Advisory Board Members

Not available at this time

3. External Trends

The external trends that influence the ELI programs will always remain the same: political changes, exchange rates, world oil prices, and tourist growth. The ELI must keep abreast of all these changes and must market its programs in countries where trends are favorable to enrollment. The ELI must not concentrate its efforts in one single country.

4. Strategic Directions and Areas of Emphasis

The ELI has a long-range vision: to become one of the leading institutes in the U.S. by setting standards of excellence in innovative curriculum design, teaching, professional development, and cross-cultural understanding. The ELI’s vision, and mission support the university’s international theme. The Institute has already achieved many of the objectives necessary to be known for excellence but it continues to strive to maintain its current status and to excel in the areas of academic training and student services. At the ELI, the overall satisfaction of every student is its first priority.

In addition, the English Language Institute’s mission and vision enhance the University’s International strategic theme as the Institute continues training international students from as many as 48 different countries in English as a Second Language (ESL) and mainstreaming them into the University’s academic programs.

In the next five years, the ELI’s vision will see it through many changes and exciting challenges. The occupancy of the new building in a prime location on campus (close to PC), where better visibility and access will bring more visitors and potential students to the Institute, will be one of its major changes. By having more classroom space available in the new building, the Institute will be able to expand its programs or create new ones. The availability of classroom space will also help boost the Institute’s revenue by allowing it to rent space to other departments/units on campus. In addition, availability of funds generated by all of the above will help the ELI fund its on-line and long-distance courses.
C. 2000-2001 ANNUAL ACCOMPLISHMENTS

All ELI goals address University goal IV, to be recognized as a leading institution for Teaching and Research in the Areas of International, Environmental, Urban, Health, and Information.

Goal 1: to acquire more classroom space by building an additional ELI classroom building to teach the Institute’s international student population and to solidify the ELI’s accounts by increasing revenues by 3%

. (Addresses University Goal IV)
Assessment Criteria (Measurable Outcome): Success in achieving this goal will be measured by our quantifiable growth.
Accomplishment: Unfortunately, due to rising oil prices, a strong American dollar abroad and the new INS regulations, the ELI did not reach its desired 3% growth in revenues. However, it is hoped that revenues can be increased as soon as the above-mentioned trends stabilize.
Use of Results for Program Improvement: The ELI continues to benefit from the fee-generated funds brought in by its aggressive marketing and direct recruiting. The Institute’s funds are being used to continue developing better ads and marketing materials and to recruit quality students from targeted areas in the world as witnessed by the School of Music Asian recruiting tour.

Goal 2: To work closely with other departments in order to recruit students who will come to the ELI and proceed into credit-earning courses and to search for and find two dynamic publications where effective ads can be placed. (Addresses University Goal IV)
Assessment Criteria (Measurable Outcome): The success/failure of this goal will be measured by the number of programs that join the ELI in its efforts and by the rate of success of the ELI’s marketing efforts.
Accomplishment: Positive. The ELI placed ads in Destino Miami and El Radar de la Florida. Both publications met the objective of giving the ELI more international exposure.
Use of Results for Program Improvement: As a result of the ELI’s aggressive international recruitment, a more diversified student body is enriching the Institute’s classes. There are now students from 48 different countries in all of the Institute’s programs. This diversity has enhanced the cultural and discussion topics in conversation classes and sparked the use of more diverse techniques in teaching.

Goal 3: To work closely with other departments in order to recruit students who will come to the ELI and proceed into credit-earning courses and To link efforts with other departments in web-related advertising that will attract international students to the ELI and the university. (Addresses University Goal IV)
Assessment Criteria (Measurable Outcome): The success/failure of this goal will be measured by the number of programs that join the ELI in its efforts and by the rate of success of the ELI’s marketing efforts.
Accomplishment: Positive. The ELI worked with other departments in developing a pop-up window that will be part of the University Outreach Latin American web page. This web page will be in English, Spanish, and Portuguese.
Use of Results for Program Improvement: It is hoped that this project will result in an increase in enrollment.
Goal 4: To create a new Practical Conversation Program to attract businessmen, corporation managers, and others who do not have enough time to attend a full-time ESL program but would like to learn English or improve their current skills in the language. To boost enrollment in the Practical Conversation Program by 3% in 2001 based on the initial figure of 40 students in Fall 2000 (Addresses University Goal IV)

Assessment Criteria (Measurable Outcome): The success/failure of this goal will be measured by the number of students who register in the program.

Accomplishment: Positive. The numbers showed that we met and surpassed our goal. 56 students (33 full-paying) had registered by the Summer 2001, and Fall 2001 is still pending!

Use of Results for Program Improvement: Through this new program we have diversified our student body even more.

D. 2001-2002 ANNUAL GOALS

2001-2002 Goal 1: To acquire more classroom space by building an additional ELI classroom building to teach the Institute’s international student population and To solidify the ELI’s accounts by increasing revenues by 3%. (Addresses University Goal IV)

Measurable Outcome: Success in achieving this goal will be measured by our quantifiable growth.

2001-2002 Goal 2: To develop new international programs to meet the needs of the local international business community, as well as other international professionals in our community and To develop an evening/Saturday Business English Program to meet the needs of those international business people who are based in the Greater Miami area (Addresses University Goal IV)

Measurable Outcome: Success in achieving this goal will be measured by the actual implementation of the programs and their growth as represented by the number of students attending them.

2001-2002 Goal 3: To work closely with other departments in order to recruit students who will come to the ELI and proceed into credit-earning courses. The objective is to engage the College of Education or the School of Nursing in a joint recruiting trip. (Addresses University Goal IV)

Measurable Outcome: The success/failure of this goal will be measured by the number of programs that join the ELI in its efforts and by the rate of success of the ELI’s marketing efforts.

2001-2002 Goal 3: To contact educational consultants in Europe, Latin America and Asia to create a network of referrals to the ELI. (Addresses University Goal IV)

Measurable Outcome: To contact 10 international consultants during the 2001-2002 Academic Year and to register 10 students through their referrals. The success/failure of this goal will be measured by the number of educational consultants who refer students to the ELI and by the number of students who register due to said referrals.
D. EXECUTIVE SUMMARY

As the largest English Language Institute in the SUS, the ELI at FIU is very complex. Unlike its sister programs in the SUS, it is a large, multi-program institute with a vast array of student services. However, just like most programs in the United States, it does more than teach English.

In fact, some in FIU have defined the ELI as an all-encompassing unit. Others have labeled it as “a small operation doing everything the big operation does”, and there may be some truth in that. After all, the ELI does a lot of the work some individual offices and departments do. For example, the ELI does its own recruiting (Office of Admissions), collects funds and keeps receipts and ledgers (Cashiers), registers students and prints schedules (Registration), issues its own I-20s (International Student Services), tests its students (Testing Office), and even schedules check-in and check-out dates for its own students in the dorms (Housing), not to mention the scheduling of student activities, counseling sessions and many, many others. In fact, it is “… a small operation doing everything the big operation does.”

The following are some of the most important activities that took place in this highly complex institute the previous year and those expected to take place in the coming year.

1. Activities: Prior year

CURRICULUM

• The Practical Conversation Program

The Practical Conversation Program met and surpassed its 3% growth in enrollment. This is a tribute to the quality of teaching and service that is provided to its students.

• Placement Testing

The ACT test was installed and has been a real successful tool in placing our students. It has also been instrumental in marketing the ELI since it is the only institute of its kind in the SUS to use computer-based testing for the placement of students.

• Curriculum survey

The ELI curriculum survey was partially completed. It is hoped that it will be ready Spring 2002.

MARKETING
• Ads

The ELI searched and found two publications that met its short-term purpose in promoting the Institute: Destino Miami and El Radar de la Florida. They gave the ELI great exposure in Latin America.

• Web Page

The ELI page was upgraded and more languages were added.

• Direct recruiting

The ELI continued funding recruiting trips and fairs to bring quality students to FIU for language and academic training. It worked together with Business, Admissions, the College of Engineering, and the School of Music in identifying areas where successful recruiting could be conducted.

The ELI also participated in international recruiting fairs such as ALPHE – where international consultants and advisors meet American university representatives.

PROFESSIONAL DEVELOPMENT

• The 3rd Annual Authors’ Series

The ELI held its author series at the Biscayne Bay Campus’ Kovens Center. Although smaller in size than the previous year, it offered an excellent opportunity for professional development and networking.

• Professional Development Day

The ELI continued its traditional Professional Development Day by bringing in experts from the computer field who offered the Institute instructors an overview in developing and conducting on-line courses.

• National conferences

The ELI funded faculty/staff attendance at the following national conferences:

NAFSA: Philadelphia

• Regional conferences

The ELI funded faculty/staff members at the following regional conferences:

Immigration Workshop: Miami

• Staff training
The ELI was successful in securing training for the following staff members:

- Nancy Diaz: Managing Change
- Mercedes Rufin Barbieri: Developing Positive Assertiveness Skills; Managing Change

STUDENT SERVICES

During the 2000 – 2001, the ELI was successful in completing and distributing a battery of surveys to measure student satisfaction with the student services provided by the ELI. The surveys were distributed to the ELI students during Fall 2000. The results were very positive and student comments were used for program improvement. Results are available upon request.

2. Activities: coming year

CURRICULUM

- **Evening/Saturday Business English Program**
  
  In order to meet the needs of international business executives/employees based in the Greater Miami area, the ELI will offer the Business English Program during the evenings and on Saturdays starting Fall 2001.

- **Curriculum Survey**

  The ELI curriculum survey will be completed by Spring 2001.

MARKETING

- **Web page**

  The ELI web page will be revamped to make navigation easier for prospective students. Two new language translations will be added.

- **Direct recruiting**

  The ELI will seek to conduct a joint recruiting trip with the College of Education and/or the School of Nursing.

- **Welcome Guide**

  The ELI will complete its new Welcome Guide and will distribute it to its students during Fall 2001.
PROFESSIONAL DEVELOPMENT

• The 4th Annual Authors Series

The ELI is now planning its upcoming Author’s series. Venues for the event are being discussed.

• Professional Development Day

The ELI will continue holding its Professional Development Day for its full and part-time faculty. A number of options and projects of interest to the faculty are being discussed.

• National Conferences

The ELI will continue funding the attendance of faculty and staff members at the TESOL and NAFSA conferences in order to enhance their professional development. The Institute will also fund the participation of any faculty or qualified staff member at any other national conference where the Institute will profit from said participation.

• Regional Conferences

The ELI will continue funding the participation of faculty/staff at any regional conferences where the Institute will profit from said participation.

• Staff training

Next year, the ELI will encourage its staff members to continue upgrading their skills to better serve the Institute and its students.

Conclusion

This Center and Institute Annual Report shows that the English Language Institute has achieved almost all the goals and objectives it set out to accomplish last year.

The ELI will continue pursuing and achieving the goals and objectives it has set for next year and years to come.