## Institute/Center Data

### Directory Information

<table>
<thead>
<tr>
<th>I/C Name:</th>
<th>English Language Institute</th>
</tr>
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<tbody>
<tr>
<td>I/C Code:</td>
<td>80.0250</td>
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<tr>
<td>University:</td>
<td>FIU</td>
</tr>
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<td>I/C Type:</td>
<td>III</td>
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<tr>
<td>I/C Director:</td>
<td>Luis Sanchez</td>
</tr>
<tr>
<td>Discipline(s) (2-Digit CIPs):</td>
<td>23</td>
</tr>
<tr>
<td>I/C Address:</td>
<td>Florida International University</td>
</tr>
<tr>
<td>English Language Institute - University Park</td>
<td></td>
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<tr>
<td>I/C Telephone:</td>
<td>305-348-2222</td>
</tr>
<tr>
<td>I/C E-Mail Address:</td>
<td><a href="mailto:lsanchez@eng.fiu.edu">lsanchez@eng.fiu.edu</a></td>
</tr>
<tr>
<td>I/C SUNCOM:</td>
<td>441-2222</td>
</tr>
<tr>
<td>I/C Web Site Address:</td>
<td><a href="http://www.fiu.edu/orgs/eli">www.fiu.edu/orgs/eli</a></td>
</tr>
<tr>
<td>I/C FAX:</td>
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</tr>
<tr>
<td>Affiliated Universities:</td>
<td>(AFFILIATES)</td>
</tr>
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### Mission and Areas of Focus

**Mission Statement:**
To provide quality English instruction to all individuals who have chosen English as their medium of communication for academic, business, or professional pursuits and to promote international and intercultural understanding.

**Key Terms:**
(Areas of Focus)
- Teaching (KEY4)
- International (KEY5)
- Intercultural (KEY6)
ENGLISH LANGUAGE INSTITUTE

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

- Program offerings

Last year, in order to off-set the restrictions placed on students holding B-1 or B-2 visas who were no longer allowed to register into the Intensive English Program, the ELI created the Practical Conversation Program: a six and twelve-week program where students studied practical, every-day English for two hours a day Monday through Thursday.

Although the goal for enrollment was projected at 40 students by the Fall of 2000, the program has surpassed its goal by already registering more than 50 students before Summer 2000 – a smashing success!

- Placement Testing

In 1999, the Institute began looking at its placement testing procedures and concluded that it was time to upgrade them. A specialized ESL test published by ACT and anxiously awaited by the profession had been field tested for almost 3 years but had not been made available for purchasing. As soon as the test became available for review, it was ordered. It is believed that this new testing tool will help the ELI assess its current testing instruments and decide either to adopt the test or find other means to upgrade its placement testing.
MARKETING

- **Ads**

*Since its inception, the ELI has promoted the University all over the world. Although the Institute has no other numbers except its own, it is believed that due to its extensive and continuous exposure in many highly visible and specifically targeted publications, the ELI has given the University a tremendous international exposure at no cost to any of its programs.*

*Last year, the ELI renewed its ads with only the best, most efficient, and highly visible publications in the field. Following is a list of said publications, their circulation and areas of distribution.*

<table>
<thead>
<tr>
<th>1. STUDY IN THE U.S.A</th>
<th>CIRCULATION</th>
<th>AREAS OF DISTRIBUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Latin American/Spain Edition</td>
<td>40,000</td>
<td>Peru, Argentina, Spain, Venezuela, Mexico, etc.</td>
</tr>
<tr>
<td>b) Northeast Asian Edition</td>
<td>35,000</td>
<td>Korea, Taiwan, Macau, Hong Kong</td>
</tr>
<tr>
<td>c) European Edition</td>
<td>36,000</td>
<td>Eastern Europe</td>
</tr>
<tr>
<td>d) Summer Study In The U.S.A</td>
<td>50,000</td>
<td>This edition is distributed with the other editions.</td>
</tr>
<tr>
<td>e) Japanese Edition</td>
<td>30,000</td>
<td>Japan</td>
</tr>
<tr>
<td>f) Southeast Asian Edition</td>
<td>44,000</td>
<td>Indonesia, Malaysia, Brunei, Singapore, Thailand, New Zealand, Australia, Vietnam</td>
</tr>
<tr>
<td>g) Middle Eastern Edition</td>
<td>35,000</td>
<td>Saudi Arabia, UAE, Jordan, Kuwait, Lebanon, Bahrain</td>
</tr>
<tr>
<td>h) Portuguese Edition</td>
<td>25,000</td>
<td>Brazil and Portugal</td>
</tr>
<tr>
<td>Also includes reply cards for all editions: 15 foreign language fact sheets</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>2. STUDY IN THE U.S.A CONSORTIUM AD</th>
<th>CIRCULATION</th>
<th>AREAS OF DISTRIBUTION</th>
</tr>
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<tbody>
<tr>
<td>a) European</td>
<td>Same distribution as above</td>
<td></td>
</tr>
<tr>
<td>b) Latin America/ Spanish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Portuguese</td>
<td></td>
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<table>
<thead>
<tr>
<th>3. VISIMAP PUBLISHING INC.</th>
<th>CIRCULATION</th>
<th>AREAS OF DISTRIBUTION</th>
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</thead>
<tbody>
<tr>
<td>4. GUIDE TO ENGLISH LANG.PROGRAM (EDUCATION INTERNATIONAL)</td>
<td>700,000</td>
<td>Hotels, car rental outlets</td>
</tr>
<tr>
<td></td>
<td>10,000</td>
<td>USIA offices, Fullbright Commission Offices</td>
</tr>
<tr>
<td></td>
<td>10,000</td>
<td>and educational fairs in</td>
</tr>
<tr>
<td></td>
<td>5,000</td>
<td>Mexico and South America</td>
</tr>
<tr>
<td></td>
<td>15,000</td>
<td>China, Hong Kong</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Korea</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Europe, Brazil, and the Middle East</td>
</tr>
</tbody>
</table>
• Web Page

Last year, the ELI began to upgrade its Web page. It is currently one of the most colorful, interesting Web pages of any ESL program in the country. Its “final” version should be up by September. It is currently being upgraded in the following 18 languages: Arabic, English, Farsi, French, German, Hebrew, Italian, Japanese, Korean, Mandarin Chinese, Portuguese, Russian, Spanish, Swedish, Thai, Turkish, and Polish.

• Direct recruiting

In 1999-2000, the ELI was involved in the following:

♦ Linden Tour

The ELI contributed more than $30,000 to the Latin American Linden Tour that took representatives of the Office of Admissions to all the countries in Central and South America.

♦ Study in the USA/Nexus Brazil Fair

The ELI funded the entire tour of Brazil for the Office of Admissions.

♦ School of Music Asian Tour

The ELI funded the entire School of Music Asian Tour, which included the recruiting concerts and auditions performed by FIU’s Miami String Quartet.

♦ College of Computer Engineering Mexico trip.

The ELI aided in the logistics of testing the students in Mexico.

♦ ELI European Tour

The ELI director traveled to Europe on a whirlwind tour to directly test students and to renew commitments with schools that refer students to the ELI for English training and to FIU’s undergraduate and graduate programs.

Nice, France

The director spoke to groups of students at the European American Institute. Many of these students are interested in transferring to FIU’s undergraduate programs. In fact, many have already done so. Many others come to the ELI for language training and then continue on to regular academic courses.

Malaga, Spain
The director traveled to Malaga to test a number of students at the MBA School of Marketing. This trip was an effort to recruit future students for the ELI and the College of Business’ Graduate Degree Series (GDS) program.

Madrid, Spain

The ELI director personally tested 20 students at the MBA School of Marketing for the same purpose and reasons as stated above.

Luzern, Switzerland

To continue strengthening its ties with the DCT School of Hospitality Management and Tourism, the ELI director met with the DCT academic coordinator, faculty and staff to exchange ideas about placement, teaching and recruiting for both schools. The director also met with FIU professor Peter Goffe who was very interested in the ELI director’s ideas about recruiting.

PROFESSIONAL DEVELOPMENT

The 1999-2000 academic year was very productive for the ELI in the area of professional development as the Institute hosted workshops and conferences, funded attendance at regional and national conferences, and supported continuing education training for staff members.

• The ESL Authors’ Series

In Spring 1998, the ELI hosted the 1st Annual ESL Authors’ Series. Although small in size, it captured the imagination of many ESL instructors in the area. Co-sponsored by Cambridge University Press, it featured renowned linguist and author Jack Richards. The event was a success, and those in attendance urged the Institute to continue hosting such events.

As a result of the first Authors’ Series, the Institute organized the 2nd Annual ESL Authors’ Series. This time it was held at the Kovens Center and co-sponsored by Heinle and Heinle and Pearson Education. The authors were Jodi Reid and Rebecca Fox. Attendance rose to approximately 150 participants from Monroe, Dade, Broward, Palm Beach, St. Lucie, and Hillsborough counties. These conferences/workshops have not only enhanced our faculty and colleagues’ professional development, but also given the ELI and the University greater exposure and visibility in the ESL field – a plus for any institution.

• Professional Development Day

For the last few years, the ELI has been holding its Professional Development Day on a semester basis. ELI instructors have received training in teaching multiple intelligences, essay writing and testing techniques, dictionary usage exercises for non-native speakers, accent reduction teaching strategies, and many, many more in-house training sessions. At the end of every Professional Development Day, participants have received a certificate of completion. The participation of the full-time and part-time faculty in these workshops/training sessions has had a positive impact on their morale.
• National conferences

Last year, the ELI funded the attendance of full-time faculty and staff members at the following conferences:
- TESOL: Vancouver
- NAFSA: San Diego

• Regional conferences

The ELI also funded the attendance of faculty and staff members at the following regional conferences:
- Immigration Workshop: Miami

• Staff training

During the last few years, the ELI USPS and OPS office staff members have been encouraged to participate in the training sessions available to them through FIU’s Department of Training and Development. Up to now, the ELI staff members have participated and received certificates in the following:
- Beyond Secretary, Connections I – II – III, Cultural Diversity, F-1 Regulations (NAFSA),
- Mastering the Skills of Quality Service, MS-Excel, MS-Word, Professional Telephone Skills,
- The Image of a Professional, and What Matters Most (Franklin-Covey)

In addition, the following USPS staff members have been selected and have successfully completed the CDPOP:
- Claudia Cardona
- Mercedes Rufin Barbieri

STUDENT SERVICES

At the ELI, the student is the most important person; nobody else is. Every single student counts, and the ELI faculty and staff are committed to offering every student the best teaching and services they can to retain said student.

In the area of student services, the ELI has excelled just as much as in teaching. In order to offer high quality service, the ELI commands a large staff made up of USPS and OPS employees.

Over the years, the ELI has had to increase its support staff. Additional staff members had to be hired to meet auditing regulations that demand that collection and registration duties be segregated. In addition, other staff members had to be hired to offer students the quality of service they pay for and demand.

Following are some of the student services issues that had an impact on the ELI last year:

• Student Services Advisor
Due to the large volume of students’ requests for help on everything from a Social Security number to information on bus routes and times, it was necessary to assign the duties of student services advisor to one of the registration staff members. At present, this staff member is doing an excellent job as expressed by the students in their general evaluations.

• **ELI Services Survey**

Last year the director asked the staff members directly involved in student services to do some research on available student services questionnaires and to come up with questions that would serve to evaluate the student services offered at the ELI. After some research and brainstorming on the part of the director and staff, a survey was written and field tested at the end of Summer 2000. The results have not been tabulated but they seem very positive. The results of this survey will be used for program improvement.

• **ELI General Student Satisfaction Survey**

The ELI director wrote the above-mentioned survey after consulting several student and consumer satisfaction surveys. A pilot survey was done at the end of the Summer 2000 session. The results of this survey have also not been tabulated, but they seem very positive. The results will be used for program improvement.

• **The ELI Student Handbook**

This last academic year saw the completion of the new ELI student handbook. A year in the making, the handbook includes pertinent information on all ELI general policies and specific policies for each of the ELI programs from Intensive English to Summer Institute. Written by the director with input from faculty and staff, the ELI handbook hopes to meet all the standards set by the Commission on English Language Program Accreditation which will review the ELI in the near future.

**BUDGET**

As part II of this report shows, the ELI is solid and solvent, and, except for summers, the fall and spring semesters in the Intensive English Program and all our other programs bring a steady flow of cash to the Institute.

Although the last two years saw a major decline in enrollment in most ESL programs across the US (between 25% and 50%), the ELI did not go through such harsh decline. In fact, except for this and last summer, the ELI met and/or surpassed its projections for spring and fall!

The ELI has only seen a slow down in its cash flow due to external trends that are beyond its control: the Asian market crash, a strong dollar abroad, and rising oil prices among others. However, it has counter those trends by marketing more aggressively and by targeting specific markets that would balance out the negative trends.

The ELI has not lost any money. In fact, it has made money despite the afore-mentioned. All its bills are paid and its account balance is healthy. This is a credit to its financial planning and projections.
2. Activities: coming year

CURRICULUM

• Practical Conversation Program

It is hoped that based on last year’s results that the Practical Conversation Program will experience a 3% growth in enrollment.

• Placement Testing

As this report is being written, the ACT placement test is being reviewed by the curriculum coordinator and members of the faculty. It will be field tested with the students in the Summer Institute and Intensive Conversation Program in order to assess its value.

• Curriculum Survey

In order to evaluate how the ELI courses meet their goals and objectives, the ELI faculty (full-time and part-time) will write a curriculum survey which will be distributed to all Intensive English Program students. The results of said survey will be used for program improvement.

MARKETING

• Ads

The ELI will again review its ads in the current publications and determine their value and effectiveness.

New Publications

As this report is being written, the ELI is looking into placing two new ads that will concentrate on bringing quality students from Central and South America by not only reaching them but also their parents. The publications should be cost effective and far reaching in terms of distribution and target audience, concentrating on high-income, professionally-minded, and well-traveled individuals.

• Web Page

Indonesian will be added to the growing list of languages. It is not wise to forget potential customers when they have fallen on hard times. They will remember who their friends were once they recover. This is very true in the Middle East and Far East.

• Direct recruiting

The ELI will continue to fund recruiting trips and fairs to bring quality students to FIU for language and academic training. It will continue to work with the Office of Admissions,
Business, Hospitality Management, School of Computer Engineering, and the School of Music in identifying areas where successful recruiting may be conducted. The ELI will also look for other departments/units that might want to join forces with it to make cost-effective, direct recruiting a reality.

PROFESSIONAL DEVELOPMENT

• The 3rd Annual Authors Series

The ELI is now planning is next Authors’ Series. It promises to be better and more exciting than ever before. Venues to accommodate the expected number of participants 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.

STUDENT SERVICES

In the upcoming 2000-01 academic year, the ELI will have in place a battery of surveys that will help the Institute improve its student services.

Up to the present, the ELI services were generally evaluated by the students in a written evaluation at the end of each term. Although highly positive, the evaluation was not based on a scale and could not be weighed. The same was true for a general student satisfaction survey and other evaluations. The only numerical and written evaluation was that of the instructors.

However, beginning Fall 2000, the ELI will begin to survey its students to find out the effectiveness of its teaching, curriculum, and student services with the following:
1. Students’ evaluation of instructors
2. ELI Curriculum Survey
3. General Student Satisfaction Survey
4. Student Services Survey

BUDGET

Barring an economic catastrophe or a total crash in world markets, the ELI’s marketing strategies of years past and this last year should begin to make an impact on enrollment. The ELI is poised to enter another successful year. It is confident that this coming year will be as successful or better than the last one.

3. SUPPORTING DOCUMENTATION

See attached documentation folder.

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 to go forward learning from its past mistakes, not hiding from them, and pursuing and achieving the goals and objectives it has set for next year and years to come.