

English Language Institute
Assessment Plan Summary

English Language Institute

Increase ELI Enrollment

Goal Description:

The ELI will support SHSU internalization efforts by recruiting ELI students and preparing them for matriculation into SHSU academic degree programs.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Increase number of ELI students referred by agents

Performance Objective Description:

Increase number of students who are being referred to us by recruiting agencies in other countries. Develop partnerships in countries that have students interested in the ELI and programs offered at SHSU.

RELATED ITEM LEVEL 2

Develop partnerships with new ELI recruiting agents

KPI Description:

The ELI will develop partnerships with 20 or more recruiting agents in at least three different countries. We want to increase annual ELI enrollment by 10%.

Results Description:

- The ELI signed agreements with over 40 agencies. The countries they represent include India, China, Japan, Nepal, and Saudi Arabia.
- Unfortunately, due to several reasons, our ELI enrollment did not increase 10% from FY15. Though we signed numerous agreements, only 4-5 agents have actually sent students who have completed enrollment in the ELI though we have hundreds of student applications. Most agents report that they would rather send their students to institutions who will also pay them commission for undergraduate and graduate students. The request to pay agents for undergrad and grad courses was made this year but denied.

Of the six students referred by agents and who eventually enrolled in our ELI, only two completed more than one session, two left the school immediately, and two completed one session before transferring. We found out that many of the Indian students will use the I-20 that they receive first, to enter the country even if they have no plans of attending our ELI.

Risk management is requiring that agents carry one million dollars worth of general liability insurance, auto insurance and insurance to cover the TSUS Board. As of July 2016, we have had only one agent provide proof of insurance so we will have to cancel all agent agreements.

RELATED ITEM LEVEL 3

Develop partnerships with new ELI Recruiting agents

Action Description:

We have had to terminate agreements with all foreign agents except for two who could provide proof of liability insurance. Some agents are still sending us a few students even though they are not being compensated. Most of these are from India. It will be difficult to grow our ELI enrollment w/o the use of agents.

RELATED ITEM LEVEL 1

Plan recruiting trips to countries that have students who need English remediation

Performance Objective Description:

Pinpoint three countries to visit this year and venues where we can recruit students interested in attending our ELI first then matriculate to undergrad programs.

RELATED ITEM LEVEL 2

Recruit ELI Students in Japan

KPI Description:

Plan an independent recruiting trip to Kobe, Osaka, Nagoya, and Tokyo, Japan. Meet new ELI agents, visit with potential partner universities, and attend the EducationUSA Tokyo university fair with the goal of talking to students interested in coming to Texas and obtaining their contact information.

Indicators: We will meet with at least two new ELI agents and at least three potential partner universities. We will attend the EducationUSA Tokyo fair and talk to at least 100 students.

Results Description:

- We talked to three new agents about sending students to the English Language Institute. The agents said that many students are interested in short-term programs.
- We met with five potential partner universities about developing short-term or certificate programs. Yokohama National University and Hosei University remain interested in working with us.
- We attended the EducationUSA Tokyo university fair, where we talked to approximately 150 students and received their contact information.

RELATED ITEM LEVEL 3

Recruit ELI students in Japan

Action Description:

It takes 3-5 years to develop a working relationship with a foreign university. Recruiting trips are expensive and we do not see a quick ROI. We need to focus on 2-3 countries. Japan and Korea are interested in partnerships and it is very economical for us to travel to these countries to develop and maintain relationships.

RELATED ITEM LEVEL 2

Recruit ELI students in Brazil

KPI Description:

Plan trip to Recife and Fortaleza Brazil with StudyTexas. Visit several high schools, university fairs and two Education USA offices with the goal of talking to students interested in coming to Texas and obtaining their contact information for marketing purposes.

Results Description:

- We talked to several hundred students in the course of this trip. We found out that students were interested in coming to SHSU but many of the seniors told us they were planning to attend a university in Brazil for financial reasons.
- The two EducationUSA offices provided us with over 1000 names and emails of students who attended the fairs. We have used these lists to send marketing emails to students on a weekly basis.

RELATED ITEM LEVEL 3

Recruit students for ELI in Brazil

Action Description:

We would like to continue developing a relationship with EducationUSA advisors and students in Brazil. However, our ability to recruit in Brazil in the near future may be limited by recruiting funds. We will be keeping in contact with students and advisors with social media and emails.

RELATED ITEM LEVEL 2

Recruit ELI students in Vietnam

KPI Description:

Plan an independent recruiting trip to Ho Chi Minh City and Hanoi, Vietnam. Activities: Meet new ELI agents, visit potential partner universities, and conduct presentations at EducationUSA centers.

Indicators: We will meet with at least four new ELI agents and at least two potential partner universities. We will conduct a presentation at EducationUSA Hanoi and an advising session at EducationUSA Ho Chi Minh City.

Results Description:

OIP staff met with advisors from EducationUSA in Ho Chi Minh City and Hanoi and held one-to-one advising sessions and admissions presentations in each location. We have been invited back for future visits. OIP staff also initiated partnerships with six Vietnamese educational consultants with the hope of recruiting students for our English Language Institute. Unfortunately, not long after this trip, OIP was required to have all ELI agents purchase liability insurance in the amount of one million USD. Liability insurance of this magnitude is extremely uncommon in Vietnam and none of our partners were willing to purchase it. That said, we continue to work with a few of these partners to promote transferring to SHSU after community college.

RELATED ITEM LEVEL 3

Recruit students for ELI in Vietnam

Action Description:

After this trip, it is evident that Vietnamese students are primarily interested in community colleges, for financial reasons. As such, we have begun to expand our community college recruitment efforts and work with some of our partners (on a non-commission basis) to promote SHSU as a transfer possibility. On a related note, we have also created target promotional materials to reflect this change- a 2+2 brochure for Lone Star College and Houston Community College (still under development) students. Should we go back to Vietnam, it would be wise to promote 2+2 options (2 years at a community college and 2 years at SHSU).

RELATED ITEM LEVEL 2

Recruit students for ELI in Korea

KPI Description:

Plan an independent recruiting trip to multiple cities in Korea. Activities: Meet new ELI agents, visit potential partner universities, and conduct presentations at EducationUSA/Fulbright centers.

Indicators: We will meet with at least three new ELI agents and at least four potential partner universities. We will conduct presentations at the EducationUSA and Fulbright centers in Seoul.

Results Description:

- We talked to four new agents about sending students to the English Language Institute. The agents said that many students are interested in short-term programs. Agents like to develop a relationship before sending students.
- We met with six potential partner universities about developing short-term or certificate programs. Chinju National University of Education will be sending 15 students for a short program in January 2017. Several other universities remain interested in working with us.
- We conducted presentations at the EducationUSA/Fulbright centers in Seoul and reached a wide variety of interested students.

RELATED ITEM LEVEL 3

Recruit ELI students from Korea

Action Description:

Action

Chinju National University of Education is planning to send 15 students for a January 2017 short program, in collaboration with the English Language Institute and the College of Education. The OIP will work with the COE to develop this program. Several Korean agents are interested in sending students for English language programs (to stay for undergraduate), and as such, we will continue to work with these agents to market our programs. OIP staff have formed relationships with advisors at the Fulbright Center and EducationUSA/American Center of Korea in Seoul. We will work with these advisors to help students interested in applying to SHSU. Several Korean universities are interested in forming exchange partnerships with SHSU- We will continue to evaluate our Korean exchange programs and look into working with new institutions.

Provide Quality English Language Institute

Goal Description:

The ELI instructors and will provide quality instruction to the students in the SHSU English Language Institute.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Conduct an annual review of ELI text books

Performance Objective Description:

ELI staff will conduct an annual review of all ELI texts to make sure that we are using the best text to meet the learning outcomes for each course.

RELATED ITEM LEVEL 2

Review of ELI text books

KPI Description:

- ELI instructors will compare Heinle’s *Pathways* Listening/Speaking series with Cambridge UP’s *Academic Encounters* Listening/Speaking texts
- ELI instructors will conduct a similar review of *Pathways* Reading, Writing and Critical Thinking texts

Indicators will be whether or not current text books are meeting learning outcome objectives and are appropriate for each level.

Results Description:

- Instructors concluded that the critical thinking emphasis of *Pathways* better met learning outcome objectives for those courses and *Pathways* was retained.
- A similar review of *Pathways* Reading, Writing and Critical Thinking found that students would be better served by separate textbooks for reading and writing.

- Longman’s *Academic Reading* and *Academic Writing* series better match our levels, integrate grammar, and incorporate a critical thinking emphasis, so they were adopted.
- In the 8-week sessions that followed the adoption decision instructors were able to correlate writing and grammar instruction in separate courses (Writing and Integrated Communication Skills) for more complete coverage of content in both.
- Textbook scope and sequence allow nonrepeating sequential coverage of unit themes for those students who need to repeat reading and writing levels.
- Listening/speaking texts have proven adaptable when enrollment requires mixed levels.

RELATED ITEM LEVEL 3

Conduct an annual review of ELI text books

Action Description:

The instructors are very pleased with the Pathways series and other textbooks that they have been using. We meet at the end of each year to discuss texts.

RELATED ITEM LEVEL 1

Improve utilization of the ELI Language Lab

Performance Objective Description:

The ELI will select a Language lab program that supplements the Listening and Speaking course and attendance will be a mandatory percentage of the student’s course grade.

RELATED ITEM LEVEL 2

Develop plan to maximize benefits of the ELI Language Lab

KPI Description:

We will use the DynED software to supplement instruction in the Listening and Speaking course and attendance will be a mandatory percentage of the student’s course grade. Indicators will be:

- 100% of all ELI students enrolled will attend their Language Lab session as part of their grade for the Listening and Speaking classes.
- 80% of the students enrolled in the DynEd program will have three absences or less.

Results Description:

- 100% of the ELI students were provided with a DynEd language lab account and provided a schedule for their lab class. 100% logged in to their accounts and worked in DynEd.
- 71.5% of the students attended the language lab without missing more than 3 sessions.

RELATED ITEM LEVEL 3

Improve Utilization of the ELI Language Lab

Action Description:

We made lab attendance mandatory and part of the student's grade. We also scheduled in lab time each day that is part of their regular schedule. Student participation has increased by almost 40% from the last session. We intend to keep this format.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

1. We need to continually revisit Learning Outcomes for each level. We have new instructors who we want to contribute to the content of our courses. Initial look at pass rates is not where it should be. Many ELI students are placing into a developmental class after Level 5. We need to look at factors that are affecting success besides the course curriculum and outcomes.
2. We have dedicated classrooms and a Language Lab. We still need to make a revision to the software and students should be ready to use it by FA15 session 2.
3. It is imperative that we increase enrollment in the ELI as it has been lower than normal for several reasons. We are looking at recruitment trips to South and Latin America, including Brazil and possibly Mexico. We are also focusing on SE Asia as China has been very difficult to recruit in. A trip to SE Asia is in the planning stages. Plans are being made to visit the Ministries of Higher Education for several targeted countries. We will keep researching best practices to increase our enrollment. We are heavily marketing our short programs for next year hoping we will have a summer short program in place.
4. Develop sophisticated recruitment materials and training materials for agents. We are nowhere close to having adequate materials including recruitment videos. We need to work on improving all materials, especially the Agent Guide.
5. We are committed to keeping our ELI Website updated and interesting. We market this site all over the world and it should look professional at all times. This will be an ongoing project as I do not feel that it is where it should be yet.

Update of Progress to the Previous Cycle's PCI:

1. Enrollment has been very low. We feel that we have quality Learning Outcomes for each level. All instructors are contributing to the content of the courses they teach. We have determined several factors that affect student success. Career indecision seems to be a factor, especially with Saudi students. Lack of motivation and poor class attendance are common attributes of students who have failed at least one level.
2. We have bought DynEd for our Language Lab. It is a great program but very demanding. Students complain about how hard it is but they do improve. We will keep using it.

3. We had no summer short program and enrollment is still decreasing. We were unable to go to China or any Latin American countries to recruit due to budget constraints.
4. Our plan to use agents has gone by the wayside so we did not produce any new materials for agents.
5. We have made improvements to our website, including a wonderful marketing video showcasing our ELI students. We are diligent about posting pictures and current events to our ELI website.

Plan for Continuous Improvement

Closing Summary:

1. Grow enrollment of the ELI-competition is keen among Language Schools in the US and abroad. Since we no longer working with the agents that we had last year, agents are not going to be a significant source of students. We have got to develop innovative plans for recruiting ELI students.
2. Improve marketing communication with students on the databases and ones referred by StudyUSA. We face a constant challenge with limited time and personnel. We need to develop a better system for responding to inquiries and following up with them.
3. Create a Bridge Program-we have the possibility of serving student who are entering academic programs at SHSU as a cohort and have not passed the TOEFL. They need the last level of ELI and could take one or more courses within their major. We have already started planning the Bridge for next year.
4. Review Levels and placement test- we need to look at how the Accuplacer ESL scores students in Reading, Writing, and Listening and Speaking and our course placement.
5. Curriculum- reviewing our curriculum and test books is an ongoing task. There are always new publications and texts that can be considered.