

Z556 System analysis and design Team Presentation

Client: Indiana University Intensive English Program

Official website: <http://iep.indiana.edu/>

Group member:

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Brief description of current system.

- The Intensive English Program(IEP):
 - department of second language studies at Indiana University Bloomington.
- Objective is to prepare international students for academia.
- Another goal is also to foster a community of global students

Problem definition

- Facing a **reduction** in the number of students attending the program.
 - A percentage, taken from Office of International Students report, shown that IEP enrollment has been decreased from 240 to 185 within Fall 2013 and 2014, respectively.

BLOOMINGTON INTERNATIONAL STUDENT ENROLLMENT TRENDSIntensive English



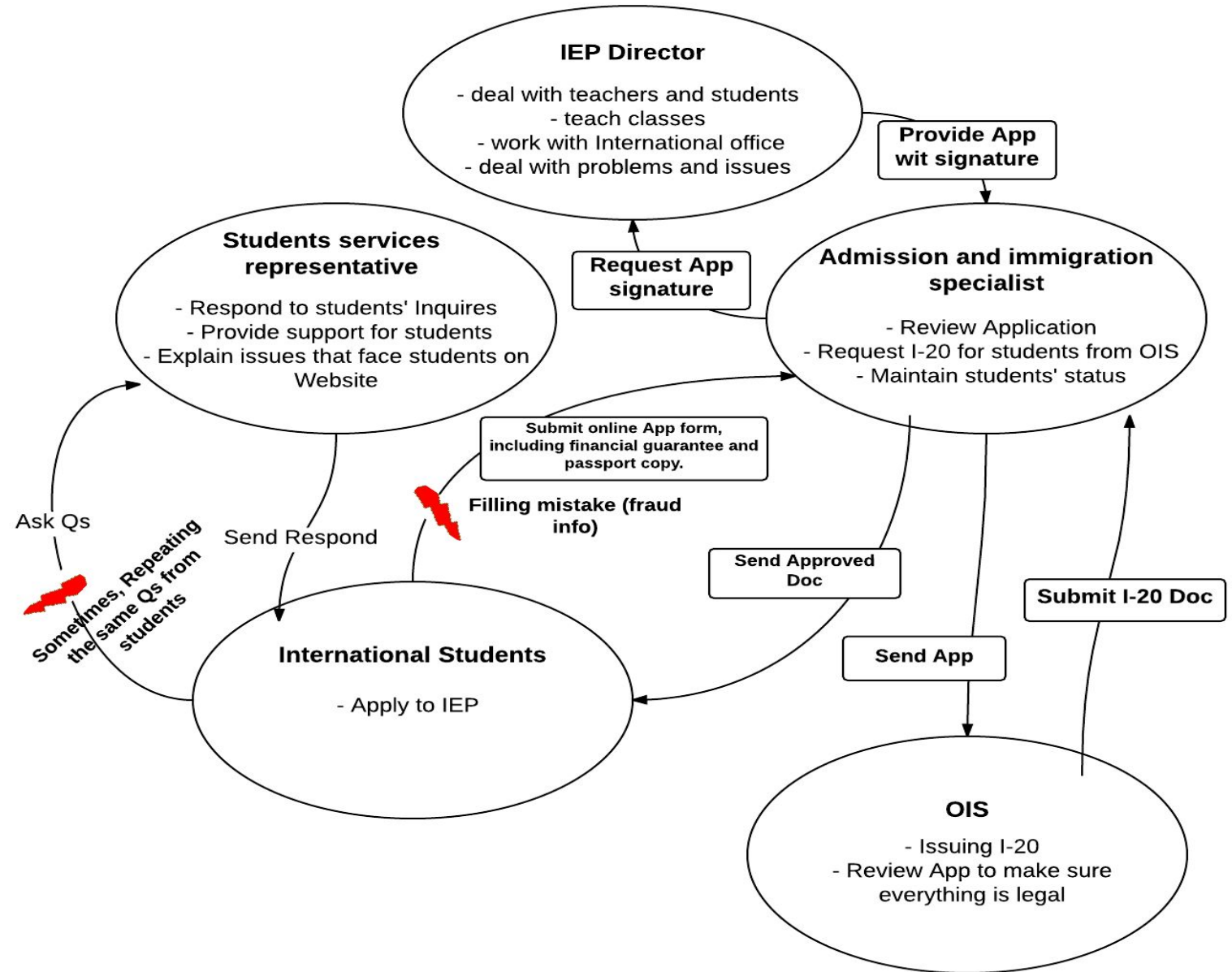
Problem Analysis

- Currently, IEP has its own website that provides simple information regarding the program and an online application.
 - However, the website is old fashion, unupdated, and ununderstable for students who do not speak English.
- Magazine and brochure to recruit students
 - not easy to access and understand because of the language barriers.
- A staff, visiting foreign countries for recruiting.

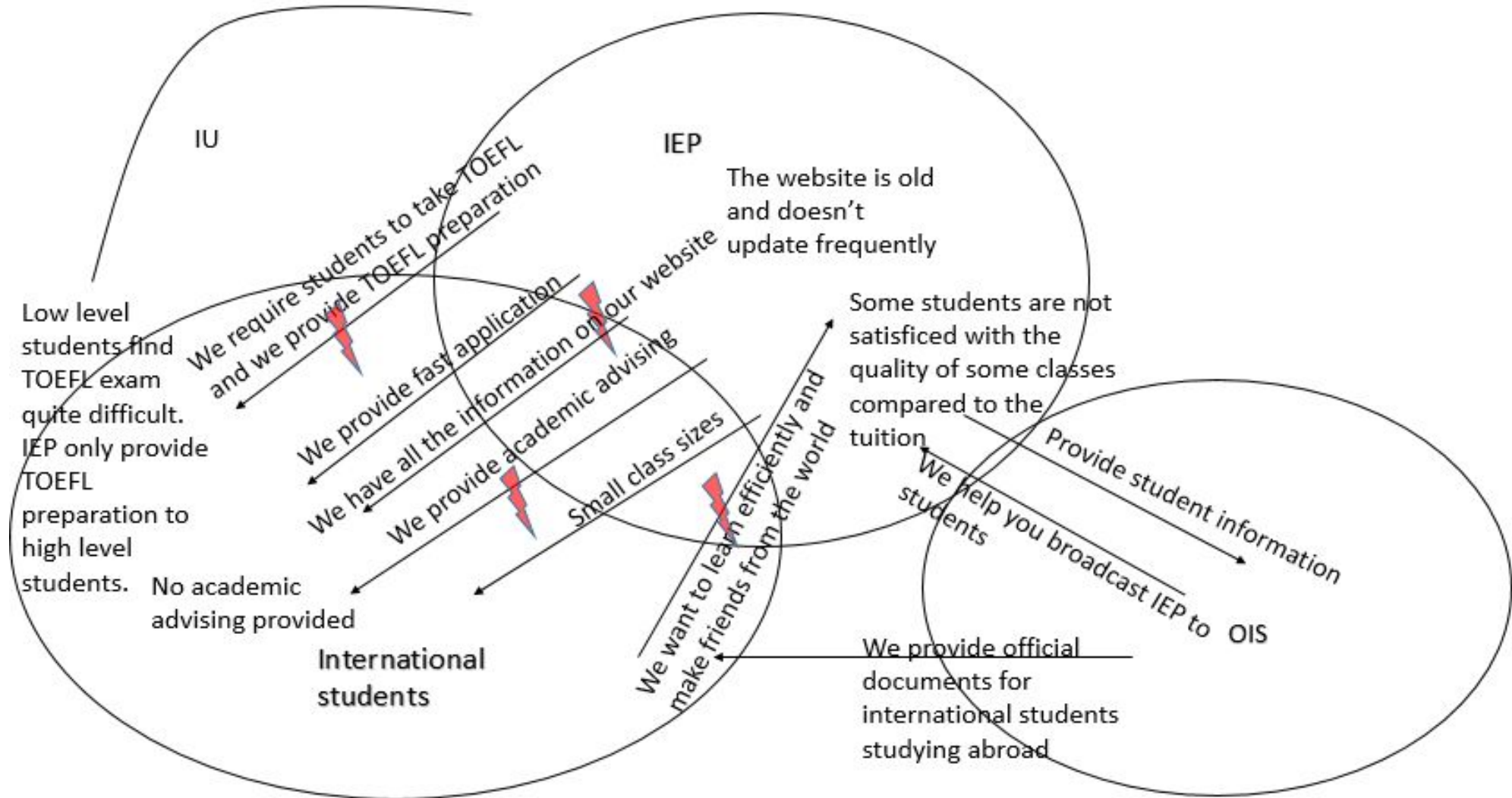
Top Ten Places of Origin

Rank	Place of Origin	Fall 2013	Fall 2014	% Change	% Total
1	Saudi Arabia	93	76	-18%	41%
2	Turkey	1	32	3100%	17%
3	Angola	21	19	-10%	10%
4	China	39	13	-67%	7%
5	South Korea	15	11	-27%	6%
6	Brazil	30	7	-77%	4%
7	Colombia	3	5	67%	3%
8	Japan	10	3	-70%	2%
9	Libya	3	3	0%	2%
10	Venezuela	1	3	200%	2%

Flow Model



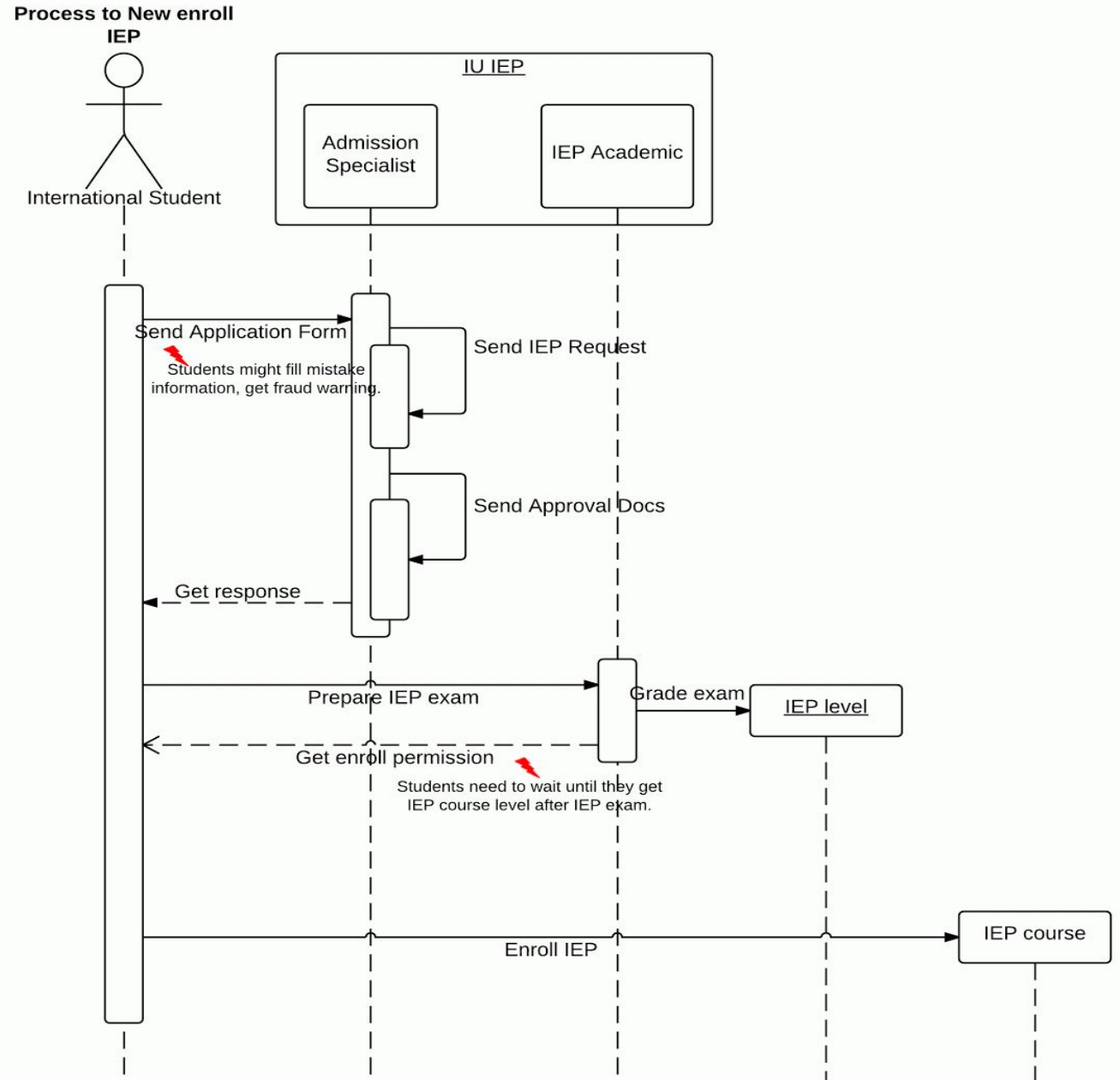
Culture Model



IEP Activity Diagram

Breakdowns:

- Students might fill information by mistake.
- Students have to take IEP exam.



Decision Table

[illegible]

Y=Yes/Pass, N=No/Fail

Recommendations and description of the new system

--Website:

- Minimize the wordy content and provide more pictures so that it can appear as a user friendly interface.
- Modify IEP Newsletter and student life content into the website.
- Connecting IEP site with their social media pages.
- Improving the layout into modern style
- Integrated modeling or redesigning IEP's website, and Standardized IEP's website in accord with Indiana University website.

INTENSIVE ENGLISH PROGRAM

DEPARTMENT OF
SECOND LANGUAGE STUDIES



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The mission of the Intensive English Program is to serve learners of English by offering courses designed to support development of English language skills for academic studies in North American universities. As part of the Department of Second Language Studies, the IEP also contributes to the development of ESL professionals, encourages curricular innovation, and supports the research mission of the department. In these ways the IEP contributes to the broader mission of Indiana University in fostering a community of global citizens.

We invite you to explore the site, learn more about our program and contact us if you have further questions. An [online application](#) is provided for those who wish to begin the process immediately, or you can contact us at iep@indiana.edu.



Accredited by the
Commission on
English Language
Program
Accreditation
(CEA)



ENGLISH USA
Member
(AAIEP)



Accredited by the
Higher Learning
Commission



Member of
University and
College Intensive
English Programs
(UCIEP)

For IEP Instructors
Login required

Recommendations and description of new system

Advertisement:

- Providing a local language within a brochure to whom it will be utilized.
 - IEP can offer the information translated in local language other than English, on their advertisements. For example, they can offer some local language like Arabic, Turkish, Chinese, etc. to the foreign agent brochures (including OIS, related foreign recruiting office, local new popular magazines).

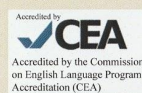
Mission Statement

The mission of the Intensive English Program is to serve learners of English by offering courses designed to support development of English language skills for academic studies in North American universities. As part of the Department of Second Language Studies, the IEP also contributes to the development of ESL professionals, encourages curricular innovation, and supports the research mission of the department. In these ways the IEP contributes to the broader mission of Indiana University in fostering a community of global citizens.

The IEP at IU

The Intensive English Program (IEP) at Indiana University (IU) Bloomington offers a comprehensive set of courses designed to prepare international students to study in English at the university level.

- The IEP is a long-established English program founded in 1977.
- The IEP is an excellent value with a very reasonable tuition rate.
- The IEP has six sessions per year.
- The IEP has an outstanding team of highly trained, professional teachers.
- The IEP offers opportunities to live in university housing with American students attending IU.
- IU Bloomington is a major research university founded in 1820.
- IU Bloomington is a premier institution for performing arts with a music school ranked among the best in the world.
- IU Bloomington has a beautiful wooded campus.



The IEP is a member of UCIEP (University Consortium of Intensive English Programs)

Curriculum

There are seven levels in the IEP. All levels meet for 20 – 25 classroom hours each week. After completing Level 6 or 7, most students are ready to begin academic work at a university.

Levels 1 – 3

Beginning through low intermediate students take classes with specific attention to oral communication, reading and writing, as well as some direct attention to grammar, using a wide range of resources.

Levels 4 – 5

Low intermediate to high intermediate students take classes that emphasize academic preparation in a combined reading-writing course, an oral communication course, and a grammar course. In addition, Level 4 students take an additional class in extensive reading.

Level 6

High intermediate level students attend a required core set of classes which are a reading-writing course, an oral communication course, and a grammar course. Students in Level 6 can choose an optional skill-based or content-based elective course.

Level 7

Advanced students attend a required core reading-writing course and then choose 2 or 3 additional skill or content elective courses. This level is designed to be repeated by students who are advanced but require further language study for their intended majors. Topics are changed every session. A variety of electives is offered throughout the year.

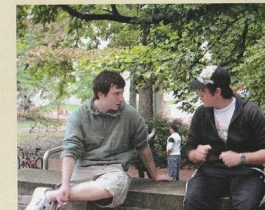
Examples of Electives

Skill Based	Content Based
Advanced Grammar	Flora and Fauna of Indiana
Pronunciation	American Film topics
Advanced Research Writing	Current Events
TOEFL Preparation	Introduction to Journalism

Extracurricular English Activities

Coffee Hour

The IEP hosts a weekly coffee hour to give students an opportunity to practice English in a social setting.



English Table

Students meet weekly to eat dinner and speak English with each other and teachers in the casual setting of a university cafeteria or food court.

Reading Circle

Students meet weekly to explore a variety of fiction and non-fiction readings for an enriching experience beyond assigned classroom reading.

Saturday Classes

Students can have a “continental breakfast” while they practice conversation skills or brush up on TOEFL strategies.

Conversation Exchange

Interested students are matched with an IU student or Bloomington resident for regular casual conversation.

Session Events

Each session the IEP invites students to enjoy a catered picnic or a trip (for instance, to Kings Island Theme Park, Brown County, or a day trip to Chicago).

Other activities

Every session there are additional events for students, including class trips to campus and local events such as plays, operas, sporting events and shopping.

Recommendations and description of new system

Academic ideas:

- Offer more electives courses for high level students
- Provide TOEFL exam preparation for low level students.
- Arrange appointments for students with academic advisors in other IU departments.

Client feedback

- 80% of the recommendations get admitted by the client. The client mentioned that the College of Art and Science will redesign the website.
- The director of IEP, Mr. Clark has agree with our current recommendations about the website and advertisement.
- IEP might have their specific academic plan, Mr. Clark said that it is hard to implement our academic ideas.

COST/BENEFIT ANALYSIS

Alternatives	Cost-apx.	Benefit-apx.	Estimation of upcoming students in 7 weeks
Redesigned Website	\$10,000	\$80,000	$(4*10)*2000$
Upgraded advertisement	\$2,000	\$40,000	$(2*10)*2000$
Total	\$12,000	\$120,000	

Alternative Design Table

Criteria	Website	Advertisement
<u>New Requirements</u>		
Easy for new students to gain	Good	Excellent
Easy real-time updating of content	Yes	No
Easy to track students’ activities	Yes(track website traffic)	No(hard to follow)
<u>Constrains</u>		
Must interface modification	Require significant changes	Minor modifications(add translation)
Cost to develop	More(\$10,000)	Less(\$1,000)
Time for operation	1 month	2 weeks

Criteria	Weight (1-5)	Website		Advertisement	
<u>New Requirements</u>		Rating	Score	Rating	Score
Easy for new students to gain	5	3	15	5	25
Easy real-time updating of content	3	5	15	1	3
Easy to track students' activities	2	3	6	1	2
Total	10		36		30
<u>Constrains</u>					
Must interface modification	4	3	12	2	8
Cost to develop	5	5	25	3	15
Time for operation	1	2	2	2	2
Total	10		39		25
TOTAL			75		55

Force Field Analysis

Forces for Change

Finding
information
more quickly
and easily

4

Attract
potential
students

3

eliminate
students
frustration

4

reduce
students'
inquiry

3

TOTAL: **14**

INITIATIVE

Redesign
website

Forces against Change

Cost-
development

5

Time for
implementation

3

System-
maintains

2

TOTAL: **10**

Forces for Change

Force Field Analysis

Forces against Change

Easy to understand

5

Attract potential students

2

eliminate students frustration

3

TOTAL: 10

INITIATIVE

Update
Advertisement
Brochures to
local language

2

Cost for translation

2

distribution to students

2

manually upgraded

TOTAL: 6

Two Solutions

Solution 1:

It would be very useful to remodel the website, contributing to facilitate students' interaction with the website efficiently and effectively.

Solution 2:

IEP can choose both recommendations in their program. Website is the first choice, but they can also spend a little more cost, and get more attention from students.

CONCLUSION

We strongly suggest that IEP uses our recommendations for the website and advertisement.

- For the website, IEP should redesign their official website with a friendly user interface by adding more pictures, modifying IEP newsletter and student life content, and providing connection to their social media pages. In addition, the design of IEP website needs to be in accord with the standard of Indiana University. An updated modern website will offer the best user experience to the IEP staffs and students.
- For the advertisement, IEP should provide multi-language brochures to students in different countries.

Thank You

