

"CAMELOT"

The Newsletter of the
AMERICAN ASSOCIATION OF INTENSIVE ENGLISH PROGRAMS
February 19, 1988 Vol. 1, no. 1

The Editor's NOTE



Happy Chinese New Year! From all of us on the Executive Board, to all of you who are now a part of the AAIEP, our best wishes for a New Year filled with Health, Wealth and Happiness!



This is the year of the snake. The snake marks the year 4687 on the Chinese calendar. But, it only marks the year one for AAIEP. The year of the snake signifies prosperity. We hope that this prosperity rubs off on the AAIEP.

Congratulations to you who have already chosen to be part of the AAIEP. We toast (Y or E) you!

If you still haven't sent in your dues, just remember that for only \$95.00 per year, you can be a card carrying AAIEP member. You can share and care for what happens to us, the oft-neglected IEP Directors.



This is the first issue of what we hope will be a quarterly newsletter. Whether we can publish one each quarter will depend a lot upon you, the members of the AAIEP and your willingness to share!

This AAIEP Newsletter is based on the philosophy that we should all be

"Working Smarter, NOT Harder"

Now that the AAIEP is a reality, there are many of us who could use a **practical** newsletter---one that will give ideas, hints, suggestions and practical information that can help us to truly **"Work Smarter and NOT Harder"**

We would like to ask you to contribute articles, quips, quotes, anecdotes, stories and anything else that will help all of us to avoid **"re-inventing the wheel!"** We know many of you have done the right things and are running very successful programs. We also feel that you all have a lot to share but may not have the time to write articles for professional journals

and newsletters which require the "academic-touch."

Our AAIEP newsletter **DOES NOT WANT** the "academic touch.". We want and need the **practical**—tell us what has worked for you so that others in the AAIEP can learn from your experiences. **Share what you know so that we can all prosper together.**

We are all on this ESL merry-go-round together. By helping each other, we can all enjoy the ride.

These are the eight (8) requirements for submitting articles:

1. **C**hoose subjects of interest to ESL administrators---the administrative, the cross-cultural, the counseling, the student services, the curriculum design, the evaluation, and the other non-teaching subjects. **Don't be afraid to write from the heart** about what works for you!

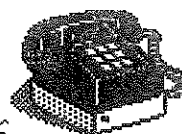
Have a good cartoon; joke about administration, INS; or other things which will give all of us a needed smile---then send it in!

2. **I**f you have a problem, would like a place to vent your frustrations, state your pet peeve, then use this newsletter. Maybe one of your colleagues can provide you with some assistance.

3. **U**se this newsletter as a means of networking.

4. **B**ibliographies should be included only if they will provide added information about your topic. Credit your sources so that we don't have to worry about plagiarism or legal action.

5. **S**ubmit on 8 1/2 X 11 paper, double spaced, typed with your name, organization, address, zip



code and your telephone number and FAX number on the upper right hand corner of the first page.

7. **I**f you use a computer, use only **Times, Courier or Letter Gothic** type of fonts (the scanner we have may not be able to read other font styles). Don't forget to give your article a title and number the pages.

8. **S**ubmit articles by the following quarterly deadlines



May 31st for 1st Quarter
(July-September)

August 31st for 2nd Quarter
(October-December)

November 30th for 3rd
Quarter (January-March)

February 28th for 4th
Quarter (April-June)

Send your article on a 3.5 inch



diskette if you like. Use the Microsoft (MS) Word program for the



Apple Macintosh . The diskette will be returned to you. We will pay the return postage, **NO SASE necessary.**



Mail or FAX stuff to :

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The newsletter will be sent during the first month of each quarter.

Remember, we **need you** and **your willingness to share.**

AAIEP's "Camelot" can exist only if "you are willing to ask what we can do to help each other in the AAIEP!"

Recruiting for Less

Recruiting is big business! A decline in enrollment, pressure to increase enrollment, increase cash flow, or for whatever the reason, the first thought for many IEP's is **let's go on a recruiting trip!**

But, should you really think of a recruiting trip first? Recruiting trips aren't free! You need



and a recruiting plan and

But can you recruit enough new students to make the trip cost effective? Will the exposure pay off for you in increased numbers in the long run?

Are **you** faced with these kinds of questions? Having sleepless nights and beginning to feel stressed out? **Why not** try this "Recruiting for Less" tip. It's worked well for other programs!

First, go back through your records for one year. Calculate the percentage

of your applicants that actually showed up at your doorstep for each of your terms.

Let's use 100 applicants as an example. Let's say 60% of those who applied actually showed up and paid all of your program fees.

This means that you lost an estimated 40% or 40 applicants.

What happened to the 40% who sent you applications but did not show up?

Wouldn't it be easier and more cost effective to find a way to get a larger percentage of your applicants to appear on your program's doorstep?

If you found a way to get 50% of the 40 students who didn't show up, you'd have gained 20 more students!

To increase the number of students who physically (not necessarily mentally) show up, why not try this:

1. **A**nalyze your present system of registration. How long does it take to answer requests for information? Anything more than one working day is really too long.

2. **W**hen an application with monies arrives, how long before some kind of reply is sent to the student?

Do you send an acknowledge receipt of application and monies letter? Do you have a "missing items" letter if the application is incomplete? Do you include other kinds of information, i.e., information on testing, orientation, a predeparture handbook, etc.?

Delays of more than five (5) working days is really too long?

3. **I**n your reply, do you tell the student when to expect another mailing or the Form I-20? Do you tell the student that this is the last mailing?

Telling the student when to expect the Form I-20 or any other mailing will enable your prospective student to make his/her plans to attend your program.

Telling the student what to do if on the specified date the Form I-20 or other information is not received will enable the student to take the appropriate action at the right time.

Never keep the student guessing as to whether you sent the Form I-20 or any other kinds of information.

Tell the student to call you collect if they have questions.. For the cost of the international phone call you may be able to relieve the student's anxiety. This will also tell the student that you **Care!** If you already sent the Form I-20 or any other information, the student's phone call will tell you that he/she is still not in receipt of the items. This will allow you to take the appropriate action to track down the original or to send a duplicate by FAX, express mail or overseas courier.

For the cost of any of these, you may be able to add another student to your program.

The speed at which your office personnel sends out information to the student is critical because we all have to remember that the visa sections in the U.S. Consulates are different in different countries. Some take longer to

process applications for the F-1 visa.

Also remember that most U.S. Consulates observe not only U.S. holidays but the host country's holidays. Some of these holidays may be more than three consecutive days. This could adversely affect a student who needs to apply for the F-1 visa. A good example is that many East Asian countries take four to seven days off for New Year's! If you don't plan for this long holiday period, your expected student may be stuck in his/her home country because the U.S. Consulate is closed for the holidays.

3. **W**rite your letters using the magic word: **"YOU"**. We have all learned to write in the third person. But, we are all writing to international students who need to feel that the letter from your program is going directly to them. Using **"YOU, YOUR"** instead of the third person works, it personalizes your letters.

Making the student feel wanted and important even before he/she arrives at your program will do a lot more in actually getting them there than you think!

In conclusion, we are like fishermen. Program information serves as bait. Requests for information, application forms and application fees are nibbles. Hooking and reeling in the student requires simple yet effective human relations. Make the students feel important while they are still overseas. Feelers come from those interested in your program. They will surely appear if you treat them as V.I.P.s through the mail. Try it, you'll like it!

THAT'S ALL FOR NOW!
See you in the Land of a Thousand Lakes!