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Overview

Mission Statement

The American English Institute (AEI), as an accredited program of the College of Arts and Sciences, serves the educational mission of the University of Oregon through scholarship, English-language instruction, and English-language professional training. The AEI champions the university’s mission of internationalization and is a leader in helping achieve the university’s goals for diversity and student success. The AEI supports the university in the integration of international students into all aspects of campus life, and collaborates with faculty members across campus toward creating a successful academic experience for all international students.

The AEI seeks to attract and train the highest caliber of international students. The curricula of the AEI’s on-site and online programs are informed by language acquisition and pedagogical research and are the foundation for fostering the language skills necessary for academic and lifelong success. To achieve the University’s and the AEI’s shared mission, the AEI is committed to further developing and enhancing the following:

- International student academic success
- Support to campus faculty members teaching international students
- Creative leadership in innovative language pedagogy
- Excellence in faculty development and support for faculty research
- A compelling teaching and learning environment
- Supporting graduate and undergraduate education in the Department of Linguistics
Overview

Contributions to the University of Oregon

The AEI is one of the largest institutes of its kind in the US. It provides English-language educational programs to thousands of students and educators yearly. The AEI offers the following academic program opportunities for matriculated and nonmatriculated international students:

**Academic English for International Students (AEIS)**

- English reading, writing, and oral communication courses advance English-language learners expertise in English for academic purposes.
- Graduate student English training helps prepare international graduate teaching fellows for the US classroom culture and teaching.
- Writing courses for graduate-level students help English speakers of other languages (ESOL) acquire advanced US academic writing standards.

For more information, see page 5.

**Intensive English Program (IEP)**

- Accredited English instruction prepares conditionally admitted students and other prospective undergraduate and graduate students, exchange students, and adult language learners with advanced proficiency to ensure university-level success.

For more information, see page 7.

**Teacher and Professional Training eLearning Programs**

- Online and blended eLearning programs serve more than 1,500 educators from over 150 countries worldwide each year. They provide professional development opportunities and, through a project-based approach, assist in local capacity building at the primary through tertiary levels.

**On-Site Sponsored Programs**

- Short- and long-term programs provide groups of sponsored students, English teachers, and international scholars with advanced English training and special courses and workshops.

**Off-Site Teacher Training**

- Off-site teacher training workshops are taught by AEI faculty members who regularly travel overseas.

For more information, see page 14.

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**Enrollments across Programs**

**AEI 2013–14 Number of Individual Students**
Overview

Instructional Faculty and Professional Staff

True to our mission and core values, the AEI is committed to maintaining a highly qualified faculty and staff and to providing a healthy, professional, and sustainable work culture.

All 90-plus instructors have MAs or PhDs in linguistics, teaching English to speakers of other languages (TESOL), or related fields with significant overseas experience. AEI instructional faculty members teach across AEI programs, staying current on best practices for classroom and online teaching and expanding their capacity for new and innovative teaching and learning pedagogy.

First MOOC at the University of Oregon

The University of Oregon’s first massive open online course (MOOC) was offered spring term 2014 by the AEI, using the Coursera platform. Two free, five-week teacher training courses, based on the AEI-developed Shaping the Way We Teach English videos and teacher material, were created and taught by the AEI’s Deborah Healey and Elizabeth Hanson-Smith and Yamada director Jeff Magoto. Participants came from more than 170 countries (out of about 190 in the world) in each course. More than 40,000 enrolled in the two courses. As a comparison, there were 20,800 undergraduates at the UO in fall 2013. The AEI plans to offer the courses again in winter and spring 2015.

Graduate Research and Teaching Fellows

Committed to the next generation of language instructors, the AEI provides graduate students with year-round teaching, training, research experience and financial support. GTFs work closely with a faculty team and many go on to work in the field, both domestically and overseas.

AEI Annual GTF Support

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Department or Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009–10</td>
<td>9</td>
<td>Linguistics, Educational Leadership, Community Education, Curriculum and Teaching</td>
</tr>
<tr>
<td>2010–11</td>
<td>15</td>
<td>Linguistics and Educational Leadership</td>
</tr>
<tr>
<td>2011–12</td>
<td>14</td>
<td>Linguistics and Educational Leadership</td>
</tr>
<tr>
<td>2012–13</td>
<td>16</td>
<td>Linguistics, Critical-Sociocultural Education, and Educational Leadership</td>
</tr>
<tr>
<td>2013–14</td>
<td>15</td>
<td>Linguistics</td>
</tr>
</tbody>
</table>
Overview

Research and Scholarship

AEI faculty members critically contribute to and professionally benefit from the Department of Linguistics’ language teaching specialization (LTS) master of arts program and second-language acquisition and teaching (SLAT) undergraduate and postgraduate certificate in the following ways:

• Several AEI instructors are expert faculty members for language-teaching courses, in which both LTS and SLAT students are enrolled.

• Fifteen to 20 AEI faculty members per year are cooperating (“supervising”) teachers in their AEI courses for language-teaching interns from LTS and SLAT.

• Twenty to 30 AEI faculty members per year participate as project advisors and second reader committee members for LTS masters projects.

• Most AEI faculty members open their classrooms to observers in the LTS and SLAT programs.

Beyond teaching, in 2013–14, AEI faculty members took part in peer group, ESOL-related research, presenting at regional, national, and international conferences including TESOL, Educause, National Association of Foreign Student Advisors (NAFSA), and served on committees for Oregon Teachers for Speakers of Other Languages (ORTESOL) and TESOL.

A sampling of 2013–14 AEI research activity:

• Leslie Opp-Beckman, Char Heitman, Janine Sepulveda, and Laura Holland published the book *Shaping the Way We Teach English*.

• Trish Pashby presented (with two linguistics faculty members) a joint, ongoing research project, “Non-Native and Native Speakers’ Perceptions of Professional Language Development Opportunities within a Language Teaching MA Program” at the 2014 American Association for Applied Linguistics Conference.

• Donna Shaw served as a commissioner for the Commission on English Language Program Accreditation.

• Eighteen faculty members presented in 21 sessions at TESOL 2014; Kay Westerfield was an invited speaker. As well, nine faculty members presented in nine sessions at the fall 2013 Oregon Teachers for Speakers of Other Languages Conference.

Professional Affiliations
Academic English for International Students (AEIS)

AEIS plays a key role in achieving the UO’s stated mission to become a more global university. AEIS offers courses to University of Oregon international students (nearly 9 percent of the student body) that provide the English skills needed for academic success.

University of Oregon international students take an English proficiency test during their student orientation to help determine their English preparedness. Many go on to enroll in AEIS course work designed to help matriculated students further enhance English skills needed for successful communication, cultural integration, and participation in the UO academic environment.

AEIS courses are four credits each, and are taught by the AEI faculty.

Enrollment in each of these courses has increased at least 20 percent from 2008 to 2014; this growth trend is expected to continue.

AEIS 610 for Graduate Students

In response to requests by both international graduate students and faculty members, the institute offers AEIS 610—Academic Writing—a course for international graduate students. While some of the skills covered reflect those of 100-level AEIS courses, AEIS 610 develops familiarity with more formal research writing.

AEIS Undergraduate Curriculum Overview

<table>
<thead>
<tr>
<th>Course</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEIS 101</td>
<td>Introductory Academic Oral Communication. Students enhance their speaking and listening skills through small group presentations and discussions, mirroring the discourse patterns of their other content classes.</td>
</tr>
<tr>
<td>AEIS 102</td>
<td>Advanced Academic Oral Communication. Students review skills introduced in AEIS 101 and further develop oral-aural competence, emphasizing speaking in small groups and in formal class presentations.</td>
</tr>
<tr>
<td>AEIS 107</td>
<td>Reading Academic Discourse. Students learn effective study skills in approaching material from written academic texts for overall comprehension, reading speed, and vocabulary development.</td>
</tr>
<tr>
<td>AEIS 108</td>
<td>Advanced Reading Academic Discourse. Students learn strategies to better comprehend authentic texts on a variety of topics, conducting effective key-word searches on library databases to create annotated bibliographies on academic topics.</td>
</tr>
<tr>
<td>AEIS 110</td>
<td>Introductory Academic Writing. The first sequential academic writing course, which helps students further develop university-level writing skills with a focus on sentence and paragraph structure.</td>
</tr>
<tr>
<td>AEIS 111</td>
<td>Intermediate Academic Writing. The second sequential academic writing course, which helps students further develop university-level writing skills with a focus on components of an argument, essay writing, and essay exams.</td>
</tr>
<tr>
<td>AEIS 112</td>
<td>Advanced Academic Writing. The third sequential academic writing course, which helps students further develop university-level writing skills with a focus on developing position papers and multiple-source library research papers.</td>
</tr>
</tbody>
</table>
AEIS Advising

The AEIS Advising Office, staffed by rotating faculty members, manages the AEIS orientation and meets with students by appointment and drop-in hours.

AEIS advisors track AEIS student progress, and intervene to motivate students to complete their AEIS requirements as soon as possible.

Data show that completion of AEIS requirements early in a student's UO undergraduate career strongly correlates with academic success.

Campus Partnerships

International Graduate Teaching Fellows Training (IGTF)

International graduate students whose fellowships include teaching at the UO face linguistic demands that cannot be measured by tests like the TOEFL. Two IGTF courses train international graduate teaching fellows in oral skills and English for classroom communication.

International Business Communication Program

The AEI has worked with the Charles H. Lundquist College of Business since fall 1996 to offer a series of five courses in international business communication. While primarily serving undergraduate business majors, the program is open to students from all majors who want to build skills in effective intercultural business communication on a global scale. Nonnative speakers of English who are international students or first-generation immigrants can take all five courses and receive a letter certifying mastery in international business communication.

The responsibility for courses and curricula is shared between the AEI and the business college, with AEI faculty members typically responsible for BA 361—Cross-Cultural Business Communication, BA 363—Effective Business Presentations, and BA 364—International Business Research. The business college covers BA 362—Effective Business Writing, and BA 365—Cross-Cultural Negotiation, as well as primary student advising.
Intensive English Program (IEP)

For more than 30 years, the American English Institute’s Intensive English Program has prepared international students with English skills to meet the demands of university study. The majority of our IEP students continue on to matriculate to the UO.

Instruction in the IEP strives to dynamically and meaningfully integrate the four skills of listening, speaking, reading, and writing by making use of appropriate, authentic content and academic tasks. Students are expected to engage in a variety of class activities, and are encouraged to extend and apply their learning to the environment beyond the classroom. Ongoing assessment, based on performance objectives, measures students’ progress and provides specific, constructive feedback.

IEP Curriculum Overview

The IEP is composed of seven levels of core courses and a variety of electives for a total of 18 to 22 instructional hours per week. Students also have options of signing up for two hours a week of one-on-one time with a UO student trained as a conversation partner, and participating in a variety of volunteer and recreational activities.

Reading-Writing-Grammar (RWG)

- Twelve hours per week (required).
- Students develop English literacy skills at the lower levels and academic reading and writing at the upper levels.

- Explicit grammar and vocabulary study is directly applied in reading and writing assignments.

Oral Communication Skills (OCS)

- Six hours per week (required).
- Personal communication (listening and speaking) is emphasized at the lower levels; the upper levels focus on academic listening and discussion skills.
- Trained UO student tutors attend OCS classes one hour a week to provide more interaction with native speakers.

Elective Options

- Students may choose up to six hours of electives.
- Courses may include test preparation, pronunciation, business English, conversation practice, spelling, and project-based and content learning.

IEP Accreditation

The AEI’s Intensive English Program is fully accredited by the Commission on English Language Program Accreditation (CEA) and upholds the CEA standards for English language programs and institutions. CEA is recognized by the US Secretary of Education as a reliable authority concerning the quality of education or training offered by the English-language institutions and programs it accredits.

2013–14 Total Class Sections

<table>
<thead>
<tr>
<th></th>
<th>RWG</th>
<th>OCS</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class size:</td>
<td>174</td>
<td>168</td>
<td>54</td>
</tr>
<tr>
<td>Average student-to-teacher ratio:</td>
<td>10–18</td>
<td>12:1</td>
<td></td>
</tr>
</tbody>
</table>
**IEP Student Academic Success**

Even before students arrive, the staff and faculty are working to help prepare them for academic and cultural adjustment. Online training videos and prearrival resource guides provide information students need to be successful learners in the US educational context.

**IEP New Student Orientation**

At the beginning of each term, the AEI runs a comprehensive, weeklong orientation to accelerate students’ familiarity with each other, the UO campus, academic systems, resources, and expectations. With the help of campus partners and returning students, orientation programming continues throughout the term.

**Academic Planning and Advising**

After testing, the Intensive English Program’s academic advisors work one-on-one with students to ensure they are placed in courses that best fit their language level. A major part of the advising role is to troubleshoot and guide students through the US academic system and assess progress toward the program and student learning goals.

Advisors also help students develop study plans, understand student policies, enroll in approved University of Oregon courses through the Community Education Program, and pursue admission to undergraduate and graduate programs throughout the United States.

**International Student Success**

A new International Student Success course is a requirement for all incoming IEP students. Piloted in summer 2014, this course helps students improve their independence and academic success, making a smooth transition into a new life in Eugene. The four core focuses are study skills, cultural adjustment, integration into the community, and personal development.

**Tutoring Services**

AEI Tutoring Services coordinates the following programs, helping connect IEP students with matriculated UO students to develop a supportive network of friendships and cultural informants.

**Conversation Partners.** IEP students can meet twice weekly with a university peer. Sessions are student-centered, encouraging students to practice class assignments or just talk.

**In-Class Trained UO Student Tutors.** Tutors attend weekly classes for instructor-guided small group activities.

**Drop-In Help Sessions.** The tutoring office is open for help on assignments, TOEFL practice, or additional conversation practice.

**Technical Tutoring.** IEP students can pay for as much as 18 hours of additional writing and grammar tutoring per term.

**IEP Students Enrolled in Conversation Partner Program**

**AEI Passing Rates for Reading-Writing-Grammar and Oral Communication Skills**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>RWG Average</th>
<th>OCS Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012–13</td>
<td>79.5%</td>
<td>85%</td>
</tr>
<tr>
<td>2013–14</td>
<td>79.6%</td>
<td>86%</td>
</tr>
</tbody>
</table>
IEP  Student Life: Engagement and Services

As a unit of the College of Arts and Sciences on the University of Oregon campus, the AEI is able to take full advantage of its surroundings creating a supportive home base for IEP students. IEP students are integrated into campus life and the broader Eugene community through various opportunities.

Social and Cultural Activities

AEI connects students with social, cultural, recreational, and service-learning activities, with the underlying goal of further integration into American culture. We create and support an environment of team-based experiential learning, giving students opportunities to connect with one another and the broader community.

2013–14 Activity Highlights

- Alpaca farm field trip
- Hip-hop dance classes
- Haunted corn maze
- Cascades Raptor Center
- UO Craft Center
- Hiking trips
- Fishing
- Golfing
- Ice skating

IEP Student Volunteer Group-Service Learning

Students develop leadership skills while working together planning and implementing meaningful opportunities. Students have an active role in creating opportunities for experiential learning and community involvement for the entire IEP student body at Tuesday volunteer meetings, held each week during the term.

2013–14 Volunteer Program Highlights

- Nursing home visit—Valentine’s Day cards
- IAAF World Junior Championships in track and field
- UO Martin Luther King Jr. Day of Service
- The Arc Lane County—summer family barbecue volunteers
- Nearby Nature—Pre’s Trail cleanup
- AEI Orientation—volunteer peer leaders

Accessibility

Getting to and around campus is easy by foot, bike, bus, or wheelchair. Students needing additional assistance should contact the AEI or the UO’s Accessible Education Center.

Immigration and SEVIS Advising

The AEI provides students and their dependents with individualized immigration advising from their initial point of contact through the length of their time in the Intensive English Program. Compliance issues specific to English-language programs include Student and Exchange Visitor Information System (SEVIS) enrollment, full-time study, temporary leaves, financial changes, change of status, and academic transfers or matriculation.

Housing Options

In 2013–14, 9 percent of students lived on the campus, 12 percent in home-stay environments, and the rest with friends and family off campus. This year, more than 138 students were placed with local home-stay families.

Healthy Campus

Eugene and the UO campus promote an active and healthy lifestyle. Students have access to the recreation center, rental bikes, the county bus system, and a footpath that connects the campus to the city park system.
IEP Enrollment and Trends

Academic Year Total Enrollment

IEP Direct Admits

Preacademic language learners, postbaccalaureate students, and exchange students not seeking degrees make up a large proportion of the IEP enrollment and provide valuable cultural and academic perspective to the classroom experience. In 2013–14, several distinguished international fellows came to the AEI through the Institute of International Education and other public and private partnerships such as the Fulbright Scholar Program–Latin American Scholarship Program of American Universities (LASPAU), Brazil Scientific Mobility Program, and the US Embassy in Quito, Ecuador.

Conditional Admits

Partnering with the university’s Office of Admissions, in 2013–14 an average of 41 percent of IEP students were conditionally admitted undergraduates. Conditional admits meet all academic requirements for UO admission, with the exception of English-language requirements.

IEP New and Returning Students
IEP by Country Enrollment Trends

Diversity brings life to our classrooms and programs! The footprint of our IEP students, whether they are on campus for a term or for several years, contributes to the diversity experience for the entire UO student body and staff.

International students want to be a part of the larger community, to study, learn, interact, share their culture, and experience academic success.

Study Weeks by Country, 2013 - 2014

<table>
<thead>
<tr>
<th>Country</th>
<th>Number of Study Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saudi Arabia</td>
<td>12,177</td>
</tr>
<tr>
<td>China</td>
<td>7,155</td>
</tr>
<tr>
<td>Japan</td>
<td>1,512</td>
</tr>
<tr>
<td>Kuwait</td>
<td>711</td>
</tr>
<tr>
<td>South Korea</td>
<td>504</td>
</tr>
<tr>
<td>Brazil</td>
<td>405</td>
</tr>
<tr>
<td>Iraq</td>
<td>324</td>
</tr>
<tr>
<td>Taiwan, Republic of China</td>
<td>315</td>
</tr>
<tr>
<td>Thailand</td>
<td>126</td>
</tr>
<tr>
<td>Ecuador</td>
<td>99</td>
</tr>
<tr>
<td>UAE</td>
<td>45</td>
</tr>
<tr>
<td>USA</td>
<td>36</td>
</tr>
<tr>
<td>Libya</td>
<td>36</td>
</tr>
<tr>
<td>Qatar</td>
<td>27</td>
</tr>
<tr>
<td>Myanmar</td>
<td>27</td>
</tr>
<tr>
<td>Jordan</td>
<td>27</td>
</tr>
<tr>
<td>Mongolia</td>
<td>18</td>
</tr>
<tr>
<td>Cote d’Ivoire</td>
<td>18</td>
</tr>
<tr>
<td>Mexico</td>
<td>18</td>
</tr>
<tr>
<td>Yemen</td>
<td>18</td>
</tr>
<tr>
<td>Columbia</td>
<td>9</td>
</tr>
<tr>
<td>Honduras</td>
<td>9</td>
</tr>
<tr>
<td>Iran</td>
<td>9</td>
</tr>
<tr>
<td>Nepal</td>
<td>9</td>
</tr>
<tr>
<td>Peru</td>
<td>9</td>
</tr>
</tbody>
</table>

Note: The study weeks considered by the AEI do not include the arrival period of the students, or the orientation and final examination weeks.

IEP Short-Term Exchange Programs

The IEP, in partnership with the UO, has contracts with various universities to place student groups directly in the IEP. Some short-term integrated programs request additional thematic course design.

In 2013–14, groups arrived from:

- Japan Study Abroad Foundation, Japan
- Hannan Shukugawa Gakuin University, Kobe, Japan
- Takachiho University, Tokyo, Japan
- Waseda University, Tokyo, Japan
- Maritime Ocean University, Busan, South Korea
- Universidad San Francisco de Quito, Ecuador
- Toyo Eiwa University, Japan
The AEI has partnered with the UO and with national and international private and government organizations, increasing geographic and ethnic diversity, and support for students with limited economic resources. In 2013–14, the AEI awarded more than $69,514 in scholarships.

**Director’s Scholarship**

The AEI has long-standing relationships with organizations such as Mobility International USA and the Environmental Law Alliance Worldwide to support short-term, need-based exchange scholarships for students from economically disadvantaged regions of the world.

**The America’s Group Exchange Scholarship**

This scholarship encourages group exchanges from underrepresented regions by offsetting tuition expenses. It builds on instructors’ long-term relationships with universities and nonprofit governmental and nongovernmental organizations. In 2013–14, scholarships were offered to the Universidad San Francisco de Quito group.

**Opportunity Scholarship for IEP Students (OSIS)**

The OSIS scholarship is a cornerstone in our mission to increase diversity and access for students from underrepresented countries. OSIS scholarship awards are based on:

- past academic performance
- intermediate-level English proficiency
- financial need
- tentative conditional admission to the university
- leadership and a stated commitment to participate in community-building activities
- cultural and ethnic underrepresentation within the IEP

**AEI International Student Fee Waiver**

In 2014, the university instituted an international student fee to create direct funding for services needed to support international students.

Students for whom the fee would be a hardship may request a waiver.
# IEP Student Matriculation

Students who are accepted to the Intensive English Program and who simultaneously meet the UO academic requirements may be conditionally admitted to the UO. Qualifying conditionally admitted students may matriculate to the UO as freshman or transfer students upon successful completion of IEP Level 6 course work. Students who submit valid passing TOEFL or IELTS scores while studying at the AEI may also be considered for full undergraduate admission to the UO.

# Achieving Outcomes

Reports from the UO Office of Enrollment Management show that IEP students go on to be successful at the university, maintaining a grade point on par with the average UO freshman. Such data show that students who complete the IEP have the academic preparedness and determination needed to be successful.

As well as being successful at the UO, many IEP students reported in 2013–14 that they were accepted into other US universities, including the following:

- Arizona State University
- Ball State University
- Boise State University
- California State University, Northridge
- Idaho State University
- Loyola Marymount University
- Rochester Institute of Technology
- Southern Oregon University
- Texas Wesleyan University
- University of Alabama
- University of Minnesota
- Willamette University

## Performance Comparison of New First-Time Freshman

**Fall 2006 through 2013**

<table>
<thead>
<tr>
<th>TERM</th>
<th>FRESHMAN CATEGORY</th>
<th>NEW FRESHMAN HEAD-COUNT</th>
<th>AVERAGE UO GPA FIRST FALL TERM</th>
<th>AVERAGE UO GPA</th>
<th>RETENTION TO SECOND YEAR</th>
<th>FOUR-YEAR GRADUATION RATE</th>
<th>SIX YEAR GRADUATION RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>IEP Matriculant</td>
<td>10</td>
<td>2.40</td>
<td>2.41</td>
<td>90.0%</td>
<td>20.0%</td>
<td>40.0%</td>
</tr>
<tr>
<td>Traditional Intl Freshman</td>
<td>80</td>
<td>2.98</td>
<td>2.90</td>
<td>82.5%</td>
<td>41.3%</td>
<td>65.0%</td>
<td></td>
</tr>
<tr>
<td>Nonresident Freshman</td>
<td>981</td>
<td>2.99</td>
<td>3.00</td>
<td>82.7%</td>
<td>47.4%</td>
<td>69.4%</td>
<td></td>
</tr>
<tr>
<td>Resident Freshman</td>
<td>2,136</td>
<td>2.95</td>
<td>2.95</td>
<td>84.5%</td>
<td>43.0%</td>
<td>67.8%</td>
<td></td>
</tr>
<tr>
<td>Fall 2007</td>
<td>IEP Matriculant</td>
<td>37</td>
<td>2.76</td>
<td>2.61</td>
<td>83.8%</td>
<td>27.0%</td>
<td>54.3%</td>
</tr>
<tr>
<td>Traditional Intl Freshman</td>
<td>100</td>
<td>3.07</td>
<td>3.04</td>
<td>74.0%</td>
<td>36.0%</td>
<td>59.0%</td>
<td></td>
</tr>
<tr>
<td>Nonresident Freshman</td>
<td>1,081</td>
<td>2.91</td>
<td>2.94</td>
<td>83.3%</td>
<td>48.5%</td>
<td>68.7%</td>
<td></td>
</tr>
<tr>
<td>Resident Freshman</td>
<td>2,103</td>
<td>2.91</td>
<td>2.93</td>
<td>83.0%</td>
<td>41.6%</td>
<td>66.9%</td>
<td></td>
</tr>
<tr>
<td>Fall 2008</td>
<td>IEP Matriculant</td>
<td>22</td>
<td>3.02</td>
<td>3.17</td>
<td>95.5%</td>
<td>22.7%</td>
<td></td>
</tr>
<tr>
<td>Traditional Intl Freshman</td>
<td>68</td>
<td>2.94</td>
<td>2.93</td>
<td>79.4%</td>
<td>36.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonresident Freshman</td>
<td>1,702</td>
<td>2.96</td>
<td>2.98</td>
<td>82.2%</td>
<td>48.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resident Freshman</td>
<td>2,344</td>
<td>2.99</td>
<td>2.99</td>
<td>83.8%</td>
<td>43.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2009</td>
<td>IEP Matriculant</td>
<td>57</td>
<td>2.74</td>
<td>2.81</td>
<td>87.7%</td>
<td>50.9%</td>
<td></td>
</tr>
<tr>
<td>Traditional Intl Freshman</td>
<td>128</td>
<td>2.95</td>
<td>2.97</td>
<td>88.3%</td>
<td>38.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonresident Freshman</td>
<td>1,368</td>
<td>2.93</td>
<td>2.99</td>
<td>86.5%</td>
<td>53.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resident Freshman</td>
<td>2,172</td>
<td>2.98</td>
<td>3.01</td>
<td>84.6%</td>
<td>48.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2010</td>
<td>IEP Matriculant</td>
<td>58</td>
<td>2.79</td>
<td>2.83</td>
<td>91.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traditional Intl Freshman</td>
<td>137</td>
<td>2.76</td>
<td>2.83</td>
<td>83.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonresident Freshman</td>
<td>1,670</td>
<td>2.95</td>
<td>2.94</td>
<td>84.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resident Freshman</td>
<td>1,979</td>
<td>3.02</td>
<td>2.99</td>
<td>87.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2011</td>
<td>IEP Matriculant</td>
<td>83</td>
<td>2.79</td>
<td>2.99</td>
<td>85.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traditional Intl Freshman</td>
<td>157</td>
<td>2.98</td>
<td>3.00</td>
<td>88.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonresident Freshman</td>
<td>1,650</td>
<td>3.03</td>
<td>3.04</td>
<td>84.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resident Freshman</td>
<td>2,133</td>
<td>3.01</td>
<td>2.99</td>
<td>84.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2012</td>
<td>IEP Matriculant</td>
<td>77</td>
<td>3.02</td>
<td>2.99</td>
<td>93.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traditional Intl Freshman</td>
<td>321</td>
<td>2.75</td>
<td>2.84</td>
<td>59.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonresident Freshman</td>
<td>1,543</td>
<td>3.03</td>
<td>3.00</td>
<td>85.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resident Freshman</td>
<td>1,913</td>
<td>3.08</td>
<td>3.05</td>
<td>86.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2013</td>
<td>IEP Matriculant</td>
<td>65</td>
<td>3.11</td>
<td>3.06</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traditional Intl Freshman</td>
<td>317</td>
<td>2.67</td>
<td>2.76</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonresident Freshman</td>
<td>1,482</td>
<td>3.0</td>
<td>3.01</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resident Freshman</td>
<td>1,967</td>
<td>3.05</td>
<td>3.04</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Retention and graduation rate calculations do not use official Integrated Postsecondary Education System methodology. Rates reflect students from identified cohorts who were registered for credit hours in their second fall according to the production database or who have a diploma within four or six years according to production database. Data pulled October 1, 2014.
Teacher and Professional Training

The eLearning Program, Sponsored Programs, and the Off-Site Teacher Training Program combine to extend the AEI’s impact on English language education across the globe.

Online and Blended Programs

The institute’s eLearning Program has been a pioneer in online learning, research, and materials development, offering innovative courses for students and teachers of English to speakers of other languages (ESOL) for more than 15 years.

To date, AEI’s eLearning has served more than 7,000 educators worldwide in more than 150 countries, from Afghanistan to Zimbabwe.

Online education is a strategic growth area for the AEI. In early years, enrollment averaged about 30 students per term. Now, thanks to relationship development with government, nongovernmental, and private organizations, numbers have grown to an average of 250-350 students per term, including summers.

AEI eLearning courses are instructor-led. They are typically limited to 20 to 25 participants each. Courses are usually 10 weeks long, are sequenced to span multiple terms, and follow the regular UO academic calendar.

AEI’s eLearning courses have been recognized by the US Department of State and by Ministries of Education outside the US for having high retention rates and sustainable learning outcomes.

E-Teacher Scholarship Program

aei.uoregon.edu/eteacher

Since 2004, the E-Teacher Scholarship Program has served ESOL educators in more than 150 countries worldwide. This is a program of the US Department of State, Bureau of Education and Cultural Affairs, Office of English Language Programs, administered by AEI.
The E-Teacher Program offers nine innovative, online, professional-development courses to English as a foreign language (EFL) teaching professionals in more than 100 countries outside the US:

1. Assessment: Summative and Formative Practices in Language Learning and Teaching
2. Building Teaching Skills through the Interactive Web (Web Skills)
3. Critical Thinking in Language Learning and Teaching
4. English for Specific Purposes
5. Introduction to Pedagogy and Practices in TESOL (TESOL Methods)
6. Practical Application in Listening and Speaking Skills
7. Special Education and Differentiated Instruction in an EFL Context
8. Teaching English to Preteens and Teens
9. Teaching English to Young Learners

Shaping the Way We Teach English

oelp.uoregon.edu/shaping

This is a teacher-training video series developed by the AEI, utilizing classroom scenes from around the world. It incorporates best teaching practices in ESOL classrooms and has now been developed into the University of Oregon’s first massive on-line open courses (MOOCs) on the Coursera platform. Theses courses have served tens of thousands of educators worldwide.

On-Site Sponsored Programs

AEI Sponsored Programs cater to students, professionals, and EFL educators from around the world with custom-designed short programs. Language and culture study packages include integration into Intensive English Program courses, orientation, housing, and extracurricular activities. Increasingly, these programs are blended with e-learning modalities in a hybrid format.

E-Teacher Professional-Development Workshop

Fall 2013-15, from the 1,200 educators served annually through the E-Teacher Scholarship Program grant, 26 elite scholars are selected annually to participate in an exchange program on the University of Oregon campus.

During the workshop, participants focus on building their capacity as teacher trainers, and on implementing English education long-term projects in their communities.

Rumaila Education Fund, Academic-Year Program, 2013–14

A consortium made up of BP, PetroChina, and the state-owned South Oil Company of Iraq sponsored the Rumaila Education Fund Academic-Year Program in 2013–14. This nine-month program brought 13 students from the University of Basra in Iraq to study English full-time in the AEI's Intensive English Program, as well as a special yearlong intercultural communication course. One of the main goals in this program is to support English-language development for Iraqi students in the Basra region of Iraq.
AEI faculty members regularly travel overseas to conduct sponsored teacher training and professional-development workshops, including the following in 2013–14:

**Algeria**, US Embassy, Algiers, and Ecole des Hautes Etudes Commerciales (EHEC)—Kay Westerfield

**Bolivia**, US Embassy, Centro Colombo Boliviano Americano—Deanna G. Hochstein

**Brazil**, TESOL International Association—Kay Westerfield

**Colombia**, Universidad del Norte—Kay Westerfield

**Cyprus**, Foreign Language Instructional Technology Conference—Deborah Healey, University of Cyprus

**Costa Rica**, US Embassy, San José—Kay Westerfield

**Ecuador**, US Embassy Quito and Ministry—Leslie Opp-Beckman and Keli Yerian

**Egypt**, US Department of State, Regional English Language Office—Deborah Healey

**Gabon**, Gabon Oregon Center, University of Oregon—Deborah Healey and Keli Yerian

**Korea**, US Embassy Seoul—Linda Wesley

**Peru**, US Embassy, Lima and Iquitos—Deanna G. Hochstein

**Taiwan**, Hung Kuang University, Shih Chien University, and Asia University—Kay Westerfield

**Thailand**, Chulalongkorn University and US Embassy Bangkok—Leslie Opp-Beckman

**Thailand**, King Mongkut University - Deborah Healey

**Venezuela**, US Embassy, Barquisimeto—Deanna G. Hochstein

**West Bank and Gaza**, US Consulate General Jerusalem and AMIDEAST—Leslie Opp-Beckman
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FAX: +1-541-346-3917