Intensive English Program
Strategic Plan 2014-2020
Introduction

Emporia State University entered in 2012 into a university-wide strategic planning process for the period 2015-2025. The process unearthed strengths, weaknesses, opportunities and threats for the future of ESU. Completed in 2015, the new strategic plan moves ESU forward with the title “The Adaptive University.” The new strategic plan calls for a university that anticipates and responds to environmental challenges and pressures. Consequently, all academic and administrative divisions at ESU are touched directly or indirectly with the new strategic plan.

Amid a university-wide self-reflection, the Intensive English Program (IEP) went through a review process, seeking accreditation from the Commission on English Language (CEA). The IEP strategic planning 2014-2020 was informed by several factors; among which are the university-wide strategic plan, our self-study for CEA accreditation, and our site review feedback. The IEP Strategic Plan 2014-2020 contains key aspirational dimensions for the coming six years.

Mission and Vision

Mission

The Intensive English Program (IEP) prepares students in the English language for academic purposes. In addition to language skills, students become familiarized with academic teaching styles, teaching methods and classroom expectations common to most U.S. university environments.

Vision

The Intensive English Program (IEP) will be the first college experience for English learners by providing language immersion and fostering involvement in the Emporia State University campus and community.
**Goals and Strategies**

**Infrastructure**

Goal 1. Position the IEP as an administrative and academic unit on campus

*Strategy 1. Concentrate in the Office of International Education (OIE) the administrative and academic leadership for the IEP*

The OIE will provide campus leadership for the IEP on administrative and academic affairs. While continuing the duties the OIE had in previous years, the OIE will be responsible for creating new IEP courses and assessing student academic progress. This strategy involves harmonizing all OIE-controlled courses with the IE prefix.

Responsible:
- Provost and Vice President for Academic Affairs
- Registrar
- Office of International Education

Evaluation and Expected Outcomes:
- Assign the OIE as the academic unit for all IEP courses
- Harmonize all OIE courses with the “IE” course prefix

Timeline:
Spring 2015

*Strategy 2. Assign credit value for IEP instruction at ESU*

All students who enroll in the IEP will receive three (3) academic credits for each course during the Fall and Spring semesters. Similarly, students will receive two (2) academic credits for IEP instruction during the summer semester.

Responsible:
- Registrar
- Office of International Education

Evaluation and Expected Outcomes:
- All IEP courses will be credit-bearing courses
- Each IEP course will be transcribed with three (3) credits in Fall and Spring and two (2) credits in Summer.
Timeline: Spring 2015

**Strategy 3. Habilitate a campus space especially designed for the IEP**

The IEP will have a centralized space on the ESU campus to facilitate student engagement and identification with the IEP. The new space will have classroom space, faculty suites and adequate space for IEP-related programs and events.

**Responsible:**
- Vice President for Student Affairs
- Dean of International Education
- Director of the IEP

**Expected outcome:**
- Emporia State University will a space on campus designated for IEP instructions and programs.

Timeline: End of the 2019-2020 academic year.

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**Academics**

**Goal 2. Develop a full ESL program for ESU**

**Strategy 4. Expand the IEP to a full program with Beginner, Intermediate and Advanced level.**

The IEP has long offered intermediate and advanced levels. The two-level program presented many challenges for students who were below the intermediate level and needed ESL instruction. According to our students’ needs and the recommendations from the CEA site visit, the IEP will expand to serving beginner level students.

**Responsible:**
- Director of the IEP
- Registration

**Expected outcome:**
- Emporia State University will have three levels of ESL instruction: beginner, intermediate and advanced. Each level will encompass four courses (speaking and understanding, structure, reading, and writing)

**Timeline:**
- Spring 2015.
Goal 3. Implement competency-based student learning assessment in each level of the IEP

**Strategy 5. Design mechanisms to monitor student learning and academic progress**

Each IEP level will be associated with specific language and cultural competencies that students must meet prior to moving to the next IEP level. In addition, to the academic curriculum, the student should be able to meet language competencies as readiness indicators for more advanced challenges in the English language.

**Responsible:**
- Director of the IEP
- IEP instructors

**Expected outcome:**
- Level-specific competencies to be accomplished
- Course-specific language competencies to be accomplished
- Progress metric cards per student

**Timeline:**
Spring 2016.

**Strategy 6. Implement an assessment tool before students exit the IEP**

Before the students exit the IEP completely, students will be required to take an exit exam to address overall English competency. Initially, the results yielding from the exit assessment tool will be used for research and analyses purposes. The data will inform the review of the IEP curriculum and competency requirements in each level. After a period allocated to gather data, the strategy may lead to decision-making regarding students’ readiness for engaging in academic courses.

**Responsible:**
- Dean of International Education
- Director of the IEP
- Senior Administrative Specialist (OIE)

**Expected outcome:**
- A standardized assessment imparted to all students in their last semester of the IEP
- Semester data on students’ grades, competencies accomplished and exit assessment score.

**Timeline:**
Fall 2015 - Spring 2019.
Goal 4. Achieve a leading position in the teaching of English as a second language (TESOL)

Strategy 7. Develop strength-based assessment for the IEP faculty for teaching assignments

The IEP managed to develop a cadre of full-time faculty and one part-time faculty member, all professionally trained for ESL instructors in a college setting. To determine the best fit of courses and levels of instruction for each faculty member, the IEP will use a strength-based approach to assign courses using faculty members’ self-reflection feedback and students’ feedback and course evaluation.

Responsible:
- Director of the IEP

Evaluation and Expected Outcomes:
- Documentation on faculty members’ feedback regarding areas of strength for teaching
- Semester data on student course evaluation
- Annual review on faculty strengths to inform teaching assignments

Timeline:
Fall 2015 - Spring 2020.

Strategy 8. Develop mechanisms to review regularly the IEP curriculum

The IEP has accumulated more than forty (40) years of experience teaching English as a second language in Kansas. In order to stay current and state-of-the-art, the IEP will review regularly the curriculum and contents in each level. This review will be in light of best practices as informed by TESOL and a review of ESU peer and aspirational institutions. This strategy will involve the complete IEP staff and faculty. This strategy will be addressed annually, during staff meeting every Spring semester.

Responsible:
- Director of the IEP
- IEP instructors

Evaluation and Expected Outcomes:
- Minutes of the staff meetings where curriculum review takes place
- Reports on best practices as detailed by TESOL and curriculum offered in peer and aspirational institutions.
- Written communication on the decisions made regarding curriculum changes
- Detailed implementation plan of the changes proposed each Spring.

Timeline:
Goal 5. Expand the diversity in the IEP classroom

**Strategy 9. Promote the IEP in markets with high need of English**

The OIE will continue its recruitment efforts targeting enrollment in the IEP in markets where there is a high need for English instruction.

**Evaluation and Expected Outcomes:**
- Brochures of the IEP in different languages
- Specific advertisement and promotion for the International Summer Program

**Responsible:**
- Director of the IEP
- Director of International Recruitment
- Dean of International Education

**Timeline:**

**Strategy 10. Conduct outreach activities to local companies in Emporia for language training to employees**

With an influx of Hispanic population in Emporia, the IEP is poised to expand its services to local students who need training in the English language for better and more effective insertion into the community and the workforce.

**Responsible:**
- Director of the IEP
- Director of International Recruitment

**Evaluation and Expected outcome:**
- Annual meeting with major employers in Emporia
- Greater enrollment in the IEP
- Agreements with local companies for English training of their employees

**Timeline:**
**Student Services**

**Goal 6. Prepare the IEP student for the U.S. academic classroom**

**Strategy 11. Design the course “Academic English” for students who need an overall refresher of the English language prior to joining academic courses**

The IEP offers the course IE 075, which is directed to graduate students who require preparation in academic writing, oral presentations and reading skills. The IEP has identified a gap in the offering for undergraduate students who join ESU with adequate levels of English yet have deficiencies in English for rigorous academic work. The Academic English course will address this gap by offering an overall refresher of the use of English in academic settings, combining the four language competencies (speaking and understanding, structure, reading and writing).

**Responsible:**
- Director of the IEP
- Instructor of the IEP

**Evaluation and Expected outcome:**
- Student enrollment in the course.
- Better preparation of students who join ESU with adequate level of English but require an overall refresher course.
- Data from course evaluations.

**Timeline:**

**Strategy 12. Expand the Academic Success Series to Fall and Spring semester**

The IEP has successfully conducted the Academic Success Series Workshop since 2013. The Series has been offered in spring semesters and is oriented to students who are transitioning into full academic classes. The strategy involves expanding the program to the fall semester to ensure all students who transition into the academic classroom have the same opportunities.

**Responsible:**
- Director of the IEP
- Director of International Student Services
- Collaborating academic and administrative units.

**Evaluation and Expected outcome:**
- Student involvement in the series.
- Student feedback through formal evaluation.

**Timeline:**
Strategy 13. Review periodically the effectiveness of Services for International Students

The IEP and the OIE develop multiple services for international students each semester. The purpose of these services is to facilitate students’ integration to the ESU campus. The effectiveness of these programs will be assessed annually -each Spring semester- with the International Student Satisfaction Survey and qualitative data. The survey provides the option of obtaining data exclusively for students who are enrolled in the IEP. The survey results will inform the planning of future services for international students.

Responsible:
- Dean of International Education
- Director of International Student and Scholar Services
- Director of the IEP

Evaluation and Expected outcome:
- Data from the International Student satisfactory Survey.
- Qualitative feedback on services provided to international students.

Timeline: