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Background Information

The Office of International Education (OIE) has concluded the period informed by the Road Map 2010-2013. The document provided the foundation for addressing the need to expand international education programs at Emporia State University (ESU), define priorities in the different areas in which the OIE provides leadership and structures the OIE for improved efficiencies and processes.

At the completion of the 2010-2013 period, the OIE became part of a larger, campus-wide strategic planning process, which culminated with the Emporia State University Strategic Plan (2015-2025), The Adaptive University, and the Student Affairs Division Strategic Plan. The 2014-2020 International Strategic Plan builds upon the campus-wide and the Student Affairs Division strategic plans and reflects ESU’s aspirational goals in the international dimension. The document is the result of several campus-wide conversations with university leadership, deans, faculty and students.

Mission and Vision

Mission statement
The Office of International Education advances ESU’s position as a globally focused campus.

Vision
The Office of International Education will contribute to Emporia State University’s commitment to the common good by:
1) Fostering a globally-diverse campus
2) Promoting critical competencies for students’ success in the 21st century
3) Developing globally-focused opportunities for students, faculty and staff
Highlights and major accomplishments in the period 2010-2014

OIE Structure and Staffing

- The OIE re-structured staffing and resources for addressing international needs:
  - Three director positions were created: 1) Director of International Student and Scholar Services, 2) Director of International Recruitment/Admission, and 3) Director of the Intensive English Program (IEP).
  - Several students were hired for specialized tasks: education abroad, admissions/marketing, programming, student orientation, receptionists, China initiatives, and the international summer program.

International Recruitment

- ESU experienced a growth of roughly 4% in international enrollment since 2010 (Fig. 1).
- Diversity on campus grew roughly by 58% as measured in the number of countries represented on the campus (Fig. 2).
- The OIE launched the Diversity Partnership Tuition Agreement program, in collaboration with the EducationUSA global network.
- ESU has sustained presence in critical markets throughout the involvement in fairs and partnerships.
- International recruitment has diversified the sources from which students join ESU.
- Growing representation of students with non-resident tuition (Fig. 1).

Education Abroad

- The OIE developed institutional systems and processes for managing education abroad programs, approving and implementing faculty-led programs.
- Student involvement in education abroad increased by 95% (Fig. 5).
- A growing number of faculty members engaged in education abroad programs through faculty-led programs, which were hosted at partner universities.
- ESU joined the National Student Exchange, an education abroad/away network of more than 200 universities in the U.S., territories and Canada.

Intensive English Program

- The OIE engaged in a thorough process to revise the English proficiency requirements for academic purposes at ESU. The language requirements were increased and reflected the faculty’s feedback on the matter.
- The IEP expanded enrollment by 32%, while Full Time Equivalent (FTE) enrollment grew 45% since 2010 (Fig. 3).
- The IEP received accreditation from the Commission on English Language (CEA) for five years.
- The IEP became fully staffed with six full-time, TESOL-credentialed instructors and a full-time director.
- By adding a beginner level, the IEP has now become a complete program with three levels: beginner, intermediate and advanced.
- The IEP is now a credit-bearing program.
International Partnerships

- The OIE championed several initiatives leading toward consolidating dual-degree programs with partner universities and international networks.
- The OIE has streamlined academic partnerships, reactivating some and terminating others.
- The OIE entered into new academic agreements in countries with emerging economies with student recruitment potential.

International Student and Scholar Services

- The international student orientation was re-defined holistically from students’ airport arrival in the U.S. to the first day of class. International orientation is facilitated by international ambassadors and comprised of a series of business, social and educational activities.
- The OIE made sustained efforts to educate students about the benefits and regulations of student and exchange visitor visa (including CPT, OPT and practical training opportunities) and obligations regarding their immigration documents.
- The OIE launched intercultural programming and events informed by the international students’ needs and in close coordination with international and domestic recognized student organizations.
- Communication with future students was streamlined to better prepare students on their arrival to ESU.
- International student satisfaction and needs assessment is reviewed every other spring semester through the international student satisfaction survey. The information drawn from this survey is used to inform changes and modifications to operations and services.
- The OIE has built solid connections with Residential Life, Dining Services, Student Wellness, and IT for preparing a seamless transition to the campus for international students.
The OIE Organizational Structure 2014-2020

The OIE is a team-based organization that combines the talent of its human capital for addressing its specific tasks and responsibilities. The OIE is comprised of the following operational teams, all of which report to the Senior International Officer:

**Team 1: International Enrollment Management**
- Director International Admissions
- Senior Administrative Specialist/DSO/ARO
- Graduate Assistant (International Admission Advisor)
- Graduate Assistant (China Marketing & Programs)
- Student Workers

**Team 2: Marketing & International Visibility**
- Director International Admission
- Senior Administrative Assistant
- Graduate Assistant (International Admission Advisor)
- Graduate Assistant (Chinese Marketing and Programs)
- Student Workers

**Team 3: Education Abroad & National Student Exchange**
- Senior International Officer
- Student workers/GA (2)
- Senior Administrative Assistant/NSE Coordinator

**Team 4: International Summer Program**
- Senior International Officer
- Graduate Assistant
- Senior Administrative Specialist/DSO/ARO
- Program Assistants (PAs) (2)

**Team 5: International Student and Scholar Services**
- Director ISSS
- Graduate Assistant (Programming)
- Graduate Assistant (Arrival and Orientation)
- International Ambassadors
- Senior Administrative Specialist/DSO/ARO

**Team 6: Intensive English Program (IEP)**
- Director IEP
- IEP Instructors (6)
- Senior Administrative Specialist/DSO/ARO
- Student worker
- Lab tutors (2)
International Enrollment Management

International enrollment management is a vital function of the Office of International Education (OIE). This dimension requires the planning, execution and assessment of recruitment and retention plans focused on international students.

Strengths

- ESU enjoys a healthy representation of international students on campus.
- ESU is positioned in markets across the world, where students know of and choose ESU as an academic destination.
- Diversity Tuition Partnership Agreement has increased campus diversity by 58%.
- International partner universities secure a large portion of international recruitment for ESU.
- Centralized operations allows for streamlined processes between recruitment, admission and retention.

Weaknesses

- Perception of Affordability sometimes over shadows other qualities of ESU as an academic destination.
- ESU is limited in its ability to recruit students in STEM fields, where there is a high demand from overseas students. Two major areas are engineering (undergraduate), information systems (graduate) or computer science (graduate).
- ESU has limited capacity to recruit in countries where students and parents put high value in college rankings and name recognition.
- The budget for recruitment is tied to the IEP tuition even when students do not always participate in the IEP.
- No CRM for undergraduate or graduate admissions reduces the opportunity to streamline communication and efficiencies.

Opportunities

- Cost of education puts ESU at an advantage, especially among students with budgetary constraints in an environment of a stronger dollar and weaker foreign currencies.
- Growing interest in STEM fields presents recruitment opportunities.
- Expanding partnerships by articulating curriculum and allowing students to earn dual degrees.
- New programs that offer opportunities for student recruitment for the IEP.
- Unlimited potential with new partner universities.

Threats

- Increased competition in recruitment activities where most large, research-focused and highly ranked universities are now involved.
- International students’ attrition after spending one or two semesters at ESU.
- Diminishing number of sponsored-students. Agencies are either reducing the number of scholarships or narrowing the scope of U.S. universities eligible for their students.
- Diminishing recruitment budget due to declining numbers of students in IEP.
Goal 1. ESU will be a global university

ESU serves students who reside in Kansas with limited exposure to non-American cultures and languages. By joining ESU, students will find an internationally focused campus with limitless opportunities to engage and connect with peers of various cultural backgrounds. During their time at ESU, students will appreciate diversity, expand global perspectives and become increasingly more globally prepared for 21st century challenges.

**Strategy 1. Sustain and enhance recruitment efforts to expand diversity**

ESU will continue expanding diversity among its international students through strategic recruitment in underrepresented markets. The strategy involves:

- Engagement in markets and partner universities with great potential and productivity
- Explore new markets through involvement in fairs and educational tours.

Responsible:

- Senior International Officer
- Director of International Admission
  - Team 1: International Enrollment Management
  - Team 2: International Marketing and Visibility

Timeline:

- Throughout the 2014-2020 period.
- Annual reviews every December.

**Strategy 2. Expand recruitment efforts for online programs**

The OIE will support the international enrollment of online graduate programs. The strategy requires adapting admission processes, identifying academic programs that are “friendly” for international recruitment and determining markets for these programs.

Responsible:

- Director of International Admission
  - Team 1: International Enrollment Management
  - Team 2: International Marketing and Visibility
- Dean of the Graduate School

Timeline:

- A recruitment plan for online programs will be created by the end of Fall 2016.
- Recruitment efforts will start in Spring 2017.
- Efforts will continue until end of 2020.
- Annual reviews every December.
Strategy 3. Develop an international alumni network

The OIE will build and maintain a network of international alumni. To demonstrate ESU’s global reach and attract potential new students, the strategy involves:

- Collecting contact information from departing graduates and visiting/exchange students and enter into database.
- Maintaining contact with alumni to keep records updated.
- Using stories of particularly successful alumni for recruitment and marketing materials.
- Utilizing alumni in the recruitment process by:
  - Joining ESU staff at fairs and school visits worldwide.
  - Contacting leads, applicants and admits to encourage them to attend ESU.

Responsible:

- Director of International Admission
  - Team 1: International Enrollment Management
  - Team 2: International Marketing and Visibility
- Director of International Student and Scholar Services
  - Team 5: International Student and Scholar Services

Timeline:

- An alumni database will be created by the end of Fall 2016.
- Maintenance and utilization of the database will continue henceforward.
- Efforts will continue until end of 2020.
- Annual reviews every December.

Goal 2. International recruitment and admissions will be adaptive and innovative

As competition grows, international recruitment will become more difficult. Therefore, recruitment and admissions processes must be adaptive to stay relevant and innovative in an ever-changing environment.

Strategy 4. Introduce technology for international recruitment using an effective CRM

The use of effective technology for keeping students engaged throughout inquiries and application processes is essential to the success of ESU international recruitment efforts. Similarly, the students’ application process will be improved by converting into a paperless process. The OIE will adopt a customer relationship management (CRM) platform to ensure seamless processes, quicker communication and admission decisions, as well as reporting at all phases in the recruitment cycle.

Responsible:

- Director of International Admission
  - Team 1: International Enrollment Management
  - Team 2: International Marketing and Visibility
Timeline:
- Training will begin in Summer 2016.
- CRM will be operational in Spring 2017.
- Reporting will begin in Spring 2017 through the end of 2020.
- Annual review every December.

**Strategy 5. Expedite the process for transferring courses and credits for international students**

The OIE will gain expertise and knowledge in the field of credential evaluations. International students face several obstacles and delays when they need to transfer credits from foreign institutions. The requirement of the use of external evaluators not only limit the ability to predict the amount of credits that will transfer but also deter students from pursuing ESU as an academic option. The strategy involves two dimensions:
- ESU will sign credit articulation agreements with partner universities to ensure seamless transfer of credits.
- Capacity-building at the OIE and Registration to gain knowledge and expertise in foreign credentials.

**Responsible:**
- Director of International Admission
  - Team 1: International Enrollment Management
- Registration

**Timeline:**
- First credit-articulation agreement will be in 2015 (XPU and Sunlin).
- By the end of Fall 2016, ESU will sign four additional credit articulation agreements with partner universities (Dalian Medical University, Liaoning Normal University, Mediterranean School of Business, Arts, Sciences and Technology University in Lebanon).
- Will continue until end of 2020.
- Annual review every December.

**Strategy 6. Expand recruitment efforts for the Intensive English Program**

The OIE will secure recruitment for the IEP by developing new entry to ESU. The strategy involves developing the College Foundation Program (CFP), which aims to serve students who seek to gain preparation for college education in the U.S.

**Responsible:**
- Senior International Officer
- Director of the IEP
  - Team 6: Intensive English Program (IEP)
- Director of International Admission
  - Team 1: International Enrollment Management
  - Team 2: International Marketing and Visibility
Timeline:
- Curriculum development and approval will begin in Spring 2015 and conclude in Fall 2016.
- First recruitment efforts will be launched in Fall 2016.
- First cohort of students enrolled for IEP instruction expected in Fall 2017.
- Annual review every December.

**Strategy 7. Design an international campaign focused on the student experience at ESU.**

ESU students will be the voice for international recruitment efforts. International students selected by markets and target languages will share their social and academic experience as an ESU student using technologies and social media. The strategy involves:
- Creating student testimonial videos for use on the OIE website and in recruitment marketing materials.
- Creating an “Ask a Student” portal on OIE website.

**Responsible:**
- Director of International Admission
  - Team 1: International Enrollment Management
  - Team 2: International Marketing and Visibility

**Timeline:**
- It initiated in 2014 and will continue until the end of 2020.
- Annual review every December.
### Expected Outcomes and Measures of Success

<table>
<thead>
<tr>
<th>Expected outcomes</th>
<th>Measures of success</th>
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<tbody>
<tr>
<td>• International student population will reach 12% of total enrollment and roughly 16% of the on-campus student population</td>
<td>• Number of international students on campus</td>
</tr>
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<td>• Proportion of international students relative to on-campus students</td>
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<td>• Growing diversity among international students</td>
<td>• Number of countries represented on the campus</td>
</tr>
<tr>
<td>• Diverse sources for international recruitment</td>
<td>• Breakdown of international students per recruitment attribute and tuition structure</td>
</tr>
<tr>
<td>• Recruitment investment in countries less represented on the campus</td>
<td>• Return of investment (recruitment cost vs. students enrollment) per country</td>
</tr>
<tr>
<td>• Students will be the voice of ESU’s recruitment efforts</td>
<td>• Number of students who became involved in international recruitment</td>
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<td>• Quality of content contributed by participating students</td>
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<tr>
<td>• Quick and readily available enrollment data</td>
<td>• Periodic reports on enrollment data on international enrollment funnel using CRM</td>
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<tr>
<td>• Streamlined process for students transferring credits from foreign partner universities</td>
<td>• Number of credit articulation agreements signed</td>
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<td>• Number of students joining ESU under the umbrella of credit articulation agreements</td>
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<td>• Monitor time required for students to see their transfer work</td>
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<tr>
<td>• Growth in international students admitted for IEP</td>
<td>• IEP enrollment data and full-time enrollment (FTE)</td>
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<tr>
<td>• Greater involvement of international students in online programs</td>
<td>• Annual return of investment analysis</td>
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<td>• International enrollment in online programs</td>
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International Student and Scholar Services

International student and scholar services (ISSS) has a strong effect on international students’ lives. Providing quality services for international students is vital to secure:

- A positive student experience.
- High retention rate.
- Sustainability in our recruitment efforts.
- Strong alumni.

Strengths

- International students recognize OIE’s ISSS team as dedicated and responsive.
- International students have developed a strong community among themselves.
- The OIE has a dynamic team working with Recognized Student Organizations (RSOs) for developing programs and events.
- Students are engaged in and enjoyed the opportunities to express themselves culturally on campus events.
- There is a growing awareness that international student services should go beyond the reach of the OIE.
- Events and programs raise awareness of the diversity and rich cultures at ESU.
- Events and programs help build a stronger community for international students.
- Partnerships with other departments on & off campus make OIE programs stronger and more interesting for students.
- Growing interests on and off campus to collaborate with OIE’s ISSS team in cultural or intercultural activities.

Weakness

- International students feel it is difficult to connect with American peers.
- It is difficult to recruit conversational partners and host families for international students.
- International students sometimes do not find enough activities to do in Emporia.
- Public transportation within Emporia and lack of access to bigger cities continues to be a challenge.
- The impact of international students on campus and the international student’s success have been largely under assessed and unrecognized.
- Emporia offers limited options for local shopping, entertainment, and ethnic food.
- International students find it difficult to obtain an internship locally.
- Off-campus housing has been a challenge for new students as good apartment options reach capacity quickly.
- On campus jobs are limited for international students.

Opportunities

- Formal assessment on cross-cultural experiences at ESU could provide insights on the effect of ESU on students’ lives.
- We could do a better job documenting the implications/effects of domestic students’ exposure to international peers.
- The “ESU experience” offers many opportunities for international recruitment.
Celebrate student’s success by sharing through social media, newsletter, or publications.

We can revise existing student programs to focus more on intercultural experiences that could enhance students’ multicultural competency.

Strengthen collaboration with academic affairs for competency building and assessment.

Roundtable with Academic Affairs in the beginning of every semester to discuss international student’s experiences and U.S. classroom expectations.

Threats

- Not paying attention to issues of retention and attrition pertaining to international students.
- International students not being able to adapt to the ESU campus or develop meaningful connections with American peers.
- Experience in the classroom does not always match the “friendly campus” message that we advance in international recruitments.
- Not communicating enough about international students’ positive experience at ESU.
- Basic needs of international students are not being met such as local transportation, housing, and ethnic food.

Goal 3. International students will recognize the OIE as a partner in their academic success

Strategy 8. Prepare students effectively for embarking on academic work in the U.S.

The OIE has developed a sophisticated orientation program to help students in their transition to the U.S. and the ESU campus. During the period of this strategic plan, the OIE will build upon previous successes and develop an online portion of the international student orientation. The online portion will address gaps identified through assessments in previous orientations, such as:

- Reduce information overload
- Alleviate stress related to course enrollment
- Better educate students on the benefits and their responsibilities related to visa
- Address budget pressures related to the length of the international student orientation

Responsible:
- Director of International Student and Scholar Services
  - Team 5: International Student and Scholar Services

Timeline:
- The creation of the online portion of orientation will be completed by Summer 2016.
- The first program will be piloted with the cohort of Spring 2017.
- Assessments, reviews and corrections will continue until end of 2020.
- Annual reviews every December.

Strategy 9. Develop a peer-mentor student program to secure retention

International students need a great deal of support before and after classes start. The issues affecting students touch on academic and social aspects. The OIE will develop a student program aimed at providing support to all new students at ESU.
Responsible:
- Director of International Student and Scholar Services
  - Team 5: International Student and Scholar Services

Timeline:
- The first program will be piloted in Fall 2015 (Peer Mentor Program).
- Adjustments to the program will be made for Fall 2016 (Global Friends or gFriends).
- Mentors and mentees will be trained on rolling basis each semester.
- Assessments, reviews and corrections will continue until end of 2020.
- Annual reviews every December.

Strategy 10. Expand opportunities to facilitate international students’ immerse in the U.S. society

Opportunities for cultural immersion are key in designing a positive experience for international students. In effect, cultural immersion might be a differential factor from other U.S. universities. Cultural immersion does not happen spontaneously; the OIE will continue to establish connections and bridges with community members and organizations so students can enjoy access to:
- Homestay families
- Conversational partners
- Friendship families
- Global friends or gFriends

Responsible:
- Senior International Officer
- Director of International Student and Scholar Services
  - Team 5: International Student and Scholar Services

Timeline:
- Since Fall 2014, the OIE has been building a list of community members who are friendly to international students.
- Efforts will continue until end of 2020.
- Annual reviews every December.

Goal 4. Cross-cultural competency will be signature of the ESU experience

Strategy 11. The OIE will focus on developing intercultural competencies among students

The ESU campus is marked by an active group of students with different cultural background. The OIE will leverage students’ interactions to develop critical competencies and skills for the 21st century. Students will make progress toward intercultural competencies; such as awareness of self, multiple perspectives and critical thinking. The OIE will partner with academic departments and other student affairs units to ensure students’ engagement in cross-cultural opportunities.
Responsible:
- Senior International Officer
- Director of International Student and Scholar Services
  - Team 5: International Student and Scholar Services

Cooperating units:
- Residence Life
- Institutional Research
- Center for Student Involvement
- Fraternity/Sorority Life
- Honors College
- Diversity and Inclusion Office
- Career Services
- SAC/ACES
- Writing Center
- Library
- Athletic Department
- Recognized Student Organizations

Timeline:
- In Fall 2016, the OIE will developed theory-informed cross-cultural programs and events, involving international and American students.
- Efforts will continue until end of 2020.
- Intercultural competence assessments.
- Annual reviews every December.

**Strategy 12. Regular monitor and assess the ESU experience for international students**

A positive ESU experience for international students is at the heart of ESU’s international recruitment and retention efforts. To secure a friendly environment for international students, the OIE will periodically assess the campus climate for international students

Responsible:
- Senior International Officer
- Director of International Student and Scholar Services
  - Team 5: International Student and Scholar Services

Cooperating units:
- Institutional Research

Timeline:
- In Fall 2016, ESU will have a design plan for campus-wide campus assessment for international students.
- First assessment will take place in Spring 2017.
- Efforts will continue until end of 2020.
Goal 5. Partnerships on and off campus will enrich the ESU experience for international students

Strategy 13. Integrate international programming with issues of diversity and multiculturalism

As part of the experience living in the U.S., international students will be introduced to social justice issues affecting the U.S. society, particularly those pertaining to racial history and ethnic diversity. Through events and programs, students will understand the complexity of the U.S. society and appreciate current issues and tensions affecting the U.S. society.

Responsible:
- Director of International Student and Scholar Services
  - Team 5: International Student and Scholar Services

Cooperating units:
- Academic Departments
- Residence Life
- Diversity and Inclusion
- Recognized Student Organizations (RSOs)

Timeline:
- Fall 2016 will be the planning period for actions to meet this strategy.
- First events will take place in Spring 2017.
- Efforts will continue until end of 2020.

Strategy 14. Integrate interfaith perspectives into the ESU student experience

International students bring to campus cultural and religious diversity, among other things. ESU will leverage cultural and religious differences as catalysts for social change and cooperation across faculty, staff and students and the Emporia community.

Responsible:
- Director of International Student and Scholar Services
  - Team 5: International Student and Scholar Services

Cooperating units:
- Academic Departments
- Faculty
- Faith-based organizations in Emporia

Timeline:
- Spring 2016 will be the planning period for actions to meet this strategy.
- First events will take place in Fall 2016.
- Efforts will continue until end of 2020.
**Strategy 15. Institute a leadership development program for international RSOs and ambassadors**

International student organizations are the heart of international students’ involvement and engagement. With the coordination of the OIE, elected leaders of international Recognized Student Organizations (RSO’s) and Cultural Ambassador volunteers will participate in a leadership development retreat. The retreat will work with newly appointed leaders of student organizations to hone leadership skills and effectiveness:

- Work with the respective constituents.
- Raise awareness of diversity throughout campus.
- Educate the community about respective cultures.
- Build stronger bridges with domestic students and RSO’s.
- Ensure seamless RSOs’ leadership transitions from year to year.

Responsible:
- Director of International Student and Scholar Services
  - Team 5: International Student and Scholar Services

Cooperating units:
- Honors College
- Center of Student Involvement
- International RSO’s

Timeline:
- Fall 2016 will be dedicated to plan for the leadership retreat.
- First retreat will take place in Spring 2017.
- Efforts will continue until end of 2020.

**Strategy 16. Prepare international students for internships and employment**

The ESU academic experience is crowned with students’ ability to enter the workforce or continue with advanced degrees. For international students, the ability to acquire practical training is limited and confined within the boundaries established by the Curricular Practical Training (CPT) and Optional Practical Training (OPT) programs, both associated with the F-1 student visa.

Responsible:
- Director of International Student and Scholar Services
  - Team 5: International Student and Scholar Services

Cooperating units:
- Career Services
- College/Schools career liaisons staff members
- Business Student Ambassador

Timeline:
- Fall 2014, the OIE initiated regular information sessions on the CPT and OPT programs
In Spring 2016, career services acquired a database of international-student friendly employment opportunities (GoingGlobal).
Efforts will continue until end of 2020.

Goal 6. The OIE will be recognized for advocacy on issues relating to international students

Strategy 17. Prepare the campus on global issues and work with different student populations

Building a campus that is friendly to international students consists of a community-wide effort. Depending on the population, some international students have special needs and require special accommodations. The OIE will take an advocacy role on sensitive issues that affect students, particularly pertaining to adjusting to the U.S. classroom, dietary and religious needs.

Responsible:
- Director of International Student and Scholar Services
  - Team 5: International Student and Scholar Services

Cooperating units:
- Other academic, administrative or support unit on campus
- Sodexo/Dining Services
- Memorial Union
- Residential Life
- Center for Student Involvement (CSI)

Timeline:
- The OIE has advocated for issues affecting international students for a long time.
- In Fall 2016, the OIE will communicate this strategy across campus as reflected on the strategic plan.
- Efforts will continue until end of 2020 and will position the OIE in this role.

Strategy 18. Proactively seek recognition of international students’ accomplishments

International students make accomplishments during their time at ESU. From leadership recognitions to honors, international students’ accomplishment present many opportunities for celebration. The OIE will connect international students with external funding opportunities that recognize accomplishments and talent. Similarly, the OIE will intentionally share these accomplishments with students’ sponsoring institution, country and hometown.

Responsible:
- Director of International Student and Scholar Services
  - Team 5: International Student and Scholar Services
- Director of International Admission
  - Team 2. International Marketing and Visibility

Cooperating units:
- CSI
- ESU Foundation
Honors College

Timeline:
- The OIE has advocated for issues affecting international students for a long time.
- In Fall 2016, the OIE will communicate this strategy across campus as reflected on the strategic plan.
- Efforts will continue until end of 2020 and will position the OIE in this role.

**Expected Outcomes and Measures of Success**

<table>
<thead>
<tr>
<th>Expected outcomes</th>
<th>Measures of success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will arrive to ESU better prepared for studies in the U.S.</td>
<td>An effective international orientation</td>
</tr>
<tr>
<td></td>
<td>The face-to-face portion of the international student orientation will be shortened</td>
</tr>
<tr>
<td></td>
<td>Online portion of the orientation will successfully be deployed in Spring 2017</td>
</tr>
<tr>
<td>Returning students will feel invested in the success of new international students</td>
<td>Increased retention rates of international students</td>
</tr>
<tr>
<td>Meaningful connections between new and returning students</td>
<td>Periodic reports on the impact of campus programming on developing international competence</td>
</tr>
<tr>
<td>ESU will identify adequate tools for assessing the effect of the international student population on campus</td>
<td>Bi-annual reports on the ESU campus climate for international students</td>
</tr>
<tr>
<td>ESU will identify adequate tools for assessing campus climate</td>
<td>International students will be better prepared to navigate the U.S. society</td>
</tr>
<tr>
<td>Collaboration across campus to address issues of race and ethnicity</td>
<td>Emporia will be a model in Kansas for its initiatives on interfaith dialogue and building bridges across religious groups</td>
</tr>
<tr>
<td>Greater collaboration between ESU and the city of Emporia on issues that affect the diverse student population</td>
<td>More prominent role of international RSO’s on campus</td>
</tr>
<tr>
<td>The OIE will institute a leadership retreat for international RSO’s</td>
<td>Seamless leadership transition</td>
</tr>
<tr>
<td>Collaboration between the OIE and Career Services</td>
<td>More students participating in CPT and OPT</td>
</tr>
<tr>
<td>More international students using the services provided by Career Service</td>
<td>More students being placed in training opportunities after completing their degree</td>
</tr>
<tr>
<td>Greater campus awareness of international students’ accomplishments and successes</td>
<td>More students receiving external and international recognitions and awards for their merit</td>
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</tbody>
</table>
Education Abroad

Education abroad creates opportunities for ESU students to engage in academic work at an overseas location or university. Most substantially, it offers students the opportunity to immerse in another culture, expand cultural and intellectual references and develop critical skills both as individual and professional. ESU students may study abroad for short periods, independently or with a faculty member, for a semester or an academic year.

In addition, education abroad is complemented with ESU’s membership to the National Student Exchange (NSE) network. The NSE offers similar opportunities compared to education abroad but targets students who wish study at another U.S. state, U.S. territory, or abroad in Canada.

Strengths

- ESU offers great deal of flexibility for students who choose to study abroad.
- Education abroad has progressively positioned as an academic opportunity for students. Several units coordinate efforts involved in managing the program.
- ESU offers quality education abroad programs in more than 60 countries, through various affiliations.
- Students can choose from a wide array of education abroad programs of varying types of cost.
- A growing number of faculty members are interested in offering an international experience.
- ESU supports students’ involvement in education abroad experiences through travel grants.

Weakness

- Students’ involvement in education abroad or NSE is low compared to peer institutions (roughly 2% of the student population in an academic year). Consequently, a large group of students remain untouched from these opportunities.
- ESU students face several challenges for considering education abroad and NSE opportunities. Chief among them is program cost and students’ opportunity cost (i.e. forgone employment).
- Campus perception on education abroad and NSE consists of a “nice thing to have” rather than essential for students’ future.
- There is no alignment between education abroad (or NSE) and campus-wide student expectations or learning outcomes.
- Risk management for education abroad has been confined to the OIE. More campus involvement is needed to secure a campus approach to risk management and emergency responses.
- Faculty-led programs vary widely on program quality, length and rigor.
- Students of minority background are largely underrepresented in ESU education abroad.

Opportunities

- Defining campus-wide learning outcomes associated with education abroad, in alignment with ESU strategic plan, will help education abroad and NSE move more centrally to ESU’s priorities.
- Formal assessment on education abroad and NSE outcomes for students will enable documenting education abroad as high impact practice.
- Sharing students’ experiences and reflections will generate interest and enthusiasm among students for education abroad and NSE.
• ESU students will benefit from new faculty-led programs in countries that are important in the future of the U.S. and from where students can draw valuable experiences, particularly in some professional fields.
• Education abroad and NSE may complement ESU curriculum by covering academic areas that students cannot have access to at ESU.

Threats
• Not defining university-wide expected outcomes for education abroad constitutes a missed opportunity for assessing high-impact practices and identifying students’ accomplishments.
• Students without exposure to and understanding of global issues may become less competitive and less attractive to meeting the needs of the U.S. future workforce.
• Not having enough incentives for faculty to engage in short-term education abroad programs may result in fewer international opportunities for students.
Goal 7. Double the number of student involvement in education abroad/NSE

Strategy 19. All ESU colleges will offer education abroad opportunities to their students

Education abroad programs at ESU are distributed unevenly across colleges/schools and departments. Faculty-led programs exist out of the motivation and interest of individual faculty members. The OIE will take a proactive role in making international opportunities accessible to all students. Where possible and feasible, the OIE will work with department chairs and deans to develop new short-term education abroad opportunities.

Responsible:
- Senior International Officer
  - Team 3: Education Abroad and National Student Exchange

Cooperating units:
- Various departments, colleges/schools

Timeline:
- In Spring 2015, the OIE will travel to Finland and Germany to develop new partnerships and expand international opportunities for education majors.
- In Summer 2016, new faculty-led short-term programs will be approved in Finland, Uganda and Colombia.
- In Summer 2016, the OIE will conduct an assessment of colleges and schools yet to offer education abroad programs.
- Starting Fall 2016, the OIE will assist in program development aiming to new education abroad opportunities.
- Efforts will continue until end of 2020.

Strategy 20. Increase the number of minority students participating in education abroad/NSE

There are real and perceived barriers for students of color to participate in education abroad. To reduce the gap of minority students involved in education abroad/NSE programs, the OIE will take the following actions:

- Conduct information sessions to the following organizations:
  - Recognized Student Organization (RSOs)
  - Greek Life Fraternities and Sororities (Sigma Gamma Rho, Zeta Phi Beta, Kappa Delta Chi, Sigma Gamma Rhomeo, Pi Iota Alpha, Alpha Pi Alpha, BROTHAS)
  - Trio
  - International student organizations
- Share testimonials of minority students who successfully completed an education abroad program.
- Establish partnerships with departments and colleges for developing new short-term programs with ethnic and racial academic content
- Highlight Historically Black Colleges and Universities (HBCUs) and Hispanic-Serving Institutions, among NSE opportunities to minority students.
Strategy 21: Increase the number of recipients of external scholarships for education abroad/NSE

Funding is critical for creating access to education abroad and NSE opportunities. As ESU travel grants are increasingly more limited, the need for external funding is paramount. The OIE has identified few sources that provide scholarship to deserving education abroad students. The OIE will connect students approved for education abroad and NSE programs with these external-funding opportunities:
- Gilman Scholarship
- Boren Scholarship
- Phi Kappa Phi
- Generation Study Abroad Scholarship
- Kade-Anette Scholarship

In addition, the OIE will work with the University Foundation and Alumni Association to increase the scholarship support for students interested in studying abroad.

Responsible:
- Senior International Officer
  - Team 3: Education Abroad and National Student Exchange

Cooperating units:
- Financial Aid
- Student Affairs

Timeline:
- Since Fall 2014, the OIE has directly targeted students who are eligible for external funding.
- Efforts will continue until end of 2020.

Strategy 22: Secure presence of education abroad/NSE in campus-wide events

Education abroad and NSE can serve as a recruitment tool for students who are considering ESU and wish to have an international/national exchange experience during their college years. The
earlier students know about education abroad/NSE opportunities the better they can plan for these opportunities. To that end, the OIE will participate in events targeting prospective students and newly enrolled students.

Responsible:
- Senior International Officer
  - Team 3: Education Abroad and National Student Exchange

Cooperating units:
- Admissions Office
- Student Advising Center

Timeline:
- Education abroad and NSE has had a presence in Black & Gold Days since Spring 2011.
- Education abroad and NSE joined the Hornet Connection in Spring 2016.
- Efforts will continue until the end of 2020.

**Strategy 23: Develop education abroad opportunities in India and East Asia**

India and East Asian countries are critical economies that play a leading role in the world. The U.S.A. has several connections with countries such as China, India, Japan, South Korea and China through economic, financial and demographic relations. ESU has a large pool of Chinese partner universities that are equipped to host ESU students for a short and a long-term study abroad. In addition, ESU will seek partnerships in India for business students for the purpose of developing academic collaborations and hosting short-term programs for ESU students. ESU has a large number of faculty members whose origin is India and China.

Responsible:
- Senior International Officer
  - Team 3: Education Abroad and National Student Exchange

Cooperating units:
- Colleges/Academic Departments

Timeline:
- In Fall 2015, the OIE will meet with key partner institutions to assess possible sites for a short-term program in China.
- In December 2015, the OIE will travel to India to develop partnerships with Business Schools in India.
- Fall 2016 will be dedicated for planning education abroad programs in India and China.
- In Winter 2016-2017, ESU will launch the first faculty-led program in India at a partner university.
- In Summer 2017, ESU will launch a faculty-led program in China at a partner university.
- Program promotion and assessment will continue until end of 2020.
**Strategy 24: Partner with USD253 to promote global perspectives for local teachers**

The OIE and Teachers College have collaborated to infuse global perspectives in education not only at ESU but also at the Emporia School District. Current Emporia teachers will be able to develop connections with schools in other countries and sustainable relations with ESU partners for professional development and enrichment.

**Responsible:**
- Senior International Officer
  - Team 3: Education Abroad and National Student Exchange

**Cooperating units:**
- Teachers College
- USD 253 School District

**Timeline:**
- Spring 2013 the OIE and the Teachers College started to brainstorm on a teacher exchange with Kansas-Paraguay Partners.
- The first teacher from Emporia will visit schools in Paraguay in Summer 2016.
- In winter 2017 the first group of Paraguayan teachers will visit Kansans schools.
- In Summer 2017, ESU will invite USD253 teachers to join the education abroad program in Finland with focus on education.

**Goal 8. Education abroad/NSE will equip students with skills for the 21st Century**

**Strategy 25: Education abroad and NSE will foster global civic engagement and leadership**

The OIE will integrate civic engagement as a required component to all education abroad/NSE programs. Students will be required to select a global civic engagement, ideally at the moment of applying for a program. Similarly, faculty members will embed in short-term education abroad as a civic engagement requirement.

Semester and yearlong education abroad students will report on and reflect upon their civic engagement in light of leadership principles.

**Responsible:**
- Senior International Officer
  - Team 3: Education Abroad and National Student Exchange

**Cooperating units:**
- Faculty members

**Timeline:**
- New guidelines for education abroad will be defined in Summer 2016.
- In Fall 2016 faculty members will be introduced to the expectation of civic engagement.
Office of International Education

- New education abroad program approval process will involve the civic engagement component.
- An education abroad course will evaluate students’ global civic engagement and reflections on leadership.

**Strategy 26: Support ESU’s mission by preparing students for lifelong learning, rewarding careers, and adaptive leadership**

The OIE will adopt the Beliefs, Events, and Values Inventory (BEVI) to assess the impact of education abroad experiences on students. The Inventory is administered before and after the educational experience and might be useful to other programs that take place throughout the division of student affairs.

- Awareness of self
- Tolerance of disequilibrium
- Critical thinking
- Global access

Responsible:
- Senior International Officer
  - Team 3: Education Abroad and National Student Exchange

Cooperating units:
- Division of Student Affairs
- Faculty members
- Institutional Research

Timeline:
- In Fall 2016, the OIE will host a training leading to BEVI certification. Invitations will be sent to members of OIE Team 3, Team 5, faculty members leading education abroad programs, institutional research, and selected professionals from the student affairs division.
- In August 2016, the BEVI certification workshop will be launched on campus.
- Fall 2016 will be dedicated for piloting and becoming familiar with the inventory.
- Assessment efforts and reporting will continue through 2020.

**Goal 9. ESU will improve efficiencies in education abroad and NSE operations**

**Strategy 27: Improve the education abroad/NSE operations through a CRM**

The growing number of students participating in education abroad leads to new sets of administrative challenges. For example, identifying affiliation of all students who belong to a specific education abroad program, when students leave and when they return to the U.S., managing the application packet and risk management. To address these challenges, the OIE will adopt new technologies for managing education abroad operations, student applications and faculty-led programs.
Strategy 28: Expand governance in the decision-making of issues revolving education abroad

As education abroad becomes more central to ESU’s academic activity, decisions pertaining to program approval, outcome assessment, competitive grant allocation and risk management require greater shared-governance. The OIE will institute an education abroad committee, which will provide oversight to critical decision-making pertaining to education abroad programs.

Responsible:
- Senior International Officer
- Team 3: Education Abroad and National Student Exchange

Cooperating units:
- Student Affairs

Timeline:
- In Fall 2016, the OIE will define the responsibilities of the education abroad committee and recommend tentatively committee members.
- In Fall 2016, the senior leadership will nominate.
- In Spring 2017, the education abroad committee will be created and initiate activities.

Strategy 29: Create a team responsible for risk-management in education abroad

Risk management and risk mitigation in education abroad is critical to ensure ESU compliance and due diligence. In light of the growing student involvement in education abroad and the faculty interest, ESU will be better equipped with risk management protocols and emergency responses for overseas travel.

Responsible:
- Senior International Officer
  - Team 3: Education Abroad and National Student Exchange

Cooperating units:
Office of International Education

- Student Affairs
- Legal Counsel
- Student Wellness
- Campus-wide risk management
- University Safety

Timeline:
- In summer 2016, the OIE will include risk assessment elements in the education abroad program approval paperwork.
- In Fall 2016, the OIE will constitute a group of campus professionals concerned about security and risk management in education abroad programs.
- In Fall 2017, the OIE will reformat the following existing programs:
  - Pre-departure orientation program for students.
  - Risk management and emergency protocol workshop for faculty.
- In Spring 2017, all faculty members who conduct education abroad will go through a risk management workshop.
- Efforts will continue throughout 2020.

**Strategy 30: Regularly assess outcomes associated with education abroad/NSE experiences**

Identifying outcomes associated with education abroad requires formal and regular assessment. The OIE will collect information about how ESU education abroad programs attain program-specific and university-wide expected outcomes. These assessments will be conducted before and after the education experience and reports will be made public annually.

Responsible:
- Senior International Officer
  - Team 3: Education Abroad and National Student Exchange

Cooperating units:
- Institutional Research and Assessment
- BEVI

Timeline:
- In Summer 2016, the OIE will launch a workshop for education abroad stakeholders on the BEVI instrument.
- First assessment will be conducted for students selected for education abroad in Summer 2017.
- Efforts will continue throughout 2020.
### Expected Outcomes and Measures of Success

<table>
<thead>
<tr>
<th>Expected outcomes</th>
<th>Measures of success</th>
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<tbody>
<tr>
<td>• All ESU colleges will offer at least one education abroad program</td>
<td>• Growth in student involvement in education abroad programs</td>
</tr>
<tr>
<td>• More students of color will become involved in education abroad/away programs</td>
<td>• Greater representation of the ESU student population in education abroad/away programs</td>
</tr>
<tr>
<td>• More ESU students will be recognized with external, countrywide scholarships</td>
<td>• Students’ finances will be less of a barrier for ESU students who wish to study abroad</td>
</tr>
<tr>
<td>• More students will be informed about education abroad/NSE options</td>
<td>• Greater student involvement in education abroad/NSE programs</td>
</tr>
<tr>
<td>• New faculty-guided education abroad programs in Asia &amp; India</td>
<td>• Student's exposure to East Asian and Indian culture</td>
</tr>
<tr>
<td>• USD253 teachers will engage in cultural/professional exchanges with teachers from Paraguay</td>
<td>• Close collaboration between ESU’s Teachers College and the local school district in international projects</td>
</tr>
<tr>
<td>• USD253 teachers will add global perspective to their teaching through education abroad experiences</td>
<td>• Teachers will maintain connected to ESU through global perspectives</td>
</tr>
<tr>
<td>• Education abroad and NSE students will immerse more deeply with their host country and culture</td>
<td>• Education abroad and NSE students will hone leadership skills through civic engagement</td>
</tr>
<tr>
<td>• The OIE will document the change that students experience through education abroad/NSE opportunities</td>
<td>• Education abroad as a high impact practice for ESU students will help transform students</td>
</tr>
<tr>
<td>• The application for and reporting of education abroad/NSE program will be more efficient and customer friendly</td>
<td>• The OIE will have a tool to plan, manage and assess education abroad/NSE programs</td>
</tr>
<tr>
<td>• ESU will have a education abroad council to advance the role of education abroad</td>
<td>• There will be greater shared governance in the decision making pertaining to education abroad</td>
</tr>
<tr>
<td>• ESU will have a team that oversees risk management issues and plan for emergency responses</td>
<td>• ESU will be prepared for risk issues associated with education abroad</td>
</tr>
</tbody>
</table>
The Intensive English Program (IEP) went through in 2013 a program review process aimed to obtain accreditation from the Commission on English Language (CEA). This accreditation involved a careful self-study of the IEP, which together with the university-wide strategic plan *The Adaptive University* served as a building block for the IEP Strategic Plan 2014-2020. The document contains key aspirational dimensions for the coming six years.

**Strengths**
- The IEP has a trajectory of more than 45 years working with international students in the teaching and learning of English as a second language.
- The IEP enjoys accreditation through the CEA.
- The IEP has dedicated instructors who are equipped with professional qualifications for the instruction of English to non-native speakers.
- The program provides social and conversational opportunities so students can enjoy an immersion experience while studying at ESU.
- The OIE through its International Student Services unit, gives support to IEP students and helps students feel integrated to campus.

**Weakness**
- The IEP has depended largely on academic admission for the recruitment of its students.
- Some students have the perception that the IEP is costly and offers limited help.
- Faculty members challenge the authority and the role on campus of the IEP.
- There is no objective data to demonstrate the effects of students’ growth on English language acquisition.
- Some IEP courses may be considered easy by some students.

**Opportunities**
- The IEP enjoys the administrative flexibility to create new programs and new courses.
- There are opportunities for documenting student progress through pre/post testing.
- With accreditation in place, the IEP has a unique opportunity to recruit students with the purpose of learning English in the U.S.
- A pathway program for the building of language and academic skills would be an attractive entry way to ESU.

**Threats**
- IEP enrollment is directly linked to the success of ESU’s internationalization efforts.
- Students viewing the IEP as unnecessary and costly.
- Faculty members undermining the role of ESL instruction on campus.
- Declining number of students worldwide coming to the U.S. for English language instruction.
Mission and Vision of the IEP

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 ESU campus and community.

Goal 10. Position the IEP as an administrative and academic unit on campus

Strategy 31. Concentrate the administrative and academic leadership of the IEP in the OIE

The OIE will provide campus leadership for the IEP on administrative and academic affairs. Among 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.

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

Timeline:
- This strategy will be finalized in Spring 2015.

Strategy 32. Assign credit value to IEP courses

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.

Cooperating Units:
- Registrar
- Office of International Education

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:
• This strategy will be accomplished by Spring 2015.

**Strategy 33. 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
- Senior International Officer
- Director of the IEP

**Timeline:**
- This strategy will be reviewed periodically and is expected to be accomplished by the end of the 2019-2020 academic year

**Goal 11. Develop a full IEP program for ESU**

**Strategy 34. Expand the IEP to a full program with Beginner, Intermediate and Advanced levels**

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

**Timeline:**
- This strategy will be accomplished in Spring 2015.
Goal 12. Implement competency-based student learning assessment in each level of the IEP

Strategy 35. Design mechanisms to monitor student learning and academic progress

Each IEP level will be associated with required language and cultural competencies that students should meet before moving to the next level. In addition to the academic curriculum, the student will be able assessed for readiness to move onto more advanced concepts and skills.

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

**Timeline:**
- In Spring 2016 the IEP will develop a course by course, level by level matrix to define students’ progress and accomplishment.
- This strategy will be on-going during the 2016-2020 period.

Strategy 36. Implement a pre/post assessment tool to measure progress on all IEP students

Before the students exit the IEP completely, students will be required to take an exit exam to address overall English competency. The results that yield from the exit assessment tool will be used for analyses and decision-making. The data will be used to review the IEP curriculum and competency requirements at each level. Subsequently, the strategy will lead to decision-making regarding students’ readiness for engaging in academic courses.

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

**Timeline:**
- In Fall 2015 the OIE will start looking at possible instruments to be used for assessment purpose.
- In Summer 2017, the IEP will adopt an instrument and pilot with the Fall 2017 cohort.
- This strategy will continue until Fall 2020.

Goal 13. ESU will be a recognized leading institution in ESL teaching

Strategy 37. Develop strength-based assessment for the IEP faculty for teaching assignments

The IEP team is comprised of five full-time and one part-time instructor, all of whom are professionally credentialed for ESL instructors in a college setting. To determine the best fit of courses and levels of instruction for each faculty, the IEP will use a strength-based approach to assign courses using faculty members’ self-reflection feedback and students’ feedback and course evaluation.
Strategy 38. The IEP curriculum will be reviewed every Spring semester

The IEP has more than forty (40) years of experience teaching English as a second language. To stay current, the IEP will review annually the curriculum and contents for each course and level. This review will take into consideration best practices as informed by TESOL and ESU’s peer and aspirational institutions. The results of this discussion will be documented in staff meeting meetings and the IEP will request the OIE to make the formal curricular changes with Academic Affairs.

Responsible:
- Director of the IEP
- All IEP instructors

Timeline:
- This strategy will initiate in Spring 2015 and will continue until Spring 2020.

Goal 14. Expand enrollment and diversity in the IEP classroom

Strategy 39. Expand recruitment efforts for the Intensive English Program (IEP)

The OIE will recruit for the IEP by developing new admission points to ESU. The strategy involves:
- Developing the College Foundation Program (CFP), aimed to serve students who need more preparation for college education in the U.S.
- Select recruitment markets where students have high need for ESL instruction.
- Design brochures for the IEP in multiple languages.

Responsible:
- Senior International Officer
- Director of the IEP
- Director of International Admission
  - Team 6: Intensive English Program (IEP)
  - Team 1: International Enrollment Management
  - Team 2: International Marketing and Visibility

Timeline:
- Curriculum development and approval will begin in Spring 2015 and will conclude in Fall 2016.
- First recruitment efforts will be launched in Fall 2016.
- First cohort of students enrolled for IEP instruction expected in Fall 2017.
Strategy 40. Partner with local companies to provide ESL training to their employees

With an influx of Hispanic population in Emporia, the IEP is poised to expand services to local community members who need corporate training in the English language. The training will facilitate quicker and more effective insertion of the workforce into the community and the company.

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

Timeline:
- This strategy will start Spring 2016 and will continue until the end of 2020.

Goal 15. Prepare IEP students for U.S. academic culture and expectations

Strategy 41. Design course “Advanced Academic English Skills” for undergraduate students

The Advanced Academic English Skills course will help undergraduate students who join ESU with adequate English test scores and yet still need better command of academic language. The course will be an introduction to academic studies while providing a review of English in academic settings and strengthening different competencies (speaking and understanding, structure, reading and writing). In addition, the course will be used for students who join the ESU International Summer Program.

Responsible:
- Director of the IEP
- Instructors of the IEP

Timeline:
- The strategy will start in Fall 2015 and will continue until Spring 2020.

Strategy 42. Implement extracurricular activities aimed at preparing students for the U.S. culture

The IEP is a gateway for international students to the U.S. academic culture. In addition to English skills, students enrolled in the program will participate in the workshops to transition culturally to a new academic setting.

Responsible:
- Director of the IEP
Office of International Education

- Director of International Student Services
- Collaborating academic and administrative units

Timeline:
- The strategy will start in Fall 2015 and will continue until Spring 2020.

**Expected Outcomes and Measures of Success**

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<th>Measures of success</th>
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<tbody>
<tr>
<td>• All IEP courses will be assigned to the OIE</td>
<td>• Better coordination in course planning, scheduling and classrooms</td>
</tr>
<tr>
<td>• All IEP courses will carry credit according to the hours of student-faculty contact</td>
<td>• More visiting students from partner universities will use IEP courses as transfer work at their home university</td>
</tr>
<tr>
<td>• IEP students will have a space on campus that provides identification and is conducive for meeting instructors, practicing the language and going to class</td>
<td>• Students will share pride by identifying themselves with the IEP</td>
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<tr>
<td>• The IEP will provide instruction at the beginner, intermediate and advanced level</td>
<td>• The IEP will serve the needs of all students who need development in the English language</td>
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<tr>
<td>• The IEP will communicate and assess level-specific competencies for its students</td>
<td>• The IEP will follow a more holistic approach for assessing student’s progress before moving to the next level</td>
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<tr>
<td>• Each IEP course will communicate and assess at the end of the semester course-specific language competencies</td>
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<tr>
<td>• IEP will be assessed through individual progress metric cards</td>
<td>• The IEP will demonstrate with tangible and objective data the impact that IEP has on students</td>
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<tr>
<td>• IEP students will be assessed through an standardized assessment tool in last semester in the program</td>
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<tr>
<td>• The IEP will have robust, objective data objective data on the impact of the program on students’ English skills as expressed in semester data on students’ grades, competencies accomplished and exit assessment score.</td>
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<tr>
<td>• The IEP will document instructor’s feedback regarding areas of strength for teaching</td>
<td>• More effective teaching at the IEP as informed by instructors’ strengths</td>
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<tr>
<td>• IEP instructors will be matched with students’ evaluation</td>
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<tr>
<td>• The IEP will review annually instructors’ strengths to inform teaching assignments and teaching loads</td>
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<tr>
<td>• The IEP will compile meeting minutes where curriculum review takes place</td>
<td>• IEP curriculum will be sensitive to new developments in the TESOL field, respond to new pedagogies and remain sensitive to students’ needs</td>
</tr>
<tr>
<td>• Once a year, IEP instructors will be assigned to discover best practices as detailed by TESOL and curricular</td>
<td>• Instructors will have formal space to review the IEP curriculum</td>
</tr>
</tbody>
</table>
developments as found in peer and aspirational institutions
- The OIE will collect all curricular change documentation as submitted to Academic Affairs
- The IEP will produce minutes regarding future curricular changes

- The IEP will be represented in brochures in different target languages (Chinese, Russian, Spanish, Korean)
- The OIE will purchase IEP-specific publicity
- Larger representation of minority communities in Emporia
- Meetings for possible agreements with local companies
- Students will be better prepared for the U.S. classroom when they transition to academic courses
- Representation of diverse student populations in the classroom
- Enrollment growth
- More successful and seamless student transition to academic courses
Addendum

Figure 1. International enrollment per tuition structure (2010-2015)

![International Enrollment Per Tuition Structure 2007-2015](image)

Figure 2. Countries represented at the ESU 2010-2014

![Countries Represented at ESU](image)
Figure 3. Intensive English Program FTE (%) 2010-2014

Figure 4. Student involvement in Education abroad 2010-2014
Figure 5. Education abroad student involvement (2010-2014)