Las Positas College
ANNUAL PROGRAM REVIEW TEMPLATE
Review of AY 2011-12

Name of Program	Division	Author(s)
International Students Program	Student Services	Click here to enter text.

INSTRUCTIONS:

1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template (*e.g.*, Bio, math, EOPS)
4. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website. The examples are from a variety of programs and may give you ideas of how to respond for your own program.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

STATEMENT OF PURPOSE:

- Review and reflect on the student experience, with the goals of assessing and improving
  - student learning and achievement
  - services for students
  - program effectiveness.
- Provide a forum for each program's findings to be communicated to Administration
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

I. MISSION

State the current program mission
(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)

The mission of the ISP is to facilitate the successful transition of International Students to Las Positas College and the American educational system. The program staff takes pride in offering

strong student support services at every level, beginning with preadmission advisement and continuing through to graduation or transfer. The staff strives to counsel students on academic, career and personal issues to facilitate their progress toward successful completion of educational goals. Additionally, the ISP staff advises students on USCIS (United States Citizenship and Immigration Services) rules and regulations related to maintaining international student status.

The mission of Las Positas College is:

Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.
(**NOTE:** this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

The ISP ensures that Las Positas College continues to be an institution that is inclusive, student-centered, and supportive of the educational goals of all students who choose to pursue those goals here.

II. PROGRAM ANALYSIS

A. Courses (For Instructional Programs Only)

1. Will any course outlines be revised or updated in the academic year 2014-2015?

    (Highlight the appropriate box to type in an X.)

    YES ☐   NO x

    If yes, in the table below, please list which courses will be revised or updated and the reason for the revision.

    (Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)

Course(s)	Reason for Revision
N/A	Click here to enter text.
N/A	Click here to enter text.

2. Will new curriculum (*e.g.,* course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

    YES ☐   NO x

    If yes, please describe briefly what new curriculum is planned.

    N/A

B. New Initiatives (AY 2014-15)

Are any new initiatives planned for the academic year 2014-15?

(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)

YES X   NO ☐

If yes, please describe briefly what new initiatives are planned.

> 1. In response to an upcoming USCIS mandate, the ISP will work collaboratively with Academic Services and ESL to develop a bridge program for students who do not meet current English proficiency admission standards.
> 2. The program will develop marketing/rebranding strategies and materials to promote the bridge program.

C. SLOs/SAOs

1. Status of course SLOs/SAOs and assessments for AY 2011-12.

   (Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.

Number of Courses Offered (AY 2011-12)	Number of Courses with SLOs (AY 2011-12)	Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12)
N/A	N/A	N/A

2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

   (This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.

   > SAOs were last updated for the ISP in Fall of 2008. SAOs will now be assessed in accordance with the Program Review process that was implemented in AY 2012-2013.

3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

Number of degrees/certificates offered	Number of degrees/certificates with SLOs	Number of program level SLOs/SAOs
N/A	N/A	ISP had 2 SAOs as of Fall 2008.

4. Analysis of SLO/SAO data for AY 2011-12.
   (Attach a summary of the program's AY 2011-12 SLO/SAO data as an appendix.)

   a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

(This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator's records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

The International Program Coordinator and the International Program Admissions Specialist meet regularly to discuss the ongoing assessment of the program. Meetings are held with the Dean of Enrollment Services on a monthly basis. Evidence of this dialogue can be found in meeting notes taken by all parties, and in actions taken by the International Student officer in support of program goals. Further evidence of ongoing dialogue can be found in Division meeting notes, Coordinator Planning Meeting notes and in emails between and among program staff and Student Services and government entities. Finally, dialogue resulted from anecdotal interactions with students, including emails and individual student meetings.

b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

(Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)

No distance education classes are provided by the International Students program. Assessment of the program goals for AY 2011-2012 show that many of the objectives set out by the program during the previous program review process have been achieved. Students do have a better awareness of college programs and services that are available to them; though more work needs to be done in this area. ISP did develop strategies to enable students to access registration at the earliest possible date, and accomplished their activities in support of those goals. Moving forward, more work needs to be done in providing international students with opportunities to connect with other students on campus. The goal of developing a ESL bridge program to prepare incoming students to matriculate into the existing academic ESL program and to help facilitate their move to a new culture will move forward and evolve due to new mandates and requirements issued by the federal government in relation to English language proficiency requirements and course repeatability. (Additional details of objectives accomplished since the 2012 Program Review Update may be found in the Summary section).

c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

Assessment results do drive the resource support requests for the ISP in terms of requests for human and financial resources to continue improving student success. However, current mandated changes by the federal government in relation to the SSA and ESL and repeatability requirements, along with several years of budget shortfalls at the college are the most important drivers for the ISP in requesting resources for the program. All ISP resource requests support SAOs for the program, but prioritization changes in light of these requirements.

    d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (*i.e.* additional assessments or reassessment)?

> Assessment plans are in accordance with the newly revised Program Review process implement for AY 2013-2014. Data will be brought together from the prior program review in this document, SAOs that we met have been assessed, and new SAOs moving forward were added. Prior SAOs that were not met have been analyzed and activities related to implementing them will be updated, changed, and implemented to achieve the SAO.

D. Student Data

1. Analyze the student data provided by the Office of Institutional Research (http://www.laspositascollege.edu/researchandplanning/ProgramReview.php) and other data as appropriate (for example: SARS-TRAK data, library student surveys).

    a. Please describe the program's dialogue about the student data. Where would one find evidence of this dialogue?

(This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

> Student data provided by the OIR supports the need for the program to develop a bridge program for International Students requiring ESL as 72% of international students test into English courses that are well below transferable levels. Currently, ISP issues conditional admission to students who do not meet the school's English proficiency requirement as a standard of admission, however, the federal government is now enforcing the English language proficiency requirement for international students and the College will need to ensure students meet all standards of admission, including language proficiency. OIR data supports the need for bridge programming to maintain and/or increase program enrollment, and for resources that support International students in light of repeatability mandates that have been implemented by the state. ISP is in the process of developing with OIR, concrete student data that will reflect the increases in the numbers of students taking advantage of their priority enrollment status. Internal program data indicates 93% of continuing students registered during the first week of eligibility. Many students were unable to enroll in all appropriate classes which demonstrates a need for priority registration. Dialogue can be found in informal email correspondence with the Dean, the OIR and between the Program Coordinator and the Admissions Specialist, along with notes taken at meetings of these parties and formal correspondence with the federal government regarding mandates and regulations.

    b. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

(Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)

> Most international students are continuing their education, and well over 80% are completing classes they are enrolled in successfully. According to OIR data, 72% do not meet transfer English proficiency requirements at the time of admission; however, additional data is needed to demonstrate the overall successes of ISP students. To this end, ISP will work with OIR to create data that is more reflective of student success for ISP students. These results will inform planning and will be used for improvement of the program by the ISP in terms of setting SAOs for the program, and will contribute toward improving international student success rates. Data should inform changes in course offerings to support this cohort of students, and ISP advocates for these changes in its planning process.

c. To what extent, and how, do the student data results support resource requests?

(If relevant, <u>briefly</u> explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)

> Student data together with newly mandated federal English proficiency requirements for international students supports the request for a full-time Coordinator for this program. Ongoing dialog with OIR is essential to identify types of data necessary to better track student progress in achieving stated educational goals. Implementation of DegreeWorks will enable students and program staff to better monitor individual educational goal progress and SSA compliance.   New SSA requirements may prove to be impactful to our international students due to new repeatability restrictions that potentially inhibits the ability of ESL students to master the English language.

2. Enrollment Management **(Instructional programs only)**

a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

> N/A.

b. If this amount differs from 2011-12, describe what changes have occurred.

(To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (http://www.laspositascollege.edu/researchandplanning/ProgramReview.php). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)

> N/A

c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

N/A.

E. Human Resources (in AY 2011-12)

1. Please complete the following table.

   (Enrollment Management data is posted on the IR website:
   (http://www.laspositascollege.edu/researchandplanning/ProgramReview.php).

Total FTEF*	FTEF from Full-Time Faculty*	% FTEF from Full-Time Faculty **
N/A	N/A	N/A

* If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

** If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

Type of Personnel	Number	Shared? With whom? If shared, state % of time assigned to the program	No. of hrs/wk	No. of mo/yr
full-time classified staff*	1		40	12
regular hourly classified staff**	1		30	12
student assistants				

* full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

** regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

   YES ☐   NO X

   If No, briefly describe. Provide any data which support these needs.

Program should have a full time Coordinator in order to facilitate the development of the bridge program and to provide administrative time for the implementation of several mandated requirements by the state and federal government. Funding is also requested for additional counseling support as the ISP enrollment increases.

3. Are there Staff Development needs for the academic year 2014-15?

   YES X   NO ☐

If yes, elaborate. Provide any data which support these needs.

> Training in the new SSA and English Proficiency requirements are necessary. In addition, DegreeWorks training will be necessary when the program is implemented.

F. Technological Resources

Are there any **new** technological needs for the academic year 2014-15?
(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)

YES X   NO ☐

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)

> ISP requests and supports overall need for student access to DegreeWorks to be able to monitor ongoing student success for international students. Additionally, student print stations and workstations where students can access DegreeWorks and SARS to check in for services are necessary outside of the International Student office are necessary.

G. Facilities, Equipment, and Supplies Resources

Are there any <u>new</u> facility, equipment or supply needs for the academic year 2014-15?
(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)

YES ☐   NO X

If yes, briefly describe. Provide any data which support these needs.
(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)

> A BDMS document scanner would provide necessary document storage for the ISP office that would reduce the amount of physical space necessary to store required federal documents for the ISP program.

H. Financial Resources

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

   YES ☐   NO x

   If yes, please briefly describe amount and general uses.

   > Click here to enter text.

2. Are there any **new** financial needs for the academic year 2014-15?

(Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)

YES X   NO ☐

If yes, briefly describe. Provide any data which support these needs.

> Funding will be necessary to research, design and implement a bridge program. In addition, the program will need funding for marketing materials to promote the program. It is currently difficult to predict the financial costs for the type of events that will be developed in support of the bridge program. For example, the bridge program will require at least one separate orientation at an approximate of $500. But other events and costs may arise in relation to building the bridge program.

I. Other information pertinent to the program.

In the space below, discuss any other information which is pertinent to the program. Examples include

- Internal or external impacts on program
- (*e.g.*, mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
- Other internal or external data *(data not discussed above)*

> SEVP has issued a Draft Policy Guidance for Adjudicators regarding Bridge Programs and Conditional Admission. The final Policy Guidance is expected soon, at which time programs will have one year to implement a bridge program and cease conditional admission practices. This is a Federal Mandate requirement that, if unmet, will have significant impact on who can attend Las Positas College through the International Student Program.

III. SUMMARY

A. **Summarize objectives accomplished since the Program Review Update (2012)**
   (The 2012 Academic Program Review Updates can be found on the Grapevine

   http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php

   (Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)

> Objectives from the previous ISP Program review were assessed in 2011. From that review:
> Objective : Students will gain awareness of College Programs and Services available to them. Activity A was not done. Activity B was completed and Activity C was completed.
>
> Objective: ISP will provide international students with opportunities to connect with other students through campus activities and events. Activity A: partially completed Activity B: completed and Activity C: partially completed.

Objective: ISP will develop strategies to enable students to access registration at the earliest possible date by monitoring components used to establish student priority registration dates. This objective was completed. In Fall 2013, internal data indicates 93% of continuing students enrolled in classes as soon as they were eligible to register.

Objective: Develop an English as a Second Language Bridge Program to prepare incoming students to matriculate into the existing academic ESL program and help facilitate their integration into US culture. This objective is ongoing and is restated in the SAOs for AY 2014-2015.

B   Summarize objectives not accomplished since the program review update (2012) and why not.
(Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)

While some objectives were only partially accomplished, activities were accomplished towards all of the objectives that ISP has planned for and worked towards. Objectives were not accomplished most often as a result of lack of human resources.

C. What are the objectives for the academic year 2014-15?
(Summarize briefly the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)

ISP will be focusing on two SAOs for the AY 2014-2015. First, the program plans to advocate for priority registration for ISP students. Student data demonstrates international students understand and take advantage of the need to register at their first opportunity, however, that timeliness often still leaves them without appropriate classes. The results of not being able to enroll in appropriate classes can be devastating to the educational goals of ISP students as students may be forced to take unnecessary courses to maintain their immigration status. Second, the program will focus on the implementation of the new immigration mandates concerning conditional admission (i.e., language proficiency) that will be approved very soon by SEVP. This external mandate will require that the ISP program have a Bridge component in order to continue to remain in compliance, and maintain the ability to serve international students.

D. For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.
(This brief summary should capture the effects on students and the program if the needs are met or unmet.)

Students are given a finite time by SEVP to complete their academic program. Failure to make academic progress is not an acceptable reason for program extension for this student population. In other words, without adequate student support services for international students, and rather soon, without the support of a bridge program on our campus, the educational goals of our international students on campus will suffer. And, in fact, they could be required to leave the country.

Continue to the next page to complete the form.

Name of Program	Division	Author(s)
International Student Program	Student Services	Click here to enter text.

IV. PROGRAM EFFECTIVENESS PLAN

Instructions: In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

Suggested: 0-5 Objectives (focus on a few)

Rank	Priority 1=essential 2=important 3=nice to have	Objective	SLO's/SAO's linked to objective	College goal(s) linked to objective ‡	How will effectiveness be measured?	Category*	Resources needed	Committee
1	2	Advocate for allowing ISP students to gain priority registration. Continue to track new student completion of orientation, assessment and counseling and update Banner as necessary.	Students will understand how to register at the earliest possible moment in the campus registration process. Students will gain the ability to register as early as the process will allow.		Effectiveness is measured as to how early ISP students are allowed to register, and through student data that reflects their ability to understand and take advantage of the earliest possible registration time.availabl	Human Financial	Human, research	Committees that determine which student populations receive priority registration status. (Eg., Student Success Committee former Student Equity and Matriculation Committee)

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		Identify steps and best practices from other colleges statewide as to how they were able to get priority registration status for their students. Move the request forward through the appropriate campus channels to gain priority registration for ISP students.			e to them.			
2	1	Research existing bridge programs statewide to determine content and	Students will enroll in a Bridge Program as required by the SEVP guidelines.		Effectiveness will be measured by student enrollment data in the Bridge	Human Financial Possible Technological and Facility	Human Financial Possible Technological and Facility	Committees ranging from curriculum to RAC and dealing with human resource

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		requirements and best practices.		program.		requests.
		Identify facility and staffing needs required to institute program.				
		Determine the cost of the program versus the fee charged to students to ensure program is generating income.				
		Develop academic and social curriculum and implement a pilot of the program.				
		Assess the				

Name of Program	Division	Author(s)
International Student Program	Student Services	Click here to enter text.

		pilot program in order to maintain compliance and foster success.						
3	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
4	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
5	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

*human, technological, facilities/supplies, financial, other

‡When College Goals become available, this column will be activated.