

PROGRAM REVIEW UPDATE 2016-2017

Program: International Student Program

Division: Enrollment Services

Date: October 10, 2016

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Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Uses: This update will be used to inform the campus and community about your program. It will also be used in the processes of creating Dean's Summaries, determining College Planning Priorities and allocating resources.

Time Frame: This update should reflect on program status during the 2015-16 academic year. It should describe plans starting now and continuing through 2017-18.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second, third and fourth sections focus on reflection and planning regarding Student Learning Outcomes. Only instructional programs need to complete Sections 2, 3, and 4.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

- 1) Please fill in the following information as completely as possible.
 - 2) If the requested information does not apply to your program, please write "Not Applicable."
 - 3) Optional: Meet with your dean to review this document before October 10, 2016.
 - 4) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by October 10, 2016.
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Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (<http://goo.gl/Ssfik2>)
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data
- SLO/SAO Data (<http://goo.gl/iU2yIZ>)

Over the past year, State and Federal mandates, global trends and the development of recruitment strategies have significantly affected the International Student Program (ISP).

English Language Proficiency Requirement—Federal Mandate

Enforcement of the English Language Proficiency requirement continues to impact enrollments of international students at the College. Effective July 13, 2016 U.S. Immigration and Customs Enforcement published SEVP Policy Guidance S13.1: Conditional Admission stating, “The student’s record must contain evidence that the student has met all standards for admission including English proficiency requirements.”

- Implementation of this policy led to a decreased number of applicants who meet all standards for admission to the program.
- IR data confirms that students are completing their program in a shorter timeframe due to increased language proficiency. Fall 2014 IR data indicates 42% of international students were at least 2 levels below transfer level English and 31% of international students were more than 3 levels below transfer level English. In Fall 2015, 8% of international students were 2 levels below transfer level English and 6% were 3 levels below. There were no international students more than 3 levels below transfer level English.

Priority Registration—State Mandate

Education Code Section 76140(e)(2) states: “In no event shall the admission of nonresident students come at the expense of resident enrollment.” This mandate effectively prohibits ISP from advocating for priority registration for international students.

Global Trends

While the national data for 2015/2016 is not yet available, various reports suggest that world events are negatively impacting international student enrollments. Specifically, the steep decline in the price of oil, devaluation of currency in many South American countries and the volatile political climate in the United States continue to influence international enrollments. (See Section D for detailed information on global trends).

Recruitment Strategies

In AY 15/16, one-time monies were allocated to the program to implement recruitment strategies.

- The program hired a short-term professional expert to assist with program rebranding and to increase program social media presence.
- ISP collaborated with CollegeWeek Live to highlight the College to potential students actively researching colleges and universities and to engage with potential international students through a series of global events.
- The program partnered with HotCourses to create customized translated profile pages and microsites in targeted regions.
- The ISP Coordinator conducted research with regard to utilizing compensated agents for international student recruitment.

B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how? PRUs from 2015 are available here: <http://goo.gl/9iF3m9>

1. The program will continue to focus on marketing strategies to increase international student enrollments by implementing next-steps of the 3-Year Plan.

ISP implemented the next steps of the 3-Year Plan as designed; however, enrollments did not necessarily improve due to these efforts.

- In November 2015, ISP collaborated with CollegeWeek Live and Hot Courses to increase global program visibility.
- The Program Coordinator researched the use of compensated agents to recruit international students; created a Prospective Agent Questionnaire; and developed an MOU template for agents.
- A short-term professional expert assisted program staff with rebranding the program and developing a social media presence.

2. The program will continue to enhance follow-up systems to support at-risk students.

The program is actively engaged in monitoring new student progress as well as referring students identified as 'at-risk' to appropriate services. For example, ISP requests that instructors complete International Student Mid-Term Progress reports for new students and those with poor academic progress. ISP staff refers students demonstrating academic difficulties to the Tutorial Center. In addition, program staff works closely with the ISP Counselor to monitor student progress and implement intervention strategies as necessary.

3. The program intends to develop workshops to support students during their transition to the College and to address topics specific to international student success.

The program provides two workshops each semester for international students through the PSCN 28 class. Approximately 6 weeks into the semester, the Admission Specialist presents a Cultural Adjustment workshop. The scheduling of this workshop is important because studies indicate this is a critical time for students adjusting to a new culture. The second workshop is a recap of the Student's Rights and Responsibilities orientation session. This workshop reinforces immigration and College regulations. Moving forward, the program will continue to develop new workshops to aid students.

4. The program will concentrate on providing students with monthly opportunities to build communities and strengthen their connection to the College.

In AY 2015/2016 ISP increased the number of social events to 2-3 per semester. Event examples include a Winter Holiday Party, Back to School Socials, St. Patrick's Day Celebration and Cinco de Mayo Celebration. The program is working with the International Student Club to increase events in AY 16/17.

C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).

Students have reported an increased sense of community and improved social life as a result of more interaction with their fellow international students due to ISP efforts to provide activities that foster connections. The most popular event in AY 15/16 was the ISP Holiday Party that enabled students to experience a traditional American Christmas. More than 20 students attended the event that began with food and festivities in the ISP office and culminated in a trip to see the acclaimed Christmas display at Deacon Dave's home in Livermore. That evening, a student in need of emergency housing was offered a room in another student's home, two students (one from Israel and the other from Germany) began dating and a Colombian student became best friends with a student from India.

D. What obstacles has your program faced in achieving objectives, initiatives, or plans?

1. World events have a tremendous impact on program enrollments:
 - a. For example, in recent years Colombia has emerged as a strong market for ISP, however, the devaluation of currency in Colombia has greatly affected our students. According to one Colombian student, "In May of 2015 the exchange rate was about \$2400 Colombian pesos per dollar, but ever since the exchange rate has been anything but stable. Even though during the first semester of 2016 the exchange oscillated between 3400 and 3050 pesos per dollar and by the end of July it dropped again around 3000, this variability significantly affected me. Things in Colombia aren't expected to improve any time soon, neither are my finances. The amount of money I am getting from Colombia is the same; however, it is worth less against the dollar."
 - b. According to a World Education News & Review (WENR) article dated April 4, 2016 "oil prices dropped to a 12-year low in February, throwing oil-dependent economies into turmoil." Cited implications include financial constraints on current students, potential increases in dropout rates and fewer new student applications from OPEC nations such as Saudi Arabia.
 - c. The U.S. Presidential Election is greatly affecting the decision of prospective international students to study in the United States. 40,442 students from 118 countries responded to a survey conducted by FPPEDUMedia. 60.0% of students surveyed indicated they will be less likely to study in the U.S. if Trump is elected while 3.8% will be less likely to study if Clinton is elected. The Institute of International Education (IIE) stated, "If he (Trump) is elected president and implements his proposal to block all visas to Muslim individuals, including students, that would cut F and J visas by about 20,000 a year." Further, IIE cautions colleges and universities to prepare for a potential decline in international enrollment as they are projecting enrollments over the next years.
2. Lack of affordable housing options and housing referral system.
3. In AY 15/16, 17 students were unable to meet the language requirement and were therefore not admissible to our program. This does not include students who *did not attempt* a standardized test of English language proficiency because they knew they did not have the necessary language skills.
4. Neighboring community colleges with language programs and established international market presence.
5. Other Bay Area community colleges have established relationships with international recruiting agents—our challenge is to "get into the game of recruitment" to capture our market share.
6. A budgeted, ongoing monetary commitment by the College to reinvest in services and marketing is necessary to increase global awareness of our program.

7. Obtaining priority registration is no longer an option for international students due to Education Code Section 76140(e)(2). As the program attracts more students in the STEM majors, students with lower priority numbers will continue to find it difficult to enroll in appropriate classes; therefore, students may be forced to take unnecessary classes to maintain their non-immigrant status.

E. What are your most important plans (either new or continuing) for next year?

1. The program will enhance the existing follow-up system to track student inquiries. The current system is a 'work in progress'. Historically, ISP recruiting efforts focus on the upcoming semester. Current marketing strategies enable ISP to begin recruiting prospective students 1-2 years in advance. ISP must develop and implement follow-up systems to ensure these students remain engaged and eventually enroll at LPC.
2. ISP will expand the tracking system to capture information/data on students who are unable to meet the language proficiency requirements. This is critical to determine if a need for a non-credit language program for potential non-immigrant students exists.
3. The program will continue to advocate for the use of compensated out-of-Country recruitment agents to increase ISP enrollments.
4. The program will restructure the 3-day Orientation to address SAO survey results. Currently, the orientation consists of 2 full days of presentations and 1 day devoted to counseling and registration. ISP will create monthly workshops to present material previously included in the Orientation as a means of continuing to support students during their transition to the College and to address topics specific to international student success.
5. The program will collaborate with the International Student Club to provide students with monthly opportunities to build communities and strengthen their connection to the College.
6. ISP will reestablish the Global Ambassador Program (GAP) to build a mentor system amongst international students that will provide new students with peer support during their transition to the College and local community.

F. Instructional Programs: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

G. Do plans listed under Question E or Question F connect to this year's planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2016-17

- ***Establish regular and ongoing processes to implement best practices to meet ACCJC standards***

- **Provide necessary institutional support for curriculum development and maintenance**
- **Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes**
- **Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.**

A thriving international student program speaks to the College's Mission, Vision and Values statements and addresses the planning priorities. ISP is dedicated to facilitating the inclusion of International Students into the wider LPC population and promoting student retention by providing them with a positive educational and life experience. Our goal is to enrich the entire campus climate by promoting tolerance and mutual respect among all students through the understanding of diverse cultures. To this end, Las Positas College strives to reach out to our global community, ensuring a rich student body that represents different cultural perspectives. Finally, it is our hope that the educational experience of individual international students culminates in each student taking a positive image of our American culture home to their respective countries.

H. Instructional programs: Did your program meet its program-set standard for successful course completion? ____yes ____no

(This data can be found here: <http://goo.gl/Ssfik2>)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples). SAO data can be found here: <http://goo.gl/jU2yIz>

SAO: After completing the ISP Orientation, new students will understand and identify services provided by the International Student Office and through other resources available on the LPC Campus.

Describe the quantitative or qualitative results: In Fall 2015, 24 students completed an Orientation Evaluation. 16 students reported understanding between 90-100% of the material covered and feeling confident in their ability to understand and identify available services; 3 students reported understanding 80% of the material; 3 students reported understanding 70% of the material; and 2 reported 50% or less.

Discuss any actions taken so far (and results, if known): The most common negative comment regarding the Orientation is that it is too long and there is too much material covered. The ISP team has held initial 'brainstorming' discussions to determine how best to restructure the Orientation based on student feedback.

Discuss your action plan for the future:

In response to student feedback, ISP will shorten the Orientation schedule in Fall 2017. The current schedule requires students to attend sessions from 8:30-5:00 for two days. The goal is to restructure the Orientation to have students attend from 10:00-3:00. ISP will host workshops throughout the semester to cover the material formerly presented during Orientation. At the end of Fall 2017, the team will assess the effectiveness of the new schedule.

Part Two: Course-Level SLO Assessment Schedule

THIS SECTION HAS BEEN REMOVED. PLEASE SKIP TO PART THREE.

Part Three: Assessment Results
(Instructional Programs Only)

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Course:
Course SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate:
Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

Part Four: Program Curriculum Map (Instructional Programs with Degrees/Certificates Only)

Background: Program-level Student Learning Outcomes

Program-level Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the big things you want students to get out of a degree or certificate. PSLOs should be developed throughout the program and in multiple courses. Discussions might also involve colleagues in other programs regarding prerequisites and transfer courses or community stakeholders regarding job expectations.

It is recommended that each program have 3-6 PSLOs. Discipline faculty members might need to have a more comprehensive list based on the requirements of external stakeholders (employers, state requirements, etc.). For most programs, PSLOs are only assessed through linked course-level SLOs. You might assess PSLOs in a capstone project or capstone course that many students complete when earning a certificate or degree. Alternatively, you could assess development of a set of skills as students advance through different courses in your program (ENG 1A -> ENG 4 or 7).

Program-level outcomes should

1. **describe** what students are able to do after completing a degree or certificate;
2. be **limited** in number (3-6 outcomes);
3. be **clear** so that students and colleagues can understand them;
4. be **observable** skills (career-specific or transferable), knowledge, attitudes, and/or values;
5. be **relevant** to meet the needs of students, employers, and transfer institutions;
6. be **rigorous** yet realistic outcomes achievable by students

Curriculum Map Directions

Note: If you have multiple degrees/certificates, choose one to map. If you have already submitted mapping to the SLO committee and do not wish to make changes, you may copy that mapping into this chart or attach the map you already created.

1. In the boxes across the top row, review all the non-GE courses required for your degree/certificate. (including those that aren't in your discipline). Make any desired changes to those courses. (Electives do not need to be included, though they may).
2. In the left column, write the program learning outcomes you have drafted for your program.
3. In the boxes in the center of the page, mark the course SLO that maps to the program SLO you have identified. Each program SLO should map to multiple courses in your program.

Example: English Associate's Degree for Transfer						
Program Learning Outcomes	Required Courses in Degree/Certificate					
	Eng 4	Eng 7	Eng 35	Eng 41	Electives* (Eng 20, 32, 45, 44)	MSCM 1*
1. Identify and evaluate implied arguments in college-level literary texts.	x					
2. Write an academic essay synthesizing multiple texts and using logic to support a thesis.	x	x				
3. Write a research paper using credible sources and correct documentation.	x	x				x
4. Analyze an author's use of literary techniques to develop a theme.			x	x	x	

*Including electives is optional.

Your Program's Map

Degree or Certificate:														
Program Learning Outcomes (3-6 recommended)	Required Courses in Degree/Certificate													
1.														
2.														
3.														
4.														
5.														
6.														

1. Did you make any changes to your existing mapping? (circle one)

Yes No This degree/certificate did not have previous mapping

2. If you answered "yes" to Question 1, explain what changes you made.

3. Reflection Questions: The following questions are for the consideration of your program as you look at your completed chart. You do not need to record your responses here. If you discuss these questions with others (for example, at a department meeting), you may want to take minutes documenting your discussion.

- a. How many courses help students achieve each program outcome? Do students have enough opportunities to achieve the outcome?
- b. In which course(s) are students likely to demonstrate satisfactory achievement of each program outcome? In other words, which courses(s) might be an official or unofficial capstone requirement?