

PROGRAM REVIEW Fall 2017

Program: International Student Program

Division: Enrollment Services

Date: October 16, 2017

Writer(s): Cindy Balero

SLO/SAO Point-Person: Cindy Balero

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

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Time Frame: This Program Review should reflect on program status during the 2016-17 academic year. It should describe plans starting now and continuing through 2017-18. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section is a review of curriculum. Only programs with curriculum need to complete Section 2. The third section is a CTE update, to be completed by CTE programs only.

Topics: A list of topics of particular interest to Program Review readers can be found here:

<https://goo.gl/23jrxt>

Help: Contact Karin Spirm: kspirm@laspositascollege.edu

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 13.
- 4) Send an electronic copy of this form to Karin Spirm and your Dean by October 16

Links:

Program Review Home Page: <https://goo.gl/XATqjJ>

Fall 2016 Program Review Updates : <https://goo.gl/YV8QOt>

Frequently Asked Questions: <https://goo.gl/ilhRtt>

Section One: Program Snapshot

A. Data Review: Describe any significant changes to your program's data since last year's Program Review Update (Fall 2016).

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 (<https://goo.gl/WuR9cQ>)
- CEMC Data
- Labor Market Data
- SLO/SAO Data

State and Federal mandates, global trends and the development of recruitment strategies significantly affect the International Student Program (ISP).

English Language Proficiency Requirement—Federal Mandate

On average, ISP staff refers approximately 20 prospective students to intensive English programs each semester. In 2017, eleven prospective students officially did not meet our language proficiency requirement; however, the number of students who elected not to pursue admission is significantly higher. It is important to note that there is **no** intensive English program in the Tri-Valley while there is a demonstrated need for intensive English for international students, immigrants and other legal non-immigrants.

Due to the enforcement of our English language proficiency requirement, the program is now serving higher proficient students. According to IR data, in Fall 2014—prior to enforcement of language proficiency—73% of international students were at least 2 levels below transfer-level English. Fall 2016 data indicates that 11% of international students are 2 or more levels below transfer level. Further, 64% of international students scored into transfer-level Math. This data confirms that international students are completing their program in a shorter timeframe due to demonstrated language and math proficiency.

Domestic and Global Trends

According to various reports, world events are negatively affecting international student enrollments in the United States. Trump administration policies, including the Executive Order travel ban, the move to end DACA and the suspension of visa services with Turkey, contribute to the perception that the climate in the U.S. is unwelcoming. At the same time, other English speaking countries are seeing a surge in international applicants. (See Section D for detailed information on Domestic and Global Trends).

Recruitment Strategies

The College renewed the partnerships with CollegeWeek Live and HotCourses in AY 16/17. CollegeWeek Live highlights the College to potential international students actively researching colleges and universities through a series of international events and provides a global online presence. HotCourses creates customized translated profile pages and microsites in targeted regions.

In AY 15/16, ISP focused recruitment efforts on Brazil, the Middle East and China. Due to changes in the political climate, it was determined that the Middle East was no longer a viable target region

and the limited online presence in China did not warrant renewal. Therefore, in AY 16/17 ISP chose to pursue Brazil, Vietnam and South Korea as target regions.

The ISP Coordinator continued to conduct research with regard to utilizing compensated agents for international student recruitment. Informal conversations with area colleagues confirm that the use of compensated agents is an integral part of their recruitment strategies.

ISP staff continues to focus on fostering relationships with area high schools who admit F-1 International Students. In particular, Quarry Lane High School in Dublin has proven to be a valuable feeder school. In Fall 2017, five students transferred to LPC from Quarry Lane, which represents 27% of new students for this term.

Program staff met with representatives from Quad Learning to discuss international student recruiting goals. Quad Learning provides a network of support services to students and marketing strategies and services including strategic planning, brand awareness, live events, public relations and search engine optimization to partner colleges. Collaborating with Quad Learning will require an ongoing monetary investment by the college.

B. Changes to Program and Needs: Describe any significant changes to your program or your program’s needs since the previous Program Review Update (Fall 2016).

<p>In Fall 2017, ISP experienced a significant decrease in enrollment. From Fall 2016 to Fall 2017 enrollment decreased by 5.5% (127 – 120). More telling is the Spring 2017 to Fall 2017 decrease of 14.28% (140 – 120). The number of completed applications decreased from previous years while the number of cancellations and atypical visa denials increased. Further, 27 students transferred; 7 either married U.S. citizens or received an adjustment of status (green card) and 6 returned home, including 1 student who was denied a visa to complete her studies.</p> <p>It is disconcerting that the number of out-of-Country completed applications continues to decline. While it is early in the application cycle for Spring 2018, the majority of inquiries and applications are from transfer students and prospective students interested in changing their immigration status.</p> <p>Moving forward, the program will continue to work with CollegeWeek Live and HotCourses to more fully utilize these platforms to establish a global presence and increase awareness of our program.</p>	<p>Mark an X next to each area that is addressed in your response.</p>
	<p>Definitions of terms: https://goo.gl/23jrxt</p>
	<p>Community Partnerships/Outreach</p>
	<p>Curriculum*</p>
	<p>x Enrollment Management</p>
	<p>x External Factors</p>
	<p>Facilities,** Supplies and Equipment (Including Software)</p>
	<p>Financial/Budgetary</p>
	<p>Human Resources</p>
	<p>Learning Support</p>
	<p>LPC Planning Priorities https://goo.gl/LU99m1</p>
	<p>Pedagogy</p>
	<p>Professional Development</p>
	<p>x Services to Students</p>
	<p>SLO/SAO Process</p>
	<p>Technology Use</p>
	<p>*Curriculum will also be addressed in Part 2 (Curriculum Review).</p>

	**Facilities will also be addressed in Question H.
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C. Reflection: What plans from the [2016 Program Review Update](#) or any [previous Program Reviews/Updates](#) have been achieved and how?

<p><u>New Student Orientation</u></p> <p>In Spring 2017, program staff completely revised the New Student Orientation. Previously, Orientation consisted of two full days of sessions (which included Assessment) and one day devoted to individual counseling. Under the new format, students are provided with an Assessment opportunity on the first day. The second day consists of a full day of informational sessions and individual counseling appointments are available on the third day. To accommodate the shorter timeframe, some sessions were eliminated and others were moved to the PCN 28 class. PowerPoint presentations of all sessions, including those that were eliminated, are posted to the ISP website.</p> <p>Upon completion of Orientation, students receive an evaluation form. Completion of the form is encouraged, but not mandatory. The evaluation forms provided program staff with positive student feedback in Spring and Fall. Of importance is the fact that students self-reported they understand more of the information provided. In Spring 2017, 57% of students indicated they understood 90% or more of the information based upon their English proficiency. The remainder of the students understood 60% to 80% of the information. In Fall 2017, 100% of the students reported they understood at least 95% of the information provided. This increase in understanding may be partially attributed to the large number of transfer students who attended Orientation, as they had previous exposure to the material presented.</p> <p><u>Prospective Student Tracking System</u></p> <p>The program has made significant progress in establishing a tracking system to capture more information and provide better follow-up and enhanced communication with prospective students. For example, the tracking system is separated into lead origin type (i.e., CollegeWeek Live, HotCourses, website, local contact, etc.). As the College moves toward developing a 'pipeline' of prospective students for future semesters, it is important to implement follow-up systems. The Program Coordinator participated in District-wide Ellucian Recruit training and implementation during the Spring/Summer. Upon implementation, Recruit will greatly enhance student tracking and provide a platform for ongoing,</p>	<p>Mark an X next to each area that is addressed in your response.</p> <p>Definitions of terms: https://goo.gl/23jrxt</p> <table border="1"> <tr> <td>x</td> <td>Community Partnerships/Outreach</td> </tr> <tr> <td></td> <td>Curriculum*</td> </tr> <tr> <td>x</td> <td>Enrollment Management</td> </tr> <tr> <td></td> <td>External Factors</td> </tr> <tr> <td></td> <td>Facilities,** Supplies and Equipment (Including Software)</td> </tr> <tr> <td></td> <td>Financial/Budgetary</td> </tr> <tr> <td></td> <td>Human Resources</td> </tr> <tr> <td></td> <td>Learning Support</td> </tr> <tr> <td></td> <td>LPC Planning Priorities https://goo.gl/LU99m1</td> </tr> <tr> <td></td> <td>Pedagogy</td> </tr> <tr> <td></td> <td>Professional Development</td> </tr> <tr> <td>x</td> <td>Services to Students</td> </tr> <tr> <td>x</td> <td>SLO/SAO Process</td> </tr> <tr> <td></td> <td>Technology Use</td> </tr> </table> <p>*Curriculum will also be addressed in Part 2 (Curriculum Review).</p> <p>**Facilities will also be addressed in Question H.</p>	x	Community Partnerships/Outreach		Curriculum*	x	Enrollment Management		External Factors		Facilities,** Supplies and Equipment (Including Software)		Financial/Budgetary		Human Resources		Learning Support		LPC Planning Priorities https://goo.gl/LU99m1		Pedagogy		Professional Development	x	Services to Students	x	SLO/SAO Process		Technology Use
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automated communication. Additionally, IT now sends confirmation of all F-1/F-2 College applications submitted through Banner for immediate follow-up. The enhanced tracking system enables the Admission Specialist to provide comprehensive information at the end of each admission cycle that speaks to trends and outcomes.	
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D. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions A, B or C).

ISP hosted a “Dinner and a Movie” in support of Welcoming Week on September 19, 2017. Dinner consisted of authentic Middle Eastern food from Petra Middle Eastern Cuisine and the movie “The Visitor” was shown. The event was limited to 60 attendees and sold out. Following the event, many students have expressed the importance of having more events of this nature as this event enabled students from various cultures and backgrounds to engage with one another in a positive, welcoming environment. Several students told staff this was the first time they had Middle Eastern food—and they enjoyed the food immensely. The success of this event reaffirmed the program’s commitment to sponsoring more multi-cultural events that foster global awareness and provide students with a forum to connect with one another and share their culture and experiences.	Mark an X next to each area that is addressed in your response.
	Definitions of terms: https://goo.gl/23jrxt
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E. Obstacles: What obstacles has your program faced in achieving plans and goals?

1. Domestic and World events have a tremendous impact on the program: a. In a recent interview, Dr. Esther Brimmer, executive director of NAFSA, stated, “At the moment, the United States is the leading destination for international students, but we are losing market share. Increasingly, students are	Mark an X next to each area that is addressed in your response.
	Definitions of terms: https://goo.gl/23jrxt
	X Community

<p>recognizing they do have choices — some students may choose to go to Australia or Canada or other countries that also have excellent institutions. We may be losing them for years. If they don't come this year, they're not coming for the next four if they're an undergraduate.”</p> <p>b. According to a World Education News & Review (WENR) article dated September 18,2017 “Many analysts expect that Canada’s importance as an international study destination will <u>increase significantly</u> in 2018 and beyond, particularly in light of political changes that have diminished the appeal of other countries, most prominently the U.S. and U.K., which have traditionally been leading English-language higher education destinations.”</p> <p>c. International students throughout the U.S. are expressing concerns that benefits and restrictions around visas could change, including the ability to travel, re-enter after travel, and work. Further, students express worry the Executive Order travel ban might expand to include additional countries and there is a perceived rise in student visa denials at US embassies and consulates including China and India.</p> <p>2. Lack of affordable housing options and housing referral system.</p> <p>3. Inability to accept out of country tuition payments. Students and/or their sponsors continually ask for a means of paying online, in their home country currency. Partnering with a company that provides online payments will enable students to pay tuition in a timely manner.</p> <p>4. Neighboring community colleges with language programs and established international market presence. In AY 16/17, 11 students were unable to meet the language requirement and were therefore not admissible to our program. This does not include students who <i>did not attempt</i> a standardized test of English language proficiency because they knew they did not have the necessary language skills.</p> <p>5. Our challenge is to “get into the game of recruitment” and to establish our presence in the global community. Further, other Bay Area community colleges have established relationships with international recruiting agents.</p> <p>6. A continued monetary commitment by the College to reinvest in services and marketing to increase global awareness of our program.</p> <p>7. Program staff must continue to work with account relationship managers from CollegeWeek Live and HotCourses to maximize the product capabilities. For instance, CollegeWeek Live recently launched a new</p>		Partnerships/Outreach
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private re-engagement platform that will require training prior to implementation.	
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F. Short Term Planning: What are your most important plans (either new or continuing) for next year?

<ol style="list-style-type: none"> 1. The use of professional recruiting agents is critical to the growth of the program as reputable agents are an integral part of a successful recruitment strategy. These agents serve as a dedicated point of contact between prospective students and institutions; therefore, program staff intends to continue working with Administrators and the District Office to develop relationships with commissioned agents. 2. Establish a partnership with Flywire to receive out of country tuition payments directly to LPC at no cost to the College. 3. Expand local outreach efforts with high schools and area language programs. 4. Continue to seek housing assistance and develop more comprehensive housing referral service. 5. Provide more opportunities to foster global relationships on campus and promote the program to the Campus community. 6. Work with Institutional Research to extrapolate data regarding goal completion. Currently, program staff is manually obtaining and interpreting data. 7. Purchase a tablet to use during area recruiting events. 	Mark an X next to each area that is addressed in your response.
	Definitions of terms: https://goo.gl/23jrxt
	<input checked="" type="checkbox"/> Community Partnerships/Outreach
	<input type="checkbox"/> Curriculum*
	<input checked="" type="checkbox"/> Enrollment Management
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G. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

	Mark an X next to each area that is addressed in your response.
	Definitions of terms: https://goo.gl/23jrxt
	<input type="checkbox"/> Community Partnerships/Outreach

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H. Do you have any facilities needs that are currently unmet? If yes, please describe.

Affordable housing is a critical need. One of the most frequent questions asked is, “Do you have dormitories?” Each semester we deal with students in need of emergency housing. The addition of dormitories would most definitely set LPC apart from other area community colleges.

I. Mission: Explain how your program’s plans and accomplishments support the mission of Las Positas College:

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students’ transfer, degree, basic skills, career-technical, and retraining goals.

A thriving international student program speaks to the College’s Mission, Vision and Values statements and addresses the planning priorities. ISP is committed to providing support for completion of students’ educational goals and strives to provide necessary support services. The program actively tracks educational goals and works closely with students to ensure goal completion in a timely manner. 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.

J. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? ___yes ___no

(This data can be found here: <https://goo.gl/b59nCy>)

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

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K. SLO/SAO Reflection: Describe an example of how your program used course SLO data (CSLOs), Student Service Area Outcome (SAO) data or Program SLO data (PSLOs) from last year (2016-17) to impact student learning or achievement. Focus on PSLOs or CSLOs where you have multiple semesters of data to analyze. (Copy the box below if you would like to discuss multiple examples.)

Course Name, Program Name or Student Service Area: International Student Program
Text of the CSLO, SAO, or PSLO: 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 2017, 100% of students completing the Orientation survey indicated they understood at least 95% of the material presented.
Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future: Beginning Spring 2017, program staff restructured and shortened the New Student Orientation. Based upon Spring feedback, staff made additional changes to the Orientation. The Program Coordinator is working with students who recently completed Orientation (Spring 2017 or Fall 2017) to determine information gaps for the future.
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes in student achievement? Most recently, students have self-reported understanding more of the information presented during Orientation. Possible explanations are increased language proficiency, increase in the number of transfer students who may have previous knowledge of information presented, and less 'information overload.'

L. Plans for Analysis of SLO/SAO Data: Identify the PSLOs, CSLOs, or SAOs that your program plans on focusing on the upcoming year with subsequent analysis. (Copy the box below as needed.)

Circle One:

CSLO PSLO SAO

Course, Program Name, or Student Service Area:

Text of CSLO/PSLO/SAO:

If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed.

**Section Two: Curriculum Review
(Programs with Courses Only)**

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

C. DE Courses/Degrees/Certificates: 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.

**Section Three: CTE Updates
(CTE Programs Only)**

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program not represent unnecessary duplication of other training programs in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?