

PROGRAM REVIEW Fall 2018

Program: International Student Program

Division: Enrollment Services

Date: October 15, 2018

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 2017-18 academic year. It should describe plans starting now and continuing through 2018-19. 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 has specific questions to be filled out by all programs this year. The third section is an SLO/SAO update. The fourth section is a review of curriculum. Only programs with curriculum need to complete Section 4.

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 22.
- 4) Send an electronic copy of this form to Karin Spirm and your Dean by October 22.

Links:

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

Fall 2017 Program Review Updates : <https://goo.gl/pkv76m>

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

Section One: Program Snapshot

No Significant Changes Option

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot.

Programs must still complete all other sections (as applicable).

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Review was submitted in the following semester: Fall 20_____.

A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.

The International Student Program (ISP) is dedicated to facilitating the inclusion of International Students into the wider Las Positas College (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, ISP 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.

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

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 2017).

The Admission Specialist position is currently vacant. This position provides critical support services to the program and students, therefore, filling the position is high priority. Alternatively, the program is exploring options to provide more comprehensive student support by submitting a new position to the Resource Allocation Committee (RAC) in lieu of the Admission Specialist position. The proposed International Admission Specialist, under general supervision of the Program Coordinator, will perform a variety of technical and paraprofessional work specific to the support of international students and ISP.

The implementation of AB 705 could potentially impact ISP. Immigration regulations require that students demonstrate English language proficiency prior to program acceptance. Currently, students with lower language proficiency are admissible, but must take appropriate ESL courses as determined by College assessment results. While this is a future change as full implementation of AB 705 for ESL is not required prior to Fall 2020, the college must be cognizant of the effect on ISP admission standards.

Although the program identified the need to utilize compensated agents as a means of increasing program enrollment, the District Office decided against this recruitment option.

On October 17, 2018 U.S. Immigration and Customs Enforcement (ICE) published its Fall 2018 regulatory agenda which included a proposal to replace the duration of status (D/S) admission period with “a maximum period of authorized stay, and options for extensions, for each applicable visa category.” Currently, students who are maintaining their F-1 status may legally stay in the U.S. throughout their educational journey. Under the new proposal, students would be given a finite period of time to complete their education required to leave the U.S. prior to their visa expiring, whether or not they have completed their education.

Colleges and universities are required to go through SEVIS recertification for reauthorization to admit F-1 non-immigrant students every two years. There is a fee for initial certification, however, currently there is no fee for recertification. Moving forward, the Department of Homeland Security (DHS) has proposed a fee of \$1,200 for bi-annual recertification.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt			
<input checked="" type="checkbox"/>	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
	Curriculum committee items	<input checked="" type="checkbox"/>	Financial/Budgetary	<input checked="" type="checkbox"/>	LPC Collaborations		SLO/SAO Process
<input checked="" type="checkbox"/>	Enrollment Management	<input checked="" type="checkbox"/>	Human Resources		Pedagogy		Technology Use
<input checked="" type="checkbox"/>	External Factors		Learning Support		Professional Development		

C. Reflection: What plans from the [2017 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews.

1. In Fall 2017, as in prior years, the program identified the use of professional recruiting agents as critical to the growth of the program. It was noted that reputable, commissioned agents are an integral part of

a successful recruitment strategy and neighboring community colleges recognize that vetted agents serve as a dedicated point of contact between prospective students and institutions.

The Program Coordinator researched best practices and worked with the Dean of Enrollment Services and the V.P. of Business Services to develop a comprehensive compensated agent plan. The District Office declined to proceed with the use of professional agents.

2. The Program Coordinator continues to develop and maintain outreach efforts with high schools and area language programs. Of note, for the past several years multiple students transfer to LPC from The Quarry Lane School in Dublin and Valley Christian High School each year. Continuing to foster relationships with private high schools and language schools is essential to increase program enrollments.

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	External Factors		Learning Support		Professional Development		

D. IR Data Review: Describe any significant trends in your program’s data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: <http://www.laspositascollege.edu/research/progrev.php>

Course Success Rates Dashboard can be found at the bottom of this page: <http://www.laspositascollege.edu/research/outcomes.php>

IR data indicates that English and Math proficiency of international students is much greater than LPC overall. In Fall 2017, 57% of ISP students completed College-level English vs. 37% of the overall population and 74% of ISP students completed College-level Math vs. 40% of the overall population. Completion data for the past five years was not readily available, however, program staff notes it has increased significantly due to enforcement of the English language proficiency requirement.

Over the past five years, there has been a significant increase in the number of students who are undecided in their educational goal. Anecdotally, this may be due to the rising cost of international education in the United

States and evolving immigration policy regarding employment opportunities for international students following degree completion.

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	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X Services to Students
	Curriculum committee items		Financial/Budgetary		LPC Collaborations	SLO/SAO Process
X	Enrollment Management		Human Resources		Pedagogy	Technology Use
X	External Factors		Learning Support		Professional Development	

E. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- CEMC Data
- Labor Market Data

Internal program generated data indicates international students are reaching their educational goals. More specifically, ISP students who express an interest in transferring to University upon completion of their program at LPC are successful in doing so. In Spring 2018, over 12% of students in the program transferred to a University.

In the future, it would be helpful to have IR provide data regarding student goal completion.

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X	Enrollment Management		Human Resources		Pedagogy	Technology Use
X	External Factors		Learning Support		Professional Development	

F. 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 B-E).

Increasingly, international students from area high schools are choosing to attend Las Positas College because they did not immediately gain admission to their first choice University. One such student graduated from Quarry Lane High School and had his heart set on attending U.C. Davis. He was offered admission to U.C. Santa Cruz, but decided to attend Las Positas instead. He began at LPC in Fall 2016 and transferred to U.C. Davis this fall with a 3.55 GPA. His sponsor sent a thank you card that stated in part, "We sincerely and deeply appreciate what you have done for "A" from the bottom of our hearts. You went out of your way to support "A". Because of the

opportunity to study at Las Positas, now he is off to a great college at U.C. Davis.” “A” took advantage of available support services and reached his first academic goal. He has since referred several students to our program and recently told the Program Coordinator that choosing Las Positas was the best decision he could’ve made.

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G. Obstacles: What obstacles has your program faced in achieving plans and goals?

1. Domestic and World events continue to have a tremendous impact on the program:
 - a. According to an Inside Higher Ed article dated August 24, 2018 “Student visa data show that the number of international students at U.S. universities declined last year after years of substantial growth [3]. Professionals in international education attribute the decline to a range of factors, including reductions in scholarship programs sponsored by foreign governments, issues of cost and affordability, uncertainty about visa policies and the future availability of poststudy work opportunities, concerns about physical safety and, yes, perceptions of the U.S. as a less welcoming place to foreign nationals under the Trump presidency.”
 - b. In an article dated September 14, 2018, University World News reported, “Of 522 higher education institutions surveyed last year, 52% of them said prospective students cited “the current US social and political climate as a potential deterrent to US study””.
 - c. International students throughout the U.S. continue to express 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.
2. Lack of affordable housing options and housing referral system.
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.
4. Neighboring community colleges with language programs and established international market presence.
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.
6. A continued monetary commitment by the College to reinvest in services and marketing to increase global awareness of our program.
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 private re-engagement platform that will require training prior to implementation.
8. USCIS Policy on filing bridge applications for students who apply for change of status was instituted in April 2017. This new policy makes it very difficult for potential students to change status while in the United States. Potential students are required to return home and often are unable to secure a student visa.

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<input checked="" type="checkbox"/>	External Factors		Learning Support		Professional Development		

H. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 2018-19.

1. Rehire the Admission Specialist position.
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 a 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.

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I. 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).

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Section Two: Current Topics (Required for All Programs)

A. Educational Master Plan: A list of goals and strategies appears on page ii of the Educational Master Plan, which can be accessed here:

http://www.laspositacollege.edu/about/assets/docs/LasPositas_Ed_Master_Plan.pdf

If applicable, describe how your program's upcoming plans reflect the goals described in the college's Educational Master Plan (your plans are described in Section 1, Questions H-I, or on a previous program review if you did not complete this year's Program Snapshot).

1. Establish a partnership with Flywire to receive out of country tuition payments directly to LPC at no cost to the College. B3; B4
2. Expand local outreach efforts with high schools and area language programs. B1
3. Continue to seek housing assistance and develop more comprehensive housing referral service. B3
4. Provide more opportunities to foster global relationships on campus and promote the program to the Campus community. A1; A7
5. Fill the International Student Specialist position. C3

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

Program-set standard data can be found on this page:

<http://www.laspositacollege.edu/research/outcomes.php>

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

N/A

C. Facilities: 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. Recently, a student arrived with all of his belongings and no place to stay. He spent the first night in SFO and the next night his emergency housing fell through and he slept on our Campus. The addition of dormitories would most definitely set LPC apart from other area community colleges.

D. Professional Development

Section 87153 of California Education Code specifies the type of Professional Development activities that may be funded by the Community College Professional Development Program. You can review these activities here: <https://goo.gl/w8sqBM>

D1. Summarize the aspects of professional development that have been working well for your program. This might include the process of obtaining funds, the types of training your program members have been attending, etc.

The Program Coordinator attends local, Regional and National Conferences to receive training on important issues impacting international students and remain abreast of immigration regulations. These conferences also provide valuable information on marketing and recruitment strategies and best practices in international education.

D2.

Summarize any needs, desires and visions your program has regarding professional development, as well as any challenges.

1. An immediate need is to train additional staff as Designated School Officials (DSO) to provide emergency services to students when the Program Coordinator is out of the office.
 2. Moving forward, the program anticipates needing training time for the Admission Specialist. Program staff will need additional training on SARS, Banner 9 and the Recruit module—ISP is slated to be a pilot program for Recruit.
 3. Additional training is needed from vendors (CollegeWeek Live and Hot Courses) to fully utilize recruitment tools.

E. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

Section Three: SLOs/SAOs (Required for All Programs)

A. In the box below, copy and paste your “Plans for Analysis of SLO/SAO Data” from last year's Program Review. This plan can be found in the [2017 Program Review](#) Section 1 Question L.

(If discussing multiple PSLO/SAOs copy the box below as needed.)

Circle One: CSLO PSLO SAO
Course, Program Name, or Student Service Area: International Student Program – Enrollment Services
Text of CSLO/PSLO/SAO: As a result of attending the ISP Orientation, new students will understand identify services provided by the International Student Office and through other resources available on the LPC campus.
If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

B. Below, report on your program’s progress on the plan described in Question (A) above.

Text of CSLO/PSLO/SAO: As a result of attending the ISP Orientation, new students will understand identify services provided by the International Student Office and through other resources available on the LPC campus.
SLOs: Assessment data collected from _____ sections over _____ semesters. SAOs: Assessment data collected from _____ students over _____ semesters.
Describe the quantitative or qualitative results: Upon completion of Orientation, students receive an evaluation form with completion being encouraged, but not mandatory. These evaluation forms provide program staff with constructive student feedback that is incorporated in planning future Orientations. In Fall 2017, 100% of the students self-reported they understood at least 95% of the information provided which represented a significant increase in understanding from previous terms. 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. In Fall 2018, 65% of students self-reported understanding 90-100% of the information provided. 21% understood between 70-89% and 14% stated they understood 50-60% of the information. Students with a lower language proficiency level understandably had a more difficult time with grasping the complex information. Of interest, more than 50% of the students were new and had not previously attended College in the United States.

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:

Program staff continues to revise the New Student Orientation to better reflect the immediate needs of new students and prevent information overload. The Orientation was significantly shortened beginning Spring 2017. 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.

What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes?

Transfer students are much more likely to absorb and understand the information presented during Orientation. This could be due to a higher language proficiency and/or that the information has been previously presented to them.

DO you plan to continue tracking this SLO in the next year? Explain.

Yes. It is important to continually improve our orientation process to reflect the needs of students.

C. Planning: What are your future plans (either new or continuing) for SLO/SAO analysis for next year? Identify the PSLOs, CSLOs, or SAOs that your program plans to focus on the upcoming year with subsequent analysis (next year's program review). (Copy the box below as needed.)

Circle One:

CSLO PSLO **SAO**

Course, Program Name, or Student Service Area:

International Student Program – Enrollment Services

Text of CSLO/PSLO/SAO:

As a result of receiving emails prior to the course add/drop and withdrawal deadlines, international students will maintain their F-1 student visa status.

If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

D. SLO/SAO Suggestions (optional): What questions or suggestions do you have regarding SLO/SAO planning, assessment and reporting?

Elumen is not user friendly, nor is it intuitive. Working with a software that is easier to navigate might facilitate more meaningful assessment of SAOs for this program.

**Section Four: 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.

N/A

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.

N/A

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.

N/A