

| Name of Program | Division         | Author(s)                         |
|-----------------|------------------|-----------------------------------|
| ISP             | Student Services | Cindy Balero and Sylvia Rodriguez |

## INSTRUCTIONS:

1. This Program Planning Update covers the academic years 2012-2013 and 2013-2014.
2. The planning should be for the academic year 2015-2016.
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. Please use your program's catalog rubric and this format when naming your document:  

Rubric PPU 15\_16  
e.g., ESL PPU 15\_16
4. If the document displays in large type with only File, Tools, and View tabs at the top of the page, select **View, Edit Document**. You will then be able to type where it says "Click here to enter text" and you will be able to click on the check boxes to select them.
5. 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.
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 Chair Karin Spirn. Concerns, feedback and suggestions are welcome at any time to PRC representatives or co-chairs.
8. Instructions for submitting your Program Planning Update will be available at the start of the fall semester.

## I. SERVICE AREA OUTCOMES

Review of academic years 2012-13 and 2013-14

### A. SAO Assessment Review

Review your program's SAO assessment results through spring 2014 and respond to the following questions.

1. Discuss how assessment results indicate success in provision of student services. Identify results that indicate a need for improvement.

ISP assessments in the 2013-2014 academic year focused on maintenance of F-1 student status, enabling international students to attain the earliest possible registration date and assisting international students with assimilating into a new culture/environment. Specifically, our SAO's were as follows: (1) 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; (2) Students will demonstrate an understanding of immigration regulations and take responsibility for maintaining their F-1 status; and (3) Students will complete matriculation components to ensure earliest possible registration date.

1. During the Fall 2014 Orientation students were asked to complete an evaluation that addressed their understanding of support services available on our Campus as well as the services available specifically to international students in ISP. 81% of the students surveyed indicated they understood key topics and available support services. We did identify several areas as needing improvement. Most notably, 31% of the students were unsure of how to use CLASS-Web effectively. As a result, this topic will be covered in greater detail in future orientations.
2. Previously, students were given a pre-test during the 3-day orientation and a post-test during PSCN 28, approximately 6 weeks after orientation. While the majority of students scored higher on the orientation post-test, it was determined that the test itself was not an accurate indicator of a student ultimately maintaining their student status. Therefore, assessment of this outcome is now being measured by the number of students who remain in status at the end of each semester. As a result of the assessment data, program staff identified at risk populations (predominantly young, Chinese, low level English as a Second Language learners) and worked to provide this group with more one-on-one attention. For example, the program collaborated with the English as a Second Language (ESL) program to provide lower proficient students with 12 units of coursework appropriate to their English language level. In addition, program staff increased email and in-person communication with these students to better monitor their progress.
3. 95% of continuing students completed SSSP matriculation components and were eligible for registration in the '07' group in Fall 2014. Moving forward, the program will continue to emphasize the importance of completing the matriculation components to ensure the earliest possible registration date. Even so, international students continue to have difficulty registering in appropriate classes and the program intends to advocate for priority registration in AY 2015-2016.

2. Discuss changes made in how your program provides services based on assessment data.

1. Future orientations will include a hands-on registration session in the OSC to gain more awareness of our website, CLASS-Web and the online registration process.
2. Although the majority of international students demonstrate an understanding of immigration regulations and maintain their non-immigrant F-1 status, there was a significant statistical increase in the number of students who lost their legal immigration status during Spring 2013 and Fall 2013 as compared to previous semesters. (7.0% in Spring 2013 and 7.5% in Fall 2013 as compared to 3.9% in Fall 2012). In analyzing the data, staff observed the largest number of students affected were younger (<20 years old) Chinese students. Further, 4 of the 5 students who did not complete SSSP requirements were also out of status. The students affected were contacted and asked to meet with program staff to discuss

options for regaining their student status. In addition, these students were required to register in ISP to ensure they were following their SEP and enrolling in appropriate classes. Due to increased efforts to monitor student enrollments and early intervention measures, **96.4%** of international students maintained their lawful immigration status during the Spring 2014 semester.

The Coordinator continues to monitor student status on a weekly basis and alerts individual students at risk of jeopardizing their student status as soon as a potential violation arises. Students continue to be notified of upcoming events that may affect their status. For example, students receive multiple emails as the “W” deadline approaches cautioning them not to drop a course if it means they will no longer be attending 12 units as this will result in a loss of student status.

Beginning in Fall 2014, a greater emphasis was placed on maintaining student status during the New Student Orientation. Eleven of the 16 students who completed a self-assessment at the end of the Orientation strongly agreed with the following statement: *I feel confident that I know what to do to maintain my F-1 visa status.* Three students somewhat agreed with the statement and the remaining two students somewhat disagreed with the statement. During an upcoming meeting of the PSCN 28 class, program staff will present this information to the students again to ensure a better understanding of immigration rules and regulations. A follow-up survey will be administered to address students’ understanding of compliance requirements.

3. The Coordinator will continue to monitor completion of SSSP matriculation components by new students each semester.

3. As a result of your assessment data, give an example of how your program has changed the way it provides guidance to students who use your program’s services, if applicable.

In response to the Student and Exchange Visitor Program (SEVP) Conditional Admission mandate and to address language proficiency requirements, the International Student Contract was updated beginning with the Fall 2014 admission cycle. A separate contract was developed for students who have not yet met the English language proficiency for requirement for unrestricted admission to the College. This information provides prospective students with a more realistic view of their educational pathway to success. The ISP website was also updated to include this information.

4. Did your program discover the need for additional resources (for AY 2015-16) based on the assessment results?      YES  NO

If yes, please explain.

**B. SAO Process**

1. Describe how your program reaches consensus when writing service area outcomes for the entire program.

This is a one person program

The ISP Coordinator, Admission Specialist and Dean of Enrollment Services collaborate to develop program service area outcomes. Specific issues and challenges relating to international students are discussed in both formal and informal meetings. Outcomes are initially written by the Coordinator and then reviewed and edited by the team to ensure what is being measured is meaningful.

2. Describe how your program reaches consensus when developing and evaluating assessments for service area outcomes.

This is a one person program

The Coordinator, Admissions Specialist and Dean of Enrollment Services meet as a group to brainstorm how best to develop and evaluate assessments. Ongoing assessments are evaluated to make sure the data is useful and can be used to improve our program. We also use this opportunity to discuss the need for new assessments or new SAOs.

3. What methods does your program use for documenting SAO related discussions? Check all that apply.

Program emails

Program meeting minutes/agendas

Blackboard/other website

Other (please describe)

General meetings with Coordinator, Admission Specialist and Dean of Enrollment Services, Student Services Planning Meetings, and reports to the Vice President of Student Services.

**II. PROGRAM ANALYSIS**

Review of academic years 2012-13 and 2013-14

Review the student data provided by the Office of Institutional Research and any additional data your program has collected. Then respond to the sections below.

**A. Data Review**

If applicable, summarize any *changes* in your program’s data since the Annual Program Review of 2011-12 or observed significant trends that will affect program planning or resource requests.

NOTE: Only include changes that affect student learning, program planning or resource requests.

According to data collected from Fall 2009 to Fall 2013, 72% of international students began their studies in the ESL program. Internal data indicates that the majority of these students began their studies at or below ESL Level 2A. Beginning Fall 2014, ISP enforced the language proficiency requirement stated on the College’s Form I-17, “Petition for Approval of School for Attendance by a Nonimmigrant Student.” This decision to change the College’s admission policy was based on the SEVP Conditional Admission mandate and the College’s Notice of Recertification from SEVP.

In Fall 2014, 79% of new students beginning with ESL scored into Level 2B or higher. Moving forward, the program anticipates a significant increase in the number of students prepared for Transfer Level English (i.e., English 1A) at the time of admission. The program will need to focus on strategies to assimilate these higher proficient students into the greater Campus community as these students seem to struggle to ‘fit in.’ Generally, students who begin in ESL find greater support with classmates due to the commonality of learning the English language. Those who are proficient do not have the ‘cohort’ experience of their English language learner counterparts. The program intends to focus on hosting monthly coffee hours and developing a mentoring program to address student needs.

**B. Human Resources**

1. Have there been changes in the number of full-time or part-time faculty associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

N/A

2. Have there been changes in the number of full-time or part-time classified staff associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

Yes. In November 2013 the Coordinator position was increased from 75% to 100%.

3. If applicable, describe how the changes indicated in 1 and 2 have impacted the student experience?

The increase in the Coordinator position will enable the Coordinator to concentrate on marketing and recruitment. In addition, this increase has enabled the Coordinator to more closely monitor student status and to intervene immediately when necessary. This increase has also proved the

Coordinator with the opportunity to strengthen relationships with various academic programs (ie, ESL, PSCN) to address issues and concerns specific to international students as they transition to our educational system and our culture. Additionally, the Coordinator is developing workshops to facilitate international student success.

**C. Other information pertinent to the program**

In Fall 2014, the program developed a 3-Year Marketing Plan geared toward increasing program enrollment. As designed, the implementation of the 3-Year Marketing Plan will increase program enrollment; however, it will require a financial commitment by the College.

**III. PLANNING**

**A. Planning Update**

Summarize your program's plans, initiatives, and objectives accomplished since the Annual Program Review of AY 2011-12 (include accomplishments for the academic years 2012-13 and 2013-14).

Program staff researched the development and implementation of a bridge program and presented the findings to ESL faculty, College Administrators and the President. The possible development of a bridge program was influenced in part by the SEVP Conditional Admission mandate and the effect this mandate had on our existing program admission policy. After extensive discussion, it was determined that ISP would not pursue the development of a bridge program at this time. Rather, the program is focusing on recruiting students who are academically prepared to attend LPC, including possession of English language proficiency as required by SEVP. A two-tiered admission plan was developed and the program began enforcing the language proficiency requirement in Fall 2014. As projected, the program experienced an initial decrease in enrollment; however the program met projected enrollment targets. The Dean of Enrollment Services, Program Coordinator and Admission Specialist developed a 3-year plan to recruit higher language proficient students and to increase the number of international students attending LPC. This plan has been reviewed by the President and will require a financial commitment by the College. The program is now beginning implementation of the initial phase of the plan.

Prior to the implementation of SSSP, ISP intended to advocate for priority registration for international students. Program staff redirected their efforts to ensure continuing international students completed assessment, orientation and the development of a student educational plan to allow them to register at the earliest possible time. The initial priority registration objective will be pursued in AY 2015-16.

**B. Program Planning for AY 2015-16**

As appropriate for your program, please address each of the following areas. Describe your program's plans, initiatives, and objectives for the academic year 2015-16. Focus on how planning will impact student learning or the student experience at Las Positas College.

1. SAO assessments. NOTE: 100% of SAOs in your program should be assessed a minimum of once every two years.

a. How does your program plan to use the results of the assessments for the continuous improvement of services to students and/or the improvement of student learning?

Examples might include the following (Your responses may vary):

- change a website
- use technology differently
- update the way an orientation is presented

We will continually update and improve our orientation process to ensure that our students understand the requirements to maintain their F-1 student status and are aware of services provided by ISP and additional support services available on our Campus. We will also emphasize the completion of SSSP components in our orientation and monitor compliance. Finally, we will explore creating a Blackboard Course to enhance communication with our students.

b. Have your program's assessment results shown a need for new SAOs?

YES  NO

If yes, for what service areas will your program write new SAOs?

Click here to enter text.

c. What percentage of SAOs will your program assess in the next academic year (2015-16)?

We intend to continue assessing our three (3) current SAOs in 2015-16.

2. Curriculum (omitted – not applicable to non-instructional programs).

3. General Program Planning

Use this area to describe any program plans, initiative, or objectives your program wishes to accomplish in 2015-16 and their impact on student learning or the student experience. Focus on what the plans are and how they are to be accomplished (not resources needed).

1. The program intends to develop workshops to support students during their transition to the College and to address topics specific to international student success.
2. The program will concentrate on providing students with monthly opportunities to build communities and strengthen their connection to the College.
3. The program will continue to enhance follow-up systems to support at-risk students.

#### IV. Resource Requests for AY2015-16

Complete all areas that apply to your program's resource needs for 2015-16 (**not all areas apply to all programs**).

For each request, in the rationale section:

- Describe how meeting this request will improve student learning or the student experience.
- Provide any data or evidence which supports this request.

##### A. Enrollment Management (omitted – not applicable to non-instructional programs).

##### B. Human Resources

For each request, describe how meeting this request will improve student learning or the student experience.

1. Request: New or replacement faculty position(s).

|     |
|-----|
| N/A |
|-----|

2. Rationale for faculty position request(s).

|     |
|-----|
| N/A |
|-----|

3. Request: Classified staff position(s) (for example, new or replacement classified staff position(s) or increasing classified hours/position level).

|     |
|-----|
| N/A |
|-----|

4. Rationale for classified staff position request(s).

|     |
|-----|
| N/A |
|-----|



**C. Financial**

For each request, describe how meeting this request will improve student learning or the student experience.

1. Request: maintenance of, or increase in, existing program budget (e.g., for supplies, etc.)

We would like to request an increase or augmentation of our current budget in order to develop marketing materials, fund recruitment strategies and provide continuing education through Conference attendance, professional memberships and a subscription to the NAFSA Advisor's Manual.

2. Rationale for financial request(s).

It is necessary to keep abreast of the latest regulations affecting international students; to have current marketing materials; and to research and implement marketing and recruitment strategies to expand the program.

**D. Technology (software only – discuss hardware in section E)**

For each request, describe how meeting this request will improve student learning or the student experience.

1. Request: upgrade existing software or purchase new software.

N/A

2. Rationale for technology request(s).

N/A

**E. Facilities, Equipment (include technology hardware), Supplies**

For each request, describe how meeting this request will improve student learning or the student experience.

1. Request: Renovation or upgrade of existing facilities or new facilities.

N/A

2. Rationale for facilities request(s).

N/A

3. Request: Upgrading of existing equipment or purchase of new equipment.

We need a document scanner to scan immigration and College documents pertinent to student files and SSSP requirements.

4. Rationale for equipment request(s).

At this time we have no process in place or equipment available to scan documents. We currently have hard copies of every international student file in our office. Files that are “pre-SEVIS” should be scanned and destroyed.

5. Request: new supplies

N/A

6. Rationale for supplies request(s).

N/A