

Basic Program Information

Department Name:

International Student Programs

Division Name:

Program Mission(s):

- Helping international students adjust to our campus and community by providing a home away from home.
- Assisting non-immigrant international students on F-1 visas to abide by immigration laws by providing regular advising, orientation sessions, information updates and seminars regarding all regulations that may affect their stay in the United States. We are here to answer questions about passports, visas, insurance, employment, travel and academic issues.
- Creating programs and initiatives that help students better understand themselves as part of a community, a country, and a world.
- Organizing cultural activities that provide international students with opportunities to expand their horizons and discover the world, encouraging students to share their unique heritage and cultural background with others. We help students get involved, volunteer and make a difference, and above all, enjoy their experience at Foothill College!

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Lark Cratty	International Student Programs	Program Supervisor
Sherri Mines	International Student Programs	Program Coordinator, Senior
Arthur Levine	International Student Programs	Administrative Assistant, Senior
Barbara Brown	International Student Programs	Administrative Assistant I

Total number of Full Time Faculty:	0
Total number of Part Time Faculty:	0

Please list all existing Classified positions:
Example: Administrative Assistant I
Program Supervisor Program Coordinator, Senior Administrative Assistant, Senior – 2 positions Administrative Assistant II Administrative Assistant I

Section 1: Data and Trend Analysis

Provide a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review that is submitted to your Dean/Director.

- a. **Students served** (How was this tracked? What is the trend over the last 3 years?):

Total international student enrollment for 2012-2013- 1,088. Overall, our trend in the past three years shows a slight increase.

This data was obtained via the following sources:

- CCC Apply
- Ask Foothill
- Credentials
- SARS
- Other (List)_ Institutional Research Data_____

- b. **Demographics analysis:** (example: Is the ethnic breakdown of students you serve proportional to the general college ethnic distribution?) If not, please include possible explanations for the disparity.

The ethnic breakdown of international students is predominately Asian. This does not reflect the general college ethnic distribution.

- c. Please describe services offered off campus and how the effectiveness of these services is assessed.

Quarterly field trips are offered as part of orientation. This service is not measured or assessed.

Data for this area is based on services offered at the following locations:

1. Middlefield
2. CCOC
3. Other (List)

- d. **Staffing structure:** Does the staffing structure meet the program or department's needs?

If we are able to replace the vacant international admissions position (Administrative Assistant, Senior), the program's needs will be met.

Section 2: Core Mission Support and Student Equity

The College's Core Missions are reflected below. Please respond to each mission using the prompts below.

a. Basic Skills

How does your service area support the basic skills needs students or programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

International Student Programs is not an academic division, and not directly involved in the basic skills initiative, however, many of our students are enrolled in basic skills courses.

b. Transfer

How does your service area support the transfer needs of students or programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

The majority of our international students come to Foothill College with the goal of transferring to a 4-year University. For example, we are aware of 336 students who transferred to a 4-year university due to immigration reporting in 2012-2013. We know however that these numbers are higher and do not reflect the total number of transfers, given that some students do not report to our office that they are transferring. We continue to host an annual international transfer fair, which attracts over 60 universities. Many university representatives visit our office and meet with potential transfer students and hold transfer workshops.

c. Workforce

How does your service area support the workforce needs of students or CTE programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

N/A

Section 3: Learning Outcomes Assessment Summary

a. **Attach 2012-2013 Program Level SA- SLO** – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Section 4: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

a. How do the objectives and outcomes in your service area relate to the program-level student learning outcomes and to the college mission?

Based on our orientation survey we found that we are effectively preparing new students to be successful at Foothill College and preparing them to transfer to four-year Universities. We are introducing them to the basic skills pathways required to transfer which may differ from their home countries.

b. If your service area has other outcomes or assessments at the program level, comment on the findings.

N/A

c. How has your service area engaged in dialogue about student learning outcomes?

Our department discusses and plans orientation as a group to best assess how we can prepare our students and improve our services. We continually evaluate our programs, presentations, activities, and events to ensure that we are providing our students with tools to be successful. We collaborate with other departments on campus such as Counseling, Testing, and Language Arts to make sure that student learning outcomes are achieved.

- d. Analyzing your most recent annual program review, discuss any emerging trends related to SLO reflections and any action taken.

In the past few years our Chinese population has increased immensely. This trend sparked us to reflect on the new challenges that arise with group such as cultural differences, varying education systems, and communication styles. Action taken: specialized workshops about U.S. education system and how to succeed in an American classroom.

- e. What summative findings can be gathered from the Program Level Assessments?

N/A

Section 5: Service/Program Goals and Rationale

Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill’s core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs. Goals are not resource requests.

List Previous Program Goals from the last academic year: check the appropriate status box & provide an explanation in the comment box

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. Develop more housing solutions	N	Y	Positive discussions are now occurring within top District Administration about housing solutions
2. Develop a technology solution that supports online international student application, international admissions,	N	Y	A position has been established to support international technology needs. We have reviewed and evaluated many software systems, and

integration of admission data with SEVIS, handles SEVIS reporting, agent relationships, and health insurance			are closing in on a recommendation for a system which supports online applications, a paperless office, and SEVIS reporting, health insurance, and agent relationships for both Foothill and De Anza.
3. Manage agent relationships, training, communication and processing of applications received from agents	N	Y	A new position has been created, and we are currently in the hiring process.

New Goals: Goals can be multi-year (in Section 6 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Manage personnel changes	Short-term	Offer more services and support to students.	Successful events and well attended activities.
2. Paperless office implementation	Long-term	Enable current staff to continue to support a growing international student population.	Faster admit rates and increased customer satisfaction.

Section 6: Service/Program Resources and Support

Using the tables below, summarize your program’s unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
N/A			

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Has the program received college funding for reassign time in the last three years? (y/n)	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n)	N/A

Indicate duties covered by requested reassign time:

Responsibility	Estimated \$	Related Goal from Table in section 5 and how this resource request supports this goal.	Est hours per month	% Time
N/A				

One-Time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
N/A			

Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
114000-411007-xxxx-663000	\$80,000	License online application and admission management software. Develop a technology solution that supports online international student application, international	N

		admissions, integration of admission data with SEVIS, handles SEVIS reporting, agent relationships, and health insurance	

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
N/A			

- a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

International agent and admission coordinator and the Technology/SEVIS coordinator positions are still in progress of being filled.

IF THIS SERVICE AREA DOES NOT HAVE AN INSTRUCTIONAL COMPONENT/OFFER DEGREES, PLEASE STOP HERE AND CONTINUE TO SECTION 11.

Section 7: Data and Trend Analysis

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

a. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

If your non-transcriptable certificate does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

b. Department Level Data

	2010-2011	2011-2012	2012-2013	% Change
Enrollment				
Productivity (College Goal 2012-13: 535)				
Success				
Full-time FTEF				
Part-time FTEF				

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

- c. **Enrollment trends:** Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

- d. **Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

- e. **Productivity:** Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

- f. **Course Offerings:** Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

- g. **Curriculum and SLOs:** Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance? (Please use reports from the Curriculum Office to help you complete this prompt)

- h. **Curriculum and SLOs:** What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

- i. **Innovation:** Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

Section 8: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%

Please comment on your program’s course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

b. Institutional Standard for Certificate Completion Number (Transcriptable): 325

Has the number of students completing certificates in your program held steady, or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

c. Institutional Standard for Transfer to four-year colleges/universities: 775

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program’s role in transfer.

Section 9: Learning Outcomes Assessment Summary

- a. **Attach 2012-2013 Program Level** – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

- b. **Attach 2012-2013 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Section 10: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

- a. What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?

- b. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?

- c. How have you used the assessment results of program-level student learning outcomes to make certificate/degree program improvements?

- d. If your program has other outcomes assessments at the program level, comment on the findings.

- e. How has your department engaged in dialogue about student learning outcomes?

Section 11: Service/Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1. Discuss with the District as well as both campuses to revise how we staff and fund the program, and what our overall plan should be with regards to growth.	Discussions are still on-going.

- a. After reviewing the data, what would you like to highlight about your service area?

We look forward to further enrollment growth as we move toward an online application, paperless office, and a new technology staff position. We are working on implementing an online new student orientation and improving correspondence with prospective and current students. Our office continues to support and service a growing number of students with a relatively small staff. We take great care of our students to ensure their safety, success, immigration status, and retention rate.

Section 12: Feedback and Follow Up

This section is for the Dean/Director to provide feedback.

a. Strengths and successes of the program as evidenced by the data and analysis:

Increased enrollment and the creation of the new management positions will aid to our future success and growth. Additionally, a new technology position will assist with the transition to an online application and paperless office.

b. Areas of concern, if any:

Housing for an increased number of students and a potential reorganization with our Dean's upcoming retirement are areas of concern. The implementation of an online application and paperless office are two areas of pending transition.

c. Recommendations for improvement:

This section is for the Vice President/President to provide feedback.

d. Strengths and successes of the program as evidenced by the data and analysis:

The ISP is a vibrant and essential program for Foothill College. The international students bring diversity and contribute to our transfer rates and student success. The program staff are a great support for our students.

e. Areas of concern, if any:

The upcoming retirement of the dean presents challenges and opportunities. The dean has been a strong recruiter and has led the district in the growth and success of the program. As the college prepares to hire a new dean we need to review the needs of the program to determine the best role for the new dean.

f. Recommendations for improvement:

a. Recommended next steps:

- Proceed as planned on program review schedule
 Further review/Out of cycle in-depth review

Upon completion of section 12 by the Vice President or President, the Program Review should be returned to the service area for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

Unit Assessment Report - Four Column

Foothill College SA - International

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
<p>SA - International - Orientation and Advising Outcome - Upon working with International Program staff, International students will:</p> <p>Become oriented and adjusted to Foothill College.</p> <p>Start Date: 09/01/2012</p> <p>End Date: 06/28/2013</p> <p>SA-SLO Status: Active</p>	<p>Assessment Method: Surveyed students at orientation in the fall, winter, and spring.</p> <p>Assessment Method Type: Survey</p> <p>Target: Goal is to help more students feel oriented and adjusted to Foothill College.</p>	<p>01/28/2014 - 2012-2013 we surveyed fall, winter, and spring arrivals at orientation. A total of 365 students responded. Of these students 296 found the orientation information useful, 268 found the pre-arrival testing and orientation information above satisfactory, and 263 students found our pre-departure information such as visa, housing and transportation, very helpful.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: N/A</p> <p>GE/IL-SLO Reflection: The students were greatly satisfied with the information provided to them at orientation and prior to their arrival. We received an overall average of 81% in all categories surveyed. We are pleased with the total number of students who felt the information provided to them was helpful in preparing to be a student at Foothill College. To make the pre-arrival and orientation experience more beneficial to students we plan to implement the following actions:</p> <ol style="list-style-type: none"> 1. Small group workshops at orientation on subjects such as choosing classes, immigration, housing, transfer, etc. 2. Update all materials sent to students prior to arrival to further strengthen and emphasize important areas of preparation such as placement testing, housing, health immunization requirements, etc. 	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>3. Revise survey to add additional questions targeting class registration, placement testing process, and overall confidence to succeed at Foothill College.</p> <p>4. Begin discussions as how to effectively serve an increasing population of new arrivals.</p> <p>5. Begin discussions as how to create an online orientation program for students who cannot attend the event and for late arrivals.</p>	
<p>SA - International - Advising and Counseling Outcome - Upon working with International Program staff, International students will:</p> <p>Understand campus rules and policies.</p>	<p>Assessment Method: Send a survey to all current F-1 students.</p> <p>Assessment Method Type: Survey</p> <p>Target: Goal is to have F-1 students understand campus rules and policies.</p>		
<p>SA-SLO Status: Active</p>			
<p>SA - International - Activities and Student Services - Upon working with International Program staff, International students will:</p> <p>Will feel a sense of belonging and have an opportunity to build leadership skills through cultural and support activities.</p>	<p>Assessment Method: Send a survey to all current F-1 students.</p> <p>Assessment Method Type: Survey</p> <p>Target: Goal is to increase the number of students who participate in cultural and support activities on campus and to help more students feel a sense of belonging.</p>		
<p>SA-SLO Status: Active</p>			
<p>SA - International - Immigration Counseling and Advising Outcome - Upon working with International Program staff, International students will:</p> <p>Understand immigration regulations to</p>	<p>Assessment Method: Run reports to see if immigration advising and counseling helped students maintain lawful F-1 status.</p> <p>Assessment Method Type: Data</p>		

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
maintain lawful F-1 status. SA-SLO Status: Active	Target: Goal is to increase the number of lawful F-1 students at Foothill.		