

# LMC Comprehensive Program Review

## Student Services Units

### Fall 2017

#### **Program: International Students Program**

The following provides an outline of the required elements for a comprehensive program review for Student Services Programs.

## **1 EVALUATION/ANALYSIS (FOR ALL PROGRAMS)**

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### **1.1 ANNUAL REVIEW UPDATE ANALYSIS**

Analyze your annual reviews (objectives and improvements) over the past 3 years.

*To consider: Review your data and analyze major changes that have occurred in your program over the past four years. What were the contributing factors that led to these changes (i.e. demographic changes, student needs/demands, evaluation results)? Consider available data that may support trends in gender, age, ethnic breakdowns and the populations described in the Student Equity Plan (Veterans, DSPS, African American, ESL, low income students, Foster Youth). What are identified successes as a result of these changes? What needs to be improved upon? How has the effectiveness of your program and services been evaluated over the past four years?*

Although LMC has received International Students for a number of years, a formalized program did not exist to meet the needs of this student population. Therefore, an annual review was not conducted during this review cycle. Below you will find the work that has been completed in the design and implementation of the International Student Program as well as the plan set forth for annual reviews going forward.

Historically, international students communicated directly with the Designated School Officials (DSO) within the Admissions and Records Office who provided all support for this student population. However, due to limited capacity within the office, the support for students was limited. Beginning spring 2017, the International Students Program was relocated to the Office of Student Life under the Director of Student Life. The Office of Student Life will provide the primary leadership for the program development and primary support for international students studying at the college.

In the fall of 2016, Los Medanos College committed to formalizing a robust International Students Program. The development of the International Student Program will continue to be a collaborative effort among: Admissions and Records Director/staff, Dean of International Education (District Office), Counseling, International Students, Instructional Faculty, and Student Life.

In particular, strong collaboration with the Admissions and Records Office will be needed to ensure that perspective and currently enrolled international students are receiving the information and assistance they need in the time that they need related to enrollment and visas.

A clear intentional vision and purpose of the International Student Program will be expressed through the creation of a mission statement for the program. Input will be requested by students, faculty, staff, and administration connected with the program to ensure that all voices are heard and that it is in line with the Los Medanos College and Contra Community College Districts mission and purpose to students.

## 1.2 ASSESSMENT SUMMARY

Summarize your PSLO assessment reports and your assessment plans. Summarize any changes that you are making to your PSLOs.

There were no previous Program Outcomes for International Students therefore below are the targeted outcomes developed during this process.

**PSLO #1:** International students who participate in the New International Students orientation will demonstrate knowledge and understanding of how to maintain their F1 visa status.

## 1.3 PROFESSIONAL DEVELOPMENT

Summarize the past (2 – 5 years) and present professional development activities of your unit/program's members and impact (directly or indirectly) on student success

*To consider: Have the past training and professional development opportunities been sufficient to support the needs of your department/program? Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.*

- NAFSA - fall 2016 conference in addition to ongoing support via the NAFSA listserv and weekly e-journals
- Student Exchange Visitor Program (SEVP site) - Designated School Official Online Training (ongoing)
- Increased knowledge around best practices using the National Clearing House for data on transfer

## 1.4 COLLABORATION

Describe any current collaboration efforts that are occurring between your unit/program and other units and programs both inside and outside of Student Services, and impact (directly or indirectly) on student success.

Admissions and Records- Provides expertise and input to Office of Student Life regarding timelines and administrative guidelines to ensure compliance of F1 students received by LMC.

District- Dean of International Students Program: In addition to providing training to staff and Global Mentors, the Dean of International Students continues to serve as a liaison between campuses and educates staff on best practices working with international students

Counseling Department- Provides specialized education planning during orientation to ensure that students begin their studies at LMC on the right path. This needs to be developed and will be discussed further in staffing needs.

Student Leaders- Global Peer Mentor program: Student Leaders have voluntarily provided support to incoming international students. We currently have nine Global mentors. Further development will be discussed within staffing needs.

Student Ambassador Program- Outreach: As recruitment continues to take shape, the Student Ambassador Program through the Outreach Office has been utilized to provide campus tours to international agents. As scheduling and availability permits, this collaboration will continue.

Transfer and Career Services- More effort will be focused on collaborative opportunities with Transfer and Career Services as it pertains to scholarship and college applications. In addition greater effort will be directed towards marketing college and university school visits and campus tours.

Ascension Insurance- health insurance provider of international students for a number of years. Beginning spring 2017, Ascension representatives started participation in the International Students Orientation. This has been beneficial in regards to addressing questions and concerns students have regarding their medical coverage while studying in the United States. Further evaluation will be explored regarding the effectiveness of the insurance as well as the addition to the orientation process.

Diablo Valley Homestay- a long standing agreement with the Contra Costa Community College District with limited utilization from the Los Medanos College campus. The 2017-2018 program year, efforts have been made to revitalize this collaboration. There are four international students using this resource 2017-2018 program year. Periodic check ins have been made regarding housing status as well as challenges experienced in the homestay to better develop communication and service to students.

International Education Center (IEC) at Diablo Valley College has been a beneficial partner in assisting with program development in addition to providing support to incoming students who missed application deadline at LMC. IEC as accepted perspective students to build upon English proficiency as well as to meet F1 status obligations of attending school.

Mosaic Apartments & CORT Furniture Rental has been identified as perspective partners in the development of stable housing component of the International Students Program. Continued effort and conversations will be had to better formalize this partnership.

## 2 LONG TERM GOALS (HOW TO GET THERE)

### 2.1 LONG TERM (5 YEAR) GOALS TO MEET COLLEGE STRATEGIC PLAN

Consider the College's Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals
1. Increase equitable student engagement, learning, and success.	1. ACCESS: increase access through enrollment of students currently underserved in our community.
2. Strengthen community engagement and partnerships.	2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year.
3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	

<p>4. Invest in technology, fortify infrastructure, and enhance fiscal resources.</p>	<p>3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses.</p> <p>4. PERSISTENCE &amp; COMPLETION: Increase successful course completions, and term to term persistence.</p> <p>5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.</p> <p>6. LEARNING CULTURE: Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.</p>
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**List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.**

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
Goal 1: By 2021, the goal is to increase International Student Enrollment at LMC to 50 students. Enrollment at LMC to 75 by 2023	1. Increase equitable student engagement, learning, and success.	
Goal 2: Ongoing data collection and tracking improvement to determine needs of students within the program.	1. Increase equitable student engagement, learning, and success. 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.
Goal 3: By fall 2019 a professional development training plan will be implemented in order to equip faculty and staff working with International Students		5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment. 6. LEARNING CULTURE: Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and

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		compassion when working with students.
Goal 4: Effectiveness of targeted communication , marketing, and recruitment plan will be assessed 2018-2019	1. Increase equitable student engagement, learning, and success.	4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence. 5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.
Goal 5: Creation and implementation of a robust international student orientation will be assessed 2018-2019	1. Increase equitable student engagement, learning, and success.	
Goal 6: Commitment of participating in least one Professional development opportunity focused on international students for the next five years.		6. LEARNING CULTURE: Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and

*To consider: If applicable, describe how these goals are designed to increase student engagement in 3SP and equitable student outcomes.*

## 2.2 STAFFING REQUEST (OPTIONAL)

Suggested description:

*Describe existing level of staffing for each program or service: how many permanent full-time and/or part-time employees are there, including faculty, classified staff and manager? How many hourly faculty and/or staff, how many student employees are needed on a regular basis (i.e. every semester, year-round)?*

*Does the existing level of staffing impact available hours of service? The ability to provide a full-level of service? If additional staff are needed, identify how your program/service would benefit (i.e. what additional services could be offered, longer business hours, etc.) and how additional staffing would support long term goals.*

*Include but not limited reassign time, classified/manager, student assistant, etc. (full-time faculty request is Box 2A process).*

<b>Faculty/Staff Resource Request</b>			
Department/Unit Goal - Reference #		Strategic Objective - Reference #	
Goals 1, 2, and 3		1. Increase equitable student engagement, learning, and success. 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	
Department/Unit Name		Position Name/Classification	FTE
International Students Program		Counselor	.5 FTE
		Classified Hourly	20 hours/WK
		Student Worker	15 hours/WK
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
<input checked="" type="checkbox"/> Faculty R/T <input checked="" type="checkbox"/> Classified <input type="checkbox"/> Manager <input checked="" type="checkbox"/> Student	<input checked="" type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input type="checkbox"/> Operations (Fund 11) <input checked="" type="checkbox"/> Other <input type="text" value="% of F1 International"/>	Counselor: \$35,000.00/yr. Classified: \$20,000.00/yr. Student: \$9000.00/yr.
Justification:			
International students come with unique challenges that domestic students do not have including compliance standards to meet their F1 Visa status. Furthermore, international students face stringent immigration requirements related to enrollment and academic success. For these reasons, specialized Counseling is vital to the success of international students. <ul style="list-style-type: none"> <li>• An identified designated counselor liaison is strongly recommended to maintain consistency for international students and to ensure that the counselor has the necessary resources, tools, and information to better support this student population.</li> <li>• As the number of international students at the college grows, the need for a dedicated counselor will be a high priority.</li> </ul>			

Counselors are needed during New International Students Orientation to facilitate the education planning of student's first semester (at minimum). A designated counselor's contribution during the semester is vital to the ongoing success of students and can impact the international student's ability to complete educational objective at LMC within a timely manner to reduce financial burden upon transfer to four year institution. It is estimated that the dedicated time will be between 10-15 hours per week during the regular spring/fall semester and up to 2-5 hours during orientation and peak registration periods. These numbers are expected to increase as the numbers of students increase.

As the program continues to grow, a classified staff person will be beneficial to the program going forward to maintain student data records as well as support the coordination of activities and development of the students involved in the program. In addition, the classified staff person can assist in the provision of support services as described above. It is estimated that up to 20 hours per week would greatly benefit the International Student Program in the development and implementation of program goals. As the needs of this student population are identified and the number of international students increase, this position will be even more necessary.

Peer mentors and student associates can support the efforts of the program through provision of campus tours, developing engaging activities and events that represent international student population, and providing opportunities for staff to engage in planning and committee work vital to the success of the program. As part of the marketing strategy identified by the Dean of International Students at the district, more agents and college/ university representatives will be brought to LMC campus for tours. The program needs to the experience of current international students as well as peer mentors to support this marketing plan. In addition, the contribution of the global peer mentors is not only invaluable but it is essential to the success of the program. It is estimated that the time commitment is approximately 5 hours per week during the regular spring/fall semester. Time commitment is increased to 10-15 hours per week during orientation and peak periods of the semester.

### 2.3 OPERATING REQUEST (OPTIONAL)

Suggested Description:

*Describe how your program/service is structured within your existing space. For example, where is it located in relationship to other services, what services are provided by X number of staff? How would additional space or a different location impact the capacity for offering additional services? Provide a clear description of needs and rationale.*

*Describe the current equipment/technology needs for your program/service, as well as anticipated needs to meet long term goals. How would additional equipment or available technology effect the quality of your program and/or service?*

<b><u>Operating Resource Request</u></b>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Goals 1 & 2	1. Increase equitable student engagement, learning, and success. 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.
Department/Unit Name	Resource Type
International Students Program	<input checked="" type="checkbox"/> Equipment <input checked="" type="checkbox"/> IT Hardware/Software <input checked="" type="checkbox"/> Supplies <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Service/Contract <input checked="" type="checkbox"/> Other
General Description	Est. Expense
A communication plan has been developed to engage with incoming and current International Students. Research continues to determine online applications that students may use that may have cost associated with them. The customized F1 Welcome Package requires purchase of materials and resources to include with the I-20 document. Support services including transportation and provision of a robust orientation have been challenging due to not having a designated budget for international student programming.	\$8000.00
Justification:	
In order to grow and develop the International Student Program, it is necessary to have an allocated budget to support the needs of the international students. Items that are within the current program plan for development include marketing and communication, Targeted Welcome Packaging, Transportation support, provision of a robust orientation, Bay Area Adventures, and multicultural programming.  In addition, technology software and equipment will also benefit the program to include Bluejeans (or other program compatible with international communication) for hosting webinars and info sessions to prepare students before they arrive. Tablet and/or cell phone to work with students during off hours. Due to time zone changes it is important to be as accessible as possible to work with perspective students across seas.	



## 2.4 PROFESSIONAL DEVELOPMENT REQUEST (OPTIONAL)

Suggested Description:

*Based on current professional development and training opportunities, as well as long term program goals, describe anticipated professional development needs to support growth and new directions for your program.*

<b>Professional Development Resource Request</b>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Goal 3	5. <b>EQUITABLE SUCCESS:</b> Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment. 6. <b>LEARNING CULTURE:</b> Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.
Department/Unit Name	Resource Type
International Students Program	<input checked="" type="checkbox"/> Conference/Meeting <input checked="" type="checkbox"/> Materials/Supplies <input checked="" type="checkbox"/> Online Learning <input checked="" type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other
General Description	Est. Expense
<p>International education policies and procedures are updated frequently. It will be vital to the success of the program that the Director of International Student Program or other related staff connected to the program be permitted to attend conferences to be informed of updates in the areas of VISA regulations, English Proficiency Assessments, Federal policies and procedures, and other items that may impact student success.</p> <p>In additional to becoming a member of NAFSA, it was also recommended by NAFSA to become an active member of the California Colleges for International Education Consortium which provides a wealth of information and additional resources and support to its members. Additional association and training opportunities for professional program staff will be further explored.</p>	\$6000.00
Justification:	
<p>NAFSA is the most recognize organization supporting International Educators in the work of International Students Programming. They host an annual conference that highlights current and outdated legislation impacting F1 students. In addition membership to the organization provides access to handbook, online training, listserv and networking, etc.</p>	

Access to this resource will be instrumental in the continued development of the LMC International Students Program.

Other opportunities will be explored for faculty, staff, and administration in order to increase campus wide awareness and understanding of the opportunity for engaging international students in the college experience in a meaningful way as well as the challenges that international students face to work towards culturally-appropriate interventions and support for their learning.

### 3 FOR UNITS/PROGRAMS WHO OFFER COURSES:

#### 3.1 COURSE SUCCESS/RETENTION ANALYSIS

Please review the data provided on course retention and success, which has been disaggregated by as many elements as district can provide in their SQL Report

One of our college goals as stated in our Integrated Plan is to “Increase successful course completion, and term to term persistence.” Our Equity Plan identifies African- American and low income students as disproportionately impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program) Please indicate how well students in these groups are succeeding in your discipline.

	African-American	Low Income Students	All students in program/discipline
<b>Completion Rate (program/discipline)</b>			
<b>Success Rate (program/discipline)</b>			

#### 3.2 CURRICULUM UPDATE

*Summarize the status of your curriculum including an analysis of the status of your COORs, prerequisites/co-requisites, advisories, depth, breadth, rigor, sequencing, and time to completion.*

#### 3.3 CSLO UPDATE

*Summarize your CSLO assessment reports and your assessment plans. Summarize any changes that you are making to your CSLOs.*

### 3.4 COURSE OFFERING ANALYSIS

*Analyze your course/section offerings and trends, and report any new course or program plans.*

## 4 FOR PROGRAMS WITH ADVISORY BOARDS:

### 4.1 ADVISORY BOARD UPDATE

*Give an overview of the current purpose, structure, and effectiveness of your advisory board. List the members and corresponding organizational (internal or external) affiliations.*