GLENDALE COMMUNITY COLLEGE

Annual Program Review   2012-2013 ADMINISTRATIVE PROGRAMS

INTERNATIONAL STUDENTS

Authorization

After the document is complete, it must be reviewed and submitted to the Program Review Office by the Dean or Manager.

Dean or Manager: Jewel Price

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1.0. Trend Analysis

Please provide For each program, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

SERVICE / FUNCTION	Academic Year	Service Contacts
International Students Enrolled: F, W, Sp, Su terms combined	2011-2012 2010-2011 2009-2010 2008-2009 2007-2008	1019 1097 1172 1377 1540
Applications Processed/ New Students Enrolled	**2011-2012** Fall Spring **2010-2011** Fall Spring **2009-2010** Fall Spring **2008-2009** Fall Spring **2007-08** Fall Spring	 290/ 148 205/ 110 280/144 180/89 220/132 152/98 200/122 122/76 243/130 145/87

Counseling: Individual Appointments & Drop-in	2011-2012 2010-2011 2009-2010 2008-2009 2007-2008	2,302 3,618 3,019 2,929 3,112
Immigration Advising	2011-2012 2010-2011 2009-2010 2008-2009 2007-2008	416 654 841 1,016 1,101
General Information	2011-2012 2010-2011 2009-2010 2008-2009 2007-2008	1120 555 634 1,036 n/a
Graduates: AA Degrees & Certificates	2011-2012 2010-2011 2009-2010 2008-2009 2007-2008	56 80 78 111 46
Student Development 103, College Orientation for International Students	2011-2012 2010-2011 2009-2010 2008-2009 2007-2008	5 sections: 149 students * 4 sections: 161 students 5 sections: 105 students 6 sections: 101 students 6 sections: 116 students

STAFFING	FTEF	Mgmt.	Classified	Hourly	Student Workers Hrs.
2007-2008					
2008-2009					
2009-2010					
2010-2011	1.7	2.0	2.0	0	1320
2011-2012	1.7	2.0	2.0	0	811 **

1.1. Describe how these trends have affected student achievement, student learning, or program improvements:

The numbers cited above reflect more on the program rather than student learning. The graduation and transfer rates and numbers of student engaged in Optional Practical Training support the success of student achievement and student learning. Last Spring, 56 students received an Associate degree or certificate, 50 students began practical training and 120 students transferred to a 4 year university.

*Student Development 103 enrollment decreased from 2010-2011. However, in fall 2011, an additional section had to be opened, due to the limited # of seats in the original classroom.

**Due to a significant decrease in the student worker budget campus-wide, as well as a reduction in the number of hours allocated to the International Student Office (from 1320 to 811 hours), fewer student worker hours resulted in less front office coverage. Academic counselors and immigration advisors were required to address general inquiries at the front desk. Hence, students signing in for "General Information" increased from 555 to 1120, while one-on-one "Academic Counseling" and "Immigration Advising" decreased.

Furthermore, problems with PeopleSoft may have led to inaccuracies in data and numbers captured for "Academic Counseling" and "Immigration Advising." The system itself was "down" for a few weeks in 2011/2012, resulting in a loss of student records. In addition, during that period of time, students were not able to sign in for counseling and advising, so those numbers were not captured. Nor was the data captured for those students who were not able to sign in because they did not, as of yet, have student I.D. #s and were not yet in the system.   For example, manual records indicate that during orientation week, there were 546 contacts with students who did not have I.D. #'s.

With regard to Immigration Advising, the service contact numbers have gradually decreased over the years due to a more proactive and systematic approach on the dissemination of information on immigration regulations. New students are introduced to the concepts immediately upon arrival as staff review the International Student Rights and Responsibilities with them one-on-one during initial check-in at the office and via an immigration presentation during orientation. A more thorough explanation takes place in the Student Development 103 courses. Further, various request forms and checklists were created to outline the immigration processes and procedures, and these are made available to students at the front desk and online. Since immigration information is readily available to students, the appointment slots previously occupied by students needing general information are now reserved for more complex immigration cases. This explains the increase in students signing in for "General Information" help at the front office and the decrease in one-on-one "Immigration Advising." Moreover, the primary immigration advisor was on maternity leave during the Fall 2011 semester, resulting in less staff availability for one-on-one immigration advisement.

1.2. Please explain any other relevant quantitative/qualitative information that affects the evaluation of your program?

That information is cited in paragraph 1.1

2.0. Student Learning Outcomes and Program Level Outcomes

Year	SLOs / PLOs Defined	SLOs / PLOs Assessed	Assessments Analyzed
2010-2011	**SLO#1** - Students will understand critical elements of living and studying in the USA.	Yes	Yes
	SLO#2 - Students will demonstrate an understanding of immigration regulations and take responsibility for maintaining their F-1 Visa status.	Yes	Yes
	SLO#3 - Students will explain the college's academic regulations.	Yes	Yes
	SLO#4 - Students will demonstrate knowledge of student services.	Yes	Yes
2011-2012	**SLO#1** - Students will understand critical elements of living and studying in the USA.	Yes	Yes
	SLO#2 - Students will demonstrate an understanding of immigration regulations and take responsibility for maintaining their F-1 Visa status.	Yes	Yes
	SLO#3 - Students will explain the college's academic regulations.	Yes	Yes
	SLO#4 - Students will demonstrate knowledge of student services.	Yes	Yes
% Change	SLO#1 17%	SLO#2 3%	SLO#3 11% SLO#4 17%
Trend	Increase	Increase	Increase

2.1. Please comment on the percentages above.

There has been an overall increase in the number of students who have achieved the four student learning outcomes.

2.2. Using the results from your areas recent assessment reports, please summarize any program or other changes/improvements that have been made as a result of your assessments.

- Activities and programs have been organized and scheduled according to student responses to questions in the International Student Program Survey.

- Changes in the curriculum of Student Development 103 have been made in response to student feedback in the International Student Program Survey.

- Changes to the New Student Orientation have been made in response to student feedback in the International Program Survey.

2.3   What recent activities, **dialogues**, discussions, etc. have occurred to promote student learning or improved program/division processes in the last year?

Mark an "X" in front of all that apply

X	Changes/revisions to department processes
X	Increased or improved SLO/PLOs
X	Other dialog focused on improvements in student learning
	Documented improvements in student learning
	New degree or certificate development
X	Best Practices Workshops Discussions regarding best practices or improved processes
X	Conference Attendance geared towards maintaining or improving student success
	Attendance at Staff Development activity geared towards maintaining or improving student learning
	Department Minutes
	Reorganization

Please comment on the activities, dialogues, and discussions above

In the 2011-2012 academic year, counseling faculty attended conferences such as those entitled *Ensuring Transfer Success* and *Entrepreneurship in Education* as well as various workshops addressing ways to engage technically-savvy students in the classroom and pedagogic techniques for various learners. As a result, SLOs and the curriculum for the Student Development courses are modified to incorporate these modalities (integrating multimedia into class discussions, etc.).

3.0. Reflection and Action Plans

3.1 Based on your data and analysis presented above, as well as on issues or items that you were unable to discuss above, comment on the Strengths and Weaknesses of the Program.

Strengths
List the current strengths of your program

1. Comprehensive program with experienced and talented staff for F-1 visa students; successfully enrolled an increasing number of new F-1 visa students despite limited resources and dire economic conditions. Application numbers and student interest has increased for the Program with prospective students during the past two years.
2. International students enhance GCC's global profile and contribute to the "internationalization" of the campus community at large.
3. International students complement GCC's core mission of diversity, multiculturalism and outreach to the Greater Glendale area community.

3.2 Weaknesses
List the current weaknesses of your program

1. Extremely competitive marketplace both regionally and globally for international students. Also, challenges related to "yield" or return on Accepted Applicants to enrollees – due to greater country diversity and student visa denial issues at Embassies overseas.
2. Lack of class capacity and available semester units for a student population required to be full-time (minimum of 12 units per semester).
3. Additional full-time Academic Counseling position needed for enhanced student outcomes, transfer rates, retention, and overall student programing and advising.

3.3 Using the weaknesses, trends and assessment outcomes as a basis for your comments, please briefly describe any future plans and/or modifications for program/division improvements. Any plans for reorganization should also be included, along with a resource request if applicable.

Plans or Modifications	Anticipated Changes/ Improvements	Link to EMP, Plans, SLOs, PLOs, ILOs
Online international application (Carried over into 2012-2013)	Students will have an I.D.# prior to arriving in the U.S., enabling them to register earlier.	EMP 1.1
Online Assessment (Carried Over into 2012-2013)	Students will be able to register while still abroad, ensuring a full-time course load required by immigration law.	EMP 1.2, 1.3
Modify curriculum, counseling, and programming activities to address current student demographics, e.g. varying ethnic groups	This will serve as a retention and recruitment tool with a potential increase in the number of F-1 Visa students coming to GCC.	EMP 1.1, 1.2, 3.3, 3.4

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