Introduction

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College student services programs are reviewed annually, with an in-depth review occurring on a three-year cycle. Faculty and staff in departments who contribute to these programs will participate in program review. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual program review addresses five core areas, with a final section for administrator comments and their reflections about the next steps:
1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps
7. Vice President's comments

2012-2013 Submission Deadline:
• Program review documents are due to Director/Dean by December 14 for completion of Section 6.
• Director/Dean completes section 6 and forwards documents to Vice President for completion of Section 7 by January 4, 2013.
 • Vice President completes section 7 and returns documents to program review team by January 18, 2013.
• Program review documents are due to the Office of Instruction by January 25, 2013.

Foothill College Program Review Cycle:
To see which template your department is scheduled to complete, check the Program Review Schedule: http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf

Questions?
Contact: Office of Instruction and Institutional Research (650) 949-7240
Website: http://foothill.edu/staff/irs/programplans/index.php

Basic Program Information

Student Service Program Name: International Student Programs

Student Service Program Mission:

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

Existing Classified positions: 6, however 3 of the 6 positions work an average of 50% for the District (FHDA)
Example: Administrative Assistant I
Example: Program Coordinator II

Program Review Team and Departments:

Name	Department	Position
Lark Cratty	International Student Programs	Program Supervisor
Viktoria Kolesnikova	International Student Programs	Program Coordinator II
Arthur Levine	International Student Programs	Administrative Assistant, Sr.
Sherri Mines	International Student Programs	Administrative Assistant, Sr.
Allison Largent	International Student Programs	Administrative Assistant, II
Barbara Brown	International Student Programs	Administrative Assistant, I

Section 1. Data and Trend Analysis

1.1. Program/Department Data

Dimension	**2009-2010**	**2010-2011**	**2011-2012**
Students Served	777	950	1088
Full-time FTEF	0	0	0
Part-time FTEF	0	0	0
Full-time Staff	7	7	7
Part-time Staff	0	0	0

1.2 Using the data provided above, include a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review submitted to your Dean.

1. Students served (How was this tracked? What is the trend?): **Data was tracked through Enrollment data received from Institutional Research. Up 10% a year.**
2. Demographics analysis (Is the ethnic breakdown of students you serve proportional to the general college ethnic distribution?) **No, the ethnic breakdown of our students is predominately Asian.**
3. Please describe services offered off campus and how these services are assessed and measured. **Quarterly field trips. This service is not assessed or measured.**
4. Staffing structure (Does the staffing structure meet the program or department's needs? If yes, please explain. If not, consider the following prompts in framing your answer.)
    i. Which aspects of the work are key to the institution's mission? **All aspects of our work are key to the institution's mission. For example, 90% of the international students transfer to a four-year University. We have students in our program from more than 110 countries, adding to the campus diversity and global community.**
    ii. Has the staff increased, decreased or remained the same to meet those changes? **No staff increase since 2003.**
    iii. How has technology affected the workload in your office? **Current technology does not support the increase of students in the past 8 years. The number of applications and students has doubled, however, we continue to use a paper application and must continuously update and enter data into multiple database systems (Banner, Filemaker, SEVIS/Immigration) which do not communicate with one another.   Our processes are very manual and we cannot keep up with the current demand.**
    iv. Does the workload have significant peaks and valleys during the year? If so, describe. **We do not have an off-season. Workload is always high but special peaks occur during our application deadlines, quarterly orientations, recruitment "seasons", beginning and end of the quarter immigration deadlines, and reporting requirements.**
    v. Do you anticipate the workload will increase, decrease or remain constant in the upcoming one to three years? Is this a temporary situation? **We**

anticipate that the workload will greatly increase as numbers continue to rise, SEVIS technology requirements change, and management of agent relationships becomes more demanding.

    vi. What steps can be taken to improve your program or department's organizational efficiency within its current budget? **We are completely maxed out.**

    vii. What strategies have been used to improve the delivery of support services within the program or department? **Created a Facebook page for prospective and current international students, pre-departure information for admitted students online, housing resources, provide scheduled hours for immigration counseling.**

5. General budget analysis by category of expenditures.
   a. Use table below to list expenditure categories and budgeted amounts for the past three years (add categories if needed, or attach spreadsheet)
   In addition to the following campus budget, there is a separate and substantial District budget for international marketing and recruitment.

Account Category	Budgeted Amount	Description of Common Charges (breakdown ProCard expenses)
Custodial	$2,700.00	Overtime charges for custodial staff for events/orientation
Copy Costs/Printing	$1,200.00	Specialty printing (letterhead, business cards, forms, etc)
Equipment and Office Supplies	$12,000.00	Office supplies, equipment and printer/copier lease
Postage/Mailing	$20,000.00	DHL, FedEx, USPS, and Foothill mailroom chargebacks
Pro Card	$16,000.000	Office supplies, conference costs, and postage
Travel	$400.00	Local mileage and conference costs
Student Salaries	$59,000.00	Salaries of student assistants
All Category Total	**$111,300.00**	

6. Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: http://foothill.edu/president/basicskills.php
   a. Please discuss current outcomes or initiatives related to this core mission. **N/A**
7. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: http://foothill.edu/president/transfer.php
   a. Please discuss current outcomes or initiatives related to this core mission.
Our department organizes and hosts a yearly International student Transfer Fair, hosting more than 60 Universities. The majority of International students attend Foothill to transfer to 4-year Universities. We are aware (through immigration reporting in 2011-12) that 318 students transferred to a 4-year University. 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.

8. Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website: http://foothill.edu/president/workforce.php **N/A**
   a. Please discuss current outcomes or initiatives related to this core mission. **N/A**
9. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the

college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website:
http://foothill.edu/staff/irs/ESMP/index.php

  a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.

We support student diversity by bringing students from 110 countries to study at Foothill College.

We serve underrepresented domestic and international students through campus events that focus on International Education Initiatives.

Section 2. Learning Outcomes Assessment Summary

2.1. Insert – 2011-2012 Four Column Report for SA-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

See Attached Report (International Programs SLO Assessment.pdf)

2.3 Service Area Student Learning Outcomes: Please provide observations and reflections below. **After completing our first SLO we were pleased with the outcome. We ran a report to see if immigration advising and counseling helped students maintain lawful F-1 status. Out of our 334 Fall 2011 new student arrivals, we found that 298 of these students are 'in-status'. Out of the 36 'out of status' students, 12 are in the process of regaining lawful F-1 status.**

2.3.a What findings can be gathered from the SA-SLOs assessments?
Our findings reflect that we have been successful in helping the students understand the importance of complying with the immigration regulations. We continue to provide Immigration Counseling and services to help students maintain lawful F-1 status.

2.3.b Does any of the data suggest that revisions might be necessary in order for students to successfully achieve the SA-SLOs? **NO**

2.3.c Do the SA-SLOs reflect the knowledge, skills and abilities students need from those services in order to succeed? **YES**

2.3.d How has assessment of SA-SLOs led to improvement in student success at the institution?
Maintaining lawful F-1 status is required in order to study at Foothill and to attain their educational goals. Immigration counseling and advising increases the overall yield and retention of full time international students.

Section 3: Program Goals and Rationale

Program goals should be broad and incorporate some sort of measurable action that connects to Foothill's core missions, Educational & Strategic Master Plan (ESMP), the division plan, and SLOs.

3.1 Previous program goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
N/A- first year			

3.2 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives	Action Steps
Develop more housing solutions	Next three years	By giving our students a comfortable place to live and to support an increase in enrollment/revenue.	Explore partnerships with potential investors for housing in apartment units or dorm.
Develop a technology solution that supports online international student application, international admissions, integration of admission data with SEVIS, handles SEVIS reporting, agent relationships, and health insurance	Next two years	To more effectively handle admissions, reporting, operations, and communication relating to international student enrollment. To increase productivity, enrollment, and revenue.	Establish a position relating to technology needs in international programs. Develop and implement a new software application which integrates all of our needs. This position and software would serve both Foothill and De Anza.
Manage agent relationships, training, communication and processing of applications received from agents.	Within 2013	This position would allow us to maintain and improve our productivity, and increase international enrollment/revenue.	Obtain funding and establish a position that would manage these agent related needs. This position would serve both Foothill and De Anza.

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's new, 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.

The following positions and B Augmentation Activity would be shared by both Foothill and De Anza International Programs. Funding could potentially come from the District.

Full Time Faculty and/or Staff Positions

Position	$ Amount	Related Goal from Table in section 3.2 and/or rationale

International agent and admission coordinator	$90,000	Manage agent relationships, training, communication and processing of applications received from agents.
Technology/SEVIS coordinator	$110,000	Develop a technology solution that supports online international student application, international admissions, integration of admission data with SEVIS, handles SEVIS reporting, agent relationships, and health insurance

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

Position	$ Amount	Related Goal from Table in section 3.2 and/or rationale

One-time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 3.2 and/or rationale

Ongoing B Budget Augmentation

B Budget FOAP	$ Amount	Related Goal from Table in section 3.2 and/or rationale
114000-411007-xxxx-663000	$80,000	License online application and admission management software. Develop a technology solution that supports online international student application, international 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 3.2 and/or rationale

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Section 5: Program Strengths/Opportunities for Improvement

5.1 Address the concerns or recommendations that were made in prior program review cycles. **N/A- This is our first program review cycle.**

5.2 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability? **Overall program viability and growth will be dependent on additional staffing. Further support is necessary to assist our current students with Immigration advising, student activities, adjustment to the campus and community, and housing issues. Additional staffing is also necessary to process increased applications for new students, management of agents and partners, orientation, and pre-departure services. Our viability also depends on the implementation of new enrollment management technological systems which include: online application, agent communication, immigration reporting and tracking, and health insurance.**

Areas of concern outside of our department include: Sufficient international academic counseling, availability of on-campus classes, tutorial services, and transfer support. These services are essential for the viability and growth of the international population.

5.3 After reviewing the data, what strengths or positive trends would you like to highlight about your program? **Enrollment has doubled in the past 8 years providing extra revenue. In May 2011 we moved to a new International Office located in the center of the campus enabling us to combine all of our operations. This allowed us to streamline our services and provide a more welcoming environment for students, families, and partners. We continue to offer excellent customer service to our students and assist them with their academic journey from the time of applying to completing their degree or transferring to a four-year University.**

Section 6: Feedback and Follow Up

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

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

6.2 Areas of concern, if any: **Continued growth in enrollment is possible only if additional staff is put in place to develop and implement the technology and agent-related needs described in this document.**

6.3 Recommendations for improvement:

6.4 Recommended next steps:

_X__ Proceed as planned on program review schedule

___ Further review/Out of cycle in-depth review

Section 7: Feedback and Follow Up

This section is for the Vice President to provide feedback.

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

The International program has steadily increased in enrollment, and contributes to the diversity of our student body.

7.2 Areas of concern, if any:

There are currently discussions 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.

7.3 Recommendations for improvement:

There is currently no plan for how to proceed district wide with the stated goals and needs of the program. I recommend that the dean continue to work with the district task force to complete this plan.

7.4 Recommended next steps:

_X__ Proceed as planned on program review schedule

___ Further review/Out of cycle in-depth review