# Palomar College – Program Review and Planning
## Non-Instructional Programs
## YEAR 1
## Academic Year 2012-13

**Purpose of Program Review and Planning:** The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

## Discipline: __Enrollment Services-International Education_____

**Non-Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)**

**08/13/2012**

**Please Add Date (00/00/2012)**

## STEP I. ANALYSIS

◄— Preliminary Fall 2011 data are as of 1/31/2012 change to 5/31/12

| | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | <<Prelim>> 2011-2112 | Definitions |
|---|---|---|---|---|---|---|
| **Number of e-mail/phone contacts** | 12840* | 12739* | 12862* | 13125* | 5550 | *Number of contacts by email or phone, value collected wrong, will have real value for 12/13* |
| **Number of in-person contacts** | 1978 | 2068 | 2068 | 2138 | 2149 | Number of student/applicant contacts in the office |
| **Number f student contacts at IEP fair** | Approx. 85 | Approx. 89 | Approx.83 | 65 | Approx. 45 | Number f students we talk to at the college fairs held at local intensive English programs |
| **Number of agents/schools overseas visited** | 9 | 4 | 4 | 4 | 7 | Number of agencies and schools we visited for recruiting/annual visit purposes overseas. |
| **Number of student contacts at U.S> higher education fairs** | Approx380 | Approx200 | Approx120 | 150 | Approx. 300 | Students we spoke to at the higher education fairs held overseas |
| **Number of cond. Acceptance letter** | 17 | 25 | 12 | 10 | 35 | Number of conditional acceptance letters (admission pending English proficiency requirement) we issued (usually to applicants from intensive English programs) |
| **Number of TOEFL takers** | 112 | 135 | 100 | 107 | 159 | Total number of students who took the institutional TOEFL (Test of English as Foreign Language) test on campus. |
| **Number of applications** | 202 | 199 | 183 | 172 | 180 | Total number of international student application packets we processed each year. |
| **Number of acceptance** | 123 | 144 | 122 | 112 | 110 | Total number of students we officially accepted. |
| **Number of new admits** | 113 | 136 | 108 | 82 | 91 | Total number of admitted students who actually enrolled. |
| **Number of admits by recruiting effort** | 34 | 44 | 38 | 25 | 41 | Total number of admitted students who were referred by agencies/schools we have good relationship with. |
| **Assessments** | 104 | 124 | 94 | 75 | 90 | Total number of students who were assessed either at the Assessment Center or at the Office of International Education |
| **Number of SEVIS reporting** | 1628 | 1763 | 1804 | 1814 | 1938 | Total number of times we reported on student issues in SEVIS (registration, change of information, etc..) |
| **Number of orientations held** | 3 | 3 | 3 | 3 | 4 | Number of new student orientation session we held |
| **Enrollment** | 249 | 291 | 284 | 249 | 224 | Number of total enrollment (fall & spring semesters) |
| **Average GPA** | 2.86 | 3.08 | 2.97 | 2.99 | 3.02 | Value of average GPA |
| **Number of students who** | 24 | 24 | 13 | 16 | 23 | |

| received AA degree | | | | | | |
|---|---|---|---|---|---|---|

| | | | | | | |
|---|---|---|---|---|---|---|
| Number of students who received a certificate of achievement | 5 | 2 | 1 | 3 | 23 | |
| Number of students on OPT | 16 | 10 | 4 | 10 | 3 | Number of students who applied for optional practical training. |
| Number of students who transferred | 19 | 51 | 56 | 61 | 29 | Number of students who transferred to universities (does not include students who transferred to another two year college or other SEVP approved programs). |
| Number of international organization visit | 2 | 2 | 3 | N/A | 1 | Number of groups from overseas which visited Palomar College for short-term study tour. |
| Number of FT staff | 2 | 2 | 3 | 2 | 2 | |
| Number of PT staff | 1* | 1 | 1 | 1 | 1 | *Adjunct counselor |
| | | | | | | |

**I. A.  Reflect upon and provide an analysis of the four years of data above**

Annual enrollment deceased again while number of application and new admits started increasing. Number of conditional acceptance letters increased due to the new and revived agreement with Kaplan International Center and ELS University Placement Services. This increase of such letters should start reflecting in the increased number of referred students in a couple of years. While number of transfer decreased, more students completed AA degree and/or Certificate of Achievement. Increased number of certificates may come from students' awareness that they can now apply for and receive certificates with the completion of CSUGE and IGETC.

**I. B.  Please summarize the findings of SAO assessments conducted.**

SAO assessment was "80% of new international students who attend the orientation program will be able to select appropriated classes and register in full course load to maintain F- status."  After three days of intensive orientation sessions, students became familiar with different general education patterns , what major requirement is, and how to maintain their student status.

**I. C.  Reflect upon the SAO assessment findings in <u>Box B</u> above. Discuss overall observations and any areas of concern or noteworthy trends.**

Students learned the difference between certificates,  Associate in Arts and Transfer programs. Students also learned how to utilize "assist.org" to find out their major prep requirements for each UC or CSU campuses.  Student learned how to select classes after the orientation; however, they still need counseling appointments to verify their selection is correct. In terms of visa status maintenance, we have observed more students not only enroll in but also complete more than 12 units.

# STEP II.  PLANNING
**Reflecting on the 4-year trend data, the SAO assessment results, and the college's <u>Strategic Plan 2013</u>, describe/discuss the discipline planning related to the following:**

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**II. A.  Programs changes and improvements (consider changes due to growth in FTES and Headcount, CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)**

International student population contributes to campus diversity. We will improve methods to process of qualified applications in timely matter and increase number of new admits.

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**II. B.  Additional programs to develop (consider enrollment trends, student demands, wait times, comprehensiveness, etc.)**

We will re-visit the contract with California English School and modify items as needed. We will also cooperate with California English School owner and instructional staff to assist with CEA (the Commission on English Language Program Accreditation) process.

## STEP III.  RESOURCE REQUESTS FOR DISCIPLINE:

**III. A. Describe the resources necessary to successfully implement the planning described above.  Provide a detailed rationale for each request by referring to the analyses of data and SAO assessment results in Step I and/or to any other evidence not apparent in the data or SAO Assessment results.**

**a. Equipment (per unit cost is >$500)** *Enter requests on lines below.*

| Resource | Describe Resource Requested | Prioritize these requests 1,2,3, etc. | Strategic Plan 2013 Goal/ Objective Addressed by This Resource (**Link**) | Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan | Estimated Amount of Funding Requested | Will this be one-time or on-going funding? | Is resource already funded (in part or in full)? If so, name source.  Why is that source not sufficient for future funding? |
|---|---|---|---|---|---|---|---|
| a1. | | | | | | | |
| a2. | | | | | | | |
| a3. | | | | | | | |
| a4. | | | | | | | |
| a5. | | | | | | | |

**b. Technology (computers, data projectors, document readers, etc.)** *Enter requests on lines below.*

| Resource | Describe Resource Requested | Prioritize these requests 1,2,3, etc. | Strategic Plan 2013 Goal/ Objective Addressed by This Resource (**Link**) | Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan | Estimated Amount of Funding Requested | Will this be one-time or on-going funding? | Is resource already funded (in part or in full)? If so, name source.  Why is that source not sufficient for future funding? |
|---|---|---|---|---|---|---|---|
| b1. | Data projector | 1 | Goal 2 | To provide small group orientation or | $700.00 | One-time | No |

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|---|---|---|---|---|---|---|---|
| | | | | information session to groups of students/visitors | | | |
| b2. | | | | | | | |
| b3. | | | | | | | |
| b4. | | | | | | | |
| b5. | | | | | | | |
| | | | | | | | |

**c. Budget for 4000s (per unit cost is <$500 supplies)** *Enter requests on lines below.*

| Resource | Describe Resource Requested | Prioritize these requests 1,2,3, etc. | Strategic Plan 2013 Goal/ Objective Addressed by This Resource (Link) | Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan | Estimated Amount of Funding Requested | Will this be one-time or on-going funding? | Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding? |
|---|---|---|---|---|---|---|---|
| c1. | | | | | | | |
| c2. | | | | | | | |
| c3. | | | | | | | |
| c4 | | | | | | | |
| c5. | | | | | | | |

**d. Budget for 5000s (printing, maintenance agreements, software license etc.)** *Enter requests on lines below.*

| Resource | Describe Resource Requested | Prioritize these requests 1,2,3, etc. | Strategic Plan 2013 Goal/ Objective Addressed by This Resource (Link) | Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan | Estimated Amount of Funding Requested | Will this be one-time or on-going funding? | Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding? |
|---|---|---|---|---|---|---|---|
| d1. | Consulting fee charged by overseas study abroad centers | 1 | Goal 2 | More international students use study abroad center s in their home country to make a decision on which school to go to, making agent usage almost a must in international student recruiting | $7500 | on-going | No |

**d. Budget for 5000s (printing, maintenance agreements, software license etc.)** *Enter requests on lines below.*

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|---|---|---|---|---|---|---|---|
| | | | | field in US., Australia, and United Kingdom. If Palomar wants to maintain the number of incoming international students, we cannot rely only on local intensive English program, and start using fee-based .agents | | | |
| d2. | | | | | | | |
| d3. | | | | | | | |
| d4. | | | | | | | |
| d5. | | | | | | | |

**e. Classified staff position (permanent/contract position requests unique to this discipline)** *Enter requests on lines below.*

| Resource | Describe Resource Requested | Prioritize these requests 1,2,3, etc. | Strategic Plan 2013 Goal/ Objective Addressed by This Resource (Link) | Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan | Estimated Amount of Funding Requested | Will this be one-time or on-going funding? | Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding? |
|---|---|---|---|---|---|---|---|
| e1. | | | | | | | |
| e2. | | | | | | | |
| e3. | | | | | | | |
| e4. | | | | | | | |
| e5. | | | | | | | |

**f. Classified staff position (temporary and student workers position requests unique to this discipline)** *Enter requests on lines below.*

| Resource | Describe Resource Requested | Prioritize these requests 1,2,3, etc. | Strategic Plan 2013 Goal/ Objective Addressed by This Resource (Link) | Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan | Estimated Amount of Funding Requested | Will this be one-time or on-going funding? | Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding? |
|---|---|---|---|---|---|---|---|
| f1. | Summer temporary staff | 1 | Goal 2 | We receive and process many more international student applications which we cannot handle in timely manner. If we have seasonal employee, we can process more application to increase the number of international students enrolled. | | On-going (seasonal) | No |
| f2. | | | | | | | |
| f3. | | | | | | | |

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**f. Classified staff position (temporary and student workers position requests unique to this discipline)** *Enter requests on lines below.*

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|---|---|---|---|---|---|---|---|
| f4. | | | | | | | |
| f5. | | | | | | | |

**III. B.   Are there other resources (including data) that you need to complete your discipline review and planning?**

We could use "transfer rate" or number of students transferred to each CSU/UC campuses from Transfer Center.

**STEP IV.  SHARE YOUR ACCOMPLISHMENTS** Please include at least one discipline accomplishment that you'd like to share with the college community.

Referred by the president of the Governing Board, Mr. Darrell McMullen, the Office of International Education provided a week-long study tour to a group of 9 students from Niigata Seiryo University, which will send a slightly larger number of students next year.

**STEP V.  ACCREDITATION**   For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

California English School under the administrative responsibility of International Education has applied for accreditation as an intensive English program as required by U.S. Department of Homeland Security. This will involve both California English School and International Education.

**STEP VI.  COMMENTS** Other comments, recommendations: (Please use this space for additional comments or recommendations that don't fit in any category above.)

With increased responsibility (moving California English School from Workforce and Community Development) to International Education and number of application related workload, we definitely need help. It could be e-based student management system or seasonal employee or combination of both. With only two full-time staff members, it is difficult to ensure the office is open every business days or process applications on time. To give an example, we had to turn away about 25 applicants for the fall 2012 semester due to staffing issue.

**Please identify faculty and staff who participated in the development of the plan for this department:**

| **Yasue O'Neill** | **Herman Lee** | |
|---|---|---|
| *Name* | *Name* | *Name* |

| Name | Name | Name |
| --- | --- | --- |
| | | |

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**Department Chair/Designee Signature**                                                **Date**

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**Division Dean Signature**

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**Division Vice President Signature**                                                **Date**

- **Provide a hard copy to the Vice President Vernoy no later than September 14, 2012**
- **Email an electronic copy to jpettit@palomar.edu by September 28, 2012**
- **Email an electronic copy to jdecker@palomar.edu by September 28, 2012**