Ohlone College
Program Review Report

Program Description and Scope:

1. Program Review Title: International Programs and Services
3. Review Type: Student Services Program Review
4. Program/Departments: International Programs and Services (64902)
5. Authority Code: 73-Dean, Counseling and International Programs
6. External Regulations: Yes X No

Describe:
The International Student Program (ISP) is one area of responsibility within the International Programs and Services department. The ISP must ensure the compliance of the program and its students with United States Citizenship and Immigration Services (USCIS) immigration regulations. We also work with U.S. Department of State regulations with respect to the Visa application and acquisition processes.

Provide a brief narrative that describes the services provided.

In Fall of 2006, the College created a formal office of International Programs and Services. The creation of this office was the culmination of a collaborative planning process involving numerous different campus officials and departments, which had begun 2 years earlier. Throughout its previous 40-year history, the College never had a formal office or department dedicated to supporting international education and exchange. Instead, international student admissions and services were ancillary functions of the offices of Admissions and Counseling, respectively. Faculty and student exchange efforts were coordinated by individual faculty members. The history of the development of the International Programs and Services office is captured in the Ohlone Story about the same, included in this Program and Services Review as an attachment. Ohlone College International Programs and Services acts as a centralized hub which directs, supports and facilitates the international education and exchange activity of Ohlone College. The office of International Programs and Services is responsible for the admission, recruitment, retention, servicing and assimilation of F-1 Visa-holding international students of the College. It also works to advance an array of pre-existing international education objectives of the college, and leads the development of new international education objectives. The office of International Programs and Services, in conjunction with Ohlone College Community Education, administers the English Language Institute (ELI) for non-native speaking international students. It also develops and implements international education-related grants.

Describe how the program specifically serves students, faculty and staff.

The International Programs and Services department of Ohlone College serves F-1 Visa-holding international students of the College, and students who wish to become F-1 Visa-holders, in the following ways: 1. The department provides information and assistance about the International Student Application process to students applying to Ohlone College from overseas. 2. The department provides advisement to students regarding the F-1 Student Visa acquisition process at United States Embassies and Consulates abroad. 3. The department provides assistance to different non-immigrant Visa-holders already in the U.S. who wish to apply for a Change of Status (COS) to the F-1 Student Visa, in order to enable them to study full-time on the F-1 Visa at Ohlone College. Specifically, it advises students regarding the Change of Status application process to United States Citizenship and Immigration Services (USCIS). 4. The department issues the Immigration Form I-20 and administers the Student and Exchange Visitor Information System (SEVIS) database used to record data related to F-1 Visa students of, and applicants to, the College. 5. The department administers the Ohlone College English Language Institute (ELI) for non-native speaking international students who wish or need to study English for the following purposes: to later become eligible to matriculate to an Ohlone College degree program of study; to fulfill career development-related objectives; and/or for personal edification. 6. The department conducts outreach locally and overseas, to proactively make education at Ohlone College more accessible to would-be international students of the College. 7. The department conducts
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New International Student Orientation for new international students of the College. Orientation includes information on U.S. Immigration regulations; College and International Programs and Services department policies; Ohlone College Clubs; campus and local-area safety; and related topics. 8. The department provides ongoing advisement to students regarding United States Citizenship and Immigration Services (USCIS) regulations governing F-1 Visa-holders. These regulations include information on Curricular Practical Training (CPT); Optional Practical Training (OPT); Off-campus work authorization due to Economic Hardship; Travel in and out of the U.S.; enrollment stipulations; conditions for approval of Reduced Course Loads; Form I-20 Extensions; and transferring schools. 9. The department collaborates with Ohlone College Counseling to ensure that new and continuing international students of the College receive timely and helpful guidance regarding course selection and registration, and the development of Student Education Plans. 10. The department collaborates with the Ohlone College Placement Testing Center to ensure that new international students of Ohlone College undergo assessment. 11. The department collaborates with the Ohlone College Peer Mentor program to make peer mentoring services available to newly admitted and currently enrolled international students of the College. 12. The department, in conjunction with the International Out-of-State Tuition Waiver Sub-Committee, administers International Out-of-State Tuition Waiver opportunities for continuing international students of the College. 13. The department provides international student support services, including the following: referral to homestay placement services; assistance with the acquisition of health insurance; assistance with travel-related documentation for student family members overseas; assistance with Social Security Number acquisition; and general administrative and promotional support of the Ohlone College student-run International Club. How the department serves other Ohlone College students, faculty and staff is documented in the "How the IPS Department serves students_faculty and staff_attachment to Program Review.doc" Attachment to this Program Review.

9. Describe how the program or service needs are addressed (how the program/service accomplishes what it's supposed to do.) How are current technologies applied?

In Fall of 2006, the International Programs and Services office of Ohlone College undertook a qualitative research project aimed at identifying the needs of current and prospective international students of the College. 10 then-current international students of Ohlone College were recruited to participate in the project, representing a number of different countries: Cameroon, Hong Kong, China (2 students); Macau, China; India (2) Japan; Taiwan; and Malaysia (2). This mix of nationalities was broadly representative of the overall international student population at Ohlone College at the time. The gender breakdown was 5 female students and 5 male students. This gender breakdown was broadly representative of the gender ratio of international students in the United States. The majors represented among the participants follow: Business Administration (3 students); Computer Science (2); Network Technology and Systems Administration; Industrial Engineering; Electrical Engineering; Accounting; and Respiratory Therapist studies. Each of the

10 participants participated in a 1 hour depth interview with the Director of International Programs and Services. Prior to the interview the participants completed a pre-interview questionnaire. The interviews were audio-recorded, with the consent of each of the participants. The interviews and the pre-interview questionnaires elicited student feedback regarding how Ohlone College might better serve prospective and current international students of the College. One of the more salient findings of the research concerned students’ felt need for more concrete guidance regarding application, class registration, and related processes. These and other findings of this research project were incorporated into the development of formalized international student admissions and services infrastructure at the College. They also influenced the improvement of existing international student services. In Spring of 2008 the International Students Club (since renamed the International Club,) in conjunction with the International Programs and Services office and the Counseling department, conducted an online survey of current international students of the College. Approximately 50% of Ohlone’s then-international student population of 190 students responded to the survey. The most salient of the survey’s findings was the strongly expressed need for additional, dedicated, international student-specific Counseling services. This need had increased commensurate with the increase in international student enrollment at
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9. The department collaborates with Ohlone College Counseling to ensure that new and continuing international students of the College receive timely and helpful guidance regarding course selection and registration, and the development of Student Education Plans.

10. The department collaborates with the Ohlone College Placement Testing Center to ensure that new international students of Ohlone College undergo assessment.

11. The department collaborates with the Ohlone College Peer Mentor program to make peer mentoring services available to newly admitted and currently enrolled international students of the College.

12. The department, in conjunction with the International Out-of-State Tuition Waiver Sub-Committee, administers International Out-of-State Tuition Waiver opportunities for continuing international students of the College.

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10. **Discuss the impact of the program on the college and/or other programs. Highlight any services, reports or functions supplied, in whole or in part, by this service area that supports state or federal compliance mandates for the College.**

The International Programs and Services department of Ohlone College strives to work collaboratively with other programs and departments of the College, and to be a user-friendly resource for students, staff, faculty and Administration personnel alike. The International Programs and Services department has brought about sustained increases in international student enrollment since its inception in Fall 2006. The following are semester-by-semester tallies of international student enrollment at Ohlone College, since that time (Note: “international student” is defined here and throughout this Program Review document as an F-1 Visa-holding student of Ohlone College): Fall 2006, 63 students; Spring 2007: 83 students; Fall 2007: 138 students; Spring 2008: 190 students; Fall 2008: 235 students; Spring 2009: 258 students; Fall 2009: 270 students; Spring 2010: 295 students; Fall 2010: 310 students; Spring 2011: 320 students; Fall 2011: 338 students; Spring 2012: 360 students. International student tuition paid to the College by international students has increased commensurately during this time. The International Programs and Services department also administers the Community Education-based English Language Institute (ELI). The International Education Committee provides strategic direction to the efforts of the International Programs and Services department. The International Education Committee works with the department to catalyze and develop international education opportunities and partnerships, and integrate these, in a systematic way, into the life of the College. These opportunities include study abroad programs, teaching overseas programs for Ohlone College faculty, sister college partnerships, and short-term educational experiences for cohorts of international learners and/or delegations.

11. **Discuss the impact of the program on the community and the impact of the community on the program.**

The International Programs and Services department of Ohlone College serves Ohlone College local-area community in the following ways: The department’s activities produce a significant economic stimulus to the local community, in the form of international student economic activity in the following domains: housing; transportation; food; sales tax; entertainment; telecommunications; and tourism (inbound travel arrivals from other countries, by relatives and friends of currently enrolled international students of the College.) The department also enables relatives and friends of the many immigrant communities in Fremont and Newark, to access Ohlone College education as an F-1 Visa-holding international student. The department provides information and advice to local-area immigrant communities, regarding the International Student Application and F-1 Visa acquisition processes.

The community impacts the program by asserting its need for reliable international student admissions and service support. Prior to the formalization of the International Programs and Services department, local-area immigrant communities’ need for this support was not systematically met by the College. This can be inferred by the significant increase in international student enrollment at the College following the establishment of a formal International Programs and Services department. This increase was comprised predominantly of students referred to Ohlone College by their local-area relatives. The vast majority of new international students of Ohlone College are nieces, nephews and – less commonly – sons, daughters and friends, of members of any one of the many local-area immigrant communities that are prevalent throughout Fremont, Newark and Union City. The establishment of the International Programs and Services department in Fall 2006, and the resultant upswing in international student enrollment at the College, attests to the extent and strength of the demand by the community for the services provided by the still young office. The two largest populations of Ohlone College international students are Chinese and Vietnamese students, respectively. Not coincidentally, these are two of the largest immigration populations in the Tri-Cities area. The community’s sustained referral of
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international students to the College in turn helps justify the need for staffing and infrastructure commitments to serve this population.

**College Mission**

1. *Mission Statement*

   The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.

2. *Vision Statement*

   Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.

3. *Core Values, Goals & Objectives:*

   **College Core Values**

   - We promote diversity and inclusiveness.
   - We promote team work and open communication.
   - We practice innovation and actively encourage risk-taking and entrepreneurship.

   **College Goals/Objectives**

   1. Through innovative programs and services, improve student learning and achievement.
   5. By spring 2013, increase to 600 the number of students transferring to UC and CSU.
   6. By spring 2013, the number of students receiving associate degrees to a rate at or above the peer group average.
   7. By spring 2013, increase the number of students receiving certificates of accomplishment and certificates of achievement to a rate at or above the peer group average.
   8. By 2015, increase the number of students taking 12.0 units or more per semester to a rate of 30% compared to headcount enrollment.

   6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.

      1. By 2015, increase the number of course offerings which meet the General Education Plan A Intercultural/International Studies requirement.
      2. By 2015, increase the number of opportunities for study abroad for faculty, staff, and students.

   4. Briefly describe how the program supports the college mission, vision selected college values.

   The International Programs and Services department and International Student Program supports the Ohlone College Mission by facilitating the admission and enrollment of F-1 Visa-holding international students, and by helping these students assimilate into the campus community. These students enrich the learning experience for the students, staff and faculty with whom they come into contact. The program actively encourages cross-cultural learning opportunities. Examples include panel discussions and other cultural programming during International Education Week in November. Another salient example is embodied by the International Student Mentor program, wherein mostly new international students of Ohlone College are paired with volunteer Ohlone faculty and staff, for the sake of cross-cultural sharing, mentorship and friendship.

One of the College Values is, We promote teamwork and open communication. The process by which Ohlone College came to create the International Programs and Services office relied crucially on teamwork and regular, open communication. This process is documented in the Attached Ohlone College story. The International Education Committee also strives to embody this College value, by holding regular meetings, open to interested members of the campus community, and by sharing the outcomes of Committee efforts with various shared governance bodies of the College. The International Education Committee also has a dedicated web site, at which its 2011-2015 Strategic Plan is posted: http://www.ohlone.edu/org/internationalcomm/docs/20112015intlprogrsservicesstrategicplan.pdf

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   Another salient example is embodied by the International Student Mentor program, wherein mostly new international students of Ohlone College are paired with volunteer Ohlone faculty and staff, for the sake of cross-cultural sharing, mentorship and friendship.

   One of the College Values is, We promote teamwork and open communication. The process by which Ohlone College came to create the International Programs and Services office relied crucially on teamwork and regular, open communication. This process is documented in the Attached Ohlone College story. The International Education Committee also strives to embody this College value, by holding regular meetings, open to interested members of the campus community, and by sharing the outcomes of Committee efforts with various shared governance bodies of the College. The International Education Committee also has a dedicated web site, at which its 2011-2015 Strategic Plan is posted: http://www.ohlone.edu/org/internationalcomm/docs/20112015intlprogsservicesstrategicplan.pdf

   Another of the College Values is, We practice innovation and actively encourage risk-taking and entrepreneurship.
entrepreneurship. The International Programs and Services department evinces entrepreneurial
dynamism and spirit. The department led the creation of the financially self-supporting, Community
Education-based, and not-for-credit English Language Institute (ELI). The ELI provides English
language and College-preparatory education for non-native speaking international students who desire
entry into a College degree program of study. At the same time, it is also a revenue-generator for the
College. Since its inception in Spring 2007, the ELI has realized growing, annual net revenue gains for
the College. It has also helped the College in its development and utilization of the Professional Expert
employee designation. The International Programs and Services department and the ELI worked with
Human Resources on defining protocol for the use of this hiring category with respect to ELI
instructors. The category has since been used in a growing number of other instances at the College,
benefiting both the hired employees and the District.

The International Programs and Services office has also served as a catalyst for the creation of
opportunities for Ohlone College faculty to teach overseas (in Vietnam.)

The International Programs and Services department and International Student Program also embodies
the College value of promoting diversity and inclusiveness, in its enrollment, support and assimilation
of F-1 Visa-holding international students. The department also fosters an appreciation of diversity on a
broader, more inclusive scale than the term and value is sometimes conceived. In Fall 2011, the
department collaborated with the General Education Committee, to update Area VI of Ohlone College's
General Education Plan A. This area had previously been named "Cultural Diversity". Effective
December 2011, it is named "Intercultural/International Studies", and the Student Learning Outcomes
(SLO) have been updated accordingly.

5. Briefly describe how the program supports selected college goals.

The Ohlone College International Programs and Services department and the International Student
Program supports College Goal #1 – through innovative programs and services, improve student
learning and achievement, in different ways. First, the Program enrolls F-1 Visa-holding international
students at the College, and these students tend, on average, to be goal-oriented and committed to
obtaining Associate’s and Transfer degrees. Second, the program facilitates the internationalization of
the College curriculum. One example of this is the Title VIB Business and International Education
(BIE) grant secured by the International Programs and Services department. This grant has directly led
to the creation of 3 new courses in International Business: BA-136, Introduction to International
Business; BA-137, Introduction to International Marketing; and BA-140, Global Business Immersion.
It has also led to the updating of other courses – such as SPCH-105, Intercultural Communication – to
include enhanced international and cross-cultural perspectives.

The Ohlone College International Programs and Services department and the International Student
Program supports College Goal #6 - Enhance college-wide interaction with, and acceptance of, diverse
peoples, cultures, arts, and perspectives. It does so via the enrollment of F-1 Visa-holding international
students at the College, and the facilitation of opportunities for these students to interact with, learn
from and teach faculty and staff. Examples of this interaction facilitated by the Program include:
administrative support of the International Club; administrative support of the international student
component of the Peer Mentors program; support and participation in the International Student Mentor
program; the promotion of campus-based cultural events (i.e. during International Education Week and
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of international learners such as deaf international students and the J-1 Visa-holding cohorts of
Egyptian scholarship students who enrolled at Ohlone College between 2009 and 2011. Other ways the
department supports College Goal #6 include its work supporting our Sister School partnerships; see
here for more information: http://www.ohlone.edu/org/sistercollege/Ohlone

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6. Briefly describe how the program supports selected college objectives.

The Ohlone College International Programs and Services department and the International Student Program supports College Objectives 1.6, 1.7 and 1.8 via its enrollment and support of F-1 Visa-holding international students at the College. As mentioned previously, these students tend to be goal-oriented and committed to obtaining Transfer and Associate’s degrees, respectively. A future update to this Program Review will include figures on Transfer and Associate’s degree obtainment by international students at Ohlone College. Some international students aim at obtaining Certificates of Achievement and Accomplishment. Further, the International Programs and Services department supported Objective 1.8 via the creation of the Certificate of Accomplishment in International Business.

The Ohlone College International Programs and Services department and the International Student Program supports College Objective 1.9 - By 2015, increase the number of students taking 12.0 units or more per semester to a rate of 30% compared to headcount enrollment – via its enrollment of F-1 Visa-holding international students. F-1 Visa-holding international students are required – by United States Citizenship and Immigration Services (USCIS) regulations – to enroll on a full-time basis. Therefore, it follows that the more international students the College enrolls, the more progress toward this particular Objective is made. International student enrollment at Ohlone College has grown from 63 students in Fall 2006 to 360 students in Spring 2012, and is expected to continue to grow through 2015.

The Ohlone College International Programs and Services department and the International Student Program supports College Objective 6.1 - By 2015, increase the number of course offerings that specifically address issues of cultural diversity and ethnicity – via the Title VIB Business and International Education (BIE) grant. This grant was secured by the department in 2008. It began in July of that year and concluded in mid-2011. The department led the implementation of this grant, and among other accomplishments it has generated the 3 new Business courses mentioned previously. It has also led to the creation of a Certificate of Accomplishment in International Business. These courses specifically address issues of cultural diversity. The grant has also helped create and subsidize Business-related short-term study abroad programs in Shanghai and Suzhou, China (Summers 2010 and 2011), Egypt (January 2011), and southeast Asia (Summer 2011).

The Ohlone College International Programs and Services department and the International Student Program supports College Objective 6.2 - By 2015, increase the number of opportunities for cultural enrichment and study abroad for faculty, staff, and students – by facilitating interaction between F-1 Visa-holding international students of the College, and faculty and staff. It helps run the International Student Mentor program, wherein international students are paired with volunteer Ohlone College faculty and staff. The aim of this program is to foster cross-cultural learning, sharing and friendship. Also, as mentioned earlier, the department provides administrative support to the Ohlone College International Club and the international component of the Peer Mentors program. It supports campus-based cultural and social events, including those scheduled in conjunction with International Education Week and the English Language Insitute (ELI). The International Student Program’s work on the California Community College Initiative – Egypt project is another example of this work. From 2009 to Spring 2011, cohorts of full-scholarship, J-1 Visa-holding Egyptian students studied at Ohlone College. These Egyptian students actively shared information about the Egyptian culture and society with their classmates and
which contributes to the establishment and enhancements of these partnerships. The partnerships involve opportunities for Ohlone College faculty to teach overseas. In Summer 2010, 7 Ohlone College faculty members taught at our Sister Schools in Hangzhou, Suzhou and Taizhou, China, in Music, Computer Science, and English as a Second Language. In Summer 2011, 11 Ohlone College faculty— including full-time faculty, adjunct faculty and ELI instructors—taught at our Sister Schools in China and in Ho Chi Minh City, Vietnam. The department also hosts incoming delegations of officials, faculty and administrators from schools overseas.

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instructors, in both structured and informal settings.

The department also supports this College Objective in the administrative and logistical support it provides to the College’s Sister School relationships and faculty exchange activities. The department is the administrative hub responsible for coordinating and overseeing all logistics and protocols relating to sending faculty overseas for short-term teaching assignments. These are promoted as a means of cultural enrichment and faculty learning, with the ultimate aim being the enabling of College faculty to return from these overseas experiences with cultural and other insights which they may in turn incorporate into their teaching at Ohlone, and thus enhance student learning.

- **Program SLOs & Assessment**
  1. **Student Services SLO -**

     The International Programs and Services department aims to instill in international students of the College an appropriate sense of responsibility for their lives and their actions. Students learn self-sufficiency, responsibility and accountability through the processes of international admissions, assessment testing, international student orientation, counseling, Personal Development course completion, optional extracurricular activity involvement, and general interaction with the International Programs and Services office. Students are expected to assume responsibility for learning to adhere to College deadlines and rules, and to United States Citizenship and Immigration Services (USCIS) regulations relating to their F-1 Student Visas. Students are also expected to learn and assume responsibility for acting in environmentally sustainable ways.

     a. **List Activities/Action Plan.**

        In 2012, the International Programs and Services department will develop and administer student surveys, aimed at obtaining baseline data regarding this Student Learning Outcome. In 2013, a subsequent survey will be administered in order to measure the SLO.

     b. **Indicate your planned method of assessment.**

        Surveys, administered via Survey Monkey.

     c. **Enter assessment results and analyze student success in achieving this SLO.**

        SD_ASSESSMENT#

     d. **Future Action**

- **Student/Program Achievement**
  1. **List area-specific outcomes.**

     The International Programs and Services department and International Student Program have increased F-1 Visa-holding student enrollment at Ohlone College as follows:

     Semester  International students enrollment
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b. Enter assessment results and analyze student success in achieving this SLO.
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1. Student/Program Achievement

List area-specific outcomes.
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<table>
<thead>
<tr>
<th>Semester</th>
<th>International students enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Fall 2002  66

Spring  70
2003

Fall 2003  52

Spring  55
2004

Fall 2004  50

Spring  60
2005

Fall 2005  67

Spring  64
2006

Fall 2006  63
Identify internal and/or external benchmarks and regulations.

In Fall 2006, prior to the formal establishment of the Ohlone College International Programs and Services office, international enrollment as a percentage of overall enrollment at the College was less than 1%. As of early 2012, international enrollment as a percentage of annual FTES is approximately 3.5%. At its April 14, 2010 meeting, the Ohlone College International Education Committee endorsed the goal of increasing international student enrollment to between 5-7% of overall student enrollment by 2015. This decision was informed by enrollment data on other California Community Colleges (see the Attached “International Enrollment Percentage at Other CCC.xls” file) and data on international enrollments compiled by the Organisation for Economic Co-operation and Development (OECD) (see the Attached “OECD Chart.xls” file, and in particular, the “International students as a % of overall tertiary enrollments, by country average section”.

The International Student Program must ensure international students’ awareness of and adherence to
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The International Student Program must ensure international students’ awareness of and adherence to Department of Homeland Security (DHS) / United States Citizenship and Immigration Services (USCIS)
Department of Homeland Security (DHS) / United States Citizenship and Immigration Services (USCIS) regulations governing students on the F-1 Visa. The International Programs and Services department is responsible for remaining up-to-date on current Immigration regulations and how these affect students. It is also responsible for administration of the Student and Exchange Visitor Information System (SEVIS) database used to record and maintain information on F-1 Visa applicants and holders.

3. Enter assessment results for area-specific outcomes and analyze trends.

The increase in international student enrollment at Ohlone College, from Fall 2006 through Spring 2012, owes most generally to the formalization of an office of International Programs and Services at the College. Previously, as documented in the Attached Ohlone College Story, no such office existed, and international students were served “out of the back pocket” of the Admissions and Counseling departments. The relatively low enrollment (less than 1% of total student enrollment) of international students reflected this level of service. With the creation of a dedicated office, and dedicated positions, responsible for enrolling and supporting international students, international enrollment grew. The dedication of the equivalent of between one half-time and one full-time Counselor to international student support was also a vitally important move helping grow and sustain international enrollment.

Before Fall 2006, no one Ohlone College employee was dedicated exclusively to international student support. As of January 2012, 5 persons are: a Director, International Programs and Services; an International Admissions Coordinator; an International Student Services Coordinator; a manager of the not-for-credit English Language Institute (ELI); and the equivalent of one full-time Counselor. This baseline level of personnel is essential if international students are to be adequately served. Modest staffing growth will help lay the groundwork for continued enrollment growth in the future.

International enrollment increases at Ohlone College occur at a time of increasing international student enrollment in the U.S. more generally. The Institute of International Education’s (IIE) 2011 “Open Doors” report – see http://www.iie.org/en/Research-and-Publications/Open-Doors - on International Educational Exchange states that total international student enrollment grew by 4.7% from 2009/2010 to 2010/2011. This continues sustained international student enrollment growth in the U.S. over recent years. These growth trends augur well for Ohlone College as we seek to continue to build on recent international enrollment successes.

4. Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.

The program uses budget resources prudently. It is a net revenue generator for the District, in that tuition paid by international students vastly exceeds the budgetary expenditures of the program. The following is the International Tuition Fee Revenue over the most recent fiscal years; figures provided by the Dean of Business Services:

2008: $813,632

2009: $1,078,946

2010: $1,391,176

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2012: $1,626,061

These figures exclude English Language Institute (ELI) revenues.

The International Student Program budget in 2011-2012, excluding the ELI, is $354,765.

A cursory revenue vs. expenditures calculation suggests that international students generate significant net revenue gains for the District. The reason this is so involves the concept of ‘marginal cost’. Atop the International Student Program budget, the District does incur costs for the enrollment of each additional international student it welcomes. However, those costs are ‘marginal costs’. Mathematically, the relevant truths may be depicted as follows:

Marginal cost of enrollment of 1 additional international student

< (less than) State’s per-FTES cost of instruction allocation and Marginal cost of enrollment of 1 additional international student < (less than)

Average cost of enrollment of 1 FTES as function of total District budget ÷ total District FTES Examples:

1. Previous analysis determined that international students frequently joined course sections that ran regardless of international student enrollment. The fixed costs of conducting those courses (i.e., faculty salary and benefits) plus indirect costs (i.e. classroom lighting) were incurred whether or not international students joined them. Such courses cannot be accurately considered part of the costs of attendance of international students.

2. Ohlone College’s Spring 2012 degree-seeking (excluding ELI) international student enrollment is approximately 300 students. A population this size necessarily triggers the addition of new course sections, and related expenses. A liberal estimate of the total number of additional course sections needed to accommodate this population is 50. 50 courses equates to roughly 1500 seats. On average international students enroll in 4-5 courses each. This estimate is liberal is because, based upon Example 1, the actual number of courses added to accommodate international student enrollment is certainly less than this figure. In fact, Examples 1 and 2 are inextricable; they should be considered together in any analysis of the marginal costs of international student enrollment.

However, these additional (i.e. marginal) course sections trigger additional adjunct faculty costs, not additional full-time faculty costs. The additional faculty costs to run these course sections are approximately $225,000. Those costs would be roughly $1,000,000 if the courses were taught by new full-time tenured faculty. This differential illustrates the concept of marginal costs vis-à-vis average or fixed costs, in the context of international student enrollment at Ohlone College.

Note: more generally, this differential also explains why slightly overshooting the Chancellor’s
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Note: more generally, this differential also explains why slightly overshooting the Chancellor's
office-mandated enrollment cap is a prudent strategy: undershooting it risks missing out on significant per-FTES funding. Conversely, overshooting it does not trigger the same in costs.

3. International students do not typically partake of certain programs and services that domestic students do (ex: Financial Aid). These fixed costs of enrollment should therefore be excluded from a calculation of the marginal costs of enrollment of international students. International student-specific expenses (ex: the International Student Program budget, and international student-specific Counseling) exist, but are significantly less than the aggregate costs of programs and services international students do not use.

The concept of economies of scale is also relevant to this analysis. As most foundational international student admissions and support infrastructure has already been established, the District is in a position to build international student enrollment without incurring directly proportional expenses. One way to illustrate this is to acknowledge that the current International Student Program (ISP) budget would not need to double in order to accommodate a doubling of international student enrollment. This budget would need to grow for this purpose, but not at the same rate as enrollment.

The precise marginal cost of enrollment of international students is difficult to precisely determine, given the diffusion of expenses throughout the General Fund. However, the net revenue gain to the District, in enrolling full fee-paying international students, is significant. The estimated net revenue gain, per the enrollment of each additional 100 international students, is $250,000 to $300,000. This is in addition to net revenue generated by the financially self-supporting English Language Institute (ELI).

The net revenue generated by the ELI, in 2010-2011, was $194,338.

Revenue numbers for 2012 will be provided later.

5. Analyze the program’s current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.

The program uses staff, equipment, technology and facilities prudently. International student enrollment growth, and related workload, has outpaced growth in staffing. While the District has been forced to decrease the number of Full-Time Equivalent Students (FTES) it serves for many semesters running, the opposite has been true of the International Student Program, as detailed previously in this review.

In 2012, the program will begin experimenting with low-cost ways of conducting outreach to prospective students, as follows:

**Open House**

A low-cost outreach that we undertook in Fall 2012 was to conduct an Open House. This gave members of the local community – particularly those of some of the many immigrant communities in the Tri-Cities area – the opportunity to learn more about Ohlone’s services for F-1 Student Visa-holding international students.

The early stage of the International Student Program’s growth (2007-2009) was in large part a result of
office-mandated enrollment cap is a prudent strategy: undershooting it risks missing out on significant per-FTES funding. Conversely, overshooting it does not trigger the same in costs.

3. International students do not typically partake of certain programs and services that domestic students do (ex: Financial Aid). These fixed costs of enrollment should therefore be excluded from a calculation of the marginal costs of enrollment of international students. International student-specific expenses (ex: the International Student Program budget, and international student-specific Counseling) exist, but are significantly less than the aggregate costs of programs and services international students do not use.

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members of local-area immigrant communities responding to the formalization of the program. A dedicated point of contact at the College opened up a channel for applications from overseas nieces, nephews, other relatives and friends of Chinese, Taiwanese, Vietnamese, Indian and other immigrants living in Fremont, Newark and the surrounding areas.

Still today a great number of international applications to Ohlone College are from overseas students with relatives in the local community. This was our first formal effort to conduct proactive outreach to these communities. The Fall Open House generated one application and we believe a concerted effort to do so has the potential to generate even better results.

The first Open House was a preliminary launch, but we will make efforts to improve Open House events. Members of the local community will be invited to the Open House to learn about educational opportunities for international students at Ohlone College. It will involve traditional forms of advertising, as well as newspaper, radio and/or other outreach via local-area “ethnic media”. Altogether this form of outreach may involve a dual benefit: 1) it is comparatively lower cost than overseas events; and 2) it is resonant with the College’s Mission to serve local community members.

**Familiarization Tour**

Another low-cost, local option for outreach is a Familiarization Tour for officials from local-area intensive English programs. Northern California is home to a number of private intensive English language programs which are akin to the Ohlone College English Language Institute (ELI). Many of the international students enrolled in these programs are interested in joining a degree program of study at local-area colleges and universities. While we have previously conducted successful outreach to students at these schools, much more can be done in this regard, at relatively low cost.

In addition to visits and conducting presentations at such schools we will dedicate a specific day to host officials of them. Officials of these schools frequently serve as sources of advice and recommendations to their students, of course. Insofar as they are familiar with Ohlone College, our services for international students, and the beauty and comfort of our campus, they will be more likely to help promote Ohlone as a quality option for students of theirs who acquire English proficiency and wish to further their education in the U.S.

6. Describe any additional notable program achievements (optional).
7. Additional Program Table Data
8. Future Action
   Strategies to improve achievement indicators. Specify.

Future actions will be taken to simultaneously increase international student enrollment and opportunities for meaningful interaction between international students and domestic students. The motive for these efforts is a desire to focus more on facilitating quality learning and other experiences for our students. The recruitment of international students is a focus of the College because these students add significantly to the richness of the Ohlone experience for all students, faculty and staff. Although international students do pay a higher tuition based on the actual cost of their enrollment, and those dollars stay at the local level to support the District’s budget, it is important to state that the recruitment of international students is based primarily on their contributions to the curriculum, rather than their contributions to the College budget.

Specific actions to be taken include the development of student satisfaction surveys and plans to administer these on a regular basis. Results from these surveys will inform the development of programmatic and other responses, and will also allow us to fine-tune efforts which are already successful.
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programmatic and other responses, and will also allow us to fine-tune efforts which are already successful.
but which could be improved further just the same.

• **Program Analysis**
  After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize your findings. Use these data and trends to prioritize, revise, or develop new PIOs.
  1. *Describe program achievements and successes.*

  The International Student Program has grown significantly since Fall 2006, from 63 students at that time to 360 students as of Spring 2012. This growth has contributed to greater diversity at Ohlone College, an Ohlone College Goal in its 2005-2010 and 2010-2015 Strategic Plans. This enrollment growth owes to the formal establishment of an office of International Programs and Services, the creation and hiring for related positions, and the development of international student support infrastructure. It also reflects growing efforts at proactive international student outreach.

  The International Programs and Services department has secured 2 international education-related grants since its formalization. In 2008 Ohlone College was awarded a Title VIB Business and International Education (BIE) grant from the U.S. Department of Education. This grant has allowed the College to create 3 new courses in International Business. It also allowed for the development of Business-focused Study Abroad programs in China (Summers 2010 and 2011), Egypt (January 2011) and Southeast Asia (Vietnam, Cambodia, and Singapore (Summer 2011). In 2009, the department earned the right to be a sub-grantee of the California Community College Initiative: Egypt project, funded by the U.S. Department of State. This project allowed Ohlone to host 17 full scholarship students from Egypt. These students enriched the cultural life of the College, via their participation in Ohlone College Club activities and other structured events.

  The International Programs and Services department created a formalized Out-of-State Tuition Waiver (i.e. Scholarship) program for current international students of the College. Numerous international students have been awarded Waivers since the introduction of these awards.

  The department has also formalized the process whereby faculty can propose and gain approval for new study or faculty exchange initiatives.

  2. *According to the evidence, what are the areas needing improvement?*

  Plans for improvements for student impacts and/or student/program achievement are detailed in the International Programs and Services 2011-2015 Strategic Plan. See here:
  http://www.ohlone.edu/org/internationalcomm/docs/20112015intlprogservicesstrategicplan.pdf

• **Program Improvement Objectives:**
  1. **Objective:**
     a. *Action Plan*
        
        **Year 1:**
        
        i. Work in collaboration with other campus departments and officials to learn how to effectively utilize Query Builder and other reporting functions in Datatel. ii. Complete migration and entry of English Language Institute (ELI) student information into Datatel, and establish and refine related reporting functions. iii. Utilize web-based calendaring technology to record and update department operational tasks. iv. Better utilize internet-based communication tools to enhance student access to information and knowledge that can help them.

        **Year 2:**

        v. Provide Ohlone College e-mail accounts to international students. vi. Provide web-based calendaring access to international students. vii. Integrate student contact tracking software currently used by the Counseling and Admissions departments, with International Programs and Services data.
but which could be improved further just the same.

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2. Program Improvement Objectives:

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   | Year 2:   | v. Provide Ohlone College e-mail accounts to international students  
   |           | vi. Provide web-based calendaring access to international students  
   |           | vii. Integrate student contact tracking software currently used by the Counseling and Admissions departments, with International Programs and Services data
and reporting

Year 3:

viii. Deploy online international student application

b. Staffing

Year 1:

The Director of International Programs and Services, English Language Institute Program Coordinator, and International Student Services Coordinator. These staff will also collaborate with the VP of Student Services, the Information Technology (IT) division, and Business Services, on these efforts.

Year 2:

The Director of International Programs and Services, English Language Institute Program Coordinator, and International Student Services Coordinator. These staff will also collaborate with the VP of Student Services, the Information Technology (IT) division, Business Services, and the Admissions and Counseling departments on these efforts. An additional 50% Administrative Support Assistant and an additional full-time International Student Counselor will be needed by this time. These personnel will assist with program improvement efforts and support the increase in international student enrollment which is expected to continue throughout this period.

Year 3:

The Director of International Programs and Services, English Language Institute Program Coordinator, and International Student Services Coordinator. These staff will also collaborate with the VP of Student Services, the Information Technology (IT) division, Business Services, and the Admissions and Counseling departments on these efforts. It will be necessary to upgrade the 50% Administrative Support Assistant position to a full-time 100% position by this time, to provide support to the larger international student population expected at the College by this time.

c. Technology (Include items that fit under IT budget codes)

Year 2:

Possibly an additional server, for student e-mails; possibly software or hardware upgrades to laptops

Year 3:

Possibly another additional server, for online application; possibly software or hardware upgrades to laptops

d. Other (Include other resources needed)

Year 2:

Any fees / costs which may be associated with larger-scale use of Gmail e-mail accounts

Year 3:

Costs to purchase and implement online international student application module
and reporting

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d. Assessment Plan: List Assessment Strategies
e. Assessment Plan: List Assessment Strategies  
Year 1:  
Student feedback gleaned via survey(s) and focus groups, to inform plans (Needs Assessment)  

Year 2:  
Measure / tally student use of communication technologies; Begin to track student contacts and contact type  

Year 3:  
Measure student use of communication technologies; Begin longitudinal comparison of tracked student contacts and contact type  

f. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.  
6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.  
Rationale:  
By enhancing departmental use of data and information, we can increase productivity, thus freeing up time to dedicate more attention to teaching students to be savvy end-users of data and information themselves. Once students learn to become more self-supportive through the effective use of information - i.e. once they become more information literate - International Student Program staff can in turn dedicate more time and attention to creatively fostering opportunities for meaningful interaction among international students, domestic students, Ohlone College faculty, staff and administrators.  

2. PIO Assessment  
a. Enter assessment results with analysis.  
The following is a list of the PIO Action Plan components, and assessment of each:  
Work in collaboration with other campus departments and officials to learn how to effectively utilize Query Builder and other reporting functions in Datatel.  
PIO Assessment: This Action Plan component was postponed in light of a) the fact that we presently have 2 pre-prepared reports which we run in Datatel and these serve most of our needs; and b) the District's imminent transition to a different reporting tool, which we would like to avail ourselves of when appropriate.  
Complete migration and entry of English Language Institute (ELI) student information into Datatel, and establish and refine related reporting functions.  
PIO Assessment: This is mostly complete. We are presently working out a few wrinkles with our ELI Missing Grade Reporting functionality, with the help of IT. We are also planning on enhancing the presentation of ELI transcripts, on the basis of the nature of how ELI transcripts render when produced.  
Utilize web-based calendaring technology to record and update department operational tasks  
PIO Assessment: We are presently documenting office operational tasks, and once this is complete we will upload the same to a calendaring system.
Assessment Plan: List Assessment Strategies

Year 1:
Student feedback gleaned via survey(s) and focus groups, to inform plans (Needs Assessment)

Year 2:
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Year 3:
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Utilize web-based calendaring technology to record and update department operational tasks

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Better utilize internet-based communication tools to enhance student access to information and knowledge that can help them.

PIO Assessment: Strides in this direction have been made via our more systematic, regular communications with students, via e-mail. We will continue to experiment with ways to engage with students online, including nascent efforts at reintroducing the International Peer Mentor program, which will connect current international students of Ohlone College with newly admitted international students, via e-mail and social networking tools.

b. Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.

Progress in implementing this PIO has contributed to the sustained growth in international student enrollment at Ohlone College, without our having to grow staffing and related expenditures commensurately. The informational streamlining inherent in this PIO creates greater efficiencies, greater student satisfaction, and greater operational productivity. It also fosters student success. This PIO supports Goal 1, Objectives 6 through 9, and Goal 6, Objective 2. Its substantive support of Goal 4, Objective 3 is one example of the impact this PIO has beyond the department.

c. Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.

We didn't need to use additional resources or reallocate existing ones, with the exception of the redirection of some of our attention toward the listed PIO components.

d. Future Action

Strategies to promote improvements. Specify.

As anticipated last year at this time, the International Education Committee completed the creation of our 2011-2015 International Programs and Services Strategic Plan, an effort to align our activities with those of the the District's 2010-2015 Strategic Plan. The Strategic Plan is available here - http://www.ohlone.edu/org/internationalcomm/docs/20112015intlprogsservicesstrategicplan.pdf We are presently putting the finishing touches on our 2012 Operational Plan. This plan will help guide and give structure to our activities during the 2013 calendar year.

1. Objective:

Note: this is the 2010-2011 PIO. Improve department collection, organization and use of data, information and knowledge, to enhance department productivity and so that students learn how to do the same

a. Action Plan

Year 1:

i. Work in collaboration with other campus departments and officials to learn how to effectively utilize Query Builder and other reporting functions in Datatel. ii. Complete migration and entry of English Language Institute (ELI) student information into Datatel, and establish and refine related reporting functions. iii. Utilize web-based calendaring technology to record and update department operational tasks iv. Better utilize internet-based communication tools to enhance student access to information and knowledge that can help them.

Year 2:

v. Provide Ohlone College e-mail accounts to international students vi. Provide web-based calendaring access to international students vii. Integrate student contact tracking software currently used by the Counseling and Admissions departments, with International Programs and Services data and reporting
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Action Plan

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Year 3:

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b. Staffing

Year 1:

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c. Equipment (Include items that fit under department budget codes)

Year 1:

n/a

Year 2:

n/a

Year 3:

n/a

d. Technology (Include items that fit under IT budget codes)

Year 1:

n/a

Year 2:

Possibly an additional server, for student e-mails; possibly software or hardware upgrades to laptops
Year 3:
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The Director of International Programs and Services, English Language Institute Program Coordinator, and International Student Services Coordinator. These staff will also collaborate with the VP of Student Services, the Information Technology (IT) division, Business Services, and the Admissions and Counseling departments on these efforts. An additional 50% Administrative Support Assistant and an additional full-time International Student Counselor will be needed by this time. These personnel will assist with program improvement efforts and support the increase in international student enrollment which is expected to continue throughout this period.

Year 3:
The Director of International Programs and Services, English Language Institute Program Coordinator, and International Student Services Coordinator. These staff will also collaborate with the VP of Student Services, the Information Technology (IT) division, Business Services, and the Admissions and Counseling departments on these efforts. It will be necessary to upgrade the 50% Administrative Support Assistant position to a full-time 100% position by this time, to provide support to the larger international student population expected at the College by this time.

Equipment (Include items that fit under department budget codes)

Year 1:
n/a

Year 2:
n/a

Year 3:
n/a

c.

Technology (Include items that fit under IT budget codes)

Year 1:
n/a

Year 2:
Possibly an additional server, for student e-mails; possibly software or hardware upgrades to laptops

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Year 3:
Possibly another additional server, for online application; possibly software or hardware upgrades to laptops

e. Facilities (Include items that fit under the Facilities budget codes)
   Year 1:
   n/a

   Year 2:
   n/a

   Year 3:
   n/a

f. Other (Include other resources needed)
   Year 1:
   n/a

   Year 2:
   Any fees / costs which may be associated with larger-scale use of Gmail e-mail accounts

   Year 3:
   Costs to purchase and implement online international student application module

g. Assessment Plan: List Assessment Strategies
   Year 1:
   Student feedback gleaned via survey(s) and focus groups, to inform plans (Needs Assessment)

   Year 2:
   Measure / tally student use of communication technologies; Begin to track student contacts and contact type

   Year 3:
   Measure student use of communication technologies; Begin longitudinal comparison of tracked student contacts and contact type

h. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.
6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.
Rationale:
Year 3:
Possibly another additional server, for online application; possibly software or hardware upgrades to laptops

Facilities (Include items that fit under the Facilities budget codes)
Year 3:
n/a

Other (Include other resources needed)
Year 3:
Costs to purchase and implement online international student application module

Assessment Plan: List Assessment Strategies
Year 1:
Student feedback gleaned via survey(s) and focus groups, to inform plans (Needs Assessment)
Year 2:
Measure / tally student use of communication technologies; Begin to track student contacts and contact type
Year 3:
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Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.
6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.

Rationale:
By enhancing departmental use of data and information, we can increase productivity, thus freeing up time to dedicate more attention to teaching students to be savvy end-users of data and information themselves. Once students learn to become more self-supportive through the effective use of information - i.e. once they become more information literate - International Student Program staff can in turn dedicate more time and attention to creatively fostering opportunities for meaningful interaction among international students, domestic students, Ohlone College faculty, staff and administrators.

2. PIO Assessment
a. Enter assessment results with analysis.

The following is a list of the PIO Action Plan components, and assessment of each:

Work in collaboration with other campus departments and officials to learn how to effectively utilize Query Builder and other reporting functions in Datatel.

PIO Assessment: This Action Plan component was postponed in light of a) the fact that we presently have 2 pre-prepared reports which we run in Datatel and these serve most of our needs; and b) the District's imminent transition to a different reporting tool, which we would like to avail ourselves of when appropriate.

Complete migration and entry of English Language Institute (ELI) student information into Datatel, and establish and refine related reporting functions.

PIO Assessment: This is mostly complete. We are presently working out a few wrinkles with our ELI Missing Grade Reporting functionality, with the help of IT. We are also planning on enhancing the presentation of ELI transcripts, on the basis of the nature of how ELI transcripts render when produced.

Utilize web-based calendaring technology to record and update department operational tasks

PIO Assessment: We are presently documenting office operational tasks, and once this is complete we will upload the same to a calendaring system.

Better utilize internet-based communication tools to enhance student access to information and knowledge that can help them.

PIO Assessment: Strides in this direction have been made via our more systematic, regular communications with students, via e-mail. We will continue to experiment with ways to engage with students online, including nascent efforts at reintroducing the International Peer Mentor program, which will connect current international students of Ohlone College with newly admitted international students, via e-mail and social networking tools.

b. Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.

Progress in implementing this PIO has contributed to the sustained growth in international student enrollment at Ohlone College, without our having to grow staffing and related expenditures commensurately. The informational streamlining inherent in this PIO creates greater efficiencies, greater student satisfaction, and greater operational productivity. It also fosters student success. This PIO supports Goal 1, Objectives 6 through 9, and Goal 6, Objective 2. Its substantive
By enhancing departmental use of data and information, we can increase productivity, thus freeing up time to dedicate more attention to teaching students to be savvy end-users of data and information themselves. Once students learn to become more self-supportive through the effective use of information - i.e. once they become more information literate - International Student Program staff can in turn dedicate more time and attention to creatively fostering opportunities for meaningful interaction among international students, domestic students, Ohlone College faculty, staff and administrators.

PIO Assessment
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- Complete migration and entry of English Language Institute (ELI) student information into Datatel, and establish and refine related reporting functions.
  - PIO Assessment: This is mostly complete. We are presently working out a few wrinkles with our ELI Missing Grade Reporting functionality, with the help of IT. We are also planning on enhancing the presentation of ELI transcripts, on the basis of the nature of how ELI transcripts render when produced.

- Utilize web-based calendaring technology to record and update department operational tasks.
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Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.

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support of Goal 4, Objective 3 is one example of the impact this PIO has beyond the department.

c. Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.

We didn't need to use additional resources or reallocate existing ones, with the exception of the redirection of some of our attention toward the listed PIO components.

d. Future Action

Strategies to promote improvements. Specify.

As anticipated last year at this time, the International Education Committee completed the creation of our 2011-2015 International Programs and Services Strategic Plan, an effort to align our activities with those of the the District's 2010-2015 Strategic Plan. The Strategic Plan is available here - http://www.ohlone.edu/org/internationalcomm/docs/20112015intlprogsservicesstrategicplan.pdf We are presently putting the finishing touches on our 2012 Operational Plan. This plan will help guide and give structure to our activities during the 2012 calendar year.

1. Objective:

Note: this is the 2011-2012 PIO. Enhance the quality of service provided to Ohlone College international students, to ensure that the growth in quantity of students (i.e. enrollment) is matched or surpassed by the quality of their experiences both inside and outside the classroom.

a. Action Plan

Year 1:

In 2008 an international student survey was conducted, yielding actionable insights about how the District could enhance its quality of service to international students. In 2012 the International Student Program will conduct another student satisfaction survey, with this same purpose in mind. The ISP is significantly larger than when the last survey was conducted. That much greater a need exists, therefore, for an objective look at where and how international student support ought to be improved. The results of the 2012 survey will help us focus on areas in need of improvement as precisely identified by our students.

Year 2:

Year 2 of the PIO will involve an ongoing fine-tuning of our service enhancement efforts, using data collected by previous and subsequent surveys.

b. Staffing

Year 1:

The survey and related improvements will be coordinated by our International Student Services Coordinator, Kristi Radke.

Year 2:

The survey and related improvements will be coordinated by our International Student Services Coordinator, Kristi Radke.

Year 3:

To Be Determined
Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.

We didn't need to use additional resources or reallocate existing ones, with the exception of the redirection of some of our attention toward the listed PIO components.

Future Action

Strategies to promote improvements. Specify.

As anticipated last year at this time, the International Education Committee completed the creation of our 2011-2015 International Programs and Services Strategic Plan, an effort to align our activities with those of the District's 2010-2015 Strategic Plan. The Strategic Plan is available here - http://www.ohlone.edu/org/internationalcomm/docs/20112015intlprogsservicesstrategicplan.pdf We are presently putting the finishing touches on our 2012 Operational Plan. This plan will help guide and give structure to our activities during the 2012 calendar year.

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Action Plan

Year 1:

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a. Staffing

Year 1:

The survey and related improvements will be coordinated by our International Student Services Coordinator, Kristi Radke.

Year 2:

The survey and related improvements will be coordinated by our International Student Services Coordinator, Kristi Radke.

b. Equipment (Include items that fit under department budget codes)

c. To Be Determined
c. Equipment (Include items that fit under department budget codes)
   Year 1:
   n/a

   Year 2:
   n/a

   Year 3:
   TBD

d. Technology (Include items that fit under IT budget codes)
   Year 1:
   We will utilize Survey Monkey, an annual subscription to which we presently fund.

   Year 2:
   We will utilize Survey Monkey, an annual subscription to which we presently fund.

   Year 3:
   n/a

e. Facilities (Include items that fit under the Facilities budget codes)
   Year 1:
   n/a

   Year 2:
   n/a

   Year 3:
   n/a

f. Other (Include other resources needed)
   Year 1:
   n/a

   Year 2:
   n/a

   Year 3:
   n/a
c. Technology (Include items that fit under IT budget codes)
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Year 3: n/a

d. Facilities (Include items that fit under the Facilities budget codes)
Year 1: n/a
Year 2: n/a
Year 3: n/a

e. Other (Include other resources needed)
Year 1: n/a
Year 2: n/a
Year 3: n/a

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g. Assessment Plan: List Assessment Strategies

Year 1:
The Assessment of our PIO will involve comparing results of a baseline survey of student satisfaction, with results from a subsequent benchmarking survey, to determine changes in student satisfaction.

The survey conducted in Year 1 will constitute our baseline survey.

Year 2:
The survey conducted in Year 2 will constitute our benchmarking survey.

Year 3:
n/a

h. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

1. Through innovative programs and services, improve student learning and achievement.
Rationale:

More effective international student services will foster better learning outcomes, by minimizing the amount of time and energy students must spend navigating rules and regulations external to the classroom, thus freeing up the same for learning.

6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.
Rationale:

Improving international student services will allow us to continue to sustainably grow our international enrollment. With a larger and more diverse pool of satisfied international students to draw from, we will be able to more effectively foster opportunities for meaningful interaction among our domestic students, faculty, staff and administration, and international students, respectively.

2. PIO Assessment
   a. Future Action

• Outside Review Results 12/07/2011
   1. List each team members name and title.

   Members of the International Education Commitee include: Kay Harrison, Mark Brosamer, Dennis Keller, Mandy Yip, Connie Olsen, Yong Gao, Tom Holcomb, Chieko Honma, Tina Mosleh, Bill Sharar, Kristi Radke, Alex Wolpe, Candice Nance, Natsuki Itoh (student) and Nabeel Naqvi (student).

   2. Discuss key feedback provided by team and how it was incorporated into the report.

   Members of the International Education Committee have served to evaluate the progress of the International Programs and Services department in fulfilling the intentions stated in the 2008-2010 and
Assessment Plan: List Assessment Strategies

Year 1:
The Assessment of our PIO will involve comparing results of a baseline survey of student satisfaction, with results from a subsequent benchmarking survey, to determine changes in student satisfaction.

The survey conducted in Year 1 will constitute our baseline survey.

Year 2:
The survey conducted in Year 2 will constitute our benchmarking survey.

Year 3:

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PIO Assessment

Future Action

a.

Outside Review Results

12/07/2011

List each team members name and title.

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Discuss key feedback provided by team and how it was incorporated into the report.

Members of the International Education Committee have served to evaluate the progress of the International Programs and Services department in fulfilling the intentions stated in the 2008-2010 and
2011-2015 International Programs and Services Strategic Plans.

The Vice President, Student Services - Ron Travenick - and Vice President, Academic Affairs - Jim Wright - have also provided ongoing guidance and feedback about the activities of the International Programs and Services department.

- Attached Files
  1. How the IPS Department serves students, faculty and staff attachment to Program Review.doc
  2. Program Improvement Objective College Goal Attachment.doc
  3. International Enrollment Percentages at other CCC.xls
  4. OECD Charts.xls
  5. Budgeting Mechanism International Programs and Services Memo.doc
  6. 20112015intlprogsservicesstrategicplan.pdf
  7. Ohlone Story International Programs and Services.pdf
2011-2015 International Programs and Services Strategic Plans.

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