

<b>Program Description</b>		
Program	<u>Intensive English</u>	
Review Type	<u>Student Services</u>	
Review Year	<u>2012-13</u>	
Proposal Type	<u>Comprehensive Student Services C Program Review</u>	
Review Cycle	<u>Comprehensive: Year 1</u>	
Additional Information		
Is there an Advisory Committee for the program?	<u>No</u>	
Please list members, their titles and affiliation.		
Is there a student club associated/sponsored by the program?	<u>Yes</u>	
Name of club	<u>Global Citizenship Workshop</u>	
What significant factors currently influence the program? Check all that apply and explain further in Part 2: Program Overview.	<u>Accreditation requirements</u> <u>College or District Mandates</u> <u>Government Regulation</u> <u>Other External Factors (Describe):</u> <u>- American Assoc. of Intensive Eng. Programs"&gt;</u>	
If you have the following data, please provide it or use your best estimate. Provide the number of students:		
Category	# of Students	Estimated?
<u>Unduplicated students (service population)</u>	<u>73</u>	
Category	# of Students	Estimated?
<u>Student visits (general contacts such as drop-ins, email, telephone, in-person visits, etc.)</u>	<u>216</u>	<u>checked</u>
Category	# of Students	Estimated?
<u>Student appointments (scheduled visits)</u>	<u>16</u>	

Category	# of Students	Estimated?
<u>Other (describe): Student visit/appointment data collected for the month of September 1-30, 2012.</u>		
Does your program provide any tangible services to students such as the following? If so, please indicate the number available:		
Category	Number	
<u>Computers in office/space</u>	<u>0</u>	
<u>Money for textbooks</u>	<u>0</u>	
<u>Textbook loans</u>	<u>0</u>	
<u>Makes Copies or provide a copier for their use</u>	<u>0</u>	
<u>Other (describe): Dedicated computer lab offers 30 computer stations and a print station for student use. Program also provides 4-5 student activities/field trips each semester. Students are provided with copies to support instruction in their classes; example, 75 students x 20 copies per week x 4.5 weeks = 6750 copies per month</u>	<u>6750</u>	
<b>Schedule Information</b>		
During the previous academic year, how many sections were offered in the following manner/time? (Use start time of class to determine appropriate time category.)		
If the academic program requires a specific course or set of courses prior to students being accepted into the program please complete the following:		
Does the academic program offer any of the following types of courses (check all that apply)?		
<b>Program Staffing</b>		
Number of full time faculty	<u>0</u>	
Number of part-time faculty	<u>17</u>	
Number of classified staff (do not include the SOC, which will be reported under the Office of Instruction)	<u>1</u>	

Program Review)	
Paid student workers	<u>6</u>
Hourly or part-time employees	<u>1</u>
Number of Supervisors/Managers/Confidential	<u>2</u>
Notes	Hourly/part-time staff is part-time counselor who is present for MC student counseling but paid from IIS funds. PT faculty are not-for-credit, non loaded, non-FTES, contracted, etc.

## College Mission Statement

Mission College's first priorities are students, their learning and their success.

Our College serves the diverse educational, economic and cultural needs of the student population of Santa Clara, the Silicon Valley and our global community by providing associate degrees, transferable, career and basic-skills courses and programs, as well as opportunities for life-long learning.

Through participatory governance in support of our first priorities, Mission College systematically commits to evaluating and improving educational programs, technological resources and student support services by making informed decisions, allocating resources and establishing institutional policies and procedures.

Briefly describe how the program supports the college mission:

IIS Mission Statement The Institute for International Studies (IIS) provides high quality ESL instruction, cross-cultural activities, and support services for international students who would like to improve their English for college preparation or other personal and professional goals. IIS offers an innovative learning environment conducive to building academic, cultural, and language skills necessary for success in American college and professional settings.

## Overview

Please provide an overview of activities and accomplishments over the last Academic Year. Quantify your accomplishments whenever possible (for example if you placed interns, Advisory Board meetings, etc.). If you checked any of the significant factors currently influence the program above in Part 1, please explain here.

In July 2012, we became an iBT-TOEFL Approved Testing Center to serve our students and the community; to date, 125 students have taken the TOEFL at our site.

On October 31, 2012, we met for the second time with Kyushu University in Japan about offering its students a special contract ESL program in 2013.

The Global Citizenship class started by the Director and a fellow instructor in 2011 has expanded and is requiring a community service requirement from all students in the class to include

volunteering, fund-raising, video-making, etc.

Orientation materials for intensive English program students were translated into the various native languages of our students to aid in understanding.

We have been approached by two special groups: the Holsterbro Technical College in Holsterbro, Denmark about offering a special 8-week program beginning in Fall 2014 in which their students take Mission College classes in sciences and philosophy for no-credit and as an extra assignment for Mission College instructors who participate, the Kyushu University in Japan has approached IIS about a special 4-week intensive English program beginning in August 2013, in which their students would spend time learning English and American culture.

IIS has been officially accepted by the Saudi Arabian Cultural Mission as an "approved intensive English language program".

Last year we started an agreement with Santa Clara University's MSIS program. The agreement would allow conditionally accepted SCU students attend the highest level (D) IIS courses for one semester in order to meet the requirements for final admission in the MSIS program at SCU. We received one student in Spring 2012 and currently have one student enrolled for Fall 2012.

The Director and our counselor, Chau Nguyen, who works for IIS part-time, will recruit in Vietnam and China in January 2013. Other recruitment will be planned throughout Spring 2013.

## **Trends**

Student Demand: Consider changes in FTES and Headcount, CSU/UC transfer, articulation, workforce and labor market demand, etc.; what changes/improvements does the department need to make to meet changing demands?

We are not-for-credit, FTES-generating, etc. However, in order to maintain our membership in AAIEP, the American Association of Intensive English (Language) Programs, we must hire a full-time intensive English program supervisor and full-time instructor to "professionalize" our program.

Student Usage Trends: Describe the trends in overall student usage patterns (times of day, weekend use, yearly usage cycles, etc.) and face-to-face usage versus online (MyWebServices, Web-based forms, etc). Are there changes in student usage and if so, what are the implications for your department?

The Office for the intensive English program (IIS) is open from 9:00-4:00, Monday through Thursday, and 9:00-3:00, Friday (we do not close for lunch). Because IIS students are in class from 9:20-12:20 and 1:20-3:20 four days per week, we find that most of our office traffic from these students occurs between 12:30-1:20 and after 3:30, when they break from class. There are also open IIS lab hours from 8:10-9:10 Monday through Thursday, 3:30-5:00 Monday through Wednesday and 9:00-12:00 Friday. There is a member of our office staff or IIS instructor available in open lab to assist and answer questions that students may have. The intensive English students arrive in the U.S. about 3 weeks before the start of their term, so office traffic usually increases during this time frame as new students check-in, pay tuition and returning students also come in to pay tuition. New student placement testing and orientation also takes place during this time. The intensive English program is a year-round program, and we have a mandatory summer session for most students, as well as new students arriving from overseas to begin the program in January, March, May, August and October. There is always increased traffic in May with the end of the semester issues for current students and the arrival of new students for summer term.

December also sees increased traffic as many students prepare to return to home countries for winter break and must see advisors to complete appropriate immigration paperwork before leaving the U.S.

Student Demographics: What are the trends with respect to student demographics and underrepresented students? Are there changes and if so, how will your department address any challenges or needs?

The Institute for International Studies (IIS) represents 14 countries this year, 3 more countries than last year (see the attachment named IIS Student Demographics). Although the number of students from Vietnam, our most predominant group, increased from 46% to 53%, it is still much lower than the number from Spring 2010 (67%). We are not anticipating any challenges from this minor shift in our student demographics; however, if our end-of-semester program and class evaluations show that their needs are not being met, we will promptly review our shortcomings and come up with an action plan to address their needs.

Academic Characteristics: Describe the trends in academic characteristics of the students served such as basic skills need or transfer goals. Are there changes in access of use of the service provided and if so, what are the implications for the department?

We are not-for-credit, FTES-generating, etc. They are pre-matriculated. The majority of intensive English language students come to us with a range of English skills and have the common goal of matriculating to the Mission College degree programs. This has stayed constant over time.

Other Data: provide any additional data relevant to your program and indicate the source of the data.

<http://www.iie.org/Research-and-Publications/Open-Doors/Data> "Open Doors" provides nationwide data on international student flows and is a branch of the United Nations. Currently the site offers data provided as of Fall 2011. (See attached files for samples of California specific data: "California Fact Sheet - Open Doors 2010" and "California Fact Sheet - Open Doors 2011")

Are you seeing trends that are not reflected above? If yes, please explain.

According to the Open Doors California Fact Sheet, California saw a 2.4% increase in international student populations from 2010 to 2011. However, IIS saw an 8.7% decrease in students from 2010 to 2011, and we have seen an 8.3% decrease from 2011 to 2012. We conclude that this is due to increased competition amongst English language and a new intensive English language program at Ohlone College.

## **SAO Info**

Summarize any key service area outcomes since the last review.

SOA1: Increase the level of completion success rate of Summer Session students in the IEP by 25% by changing the number of weeks in the summer term. Summer 2011 Total students: 43 Percentage: 53% (23 students) Summer 2012 Total students: 25 Percentage: 32% (8 students) Summer 2012 marks the first summer session where the IEP program went from an 8-week session to a 10-week session. The desired outcome is to not only increase completion rate in summer session, but to also increase the number of students electing to take summer session instead of returning to home country for summer break. Based upon qualitative evidence from students, in the past fewer students stayed to take summer session because they feel that completion of level in 8 weeks is not possible. By increasing completion rates, hopefully more students will elect to stay in the U.S. and enroll in summer session. SOA2: By using baseline data to be collected, increase the success rate of IEP students who matriculate from Level D to ENG 908 at least 10% through changes made to our highest level. (See attachment "PR\_SOA2\_Data" for details)

Identify how you have used the assessment of service area outcomes to update or make changes to curriculum, delivery of content/services, or the development of new goals.

Changes to the IIS program have already occurred: first being curriculum changes in the highest level (D) in order to better prepare IIS student for MC matriculation, and an increase from 8 weeks to 10 weeks in the IIS summer session to promote more student participation and level completion. This year marks the first year of these changes, so all data is baseline. More data will be needed over the next couple of academic years in order to draw conclusions.

## **Program Goals**

### **Program Goal:**

Foster competency of "global citizenship" by adding new intensive English language program class called "Global Citizenship" for Level D, the highest level.

### **College Goal:**

Strategic Focus: Community Life, Outreach, and Marketing

Goal 3: Advance Mission College's visibility and service to the community.

### **Status:**

In Progress-We are in our second year of the Global Citizenship Class and Club. Beginning Fall 2012, our students are required to spend a minimum of 6 hours in community service.

### **Expected Outcome:**

Students are well educated academically, but missing is "knowledge and skills (they) need to understand today's 'flat world...' to integrate across disciplines so they can comprehend global events and create possibilities to address them." (Reimers, Fernando M. "Leading for Global Competency." Teaching for the 21st Century. Vol. 67. No. 1. 2009:1. On-line article.)  
Students will mix with students from other countries and learn about other cultures, major world events, etc.; students become socially involved outside the classroom and build out-of-class experiences, specifically, community volunteering, fund-raising, video creation to raise the awareness of social issues to others, etc.

### **Action Plan 2012-13:**

Require intensive English language program students to perform community service at charities such as "Sacred Heart" to promote

understanding of local community issues and increase community awareness of Mission College international students.

**Action Plan 2013-14:**

Expand class to our second highest level, Level C.

**Action Plan 2014-15:**

Seek more opportunities to integrate Mission College international students into the community.

**Action Plan 2015-16:**

**Program Goal:**

Improve/Monitor quality of immigration and cultural adjustment information provided at orientations and increase recall and recognition by students to 95% in 3 years.

**College Goal:**

Strategic Focus: Student Learning, Completion, and Institutional Accountability  
Goal 2: Implement ongoing institutional assessment and evaluation that supports student learning and completion.

**Status:**

In Progress-At the Spring and Fall 2012 Orientations, we gave students pre and post tests to see if they were able to learn and retain the essential immigration and cross-cultural information presented at the orientations. In the post test, the percentages of the correct responses (82.8%-96.6% accuracy) to all 9 questions were significantly higher than the percentages of the correct responses (58%-90% accuracy) from the pre test. Although the pre and post testing shows a sharp learning curve, we have not met our goal of 95% retention and accuracy. For the survey results, please see the attachment (PR Goal 2 Survey Results).

**Expected Outcome:**

Being in legal status is one of the most important responsibilities our foreign students have. By helping our students learn and retain pertinent immigration and cultural adjustment information, they will be able to understand

what they are expected to do to stay in legal status and succeed as an F-1 visa student. Our pre and post tests were written based on the most common mistakes and questions from our students; by explicitly pointing out the common issues, we can help them avoid making the same mistakes.

**Action Plan 2012-13:**

In order for us to increase recall and recognition of the orientation information to 95%, we will extend the orientation duration by 30 minutes and incorporate a student-centered activity to review the pertinent information at the end of the orientation. The activity will be interactive and will help students apply the learned material in context.

**Action Plan 2013-14:**

Based on the pre and post test results from 2012-2013, we will review our test questions as well as the orientation review activity and revise accordingly.

**Action Plan 2014-15:**

This goal should be met by 2014.

**Action Plan 2015-16:**

**Program Goal:**

Intensive English program will improve international student retention and completion in their degree programs by adding assessment procedures that measure student challenges as they proceed through their degree programs. Yearly assessment will track student difficulties with reading, writing, listening comprehension, speaking and study skills.

**College Goal:**

Strategic Focus: Student Learning, Completion, and Institutional Accountability  
Goal 1: Facilitate student persistence, retention, and goal completion through effective student support and instructional strategies.

**Status:**

New-

**Expected Outcome:**

By tracking the actual problems that students encounter in their degree program, our curriculum can be adjusted or improved.

**Action Plan 2012-13:**

Baseline year. Initial data was collected in September 2012. 42 Mission College students (Nonnative English speakers only) participated in the survey. To see the summary of the survey results, please open the attachment (PR Goal 3 Summary of Survey Results). To see the complete results, please see the attached document (PR Goal 3 Survey Results).

**Action Plan 2013-14:**

Continue collecting data. Making some changes to curriculum.

**Action Plan 2014-15:**

Continue collecting data. Make changes to curriculum as needed.

**Action Plan 2015-16:**

## **Operations Info**

Now that strategic goals have been identified and documented, this section provides space for the program to discuss significant needs or plans that are related to daily operations. These items are separate from the specific strategic goal(s) identified above. This is not intended as a place to list specific budget requests (that is the next section) but to allow space for the program to discuss any outstanding issue or plans they have made in order to continue their normal operations.

Operational needs: basic needs to run the department such as duplicating and office supplies as well as specialized instructional or non-instructional supplies such as piano tuning, models for art, light equipment, etc.

In order to maintain our membership in AAIEP, the American Association of Intensive English Programs, we have been advised to professionalize our program by adding a full-time instructor. However, there is no full-time supervisor/coordinator, either. At this time, the program supports two full-time classified positions, i.e., the Director, who is in charge of the entire office including the operations in support of matriculated students, and an office supervisor. There are no full-time instructors nor is there a supervisor whose sole concern is the intensive English language program. (Prior to 2005, the program had a "Business Program Development Specialist" position that functioned as a supervisor/academic coordinator for the program, but that position has been defunded. "Best practices" for intensive English programs also stipulates that programs be professionalized by including full-time, core instructors. The program has been in operation since 1997; it is here to stay and needs to staff appropriately.

*Scheduled Maintenance: maintenance required at specific intervals which can be planned for such as software upgrades, hardware replacements, CPR dummies, etc. This is the area to alert the college as to when maintenance will be needed (i.e. we are in year 3 of a 5 year replacement*

cycle for servers).

Because our office is self-supporting through fees collected from non-matriculated international students, we are able to update computers, copiers, etc., through our own funding.

### **Resource Requests: Facilities etc.**

Description: We are a fee-based program, 591 budget account. Thus, this question is not applicable.

Cost:

Code:

### **Resource Requests: Permanent Personnel**

Classified Staff (C)

Description: The intensive English language program needs a full-time, permanent supervisor that meets the day to day academic needs of students and instructors.

Cost: Cost: Part-time instructor currently receives over \$50,000 per year. Additional costs would be additional salary (\$10,000) and benefit package. An instructor would follow next year. Code: 591 account. 52150

### **College Needs**

Description: Not applicable to our program.

Justification: