Plan to Recruit International Students

January 3, 2018

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EXECUTIVE SUMMARY

The purpose of The Plan is to recruit international (F-1 visa) students actively using existing District-approved international student recruiters to promote our college to Pacific Rim and South American students. These students will be in addition to those who already apply to Valley using existing methods.

Starting with the first cohort of 20, who will generate net revenue of $112,975.00 for the College by the end of first year, we anticipate that this number will grow to about 150-200 by the fifth year, with a significant increase in net revenue of $482,811.00.

We are a dedicated group of faculty and staff (referenced as “The Proposers”) who will devote our professional development and committee obligations to oversee and manage the successful operation of this project.

The Plan does not necessitate an increase in the staffing of Students Services; however, there will be an increase in the demand for courses and faculty as the number of students grows.

Using a target date of fall 2018, we need the President’s approval by the end of January 2018 in order to implement the recruitment process by April.

The following pages outline the details of The Plan, and with the approval and support of the President, Vice Presidents and Deans, we will help the College reduce its enrollment deficit.

THE NEED TO ARTICULATE A PLAN TO ATTRACT STUDENTS

Here are the most pertinent facts related to our enrollment deficit:

- Recruitment is down by 6% (see Note 1).
- "Faculty [understand] that *enrollment [is] the number one problem facing the District* …" (see Note 2).
- Some faculty want to actively participate in increasing enrollment but either don't know how or have been discouraged from doing so.
- The recruitment of international students can:
    - help offset the enrollment deficit;
    - create opportunities for all students to learn more about the world;
    - increase critical thinking that comes with exposure to people from abroad;
    - provide the funding needed to offer advance level courses that often see low enrollment; and,
    - provide the funding needed to offer additional sections of required courses, especially for non-traditional students.

Two other colleges within the District have implemented strategies to attract international students:

- ELAC has a robust international student program with approximately 840 students who are enrolled in semester-long courses that lead to AA or AS degrees.
- WLAC has started an Intensive English Program for students to enroll in short-term courses (4-6 weeks).

LACC is poised to implement their own recruitment process for international students.

Recruitment programs at other colleges and universities don't compete with or cannibalize one another; they only offer more opportunities to attract more students who are searching for institutions that will help them fulfill their educational goals.

CURRENT STATE OF INTERNATIONAL STUDENTS AT VALLEY COLLEGE

- There are 75 F-1 visa students currently admitted (59 fall + 16 sp 2018) (see Note 4).
- We have used a passive approach to recruiting F-1 visa students based on attracting students who respond to our website.
- Applications, enrollment and counseling are done by Student Services
- The US Immigration and Customs Enforcement Agency allows LAVC to recruit and enroll F-1 Visa students to credit and non-credit courses. In this case, the only "non-credit" courses that we included in The Plan are the Intensive English Program courses that are described under **Future Possibilities**, for which students will pay a program fee.
- LAVC's Form I-17 filing submitted through the Student & Exchange Visitor Information System (SEVIS) allows LAVC to place these students in any credit course without limitation to ENL or ESL courses. LAVC's Placement Policy determines how students are assessed and placed in courses (see Note 3). The attached ENL/ESL Assessment Protocol explains how this procedure fits into Guided Pathways. Implementation of AB 705 should not necessitate a change in the ENL/ESL Assessment Protocol.

PROPOSED RECRUITMENT PLAN

Phase I: Recruit degree-seeking students

Recruit at least 20 international students per year to enroll in a course of study that culminates in a degree or certificate from Valley or transfer to a university. The Plan does not include existing F-1 visa students, who are not included in any projections or estimates below.

Why should we implement The Plan when we have been successful using passive recruitment methods?

Over the years, we have consistently only had between 50-75 F-1 visa students enrolled every year, and we have not been able to grow beyond that number. So, the maximum number that we can expect by allowing F-1 visa students to continue to apply and enroll on their own will remain constant.

The Plan to attract 20 additional students every year, so that by year 5 there will be approximately 100 additional students, is a very modest projection. Based on ELAC's actual experience of

starting with 40 students and growing to 840 within 14 years, we could actually grow to approximately 200 additional students by year 5. It should be noted that ELAC had around 400 students by the end of their fifth year, so it is reasonable to expect that we could actualize at least half that amount.

In addition, because The Plan identifies a net profit of $112,975.00 going to the College each year based on only 20 students, what is there to lose?

The Recruitment Process

We have consulted quite extensively with Dr. Vi Ly, former Dean of Academic Affairs and International Students Program of ELAC, and The Plan is based on her advice and guidance. She has actively managed an international student recruitment program and indicated that she will work with us throughout the process.

The following information forms the basis of the recruitment process:

- The proposed recruitment process does not necessitate re-filing or amending current I-17 form (see Note 3).

- We will actively recruit in Pacific Rim and South American countries

- The recruitment process will focus on our academic programs; however, we can also advertise the various activities that the College offers on campus (e.g., women's soccer - see Note 3), because many international students want to engage in activities that enable them to pursue careers in their chosen field, and this would be a way for us to highlight the total experience available at Valley.

- Recruitment to be handled by international student recruiters (referenced as "Vendors") who:

    - are already approved by the District and have a proven track record with colleges within the District;

    - don't require the payment of their fee until the students have enrolled and paid LAVC tuition and fees for two consecutive semesters ($750 per student all inclusive);

    - are approved by Ministry of Education of the target countries; and,

    - will be the "authorized" representative of LAVC.

- Vetting and contracts with “Vendors” will be implemented using established District procedures

To expedite the process, LACC has agreed to add LAVC onto its new vendor contract (see 3); however, the presidents of both colleges would have to approve and facilitate the details.

ADMINISTRATION

A collaborative working relationship between Academic Affairs and Student Services is the foundation upon which The Plan will enable the College to increase enrollment, and to that end, the application, assessment, counseling and enrollment functions should be managed by an International Student Office (ISO) in order to handle the unique and specific needs of these students. The ISO will be led by The Proposers, an advisory group consisting of members from Academic Affairs and Student Services, who will assure that the goals and concerns of all parties are recognized and addressed.

The process presented below is for the first five years only, and will be monitored on a regular basis in order to anticipate any necessary changes.

It is anticipated that The Plan can be fulfilled with current staffing, with the exception of the ISO. A new five-year plan will be developed before the completion of the current Plan depending on the actual experience of the first five years.

Administration:

Establish the International Student Office (ISO)

Year 1:

The Proposers will share the responsibilities of managing the ISO as their primary committee and professional development obligations to the College.

A student worker (work study) will be assigned as an assistant.

There won’t be any costs for Administration for the first year.

Year 2 and subsequent years:

A current, tenured faculty member will be assigned to oversee and guide all functions of the ISO and related recruitment of international students; however, afterwards, this could be an hourly-rate assignment.

The costs for Administration from the second year onward are already included in the Cost/Benefit Analysis.

Application Process:

- We can accept any student who has taken the TOEFL or IELTS exam, the two main internationally accepted exams for admission to higher education institutions.

- The Current website has to be updated to reflect new procedures.

Placement Process:

- Students' TOEFL or IELTS scores will be used for vetting purposes to ascertain how serious the students are about their educational goals.

- Students will go through the normal assessment process even though "low, Intermediate, and high" TOEFL scores equate to LAVC's ESL and English Assessment Exam cut scores.

- We will follow the ENL/ESL Assessment Protocol (see attached) to assure that these students take the ESL assessment.

- We will continue to use our normal assessment process until we determine that using students' TOEFL or IELTS scores provides reliability and consistency of the assessment process.

- It is anticipated that 80% of the students will need ESL in their first semester, and many are able to enter 101 within 2-3 semesters (see Note 3).

- Most students will probably assess into E.S.L. 4A, some in E.S.L. 6A, and others as low as ESL 3A based on the 10-year track record from ELAC (see Note 3).

Counseling Process:

- According to information received from the Dean of Student Services, we should be able to use an existing Counselor, who currently has .50 re-assigned time and can handle up to 200 students per semester (see Note 4).

- It is anticipated that an adjustment in the workload of the existing Counselor will not be necessary for 5-6 years (based on this five-year Plan) or until enrollment exceeds 200 students, whichever comes first.

- To facilitate the process of addressing the needs and concerns of this particular group of students, we suggest requiring students to enroll in Counseling 1, which would allow counselors to engage with students on a regular basis in a manageable manner.

Enrollment:

- Students must enroll in at least 12 units, but we anticipate that the recruited students will enroll in at least 15 units and even as many as 18 units if they follow the pattern established at ELAC (see Note 3).

- Class enrollment will be monitored to assure seats for the recruited students.

Potential Liabilities:

- As experienced by ELAC, WLAC, and SMC (Santa Monica College), F-1 visa students present the same types of liabilities for the College as domestic students, so there will not be any additional liabilities because we will not be directly involved in or responsible for housing, transportation, etc.

COST BENEFIT ANALYSIS

Based on all available information, we have the following estimates for the next five years:

	Total Revenue	-	Total Costs	=	Net revenue (Profit)
Year 1:	128,924.80	-	15,950.00	=	**$112,974.80**
Year 2:	266,079.72	-	96,202.31	=	**$169,877.40**
Year 3:	411,983.25	-	145,905.79	=	**$266,077.46**
Year 4:	567,182.94	-	196,973.58	=	**$370,209.36**
Year 5:	732,256.86	-	249,445.75	=	**$482,811.11**

See “Breakdown of Cost/Benefit Analysis” for a detailed analysis of how these figures were determined.

IMPLEMENTATION TIMELINE

We anticipate having at least 20 students to form the first cohort, and based on ELAC’s experience of starting with 40 students and growing to ~840 within 10 years (see Note 5), we should expect subsequent cohorts to grow at a rate of 20 or more students per year, at least for the first few years.

Although ELAC’s experience can provide a projection of enrollment growth, our projections are intentionally modest in order to assure that they will be met and exceeded.

Fall 2018 is the target date to receive the first cohort; therefore, the following deadlines have to be met:

January, 2018:	The President’s approval of The Plan
February, 2018:	Presentation of the Plan to the Enrollment Management Committee.
	Approval of the location and administrative procedures of the ISO
March, 2018:	Approval of the contracts with the Vendors
April / May 2018:	Receipt of applications from the first cohort

REPORTING

In addition to the accountabilities required by shared governance, we will take the following steps:

- The ISO will keep the appropriate members of Administration, Academic Affairs, and Student Services informed of the implementation and progress of The Plan.

- The ISO will provide semi-annual reports, in collaboration with the Office of Institutional Effectiveness (OIE), on the number of students and rates for success, retention, persistence, and degree completion.

- The ISO will work with Administration, Enrollment and Counseling to assure that students complete a Student Education Plan (SEP) and are progressing successfully.

- The ISO will present results to the Enrollment Management Committee as requested.

FUTURE POSSIBILITIES

Phase II: Recruit students for an Intensive English Program

Recruit international students to enroll in an Intensive English Program (IEP) that will take place during winter and summer intersessions. Students will complete courses and receive certificates of completion.

After the successful implementation and administration of Phase I, we could offer 1-2 IEP's each year. To offer these courses, we would have to create the courses and present them to Valley College Curriculum Committee (VCCC) at least 1.5 years in advance.

BREAKDOWN OF COST/BENEFIT ANALYSIS*

Cost Benefit Analysis

Costs	Year 1	Year 2	Year 3	Year 4	Year 5
Hiring PT Faculty	0.00	0.40	0.60	0.80	1.00
Max salary per hour with PhD ($)	72.69	74.14	75.62	77.13	78.67
Salary per hour + Healthbenefits (16%)	84.32	86.00	87.72	89.47	91.26
Hours per week	0	14	21	28	35
Weeks per month	4.5	4.5	4.5	4.5	4.5
Months per year	12	12	12	12	12
Added cost per year ($)	0.00	65,017.81	99,473.57	135,279.85	172,476.11
	(Salary per hour + health benefits) x Hours per week x Weeks per month x Months per year				
International Student Office (ISO) Rent	0.00	0.00	0.00	0.00	0.00
International Agencies ($)	15,000.00	30,000.00	45,000.00	60,000.00	75,000.00
Orientation ($)					
Food cost per student ($)	10.00	10.30	10.61	10.93	11.26
Number of students	95	115	135	155	175
Cost of transport ($)	0.00	0.00	0.00	0.00	0.00
Room use	0.00	0.00	0.00	0.00	0.00
Total Cost for Orientation	950.00	1,184.50	1,432.22	1,693.73	1,969.64
	Food cost per student x Number of students				
Recruiting Adjunct Faculty for ISO ($)	0.00	0.00	0.00	0.00	0.00
Marketing ($)	0.00	0.00	0.00	0.00	0.00
Admission ($)	0.00	0.00	0.00	0.00	0.00
Counselor	0.00	0.00	0.00	0.00	0.00
Assessment ($)	0.00	0.00	0.00	0.00	0.00
Total Added Cost ($)	15,950.00	96,202.31	145,905.79	196,973.58	249,445.75

Benefits	Year 1	Year 2	Year 3	Year 4	Year 5
Tuition per added student					
Enrollment fee per unit for residents ($)	46.00	46.00	46.00	46.00	46.00
Enrollment fee per unit for students abroad ($)	243.00	253.21	263.84	274.92	286.47
Total enrollment fee per unit for students abroad ($)	289.00	299.21	309.84	320.92	332.47
Number of units per semester to be FTES	12	12	12	12	12

Number of semesters per year	2	2	2	2	2
Added Tuition per student per year ($)	6,936.00	7,180.94	7,436.18	7,702.13	7,979.25
	Enrollment fee per unit (int'l student) x Number of units a semester x Number of semesters a year				
Added net revenue per student per year ($)	5,826.24	6,031.99	6,246.39	6,469.79	6,702.57
	0.84 x Added tuition per student per year				
Number of Added Students	20	40	60	80	100
Total Added Tuition Net Revenue ($)	116,524.80	241,279.72	374,783.25	517,582.94	670,256.86
	Added net revenue per student per year x Number of students				
Parking					
Spending on parking per student ($)	40.00	40.00	40.00	40.00	40.00
Number of Added Students	20	40	60	80	100
Total Added Revenue for Parking ($)	800.00	1,600.00	2,400.00	3,200.00	4,000.00
	Spending on parking per student x Number of students				
Textbooks, Other Course Materials($)					
Average spending on course materials at com college per student	580.00	580.00	580.00	580.00	580.00
Number of Added Students	20	40	60	80	100
Total Added Revenue for Materials ($)	11,600.00	23,200.00	34,800.00	46,400.00	58,000.00
Food on Campus ($)	0	0	0	0	0
Total overall gross Benefit ($)	128,924.80	266,079.72	411,983.25	567,182.94	732,256.86
	Year 1	Year 2	Year 3	Year 4	Year 5
Total Net Benefit ($)	112,974.80	169,877.40	266,077.46	370,209.36	482,811.11
	Total added benefit - Total added cost				

*For assumptions and sources, see “Cost Benefit Analysis - ISO Initiative - final.xlsx”, attached below.

NOTES

1. Senate meeting, November 2017

2. LACCD Board of Trustees Report 10/4/2017 by District Academic Senate

3. Dr. Vi Ly, emails and teleconference, 14 December 2017. Violet Amrikhas, telephone conversation 13 December 2017.

4. Dean Marco de Garza, email, 13 December 2017.

5. The ELAC program started about 14 years ago. Enrollment started at around 40 students and has grown to ~840. It took about 10 years to reach that height. Dr. Vi Ly, emails, various dates.

ATTACHMENTS

"Cost Benefit Analysis - ISO Initiative - final.xlsx"
Double-click the image below to open the document.

Cost Benefit Analysis

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"ENL/ESL Assessment Protocol"
Double-click the image below to open the document.

ENL/ESL ASSESSMENT PROTOCOL

The protocol is based on a meeting held by Gabriel Hernandez, RS Hubbard, William Wallis, Scott Weigand, Deborah diCesare, Michelle Fowles, Ron Mossler, Kathy Jin, and Jermain Pipkins on July 31, 2017 as summarized in the attached "ENL and ESL Meeting Notes (7/31/17)". In the spirit of Guided Pathways, the purpose of the following protocol is to help students understand the smoothest pathway to the successful completion of their educational goals.

Students should be given descriptions of the ENL and ESL assessment.

It is important that students understand that they can take one of the two English language assessment: ENL or ESL. Students should be given a document which clearly describers the two English assessments, and the attached "Which English assessment should you take? ENL or ESL?" could be used for that purpose. If students have questions about the assessments, they should be referred to the appropriate department: English or ESL.

Students can self-select which assessment to take.

Based on their understanding of the two assessments, students can elf-select which assessment they should take. The purpose of the assessment is to make sure that student start the appropriate English language pathway that assures them of acquiring appropriate English language skills to complete their other college courses.

If students take the wrong assessment by mistake, they should be given an opportunity to take the other assessment.

In cases where students have clicked on and completed the wrong assessment by mistake, they should be given an opportunity to take the other assessment. This should be done in a timely manner so students can enroll in the appropriate courses before they are closed.

Students should be given the opportunity to challenge the results of the assessment.

Because assessments in general are limited in their ability to provide 100% placement accuracy, students may challenge the results of their ENL or ESL assessment by conferring with the appropriate dept. chair and completing the pre-requisite or co-requisite challenge procedure.