

International Student Needs & Preparation Curricula Across the Higher Ed Spectrum

NAFSA Region 1 Conference
October 2010

Brief Assessment: What diverse perspectives do we have in the room?

- what type/size of school do you work at?
 1. Very small two-year: <500 (based on FTE)
 2. Small two-year: >500 <2,000
 3. Medium two-year: >2,000 <5,000
 4. Large two-year: >5,000 <10,000
 5. Very large two-year: >10,000
 6. Very small four-year: <1,000
 7. Small four-year: >1,000 <3,000
 8. Medium four-year: >3,000 <10,000
 9. Large four-year: <10,000
 10. Language schools
 11. Other

Brief Assessment (continued)

- what orientation(s) do you offer?
 1. multiple-day orientation
 2. single day
 3. on-going orientations sessions
 4. off-campus retreat (overnight)
 5. separate for Intensive English Language Program and Regular Admitted
 6. not separate for Intensive English Language Program and Regular Admitted

Brief Assessment (continued)

- what type of academic preparation does your institution offer?
 1. First Year Experience (e.g. FYE) Classes (integrated and/or int'l only)
 2. Specific IEP course (e.g. College Study Skills)
 3. Bridge Programs
 4. Peer Mentor Programs
 5. Campus Reads
 6. Ongoing Advising
 7. Other

Objectives of this Session

- To provide participants with an overview of how different schools work to prepare their ESL and/or first year international students for university-/college-level learning
- To demonstrate activities that may assist participants in enhancing their own institution's preparation curricula
- To facilitate discussion about similarities and differences among programs

What needs do international students share across the spectrum?

What are key elements of academic preparation that our classes deal with?

Preparation Curricula: common elements

- Academic Integrity
- Time Management
- Learning Styles
- Faculty Expectations
- Academic Reading
- Guest Speakers
- Note Taking
- Public Speaking
- Test Taking
- Teacher-Centered vs Learner-Centered Approach
- Academic Planning
- Exploring Campus Resources
- Reflective Writing

Pacific Lutheran University

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PLU Overview

- Private Master's (Liberal Arts & Professional Programs)
 - Semester System
 - Total Enrollment*: 3,590 (63% female, 37% male)
 - 6 miles south of Tacoma, WA
 - 146 acre campus
 - Faculty Student Ratio: 15:1
 - Founded in 1890 by Norwegian immigrants
 - Owned by Evangelical Lutheran Church in America
-
- *2009-2010 academic year

PLU International Numbers

International Student Enrollment: 192

Numbers of Countries Represented: 28

Int'l Student Types:

- Transfer: 74
- First Year: 70
- Graduate: 20
- Non-degree Undergrad: 10
- Non-degree Grad: 9
- Transition: 8
- Subsequent BA: 1
- OPT: 19

Top Countries of Origins:

1. Mainland China (72)
2. Norway (39)
3. Japan (14)
4. South Korea & Taiwan (8)
5. Vietnam (7)

PLU's English as a Academic Purpose Program

- Transition Program:
 - Phase 1
 - ALL Instruction Provided by Study Group, Inc.
 - Phase II
 - English Language Classes
 - One 4 credit PLU Class
 - Psych 113 Class
- One phase is for one semester. Average completion time is one academic year.
- Holistic Approach to Assess Advancement.

Psych 113

- University 101
- Open to All First Year Students
- 12 Sections
- Instructors: Student Affairs Administrators & Faculty
- Friday Labs
- Offers 1 Credit & Letter Grade
- Unique Themes:
 - International Students
 - First Generation Students
 - Washington Achiever Scholarship Recipients
 - Career Development
 - Social Justice

Psych 113 Section for Int'l Students

- Team Teaching
- Open to the following Population:
 - Transition Phase II Students (since Fall 2008)
 - First Year International Students (since Fall 2010)
- Fall 2010 Enrollment:
 - 3 Transition Students (1- Taiwan, 2- Japan)
 - 5 First Year Students (1- Jordan, 3- China, 1- India)
- Meet once a week/ 13 sessions

Course Objectives

For Students:

- Be introduced to numbers of tools and concepts to be a successful student.
- Practice: reflection writing, discussion and presentation skills.
- Enhance adjustment to the new environment (First Year Students).
- Increase readiness to matriculate to PLU (Transition Students).

For Administrators:

- Student monitoring and retention.
- Increase student engagement.
- Become a resource to faculty.
- Contribute to matriculation decision of transition students by learning about each students' challenges and strengths.

Highlights of International Student Psych 113 Class

- Sakai (Online Learning Management System)
- University Mission, Lutheran Heritage and Liberal Arts
- Participation in Out-of-Class Events
- Facilitate Class Discussion
- Two Individual Appointments
- Appointment if any mid-semester warning comes
- Panels of Peer Students
- Peer Feedback about PLU Classes
- Progress Reports

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Western Oregon University

Total Students: 5,900

Total International: 350

Total IEP: 30

3 Most Popular programs of Study for International Students

1. Business, 2. Computer Science, 3. Economics

Western Oregon University

Appealing qualities of WOU's IEP:

- Affordability (IEP 2010-11 tuition is \$10,000, and annual living expenses approximately \$8,500)
- IEP Scholarship (\$1000, awarded following second quarter enrolled as regular student)
- Quick application turnaround time
- Conditional Admission into four-year programs
- TOEFL 500 pBT or 61 iBT to matriculate (Graduate 550/79)
- Small class size

University Study Skills: IEP 040

- Instructor: Fred Polinder
- Intermediate level course (three levels in program)
- Two classes per week for 10 weeks (quarter system)
- 3 credits
- Letter-graded (must get a C to pass)
- "Elective" course

Overview of IEP 040 curriculum

Core Themes/Objectives:

Skill Development

Understanding Transition and Expectations

Individualized Academic Learning Plan/Contract

Transition

Clarifying the transition of moving from ESL-level learning to university-level learning

(for example)

FROM: Purpose of writing assignments is to demonstrate correct use of grammar and vocabulary, etc.

TO: Purpose of writing assignments is to demonstrate understanding of course content

FROM: Taking notes during class is often an exercise to develop the skill of note taking

TO: Taking notes during class is essential in order for gaining new content

FROM: Autonomy in learning is fairly low

TO: Professors expect more independence of students

Expectations

Matching students' expectations with those of the campus community

Reflective questions addressed throughout the course:

1. What expectations do you have of (a) yourself as a learner, (b) American higher education and (c) the Western Oregon University community?
2. What expectations does the WOU community (professors, staff, fellow students and local residents) have of you?
3. What strategies, knowledge, and attitudes can you apply to your learning so that your expectations will match the expectations of the WOU community?

Elements of the Academic Learning Plan/Contract

Assessment of current Academic Situation

Overview of Academic Goals

Explanation of Specific Goal #1

- Listing of learning strategies and activities needed to achieve that specific goal and that have measurable

Specific Goal #2

Specific Goal #3

(as many as student feels are necessary)

Student signature stating that they take responsibility to follow through with the PlanContract

Overview of IEP 040 at WOU

Assignments and Percentage of Grade:

Attendance (20%)

Participation (20%)

Individual Academic Learning Plan/Contract (10%)

Resume & Cover Letter 10%

Research Paper Outline (10%)

Two Class Presentations (10%)

Ten Weekly Online Posts (10%)

Five Quizzes (10%)

Using Moodle for IEP 040

ADVANTAGES:

- weekly On-line Post assignments (due Sunday night) effectively facilitates reflection of transition and expectations each week
- handouts, content and directions are centrally located and easy for students to find, requiring less printing

DRAWBACKS:

- students who are less motivated tend to visit site less and fail to complete some weekend Online Posts. Makes tracking their progress more difficult.

Topic for Brief Discussion

Does your program use your institution's LMS (Learning Management System) for IEP courses?

What advantages and disadvantages have you found in using one?

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Chemeketa Community College

Total Students: 7,000-10,000 full-time, 40,000-50,000 part-time

Total International: approx.53

Total ESL: 43

Programs of Study: Business, Accounting, Engineering (AAOTs)

Appealing qualities of CCC

Supportive, Friendly Environment

Affordability

Small Class Sizes

Conditional Admission into 2-year programs

2+2: Transfer Degrees

Home Stay Program

Service Learning

Retention Activities

Chemeketa Community College

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Service Learning

Retention Activities

Holistic Orientation & Advising

New Student Orientation

Counseling and Guidance Courses

Advising Week

On-going Advising

CG Courses

CG102A - New F-1 Orientation

CG102B

CG103

FYE - On Course

Counseling and Guidance Course Content

- American Culture
- American Classroom Culture
- Culture Shock
- Policies and Procedures
- College Resources
- Individual Planning
- Resources for Learning

International Student Success Program

Culture of Expectations

Warning & Contracts

Tutoring Sessions

Advising Sessions

3 Strikes & 1 Appeal

Student Success Program Stats

Program Participants

Control Group

participants: 30

42

average age: 23.1

26.5

gender: 17% female
83% male

48% female
52% male

Student Success Program Stats

Program Participants

Control Group

Chile	1
China	4
Congo	1
India	
Japan	2
Kenya	
Korea	2
Kuwait	3

7	
1	
11	
1	
9	

Student Success Program Stats

Program Participants

Control Group

Malaysia 1

Mongolia

1

Portugal

1

Saudi Arabia 15

2

Slovakia

1

Taiwan

4

Turkey

1

Vietnam 1

3

Rate of F-1 Students Transitioning from ENL to Writing

Program Participants

Control Group

took ENL: 26

28

took WR: 21

28

progressed to WR
w/in 18 mos : 17

15

% progression: 56.67%

35.71%

CLACI Policies

Holds on F-1 Student Accounts

Mandatory Advising

Focus on Academic Writing Skill Development

What's Next?

- Assess Post- Class Success (GPA, involvement, graduation rate)
- Research, Learn and Adopt from Best Practices
- Let's add on...

Resources

Eland, Smithee, Greenblatt (2009), U.S. Classroom Culture, U.S. Culture Series, NAFSA: Association of International Educators.