University Senate International Affairs Committee (IAC)
Report on the KU Academic Accelerator Program (KU AAP)
23 December 2016

The following document provides a report on Specific Charge 1: *Continue to monitor and report on the Academic Accelerator Program and its partnership with Shorelight. Update data reported last year.* It was prepared by IAC Chair Celka Straughn with assistance from committee members Manuela Gonzalez-Bueno, Seth Brooks, Alexis Jones, Onobeoghene Oghenekaro, Melissa Birch, Kapila Silva, Charlie Bankart (ex officio), and Susan Gronbeck-Tedesco (ex officio). Following the IAC report, please find the report that includes updated AAP data prepared by Dr. Amy Neufeld, Managing Director, and Dr. Roberta Pokphanh, Academic Director, KU Academic Accelerator Program (KUAAP) with additional information sent subsequently via email. In addition to these reports, see also the pdf documents prepared by John Dahlstrand, AAP Student Services Advisor, describing the KU AAP mission, vision, and goals for 2016, as well as a preliminary assessment of AAP Student Learning Outcomes for 2016.

Members of the IAC met with Drs. Neufeld and Pokphanh on 16 December to discuss their report and ask further questions (see IAC minutes for 12/16/15 meeting).

The report prepared by AAP provides a general description of the program, including governance and partnership as separate but connected entities. It further discusses the benefits of Shorelight for recruiting and its relationships and connections with other countries. While the relationship with Shorelight is still new for KU, Dr. Neufeld reported that there is increase in stability with AAP and Shorelight, and noted that both entities share the common goal of student success. AAP would like better sense of forecasting for recruitment class from Shorelight. Apart from that, there are no particular concerns with the relationship beyond the general issues that arise across different institutions working together and with public-private partnerships.

The AAP report also covers changes during the past year including two new curricular tracks to better meet students where they are at with their English proficiency and new MA graduate tracks for AY16-17. The MA tracks are opt in by departments/schools and the first cohort begins in Spring 2017. Another recent development is a new transfer alliance path for students, the International University Alliance, to provide articulation agreements with international institutions and organizations. The goal of this alliance is to widen the net of students interested in coming to study in the US.

Since Fall 2014, AAP has had its largest enrollments from China; this was explained as due to the demographics and financial abilities for study abroad. While the AAP states it seeks to make financial assistance possible for students interested in KU, it is unclear what is available for international students in the AAP program and through Shorelight recruitment. The importance of diversity of international origin for students was noted by the IAC, and not only in regard to the possible reasons for the decline in numbers for incoming students from Fall 2015 to Fall 2016. This recent decline was potentially attributed in part to outside/global factors such as the Fall 2015 fluctuations in the Chinese stock market, since most of the current AAP students come from China. Another suggested reason for the decline was attributed to more competition for

international students. The IAC also observes that AAP could also benefit from greater gender parity; currently 32% are identified as female.

Of particular note among the new data provided is the variety of majors sought by AAP students across several schools at KU (see below for further details). Dr. Pokphanh also shared that the program is also working to involve students in learning opportunities outside of the classroom, including participation in experiential learning certificate programs. Data from these programs may be available for next year's report. The AAP curriculum is structured to align with the KU Core. The length of time for a student to graduate depends on the level of English proficiency when an AAP student arrives; the minimum is four years. It also depends on major requirements. Data on the progression of students do not adequately capture the nuances of movement across levels as this relates to multiple factors. Examining the overall data, the first two years show a fairly even split with pre-AAP and AAP incoming students. In the future, the goal is that enrollment for AAP2, AAP3, and IAP students will increase and there will be fewer pre-AAP. However, the IAC would encourage ongoing evaluation of longer term academic performance outcomes for the pre-AAP students as compared to students starting their KU programs at different points within the AAP suite of programs (AAP3, AAP2, IAP). There may be benefits to participating in the Pre-AAP program that would warrant maintaining this pipeline for the university and the AAP (see AAP-developed report chart and analysis on p. 9). It will be important for the university to track enrollments by these groups to ensure it is investing resources into programs that have a strong market presence and relevance to the university. Current combined enrollment in the newest AAP2 and IAP programs has not overtaken interest in the pre-AAP program, a program that may represent a unique value proposition for KU due to the strength and international reputation of the Applied English Center.

With regard to issues of equity among AAP and other international students at KU, AAP does the best it can to embed AAP students into the KU experience as broadly as possible. AAP works closely with International Student Services (e.g. they conduct student pick-up and orientation together). AAP does have additional student service staff; these and other additional services were compared to those associated with a thematic learning community. It was further noted that AAP's additional services also provide added-value for other students (e.g. developing the airport pick-up opt in). An institutional benefit of AAP is that it offers a concerted strategic resource investment for international students toward academic outcomes, though this is an area that would need to be studied in order to be fully determined. It was noted that it is difficult to track and ascertain the broader benefits of a program like AAP on international students more broadly as well as KU as a whole (for example, AAP requests and work to make email communication through My Success more readable and useful for students). While challenging to determine, understanding the broader impacts of AAP and other international programs is an area worth pursuing as part of larger student-success assessments.

A comparison of international students recruited through Shorelight and those who are direct KU admits reveals fairly similar GPAs at 1st and 2nd-year levels by both groups of students, though these data are limited by the data collected and its parameter definitions. There are no larger scale data or analyses on persistence/retention for international students by different program groupings in part because these data are harder to acquire based on how KU defines first-time full-time first-year undergraduates (in terms of the number of credit hours enrolled in academic

courses). AAP and the Office of International Programs (OIP) continue to work with the Office of Institutional Research and Planning (OIRP) at KU and hope to have better data and analysis from Fall 2016 onward. At the moment, both AAP and OIP still have to calculate most group data by hand, which is time intensive and not scalable.

AAP does also collect some of its own student data relating to its student success goals that were newly implemented for AY16-17. See the attached pdf documents prepared by John Dahlstrand, AAP Student Services Advisor, for these data. The IAC asked if AAP can pull info on individual student success. Again, AAP is working with OIRP to track GPAs and other kinds of data through DEMIS, and quite of bit of data is already available in DEMIS on an individual student basis. Underlying student coding issues, critical in identifying a student's program affiliation, have been corrected over the course of fall 2016. AAP is working to record data correctly and has a plan for maintaining and tracking data. One of AAP's goals moving forward is to make use of university systems. However, this depends greatly upon OIRP priorities, what KU wants to know about the institution, and the rationale for deciding on the knowledge obtained (and left out). These data challenges lead to bi-furcated reporting. Academic success overall for international students excludes AAP students and students only taking intensive English (including those dual enrolled, e.g. in Engineering). Collecting more robust data on international students appears to be a barrier for KU to better understand international student success, though it was noted that KU uses methods similar to peers in terms of external reporting. The IAC suggests that KU consider a rigorous interrogation about what the institution wants to learn about international students and about the data tools necessary to provide meaningful results. These data are important for DEI discussions to understand impact and to conduct appropriate outreach.

Academic Accelerator Program, University of Kansas
AY 2015-16 Report
Prepared by Amy Neufeld and Roberta Pokphanh
Presented to the University Senate International Affairs Committee
December 15, 2016

Introduction
In Spring 2014 a partnership was forged between Shorelight Education and the University of Kansas to recruit additional international students and provide tailored support for those student during their first year at the University. The Academic Accelerator Program (AAP) is the result of this partnership and is the unit on campus that administers the student programs created by the partnership, in close collaboration with other KU units.

The AAP is governed by a balanced committee structure. At the top of is the steering committee, comprised of three KU members and three Shorelight members. Underneath this committee, there are three sub-committees that provide guidance in the specialized areas of academics, marketing and enrollment services, and student services. Parallel to the steering committee, the sub-committees each have three KU members and three members who are either from Shorelight or the AAP. Depending on the committee, ex-officio members from KU, Shorelight, or the AAP may also provide input in the decision making processes.

Partnering with Shorelight enhances KU's ability to recruit international students. Shorelight currently employs approximately 90 recruitment staff in 17 different counties. This network promotes access to a wide array of prospective students. Additionally, having networks in-country allows customized marketing unique to each country or region.

As the partnership unit, the AAP's primary focus is to provide tailored academic, cultural, and social support to international students during their first year at the University. The program began in fall of 2014 with two curricular tracks. The first AAP track is comprised of a three-semester (12-month) program that incorporates contextualized learning between freshman-level courses in the KU Core and English for Academic Purposes (EAP). The second track is an intensive English program, comprised of study at levels 1-3 in the Applied English Center (AEC). This portion of the program is commonly referred to as pre-AAP. Regardless of track, all courses within the program are overseen by the appropriate academic units at KU.

Over the past year, two additional undergraduate tracks were developed and implemented. These two new, two-semester programs began in fall 2016 and are serve students with higher English language proficiency. The table below lists the four undergraduate tracks, their respective length in semesters/terms, AEC English proficiency level, inclusion of EAP coursework, and high school grade point average required for admission.

	Semesters	Equivalent AEC level for admission	Incorporates EAP courses	Minimum GPA for admission
Pre-accelerator program (pre-AAP)	Varies	1-3	No, AEC courses	2.5
Academic Accelerator Program – 3 semesters (AAP3)	3	4	Yes	2.5
Academic Accelerator Program – 2 semesters (AAP2)	2	5	Yes	2.5
Integrated Accelerator Program (IAP)	2	N/A	No, students are proficient	2.5

Admitted students can begin the program in the fall, spring, or summer terms. Successful completion of the AAP curriculum leads to progression into the College of Liberal Arts and Sciences. Students who intend majors outside of the College may apply and be admitted based on the individual application requirements of the respective school.

During the current year, AAP staff also worked closely with KU to add opportunities for the Shorelight recruitment network to recruit two additional categories of students: undergraduate transfer students and prospective master's students in selected programs. The newly developed International University Alliance (IUA) and the Master's Accelerator Program (MAP) provide the structure to recruit prospective students in those respective classifications. The transfer alliance collaborates with KU to provide a rigorous review of select programs at international universities, so that KU is able to review and add additional institutions to the listing of approved transfer courses. Student can then be recruited with full knowledge of which courses are eligible for transfer credit at KU.

MAP has been implemented as an option for departments that wish to recruit additional master's level students through an objective application review process. Programs that chose to participate in MAP include areas with the College of Liberal Arts and Studies (Global and International Studies; East Asian Studies; Latin American and Caribbean Studies; Museum Studies; and Russian, Eastern European, and Eurasian Studies), the School of Education (Educational Technology; Exercise Physiology; Health Education and Psychology of Physical Activity; and Sport Management), and the School of Engineering (Civil Engineering; Engineering Management; and Project Management). The admissions criteria for these programs are aligned with University graduate admissions requirements. Various tracks that match the student's English language proficiency are offered, as with the undergraduate programs.

One communications challenge that the AAP has faced over the past two years has been the absence of website presence on www.ku.edu. This will soon be remedied, as the partnership has produced a draft website that is now ready for KU review.[1] Once approved, the website will provide information about the AAP to faculty, staff, current students, and prospective students. Over the course of the past year, the program staff have been carefully tracking student performance and outcomes. The remainder of this report will focus on the students who have come into the AAP as well as those who have progressed into the College and schools.

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[1] IAC note - this review is to be done by KU and by Shorelight and must be approved by both.

Historical enrollment trends

Since Fall of 2014, the KU AAP has welcomed 487 students. The number of incoming students by program is indicated in the table below for each term. A total of 252 students have entered as PreAAP (52%), 200 as AAP3 (41%), 22 as AAP2 (5%), and 13 as IAP (3%).

Incoming cohorts - Undergraduate								
Fall 2014			**Fall 2015**			**Fall 2016**		
PreAAP	26		PreAAP	96		PreAAP	66	
AAP3	31		AAP3	79		AAP3	22	
						AAP2	20	
						IAP	13	
Total		57	Total		175	Total		121
Spring 2015			**Spring 2016**					
PreAAP	18		PreAAP	25				
AAP3	33		AAP3	23				
Total		51	Total		48			
Summer 2015			**Summer 2016**					
PreAAP	14		PreAAP	7				
AAP3	6		AAP3	8				
Total		20	Total		15			

The following table provides a summary of the AAP students' nationalities. During the first two years of the program students came from 15 different countries. Both Shorelight and KU are interested in recruiting students from an even wider array of countries. To accomplish that, various recruitment strategies are being proposed to the steering committee.

Nationalities of AAP students

	Fall 2014 Cohort	Spring 2015 Cohort	Summer 2015 Cohort	Fall 2015 Cohort	Spring 2016 Cohort	Summer 2016 Cohort [2]
Total	57	51	19	175	48	15
China	51	27	14	154	35	12
El Salvador				1		
Great Britain		2				
India	2	1	1	1	1	
Iran						1
Iraq				1		
Kazakhstan				1		
Nigeria	1	1			2	
Russia						
Saudi Arabia					3	
South Korea		1		1		1
Taiwan				2		
United Arab Emirates		18	4	13	6	
Vietnam	2	1		1	1	
Zimbabwe						1

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[2] Fall 2016 was not provided by KU AAP; the IAC will need updated Fall 2016 information as soon as it is available. With the next report, row delineators and a cumulative total would also be useful.

Fall 2015

The Fall 2015 cohort provides the most complete set of data from the 2015-16 academic year.[3] In Fall 2015, 175 students arrived. Ninety-six were designated as PreAAP; and 79 as AAP3.

## Fall 2015 Entry Cohort

45%
55%

■ PreAAP ■ AAP3
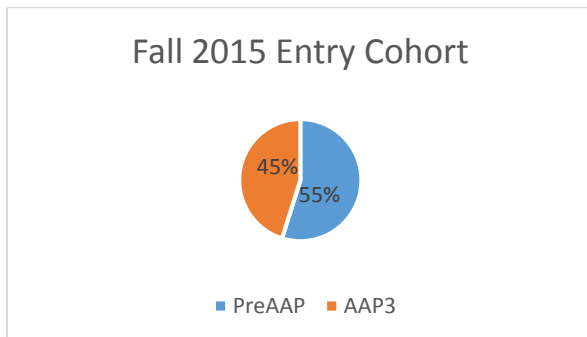
Of the 96 students who entered as PreAAP, 14 progressed to AAP3 in spring 2016, 31 in summer 2016, 25 in fall of 2016, 13 remain in the AEC, five withdrew, and eight were dismissed.

**KU's Applied English Center tests all students upon arrival. They are placed in levels 1, 2, 3, 4, or 5 based on their English proficiency. Students in levels 4 or 5 are placed in the AAP3 or AAP2 programs. Students in PreAAP are in either levels 1, 2, or 3. A common "rule of thumb" is to expect one level of improvement each semester of study; so a student who starts at level 3 would be expected to need one semester of English only study before moving into the main AAP program. A student at level 2 would be expected to need two semesters of study, etc. However, please note that English coursework does not always follow that "rule of thumb" - some students will move quickly, and even skip levels, while other students may need two terms at one level before mastering all of the components needed to progress.

[** Added to the report on 12/19/16]

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[3] For the next IAC report it would be useful to include all cohorts in order to compare across years and learn from the cumulative data.

PreAAP Fall 2015 Entry & Progression to AAP3
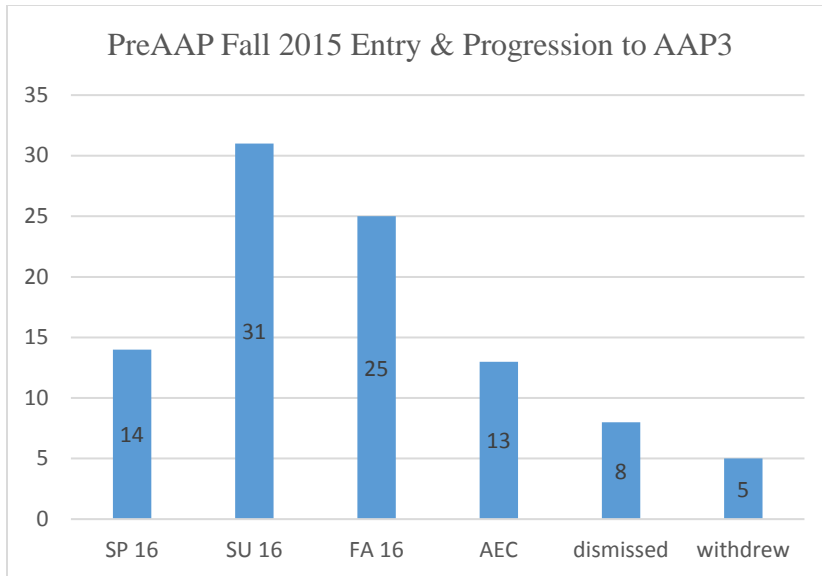
The 79 students who entered AAP3 as new arrivals were joined by 8 students who transitioned from PreAAP to create a cohort of 87 students in their first term of the AAP3.[4] Of those 87 students, two were approved for a leave in the summer 2016 term and are now in their final AAP3 term. Seventy-four progressed on time, eight were dismissed, and three withdrew.

AAP3 Fall 2015 Cohort & Progression to CLAS

■ CLAS SU 16   ■ Extended   ■ dismissed   ■ withdrew
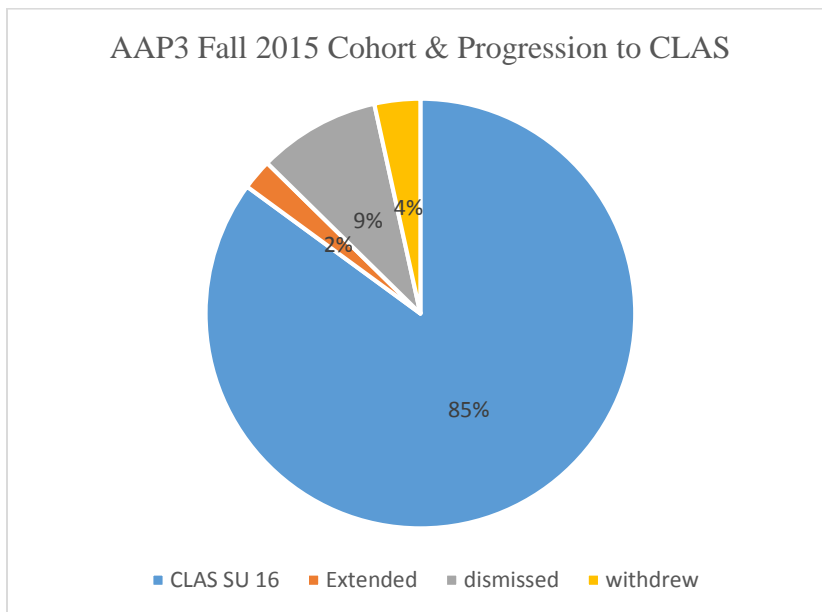
As the group of students progress through the AAP into the wider KU community, they are declaring a variety of majors. Currently, students have declared majors in the following areas: Architecture (eight students), Business (seven students admitted, 10 declared as pre-Business),

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[4] The IAC notes that the data to date suggest that those students who begin at KU in the Pre-AAP program do better when they move into the AAP program, as compared to those who enter the AAP program directly. This might be an area to examine further in future reports.

the College (55 students), Arts (1 student), Engineering (35 students admitted, 1 declared as pre-Engineering), and Music (three students).

When considering academic success, an initial comparison of Shorelight recruited international students and non-Shorelight international recruited students found the following for freshman in Fall 2015 (excluding students only in AEC courses):

> 152 Shorelight recruited with a mean GPA of 2.6, and a median of 2.7
> 163 non Shorelight recruited with a mean GPA of 2.85 and a median of 3.05[5]

Similarly, findings for sophomores in Fall 2015:

> 22 Shorelight recruited students with a mean GPA of 2.92, median of 2.93
> 133 non-Shorelight recruited with a mean GPA of 2.63 and a median GPA of 2.9

It is worth noting that Shorelight recruited students in the above freshman comparison were enrolled in either level 4 or 5 language while the comparison group would have been level 5 or proficient. This early analysis seems to indicate that students are likely to have the potential for similar academic success regardless of recruitment source.

Conclusion

This report on the first full calendar year of the AAP provides a foundational understanding of the program and the students who enroll in it. As the program enrolls more students -- and gathers more data -- future reports will also include: students gains within the learning outcomes of the curriculum, variations of student success based on level of entry, and qualitative analysis of these and other student outcomes. Similarly, as the AAP continues, students will progress further through their respective degree programs, and graduation rates and other success factors will be measured.

ADDITIONAL DATA PROVIDED BY AAP

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[5] The IAC notes that these comparison groups are difficult to compare as they represent very different populations and trajectories through KU.

Fall 2016 STUDENT FACTS
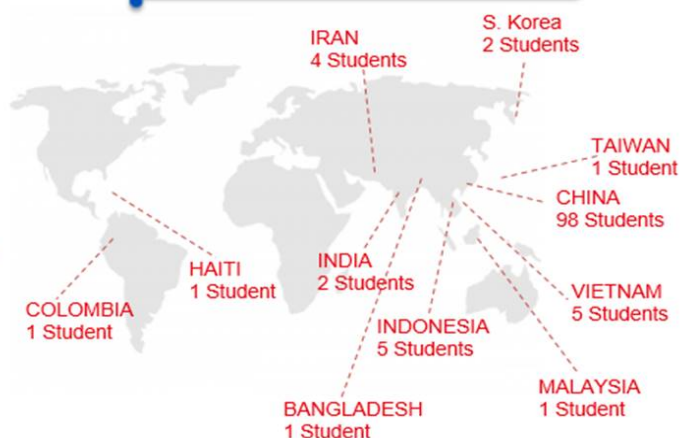
INCOMING STUDENT PROFILE

121 Total Enrolled Students

68% Male
32% Female

Country of Origin

IRAN 4 Students
S. Korea 2 Students
TAIWAN 1 Student
CHINA 98 Students
VIETNAM 5 Students
MALAYSIA 1 Student
INDONESIA 5 Students
BANGLADESH 1 Student
INDIA 2 Students
HAITI 1 Student
COLOMBIA 1 Student

Demographic characteristics of AAP students

	Fall 2014 Cohort	Spring 2015 Cohort	Summer 2015 Cohort	Fall 2015 Cohort	Spring 2016 Cohort	Summer 2016 Cohort [6]
Total	57	51	19	175	48	15
Sex						
Female	23%	24%	16%	30%	35%	27%
Male	77%	76%	84%	70%	65%	73%
Nationalities						
China	51	27	14	154	35	12
El Salvador				1		
Great Britain		2				
India	2	1	1	1	1	
Iran						1
Iraq				1		
Kazakhstan				1		
Nigeria	1	1			2	
Russia	1					
Saudi Arabia					3	
South Korea		1		1		1
Taiwan				2		

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[6] The IAC will need updated Fall 2016 information as soon as it is available.

United Arab Emirates		18	4	13	6
Vietnam	2	1		1	1
Zimbabwe					1

Preliminary Numbers on Student Majors:

Architecture - 8 students, 6 in ARCH, 2 in Design
BUS - 10 PreBusiness (still in CLAS); 7 admitted to BUSU with 1 Accounting, 5 Finance, 1 Marketing
CLAS - 55 majors declared in CLAS as follows:

     1 ARTS
     1 ABSC
     2 BIOL
     3 CHEM
     1 CLSX/ENGL
     6 ECON
     1 EVRN
     1 GEOL
     3 GIST
     1 LING
     7 MATH
     5 PSYC
     1 RELA

3 Music; 1 percussion, 1 piano, 1 music theory

Engineering - 5 PreEngineering (in CLAS);
35 admitted to ENGR
     2 AERO
     4 CHEME
     1 CIVIL
     14 CMPSE
     3 COMPE
     1 ELECE
     4 MEE
     6 PEE