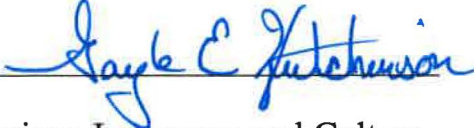




## Executive Memorandum 22-017

**June 1, 2022**

**From:** Gayle E. Hutchinson, President   
**Subject:** Approval to Discontinue the American Language and Culture Immersion Program

Upon the recommendation of the Academic Senate and with the concurrence of the Provost, I approve the discontinuance of the American Language and Culture Immersion Program (ALCI), effective immediately.

<b>Policy Title:</b>	EM 22-017 Approval to Discontinue the American Language and Culture Immersion Program (ALCI)
<b>Contact:</b>	Professional and Continuing Education
<b>Supersedes:</b>	
<b>Revision:</b>	
<b>Enabling Legislation or Executive Order:</b>	

## Discontinue Academic Program: See [EM 15-005](#)

Program Name:  American Language & Culture Immersion

Complete only if applicable:

Program named above is:

Option within \_\_\_\_\_  
(Degree program name)

Option is being elevated to a degree (see elevation proposal for rationale).

Minor

Certificate

### Signatures

The Department of  N/A  
has reviewed and approved this program discontinuation (if applicable)

\_\_\_\_\_  
Chair, Department Curriculum Committee Date  
(if applicable)

\_\_\_\_\_  
Department Chair Date  
(if applicable)

The College or Office of  Regional and Continuing Education  
has reviewed and approved this program discontinuation.

\_\_\_\_\_  
Chair, College Curriculum Committee Date  
(if applicable)  
Clare Van Ness

Digitally signed by Clare Van Ness  
Date: 2022.04.04 11:42:05 -0700'

\_\_\_\_\_  
College or Office Dean Date  
(required)

Send signature page with proposal attached to Curriculum Services.

## **Discontinue Academic Program: See [EM 15-005](#)**

### **Description and History of the Program:**

ALCI began in 1979 with a contract to provide ESL training for Aramco employees and is a non-credit Intensive English Program (IEP) housed within Regional & Continuing Education.

ALCI served a wide variety of students including international students interested in attending a US university once they satisfied English language proficiency requirements, students completing a degree in their home country and seeking a study abroad experience in the US, as well as professionals seeking English language instruction.

Through a conditional admission process, students who desired to attend CSU, Chico were also able to obtain advanced English skills and transfer to Butte College, or matriculate at CSU, Chico.

Since its inception, ALCI has been managed through RCE's Research Foundation/Chico State Enterprises program account. ALCI staff and part-time ESL instructors were hired through RF/CSE, and all program revenue and expenses are handled by CSE.

### **Indicate areas of concern, with reference to the above history, as it pertains to the proposed discontinuation.**

Enrollments in ALCI steadily and significantly declined beginning in 2016. By the end of 2019/2020, enrollments were down 64%.

<b>AMERICAN LANGUAGE &amp; CULTURE IMMERSION (ALCI)</b>				
<b>Enrollment Summary</b>				
	<b>16/17</b>	<b>17/18</b>	<b>18/19</b>	<b>19/20</b>
Summer	64	43	42	20
Fall 1	95	43	59	33
Fall 2	80	42	39	33
Spring 1	48	35	32	18
Spring 2	48	34	18	18
	<b>335</b>	<b>197</b>	<b>190</b>	<b>122</b>

ALCI's enrollment decline reflected the dramatic reduction in the number of students attending IEPs in the US.

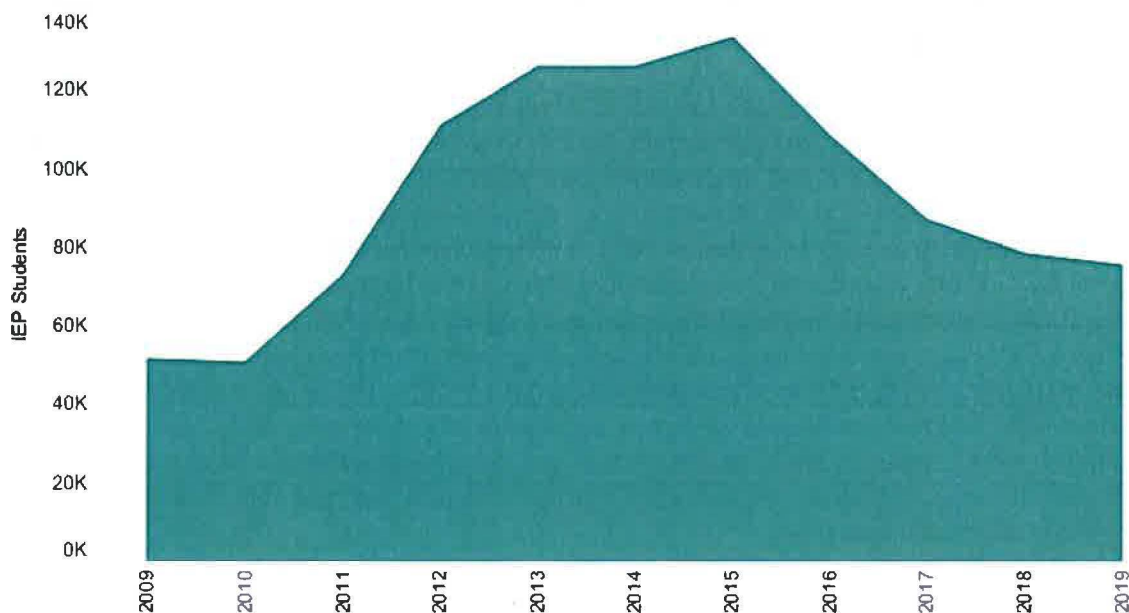
**Discontinue Academic Program: See [EM 15-005](#)**

## IEP Student Enrollment Trend



INTENSIVE ENGLISH PROGRAM (IEP) STUDENT DATA  
FROM THE 2020 OPEN DOORS® REPORT

Year	IEP Students	Student-Weeks	Average Weeks P..
2019	75,379	1,041,553	13.8
2018	78,098	1,057,650	13.5
2017	86,786	1,226,151	14.1
2016	108,433	1,530,817	14.1
2015	133,335	1,993,917	15.0
2014	126,016	1,853,569	14.7
2013	125,973	1,861,385	14.8
2012	110,870	1,567,811	14.1
2011	72,711	1,089,296	15.0
2010	50,676	718,624	14.2
2009	51,282	731,867	14.3



**Suggested citation:** Institute of International Education. (2020). "IEP Enrollment by Total Students and Total Student-Weeks, 2009-2019." *Open Doors Report on International Educational Exchange*. Retrieved from <https://www.opendoorsdata.org>.





## Discontinue Academic Program: See [EM 15-005](#)

With declining enrollments, ALCI revenue did not keep pace with expenses.

<b>AMERICAN LANGUAGE &amp; CULTURE IMMERSION (ALCI)</b>				
Financial Summary				
	16/17	17/18	18/19	19/20
Revenue	\$712,153	\$415,991	\$367,670	\$280,167
Expenses	\$1,089,836	\$681,027	\$439,048	\$317,025
Net	(\$377,683)	(\$265,037)	(\$71,378)	(\$36,858)

RCE used RF/CSE reserves to keep the program open and staffed as long as possible, but that approach was not sustainable.

Two staff positions were eliminated in June 2019, resulting in some improvement to the budget imbalance. Considerable effort was made to develop special customized programs with international partners; those programs were typically small and did not provide a resolution to ALCI's declining enrollment and financial distress, and the program continued to run at a deficit.

With the COVID-19 pandemic's impact on international travel, Summer 2020 enrollments hit a low of 8, with 3 students in country and the other 5 participating virtually from their home countries. The implications of pivoting to remote instruction in Spring and Summer 2020 further constrained the program's viability. ALCI instructors, while exceptionally qualified and dedicated, were not experienced in online ESL instruction, and the cultural immersion elements of the program were significantly limited. Student progress was also negatively impacted.

Enrollment in ALCI was paused at the end of the Summer 2020 session, and the remaining staff and instructors were laid off from their employment in CSE in August. The intention at that time was to pause ALCI while RCE and International Education and Global Engagement (IEGE) considered options to transition the management of ALCI to IEGE with a goal of being able to open enrollments again as early as Summer 2021. The rationale for exploring the viability of moving ALCI to IEGE was that the transition could leverage existing IEGE staff competencies and consolidate international programming on campus. Many ALCI functions duplicated what IEGE staff do for other international students, including student services and immigration advising, marketing and recruitment, and developing partnerships. However, the functions required to run ALCI that are outside of current IEGE capabilities, such as ESL curriculum development, recruiting and hiring ESL instructors, and fiscal management of a non-credit program in CSE, are significantly outside IEGE current functions and not able to be absorbed by IEGE without additional resources.

In a further attempt to avoid discontinuation, RCE and IEGE consulted with the College of Humanities and Fine Arts and the Department of Languages and Cultures over the course of the Fall 2021 semester to determine if the resources of the Teaching International Languages

## **Discontinue Academic Program: See [EM 15-005](#)**

graduate program could serve as the academic home of ALCI. The conclusion of that effort was a decision that HFA/LANC are not able to take on that additional load.

RCE recommends the discontinuation of ALCI. IEGE has a list of other approved IEPs that they share with conditionally admitted students who need to resolve their English language proficiency, and they routinely matriculate international students from other IEPs. While ALCI has provided an ideal 'on campus' solution for incoming students who need ESL instruction, the number of students served no longer justifies the costs and resources necessary keep the program open.

### **Describe the consultation process and procedures:**

RCE consulted with IEGE and the Office of the Provost to determine the most prudent course of action. RCE and IEGE consulted with the College of Humanities and Fine Arts and International Languages and Literatures department in a series of meetings to explore options that might salvage the program.

ALCI enrollment data, Chico State enrollment data, international enrollment trends from IIE Open Doors report, and ALCI revenue and cost data were used in developing the recommendation to discontinue the program.

Dear Academic Senators,

While we want to support international diversity on our campus, IEGE does not object to this ALCI discontinuation proposal. We believe RCE is acting in the financial interests of the University, given the continued difficulties with maintaining viable enrollments. Declining numbers in Intensive English Programs (IEPs) have been mirrored at other CSUs and throughout the U.S., per IIE data included in the proposal. As Dean Van Ness explained in the discontinuation proposal, International Education and Global Engagement is not in a position to take on ALCI curriculum oversight and staffing of ESL instructors, nor can we invest state resources in a self-support program.

Best,

**Jennifer L. Gruber, Ed.D.**

Interim Associate Vice President & SIO

International Education & Global Engagement

Preferred Pronouns: She/Her

**California State University, Chico**

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