



**INTERNATIONAL STUDENT CENTER
STUDENT SERVICES COMPREHENSIVE
PROGRAM REVIEW and PLAN
2010-2015**

Committee Members:

Stephen Avalos	Dominic Jacquet	Coe Lamoureux
Mary Mincer	Gerald Sequeira	

Executive Summary (brief summary, commendations, challenges, and recommendations):

Brief Summary:

The International Student Center (ISC) provides recruitment, application processing, registration and student support services for international students at Citrus College. The ISC is also responsible for federal reporting to United State Citizenship and Immigration Services (USCIS). The international student population at Citrus College has grown significantly in the past 5 years to number approximately 700 a year.

Commendations:

The ISC has improved and increased services designed to assist international students to successfully complete their educational program. The center has revised the New Student Information Seminar and Orientation, significantly improving student's ability to acclimate to studying and living in the United States (U.S.) and providing them with the necessary tools and resources to be successful at Citrus College. The ISC also improved communications with students through the use of a weekly update email, helping students be more aware of important program information, including workshops, activities, and events that will enhance their cultural and academic experience. The program has posted incredible metrics in key areas, including:

- 1) The size of the student population has grown by 68%
- 2) The number of countries represented has grown by 139%
- 3) The number of degrees and certificates awarded has grown by 115%

Challenges:

The biggest challenge the ISC faces is to continue to provide the necessary student services to an increasing international student population without additional staff. In addition, the program hopes to increase student completion and have a more diverse representation of countries and regions within the international student population.

Recommendations:

- 1) Use technology to increase efficiency in the office and improve services to students.
- 2) Evaluate programs and services to increase international student success and completion.
- 3) Develop a new marketing and recruitment plan to improve diversity among countries of origin of international students.

1. Program Mission/Description:

Program Mission and Relationship to College Mission:

The International Student Center (ISC) provides effective support services for both current and prospective international students while enriching the campus community by bringing students from diverse countries around the world.

Program Description:

The International Student Center (ISC) maintains communication and compliance with United States Citizens and Information Services (USCIS) and provides the services required by that agency to admit and retain international students with F-1 visas. In addition, the ISC coordinates all aspects of recruitment, admissions, orientation, counseling, and retention of international students.

A. Awards and special recognition

N/A

B. Students

- 1) Approximate numbers of students served annually (include student characteristics and trend data if available).

Academic year	count
2010-2011	417
2011-2012	403
2012-2013	440
2013-2014	573
2014-2015	700

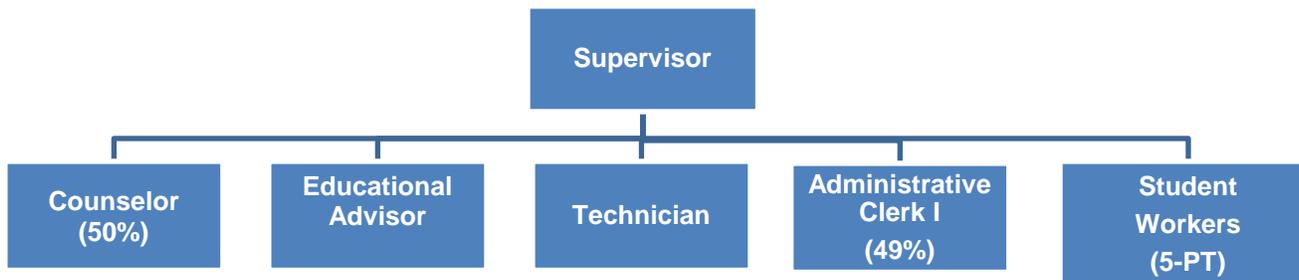
- 2) Describe eligibility requirements for participation in the program.
The program is open to students from all over the world who complete the application process. Two programs are offered: an intensive English program and an academic program. Components in a complete international student application include:
 - a. Application Fee
 - b. Open CCCApply Online Application
 - c. Copy of Passport
 - d. Current Official Bank Statement
 - e. Financial Guarantee Form
 - f. Health Form
 - g. International Student Application
 - h. Photo

C. Staffing

- 1) Staff preparation and training.
 - a. The ISC supervisor participates in National Association of Foreign Student Advisors (NAFSA) conferences, workshops, and webinars, when possible, to remain up to date with the latest and essential student visa regulations and USCIS compliance policies. The Supervisor also attends the Los Angeles Professional International Education Roundtable (LA PIER) group meetings which address current issues regarding F-1 visa students.
 - b. The International Student Technician participates in Student and Exchange Information System (SEVIS) training and webinars.
 - c. The ISC counselor attended mental health workshops and college counseling trainings. The ISC counselor also attends the FBI sponsored Threat Assessment Regional Evaluation Team (TARGET) quarterly meetings to develop best practices in the identification, assessment, and management of threats to institutions of higher education.
 - d. The ISC counselor and advisor attend regular Counseling department trainings and workshops, and participate in annual professional conferences such as the California State University (CSU)

- Community College Counselor Conference, the University of California (UC) Community College Counselor Conference, and Ensuring Transfer Success (ETS) hosted by the UC system.
- e. The ISC Advisor participates in USCIS/SEVIS Designated School Official (DSO) trainings.
 - f. Student Assistants receive training using the ISC Student Training Manual and Student Training Checklist.

- 2) Faculty minimum qualifications, diversity, and credentials.
 - a. The ISC Supervisor position requires a bachelor’s degree and two years of experience in international student services or general student services in a college setting. A master’s degree is preferred.
 - b. Full-Time Faculty/Counselor position requires a master’s degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, OR The equivalent. (NOTE: A license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline, pursuant to Title 5 Section 53410.1.)
 - c. The ISC Educational Advisor position requires a bachelor’s degree.
 - d. The ISC Technician position requires a high school diploma and four years of progressive experience in college admissions, financial aid, or counseling support.
 - e. The ISC Administrative Clerk II position requires a high school diploma and two years of clerical experience.
- 3) Organizational chart with vacancies.



D. Facilities/Location

The ISC is located on the first floor of the Student Services building, SS 164. The ISC has a student lounge area for study and activities. The ISC has three offices, each currently used by a counselor, advisor, and supervisor. There is a front desk with two student worker stations, a station for the administrative clerk, a scanning station, and a station for the technician. Student Services 166 is a dedicated classroom for English as a Second Language (ESL) classes as approximately 70% of ESL students are international students. The ISC uses that classroom for activities, presentations and workshops when classes are not scheduled. The ISC also allows students to reserve that classroom for Citrus College related activities.

2. Key Functions/Goals:

- Assist students adjust to studying in America by providing information on topics such as campus safety, local organizations, health insurance, honors programs, campus clubs, English as a Second Language (ESL) lab, and Learning Center services
- Assist students with their academic goals
- Ensure compliance with USCIS federal regulations
- Market and promote Citrus College to attract and recruit international students
- Provide cultural enrichment opportunities
- Provide orientation workshops that include assessment testing, F-1 visa orientation, group advising and registration
- Schedule and track counseling and advisement
- Support enrollment and success of international students
- Work with other departments on activities that promote college diversity and student support of international students

Program Metrics:	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Full-Time	416	403	440	572	700
Part-Time	2	2	8	18	13
Regions (Countries)	6 (18)	5 (14)	9 (27)	8 (41)	9 (43)
Student Contact – Individual/Groups/Drop-in	1,079/ 301/132	2,071/ 282/109	2,269/ 289/62	2,210/ 411/513	2,146/ 593/325
Number of Degrees and Certificates	78	59	78	94	168
Number of students transferring	85	62	54	78	93

A. Explain how this program coordinates with Instructional and Student Services Programs, Institutional Research, and TeCServices (TeCS).

- 1) The ISC coordinates and consults with faculty and staff on an as-needed basis in matters related to international students. The ISC takes part in various committees to strengthen the implementation of strategic planning goals across the campus, including the Student Service Committee.
- 2) The ISC works with the Counseling and Advisement Center and Transfer Center to assist students with their educational objectives and academic progress. The ISC also works with the Student Health Center on personal counseling for students.
- 3) The ISC works closely with the ESL department and the Dean of Enrollment Management with regard to program curriculum, scheduling, and student issues. The ISC staff attend the ESL department meetings when appropriate.
- 4) The ISC coordinates student enrollment, maintenance of student data, F-1 student clearances and registration with the Admissions and Records office. Admissions and Records office assists the ISC with new student orientation and issues related to international student registration and records.
- 5) The ISC works with Institutional Research in the collection of valuable data pertaining to demographic data, graduation rates, transfer rates, surveys, enrollment data, and other information needed to ensure the success of the international student program. Institutional Research assists the ISC in the completion of Student Learning Outcomes (SLOs) and program review.
- 6) The ISC works with Fine and Performing Arts on recruitment of international students.
- 7) The ISC relies on Technology Services (TeCS) in the area of maintaining and upgrading email, phone and computer systems as necessary. The ISC will also work with TeCS in maintaining and improving student record management in Banner and SARS. Currently the ISC is working with TeCS in transitioning from paper to electronic files in Xtender.
- 8) The ISC works with External Relations and Reprographics on recruitment, marketing efforts, and promotional materials.

B. Describe how this program works with the business office to monitor budgets and fiscal reporting?

The ISC works with the business office with regards to third party payment programs that include the Saudi Arabia Cultural Ministry (SACM) and NIC International College of Japan. The business office also assists F-1 students with promissory notes and by providing short term payment plans for students experiencing extenuating circumstances.

The cashier's office processes deposits from the ISC.

The business office maintains ISC accounts and posts updates to Banner for budget review.

C. List how this program is integrated with the student equity plan (diversity) and strategic plan.

- 1) **Access:** ISC assists and supports recruitment and enrollment of international students. Student diversity is enhanced through interaction between domestic students and international students. International

students have served in student government, shared governance committees and work in the ISC department. International students participate in the implementation of the college mission and strategic plan.

- 2) **Course Completion:** In order to maintain compliance with F-1 student visa regulations, the designated school official (DSO) monitors course completion by examining the number of units taken, GPA, and course completion of each international student. The counselor and educational advisor provide services that support student's educational progress.
- 3) **ESL and Basic Skills Completion:** Over 70% of ESL students are international students. The ISC monitors international students to ensure English proficiency and educational goal completion.
- 4) **Degree and certificate completion:** The ISC counselor and educational advisor assist students in completing their educational goals of degree and certificate completion. The ISC host international student recruiters from four year colleges.

3. Program Self Evaluation:

A. Access – Describe how this program is accessible to students.

- 1) Compare demographic data from the college to the program, including ethnicity, gender, age, and students with disabilities (provide trend data and analysis if available).
The ISC makes every effort to provide students, families, agencies and schools, with information about Citrus College. The ISC makes information available through publications, the internet, presentations, recruitment trips, and promotional events. The ISC is open 47 hours a week. Student workers speak seven languages at the time of this review. The ISC provides counseling, advisement, housing assistance, and other services.

This report provides demographic and outcome data for enrolled international students between 2010-11 and 2014-15. International student is defined as any student with foreign residency or F1/M1 visa.

Over the last few years, there has been a steady increase in the number of international students. International student enrollment increased from 416 in 2010-11 to 700 in 2014-15. International students are primarily of traditional college age (24 or younger). There are more males than females. A large percentage of international students are from Asia. The Asian international student population increased proportionally from 75% in 2010-11 to 87% in 2014-15.

Age

Academic Year	2010-11		2011-12		2012-13		2013-14		2014-15	
	n	%	n	%	n	%	n	%	n	%
19 or younger	103	25%	115	29%	156	35%	194	34%	244	35%
20-24	230	55%	218	54%	221	50%	284	50%	381	54%
25-49	82	20%	70	17%	62	14%	92	16%	75	11%
50 or older	1	<1%	-	-	1	<1%	2	<1%	-	-
Grand Total	416	100%	403	100%	440	100%	572	100%	700	100%

Gender

Academic Year	2010-11		2011-12		2012-13		2013-14		2014-15	
	n	%	n	%	n	%	n	%	n	%
Female	187	45%	176	44%	205	47%	260	45%	313	45%
Male	193	46%	207	51%	217	49%	298	52%	373	53%
Unknown	36	9%	20	5%	18	4%	14	2%	14	2%
Grand Total	416	100%	403	100%	440	100%	572	100%	700	100%

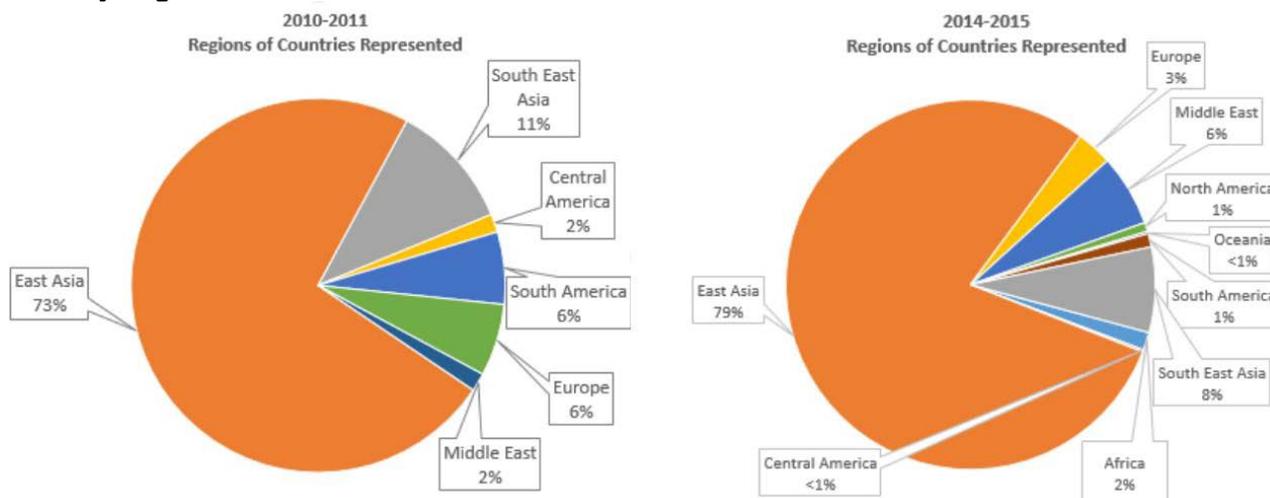
Ethnicity

Academic Year	2010-11		2011-12		2012-13		2013-14		2014-15	
	n	%	n	%	n	%	n	%	n	%
Asian	310	75%	332	82%	372	85%	492	86%	611	87%
African American	3	1%	4	1%	4	1%	8	1%	7	1%
Hispanic	12	3%	16	4%	18	4%	16	3%	18	3%
White	16	4%	19	5%	26	6%	35	6%	45	6%
Other	4	1%	3	1%	2	0%	5	1%	6	1%
Unknown	71	17%	29	7%	18	4%	16	3%	13	2%
Grand Total	416	100%	403	100%	440	100%	572	100%	700	100%

Students with Disability

Among all enrolled international students between 2010-11 and 2014-15, three are students with disabilities. Demographic, unit, and degree attainment for this group will not be reported separately due to its small size.

ISC Country Region Data



2) Describe the effectiveness of the program in enabling success for underprepared and underrepresented students.

Many of the international students started math at college level or above. Only a small number enrolled in basic skills math. For English, international students tend to follow the ESL sequence other than English. The two tables below summarized the level of the first math, English and ESL class the international students attempted at Citrus College. A little over 10% of the enrolled international students started in basic skills math and more than 80% started in basic skills ESL.

Academic Year	Total Int'l Enrollment	First Math at Citrus College		% Started in Basic Skills Math
		Basic Skills (MATH020, 029, 030)	College Level or Above (MATH150 or Above)	
2010-11	416	48	261	12%
2011-12	403	53	257	13%
2012-13	440	54	298	12%
2013-14	572	62	355	11%
2014-15	700	73	374	10%

Academic Year	Total Int'l Enrollment	First English or ESL at Citrus College			% Started in Basic Skills ESL
		Basic Skills English (ENGL040, 098, 099, 100)	Transfer Level ESL/ENGL (ESL101, ENGL101 or above)	Basic Skills ESL (All ESL below ESL101)	
2010-11	416	11	37	342	82%
2011-12	403	9	36	331	82%
2012-13	440	14	40	366	83%
2013-14	572	13	39	488	85%
2014-15	700	15	41	608	87%

Due to the small number of international students enrolled in basic skills math and English, we focused on students who followed the ESL sequence and tracked their progression through winter 2016. Among the enrolled international students between 2010-11 and 2013-14, more than three quarters progressed and attempted a transfer level ESL or English class. Progression rate for students enrolled in 2014-15 is lower, but the rate should improve overtime when more time is allowed for tracking.

Academic Year	Total Int'l Enrollment	Took Basic Skills ESL	Attempted Transfer Level ESL or English (ESL101/ENGL101 or above)	
			n	%
2010-11	416	342	264	77%
2011-12	403	331	273	82%
2012-13	440	366	295	81%
2013-14	572	488	374	77%
2014-15	700	608	390	64%

The ISC supports and assists under-prepared students the following ways:

- The ISC works with the testing center to provide college assessment and placement for ESL and math courses.
- The ISC coordinates academic counseling to assist students with student educational plans for completing their educational programs.
- The ISC collaborates with ESL support services, such as the ESL Language Lab and the Learning Center, to provide workshops and other activities to supplement student's ESL coursework to improve their English language skills.
- The ISC monitors international students' academic progress through data supplied by Banner, Counseling department's Early Alert lists, and class student updates from ESL instructors. The ISC contacts these students to make appointments with the ISC counselor for assistance and direction to support services.

B. Student Success – Review how well the students are completing their educational goals compared to the total college population (provide trend data and analysis if available).

1) Number of degrees and certificates awarded.

The number of degrees and certificates earned by international students has increased dramatically since 2010-2011. The increase is due in part to a dramatic increase in the size of the program and in the new CSUGE certificate that most transfer students to the California State University obtain.

In 2013-2014 academic year, international students received 4.2% of all degrees awarded while accounting for only 3.2% of the total general population enrolled. Domestic students accounted for

95.8% degrees earned, while accounting for 96.8% of the total college population enrolled. Data for 2014-2015 likewise shows that international students received 4% of degrees awarded while accounting for approximately 4% of total college population enrollment. Therefore data suggest that ISC students earn degrees at a rate comparable to the general student population.

	2010-11	2011-12	2012-13	2013-14	2014-15
AA & AA-T	29	28	25	43	74
AS & AS-T	39	27	51	44	62
Certificates	9	4	1	7	30
Skill Award	1	0	1	0	2
Grand Total	78	59	78	94	168

2) Number of transfer-prepared students.

ISC has concentrated its efforts on working with students who are struggling academically and socially. Starting in 2015-2016, ISC plans to monitor student progression through their academic program by requiring students to complete a comprehensive student educational plan (SEP) after 15 units and requiring a follow up appointment after students complete 45 units.

3) Number of transfers.

Working with the Institutional Research office, an analysis of the 2011-12 new international student cohort showed that out of 136 international students, 34 transferred to a 4 year university within four years, a rate of 25%. The same report compared the 2011-2012 international student cohort to the fall 2011 domestic student cohort, which showed that out of 1,832 new high school graduates, 311 domestic students transferred to a four year university, a rate of 17%. The table below shows that the number of international students transferring has increased by 72% in the last two years.

	2010-11	2011-12	2012-13	2013-14	2014-15
Full-Time	416	403	440	572	700
Part-Time	2	2	8	18	13
Number of transfer students	85	62	54	78	93

C. Achievement of non-credit educational goals.

F-1 international student dependents (F-2 visa holders) often participate in the non-credit ESL program. The ISC is working with the ESL Department on exploring avenues whereby current F-1 visa students could benefit from non-credit ESL services.

D. List exemplary practices and services offered that could be shared with other departments.

- 1) The ISC has a comprehensive student assistant training process that includes a student assistant manual, a new student assistant checklist, and a student assistant mentor program.
- 2) The ISC has a new student orientation and information seminar each term, providing new international students with information about their F-1 visa responsibilities and benefits, programs and services at the college, and community information. Orientation includes a vendor fair, where community businesses are able to provide information about their services.
- 3) The ISC schedules activities and events that provide international students with an opportunity to engage with American culture.
- 4) The ISC lounge gives students a place to study, relax, and visit with friends. It also houses many activities for students such as holiday celebrations, game tournaments, film showings, and other events.
- 5) Students are encouraged to come to ISC for any question and any need. The staff goes out of its way to help students each time. For example, if a student is having difficulty navigating a school website, a student worker will sit down and show the student how to complete the process.

E. Compliance

- 1) Provide an overview of how this program meets applicable minimum requirements of law.
The ISC oversees the monitoring and reporting of international students to maintain compliance with the Student and Exchange Visitor Information System (SEVIS) and California State policies and regulations. SEVIS certified schools must go through the recertification process every two years. During this process, SEVIS reviews a school's recordkeeping and reporting to verify that the institution remains compliant with SEVIS regulatory standards.
- 2) Describe compliance initiatives undertaken since last program review.
Student and Exchange Visitor Program (SEVP)-certified schools must go through a [recertification process](#) every two years to ensure they remain eligible for certification and have complied with all record keeping, retention and reporting requirements, and all other requirements in accordance with the regulations. Citrus College's last recertification was approved 03/10/2016.

In addition, staff participate in LA PIER group meetings, NAFSA updates, SEVIS Webinar trainings, and meetings with our region's SEVIS field representative, Adeli Nol, to make sure the program complies with current rules and regulations.

The ISC has worked with the Admissions and Records Office on reports tracking student enrollment in online courses.

F. Environmental Impact – How has the program contributed to a greener campus environment (i.e. increased awareness, impact on the campus footprint, strategies to reduce consumption and energy, waste reduction, recycling, sustainability)?

The ISC recycles student file folders. Once a student becomes inactive in the program, all paperwork for that student is transferred into a manila folder. The original file folder and tab dividers are then reused for a new student starting in the program. Reusing files reduces expenses and the need to repurchase costly folders.

In an effort to be a greener program, the ISC sends out mass email blasts to all continuing international students to remind them of their SEVIS requirements, upcoming deadlines, and special events. Potential students applying to the Citrus College ISC program are notified by email regarding their international student application status.

The ISC is currently awaiting implementation of the international student application of Open CCCApply which will allow international students to apply and submit documents electronically. The online application will help the ISC reduce printing of documents. Potential students will be encouraged to apply online rather than filling out a paper application. ISC's goal is to implement the Open CCCApply online application as soon as possible.

The ISC is in the process of being able to scan files and become a paperless office. The ISC has all necessary equipment to begin scanning files and is only awaiting TeCS to complete installation of the required software.

G. Data Reporting

- 1) Describe data gathering and submission processes, including challenges in submission.
Currently, a manual ISC database (Excel Spreadsheets and Tables) is used to track current students, former students, and prospective students. Current student information is typed manually from the different Banner screens. Information retyped includes contact info, country, gender, academic status, ESL or academic student status, transfer status, GPA, Unit Count, major, SEVIS status, health insurance status, etc. The database maintains that information after the student leaves Citrus College and also includes reason for deactivation of I-20 and, if the student transferred to another school, and the name of the transfer school. Students who have completed a program of study and are on Optional Practical Training (OPT) and Part-time students taking classes from other colleges/universities are also tracked in the same way. Prospective student applications are processed and updated in the ISC database from the receipt of application to the student's enrollment at the college.

The challenge with the current database is that all input is done manually for every single student, including registering each active student in SEVIS one at a time every term. Due to the manual nature of the processes, status is only updated once a term because the update involves checking every single student on various Banner screens. Applicants and current students also have no way of knowing what their status is unless they individually reach out to the ISC, which they often do, and thereby generating additional work during particularly busy periods. In addition, because the database is in an excel file, only one staff person can work on the database at any given time.

- 2) Explain changes in data collection, access, and submission since last program review.
 Since the last program review, a new excel database was developed to track students through the enrollment process. The database also monitors student program completion, graduation, and transfer. Although this new database is a significant improvement compared to the prior excel database, the new database is inadequate to the needs of a growing and modern ISC program. Challenges with the current database include that all data must be entered and monitored manually and only one person can access the database at a time. Reports must be created from scratch every time data needs to be analyzed. The database does not have a user friendly interface. Students cannot access information contained in the database. The database cannot automatically send messages to students. Lastly, the database cannot submit batch data to SEVIS.

The office is close to being able to scan documents. All scanning equipment has been installed and the office is only waiting for existing imaging software to be installed on the imaging computer.

H. Technology Needs

- 1) List technology needs that currently exist in the program (include justification).
 The ISC has four key technology goals: install a new database system, implement Open CCCApply International Student Application, set up document imaging software, and access a texting tool. In addition to these four immediate needs, the office also needs to collaborate with External Relations and TeCS to keep up with latest social media strategies and to ensure the office is up-to-date with hardware and software.

A new database software system will greatly improve the functionality of managing, processing, and updating student data, as well as improving correspondence with students, batch loading data from Banner, and batch pushing data to SEVIS. A database tool will free up valuable time for ISC staff to increase face-to-face communication with students and provide more efficient services to prospective and current students. In addition to improving customer service, the new database will also allow applicants to see their current application status without having to contact the ISC, thus improving the application completion rate, as well as speed up the admission process. A database will also allow current students to check their compliance status.

The ISC plans to work with TeCS and the Admissions and Records Office on implementing the Open CCCApply international student application. The international student application will make it easier for international students to apply through the Open CCCApply general application.

The office is close to being able to scan documents. All scanning equipment has been installed and the office is only waiting for existing imaging software to be installed on the computer. Imaging documents will allow the ISC office to become a paperless office.

ISC plans to improve communication by sending text messages through a cloud enterprise system. Once texting is implemented, communication with students will significantly improve.

The ISC will develop and execute a social media strategy that will help the program engage prospective and current students and raise awareness of the program, services, and activities of the center.

- 2) Describe and list anticipated technology needs.
 The ISC will also like to stay up-to-date on the latest technology, both hardware and software, for the use in promotion of the college and in recruitment and retention of international students.

I. Explain how faculty, administrators, staff, and students interact with this program.

The ISC provides a new student information seminar in the summer, fall, and spring terms. Faculty, staff, administrators, and current students participate as guest speakers advising new students about various programs and services available at Citrus College.

The ISC holds regular staff meetings that incorporate ways to improve the program and services for our international students.

The ISC staff encourages and accepts input from international students on ways to improve the effectiveness of ISC programs and services through online surveys, group meetings, and informal conversations. The ISC uses the SLO process to encourage student feedback and assessment of the program.

The supervisor, educational advisor, ESL faculty, and counselors plan and discuss ways to improve the Intensive English Program as it pertains to international students.

The ISC works with Admissions and Records on student registration and on keeping Banner records up to date.

ISC staff has established strong working relationships with staff representing other areas of the college that play a key role in the success of international students such as the Learning Center and Counseling and Advising.

Program Self-Evaluation Recommendations

Using data, describe changes that need to be made to improve program services to students. Include timelines, resources needed, and personnel responsible for implementing the plans. All recommendations must be numbered and referenced in section 6.

The ISC has two overarching goals for the next five years: improve student achievement and increase the diversity with respect of countries of origin of the international student population.

- 1) In order to improve our student's success and completion rate, the ISC recommends:
 - a. Adding counseling and advising staff
 - b. Reviewing of ESL curriculum to ensure that international students are prepared for transfer
 - c. Developing an ESL program certificate
 - d. Providing more success workshops and group learning opportunities in the ISC Lounge and SS 166
 - e. Developing a Peer Mentor Program for new international students through collaboration with the Citrus College Honor programs and program advisors
- 2) In order to increase diversity among international students, the ISC recommends:
 - a. Revising marketing materials
 - b. Launching a new database/record management system
 - c. Researching and developing a marketing plan for recruitment of under-represented international populations from different regions of the globe

4. Assessment of Outcomes:

Assessment: *How did you assess the outcomes? What method did you use?*

Result: *What was the product or consequence of your assessment?*

Change: *What will you do differently as a result of what you learned from the assessment?*

Populate with the existing Unit Outcomes				
	Outcome	Assessment	Result	Change
1	International students will successfully meet their educational goal of graduation and/or transfer.	During the 2014-2015 year and 2015-2016 year the ISC provided an "Exit Survey" to measure success,	Forty three (43) students that exited the program in the 2014-2015 academic year and sixty seven (67) students that exited the	During the first assessment the only service that did not meet the assessment goal was "Housing Assistance." In an effort to address this

		<p>outcomes, and student satisfaction.</p>	<p>program in 2015-2016 academic year completed the ISC Exit Survey.</p> <p>The results were mostly positive and helped the ISC assess different programs and services such as international student orientation, program events, and activities.</p> <p>Survey results from 2014-2015 survey show that in all but one service, (housing assistance); respondents gave more than 50% satisfactory marking.</p> <p>Survey results from 2015-2016 survey show all service respondents gave more than 50% satisfactory marking, although health insurance assistance received a 10% very dissatisfied marking.</p> <p>The 2015-2016 survey show that a large percentage (68%) of respondents not attending the Graduation Celebration Dinner. In the written comment area, many respondents cited the date of the event as being the main reason they did not attend the graduation dinner.</p>	<p>issue, the ISC met with new local homestay companies whose information is now provided to students. The ISC also developed a "Housing Binder" that is kept at the front desk. Providing students with more housing options reduced stress and students were more satisfied with their student experience at Citrus College.</p> <p>In the second assessment, "Health Insurance Assistance" had above 50% satisfactory marking, but had the highest "Very Dissatisfied" marking. In an effort to address this issue the ISC has made arrangements to have the insurance provider come to the college once a semester to answer student's questions.</p> <p>Providing students with the insurance information session assisted students to be more aware of their health insurance benefits, as well as limitations of the plan.</p>
2	<p>International students will receive cultural education through participation in student activities and events.</p>	<p>During the 2014-2015 year all ISC students were sent an online ISC Event Survey to ascertain participation, satisfaction, and success of student activities (Appendix A).</p> <p>For the 2015-2016 year, ISC gathered a focus group consisting of administration, staff, and students to discuss how to increase student participation in ISC activities (Appendix B).</p>	<p>Eighty four (84) students completed the ISC Event Survey in 2014-2015. The results show that the ISC is providing many diverse and interesting events and activities that a majority of students are interested in attending. Eighty seven percent (87%) of respondents who attended an event indicated that they learned something about a culture that is different from their own.</p> <p>The ISC also created a student centered focus group to discuss how to effectively offer events and what types of events students will be interested in</p>	<p>The ISC developed events and activities that are more unique to United States culture, that students might not have access to in their own countries. Changes implemented include rotating the museum visited each year and adding a soccer activity that has proven very popular.</p> <p>The ISC will use input provided by students to better plan activities to be offered at optimum times as reflected by the survey.</p> <p>The ISC will query plans for activities to ascertain student interest and student satisfaction.</p>

			participating. The focus group indicated that the time and day was a significant factor in attending an event, with weekends being the most popular. The group also created a list of activities they will like to participate, both on and off campus.	
3	International students will receive academic support that increases transfer and graduation rates.	<p>All ISC students were monitored for academic progress by measuring participation data using report information from the Scheduling and Reporting System (SARS) software and the ISC database.</p> <p>In addition, counseling services and student success workshops were provided, including probation appointments for students below a 2.0 GPA.</p>	<p>The ISC monitored international students on probation status and sent out probation emails requesting the student meet with a counselor to assess the student's academic difficulty. 104 probation emails were sent in July, 2015.</p> <p>There were 29 probation appointments.</p> <p>The number of probation students decreased from 104 to 34 probation students from fall 2014 to spring 2015.</p>	<p>The ISC is pleased with the 58% decrease in probation students from the beginning of the fall 2014 to the beginning of the spring 2015 semester.</p> <p>Upon review of the data, it was noted that not all probation students were assigned in SARS as probation students when they scheduled appointments with a counselor.</p> <p>The ISC plans to offer "Student Success" workshops for probation students in coordination with counseling and advising.</p>

A. Describe your progress in the development and implementation of Student Learning Outcomes.

Prompt: You may also include an analysis of workload/scope of work, and/or additional data (CCSSE, ARCC, surveys) to address this topic. Use existing data or document with a survey.

- 1) What process was used to develop the SLOs?
SLOs were developed over the course of several staff meetings as well as with input from international students. The goal was to develop SLOs that will assist the ISC in providing a positive academic and cultural experience for international students. Development of SLOs included determining the right assessment instrument and level of competency.
- 2) What activities are used to achieve the SLOs?
When an SLO evaluation involved the use of a survey, the office met with Institutional Research in the development of the instrument and in setting up goals for the activity. In one instance a focus group was more beneficial as it allowed ISC the opportunity to better understand challenges facing students. The ISC counseling faculty provided direction in the area of academic success.

B. How is the program assessing the outcomes?

The ISC worked with Institutional Research in developing surveys to be used to evaluate some SLOs. The ISC staff met with Institutional Research to review the data and evaluate the need for improvements as a result of assessment data. Follow up activities were planned and discussed at subsequent staff meetings.

C. How is the assessment information used to improve services?

The ISC staff reviewed the survey outcomes and made changes to improve outcomes. For example, identifying the need for additional housing information led to the creation of a housing binder for students. The survey on activities resulted in the rotation of events from year-to-year and in providing new activities

such as a hiking trip and a soccer match. The SLO on probation lead to better coding of information in SARS.

5. Previous Recommendations/Goals:

Prompt: Provide an outline of the previous recommendations. Insert title of person(s) responsible. Status should be Completed or In Progress. If goal is in progress, explain why under status. Indicate completion date by Month/Year.

	Previous Recommendations/Goals	Person(s) Responsible	Status/Progress	Completed
1	Increase staffing	Supervisor, Dean of Admissions, and Human Resources	Completed	February 2016
2	International Student Handbook	Supervisor and ISC Technician	Abandon – In lieu of a hard copy handbook, information is presented to students on the ISC webpage and during the application, orientation, and counseling process.	N/A
3	Improve communication to students	Supervisor and ISC Technician	Completed	May 2014
4	Student contact tracking system	Supervisor	Completed	June 2013
5	International Student Advisory Committee	Supervisor	Abandon – It was decided that a committee was not necessary.	N/A

6. New Recommendations/Goals:

Prompt: List new recommendations/goals in order of priority. Indicate estimated completion date by month/year. If applicable reference the Citrus College Strategic Plan (CCSP) objectives that require funding and the Educational Facilities Master Plan (EFMP) goals, using the following format. Example: **CCSP 2.3.2 / EFMP pg. 361**

	New Recommendations/Goals	Person(s) Responsible	Estimated Completion	Budget Priority
1 st	Use technology to increase efficiency and services to international students. <ul style="list-style-type: none"> Implement Customer Relationship Management (CRM) system for tracking international student paperwork. This streamlines the process for ISC and students. In addition, this program links Banner to SEVIS to eliminate manual processes. Implement online international student application using Open CCCApply Implement Xtender for scanning of documents CCSP 1.2.1, 3.1.2, 5.1.1, 5.1.3, and 5.1.4; EFMP pg. 348	Supervisor and ISC Technician	July 2016	2
2 nd	Provide services and programs to assist students in completing their educational programs successfully. <ul style="list-style-type: none"> Offer a counseling strategies for college success course for international students struggling academically Collaborate with Honors programs in developing a peer-mentor program Offer designated study room for group academic projects and assignments CCSP 1.1.3, 2.1.1, and 2.2.4; EFMP pg. 348	Supervisor and ISC Technician	June 2017	3
3 rd	Develop marketing and recruitment plan for increasing international student diversity. <ul style="list-style-type: none"> Work with External Relations to revise marketing materials 	Supervisor	June 2018	3

	<ul style="list-style-type: none"> • Increase ISC social media presence • Gather information from NAFSA conferences, neighboring community colleges, LA PIER Group, and other data resources for effective recruitment of international students, specifically for students from countries and regions underrepresented in the international student population and implement strategies that will be more suited to the nature of the ISC program <p>CCSP 2.1.1 and 3.2; EFMP pg. 348</p>			
--	--	--	--	--

7. Resources Requested:

Prompt: All requests should be linked to new recommendations (above). Include the reference number in the "Discuss impact on goals / SLOs" field below. Use the Link to Planning Key found on the General Budget Guidelines page below to complete the Link to Planning column.

Certificated Personnel (FNIC)

Position	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link to Planning
2-Adjunct Counselors (16 hours/week)	<p>Goal: Provide international students the required counseling and support necessary to meet the needs specific to this special population. Note: Second language fluency preferred.</p> <p>Impact: Adjunct counselors will provide state mandated services, federal SEVIS monitoring, and provide academic support so that international students graduate and transfer successfully.</p> <p>New recommendation Goal 2</p>	<p>Salary \$38,362 Benefits \$ 5,420 Health \$-0-</p> <hr/> <p>Total: \$43,782 ea. X 2=\$87,564</p>	2	<p>CCSP 1.1.3, 2.2.3, and 2.3.8; EFMP pg. 348</p>

Classified Personnel

Position	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link To Planning
N/A				

Staff Development (Division)

Item	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link To Planning
Attend National Association of Foreign Student Advisors (NAFSA) trainings, both the national conference and the regional training.	<p>Goal: Due to the complex and specialized information pertinent to international students, including government regulations, compliance issues, and the implementation of SEVIS II, it is important for ISC staff to attend the NAFSA training.</p> <p>Impact: NAFSA training provides the opportunity to stay informed on the latest United States Citizens and Information Services (USCIS) immigration and visa regulation updates, current international education research, and learn about new trends in recruitment and retention.</p>	<p>\$2,600 per person for the National Conference</p> <p>\$1,900 per person for Regional Conference.</p> <p>\$399 for annual NAFSA Membership</p>	2	<p>CCSP 1.2.2; EFMP pg. 348</p>

	New recommendation #N/A			
--	-------------------------	--	--	--

Facilities (Facilities)

Describe repairs or modifications needed and location*	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link To Planning
Ricoh Printer cables re-set for safety and work efficiency	Goal: Relocate ground outlet to make workspace safe. Impact: Improve safety. New recommendation N/A	\$400	1	CCSP 4.1.1 and 4.2.3; EFMP pg. 348
Add new desk return on Administrative Clerk's work desk	Goal: Move equipment to allow for a larger work space for administrative clerk. Impact: Additional work space will help administrative clerk be more productive. New recommendation N/A	\$1,200	3	CCSP 4.1.1, and 4.2.3; EFMP pg. 348

* Include building and room number

Computers / Software (TeCServices)

Item	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link To Planning
Replacement of 6 computers for ISC Lounge and front desk work area	Goal: Replace 6 computers, 2 for student workers and 4 for students. Impact: New equipment is necessary for ISC staff to perform required duties. Students need computers to fulfill academic requirements. Computer access will improve student's success. New recommendation # 2	\$8,000	2	CCSP 4.1.1, and 4.2.3; EFMP pg. 348

Equipment

Item	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link To Planning
N/A				

Supplies (Division)

Item	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link To Planning
N/A				

Appendix A



International Student Center Survey

Results of the
2015 Citrus College
International Student
Center Survey

Citrus College
Office of Institutional Research,
Planning and Effectiveness
July 2015



Appendix B

9/25/15 ISC Events Discussion/Student Focus Group

Our meeting today was primarily to discuss how to most effectively offer events and activities sponsored by the ISC. As you know, getting students involved and participating is difficult sometimes.

Here are my notes from our meeting (highlighted items seemed to be the most popular):

- Off-Campus Events:
 - National Parks and Outdoor Activities
 - Joshua Tree
 - Yosemite
 - Camping overnight (forest, beach, national parks, etc.)
 - Hiking
 - SoCal Favorites
 - Beach
 - San Diego
 - Kayaking
 - Paddle boarding
 - Segway at the mall
 - Restaurants (Phil's BBQ)
 - San Francisco overnight trip
 - Big Bear
 - Hiking
 - San Diego
 - Hollywood Sign
 - Joshua Tree
 - Local hikes
 - Deep Sea Fishing
 - Downtown Hollywood
 - El Capiton Theatre (Disney movies)
 - Pantages Theatre (Broadway shows)
 - Ice Skating
 - Tubing (boat and lake)
 - Paint Ball
 - Disneyland
 - Sports Games
 - Soccer
 - JPL (or Space X)
 - Space Museum
 - TV Tapings
 - The Voice
 - The Ellen Show
 - Botanical Gardens (Huntington Gardens)
 - Maker's Fair (inventions)
 - Cooking Classes
 - Renaissance Fairs
 - On-Campus Activities
 - Holidays and Festivals
 - Chinese Moon Festival
 - Potlucks (Christmas Around the World)