

# International Student Center



## Non-Instructional Program Review

Spring 2011



International Student Center  
Non-instructional Program Review  
2010/2011

---

**Prepared by:**

Lucinda L. Over, Ed.D, Dean of Counseling Programs and Services

Coe Lamoureux, ISC Supervisor

Stephen J. Avalos, ISC Counselor

Paige Miyabe, ISC Advisor

Lori Gatto, ISC Technician

**NON-INSTRUCTIONAL PROGRAM REVIEW**  
**International Student Center**

The final summary of the program review process for the International Student Center is attached to this page.

I affirm that this program has been reviewed according to the accepted District procedures for program review and that the final summary accurately reflects the consensus of the members of the review committee.

\_\_\_\_\_  
Dr. Jeanne Hamilton, Vice President of Student Services

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dr. Lucinda L. Over, Dean of Counseling Programs & Services

\_\_\_\_\_  
Date

\_\_\_\_\_  
Coe Lamoureux, Supervisor of International Student Center

\_\_\_\_\_  
Date

\*It is the department's responsibility to communicate review recommendations with additional offices and services.

**TABLE OF CONTENTS**

**I. Introduction \_\_\_\_\_pages 5-11**

**II. Integration and Coordination with Other Programs \_\_\_\_\_pages 11-13**

**III. Program Self-Evaluation \_\_\_\_\_pages 13-21**

**IV. Effective Practices \_\_\_\_\_pages 21-23**

**V. Opportunities for Improvement, Recommendations and Needs Identification \_\_\_\_\_pages 24-25**

**VI. Technical Assistance/Training needs \_\_\_\_\_pages 25**

**VII. Supplemental Information \_\_\_\_\_pages 25**

**VIII. Addenda (as applicable) \_\_\_\_\_pages 25-29**

# NON INSTRUCTIONAL PROGRAM REVIEW

## INTERNATIONAL STUDENT CENTER (ISC)

### I. Introduction

#### A. Provide a brief overview of the program, including:

##### 1. Relationship to college mission.

The International Student Center (ISC) has a direct relationship with the college mission of “fostering a diverse educational community and cultural learning environment that supports student success in pursuit of academic excellence, economic opportunity, and personal achievement”. The ISC works to build understanding and respect among different peoples. International students at Citrus bring cultural enrichment and awareness to the college community.

##### 2. Program description, purpose, goals, and objectives.

The ISC’s purpose is to provide services and support for both current and prospective students to continue their educational program at Citrus College.

The ISC’s goal is to promote and support the enrollment and success of international students and to enhance the cultural diversity on campus. The program coordinates all aspects of recruitment, admissions, orientation, counseling and retention of F-1 visa students. The ISC maintains communication and compliance with United States Citizens and Information Services (USCIS) with regard to F-1 visa students.

The ISC’s objective is to provide programs and services for international students to successfully complete their education at Citrus College, whereupon they will return home, or transfer to another institution to continue their education.

##### 3. Number, type of staff.

- 1-Full-Time supervisor, Coe Lamoureux
- 1-Part-Time counselor, Stephen J. Avalos
- 1-Full-Time educational advisor, Paige Miyabe
- 1-Full-Time Technician, Lori Gatto
- 2-Part-Time student workers

##### a. Staff preparation and training.

In 2009, the ISC supervisor attended the National Association of Foreign Student Advisors (NAFSA) National Conference. Because of the complex and ever changing nature of USCIS regulations and recruitment, it is imperative that ISC staff attend educational training, workshops; webinars, and conferences specific to the ISC program, such as NAFSA.

In the future the staff would like to attend training. It is recommended that the staff attend the regional NAFSA conference

- o Reno, NV,  
Oct 25 – 29, 2011

It is recommended that the Supervisor attend the yearly national conference.

- o Vancouver, British Columbia  
May 29 - June 3, 2011
- o Houston, Texas  
May 27 - June 1, 2012

- Louisville, Kentucky  
May 26 - 31, 2013
- San Diego, California  
May 25 – 30, 2014

**b. Staff minimum qualifications, diversity and credentials.**

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.

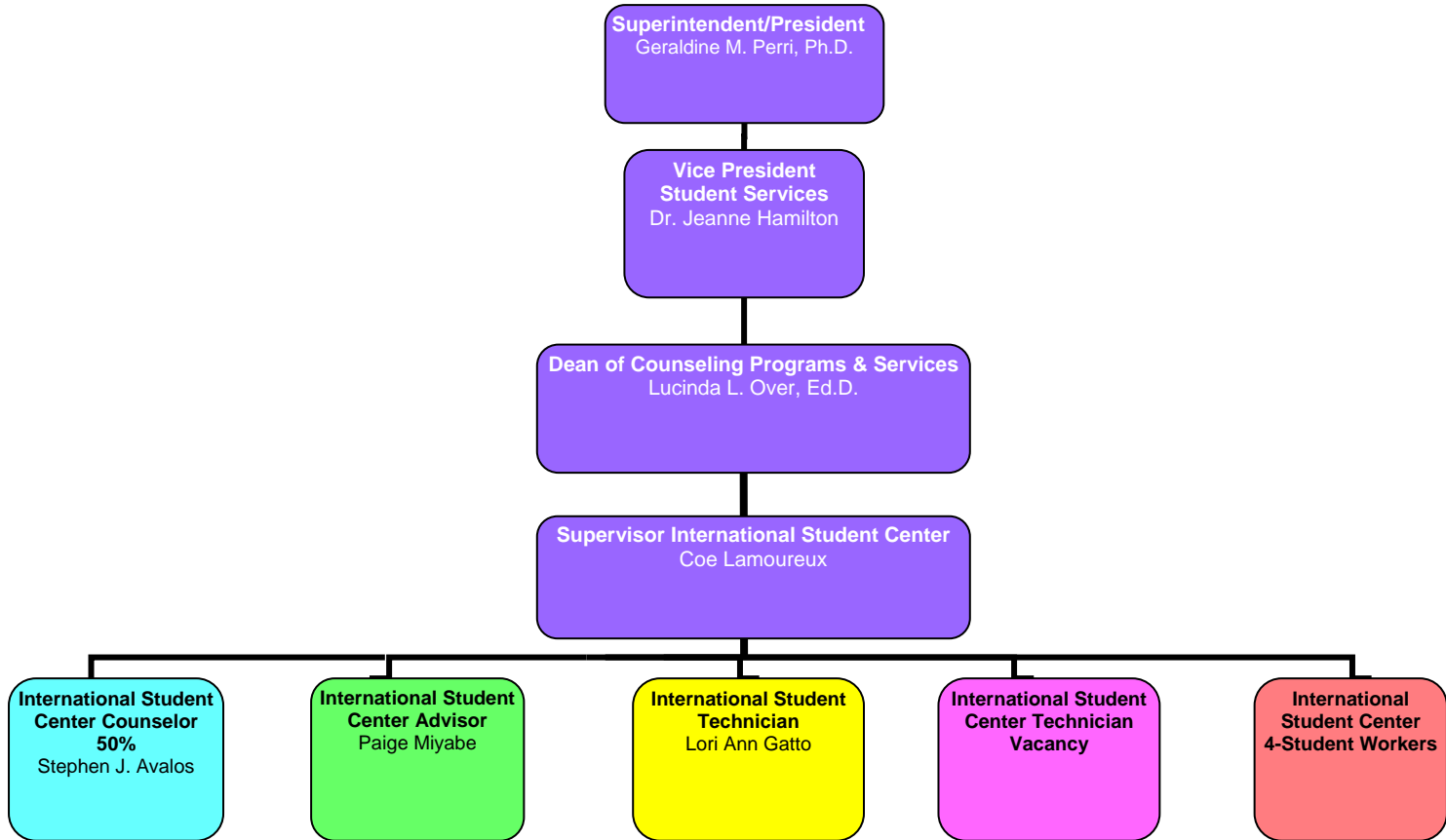
The Full-Time Faculty/Counselor position requires a master's degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, *OR* the equivalent. (NOTE: A Marriage and Family Therapist (MFT) license is an alternative qualification for this discipline, pursuant to Title 5 Section 53410.1.)

The ISC Educational Advisor position requires a bachelor's degree, and participates in training offered each year by counselors. They attend conferences and have on the job training to stay up-to-date on changes to advisement and outreach activities. Additionally, they attend monthly counseling program and department meetings where they receive policy/procedure updates for students.

The ISC Technician position requires a high school diploma and four years of progressive experience in college admissions, financial aid, or counseling support.

**c. Organizational chart below.**

**International Student Center, ORG Chart**



4. *Approximate number of students served annually. Refer to chart below.*

**Appointment Attendance & Student Contact Summary Report**

Student Contact Detail	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
SEP, Updates, Worksheets	*N/A	409	265	213	346	815	616
Graduation	*N/A	102	188	190	332	337	346
Transfer	*N/A	283	364	406	588	367	504
Probation/Dismissal	*N/A	26	62	75	66	95	76
Major	*N/A	331	743	892	1,841	1,674	1,520
ESL	*N/A	8	8	14	230	407	321
Personal	*N/A	12	22	40	59	65	43
Other	*N/A	64	71	57	363	425	410
<b>Student appointments attended</b>	*N/A	1,102	1,501	1,617	1,880	1,696	1,315

\*2003 to 2004 N/A, counselors and advisor did not use SARS

\*does not reflect students seen by the supervisor

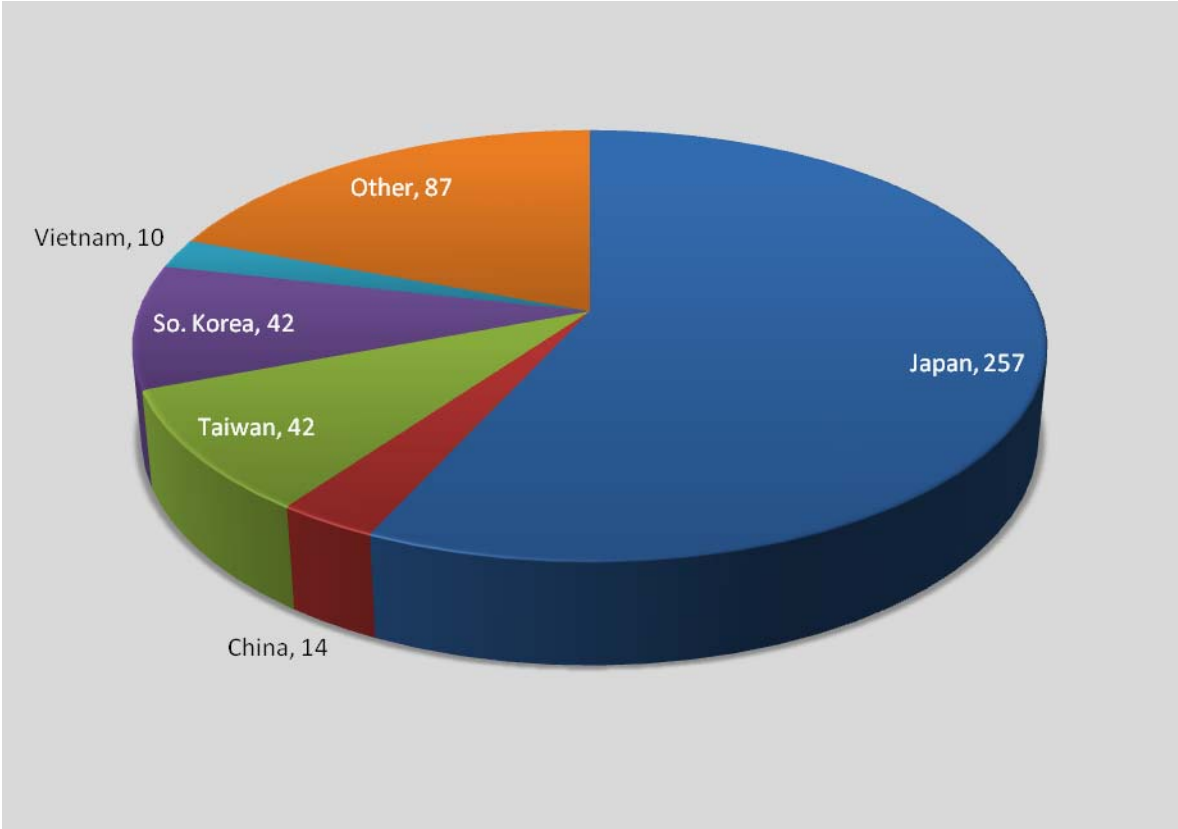
\*these numbers reflect department reason codes and are not an unduplicated count

**Approximate number of students served annually**

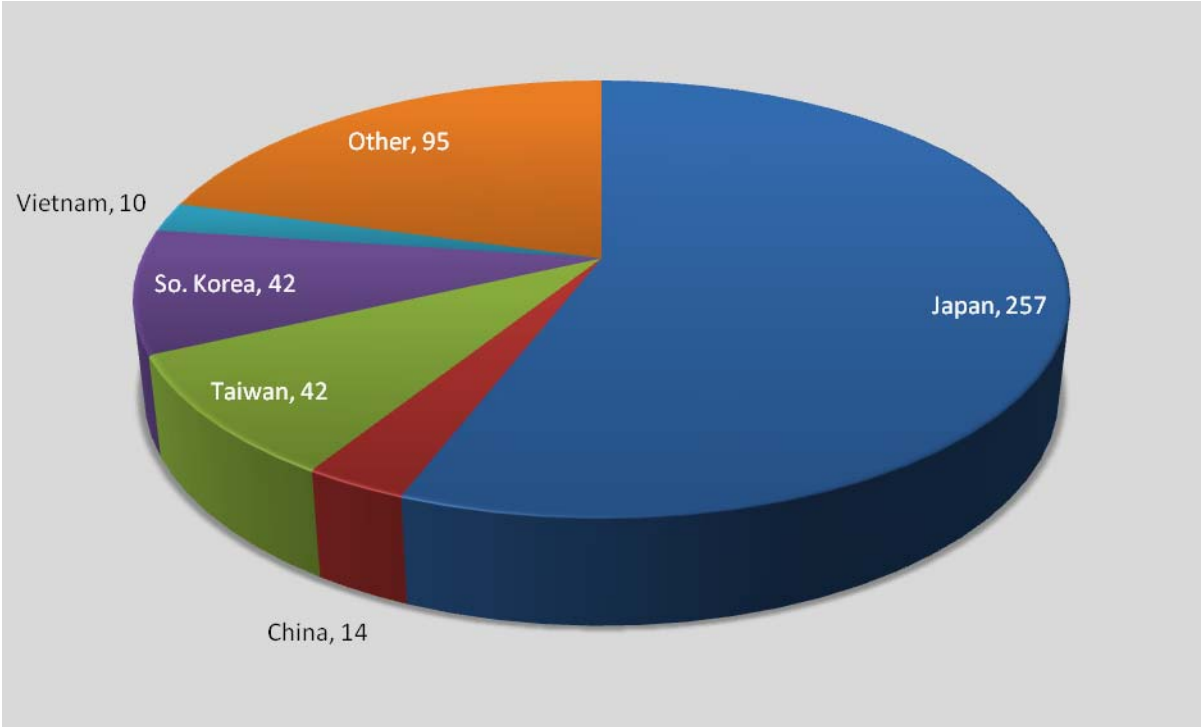
Student Ethnicity	2006-2007	2007-2008	2008-2009	2009-2010
Japan	257	257	197	177
China	14	14	52	67
Taiwan	42	42	42	36
So. Korea	42	42	45	36
Vietnam	10	10	26	26
Other	87	95	79	70
<b>Total number</b>	<b>452</b>	<b>460</b>	<b>441</b>	<b>412</b>

Student Ethnicity	2006-2007 (%)	2007-2008 (%)	2008-2009 (%)	2009-2010 (%)
Japan	57	56	45	43
China	3	3	12	16
Taiwan	9	9	9	9
So. Korea	9	9	10	9
Vietnam	2	2	6	6
Other	20	21	18	17
<b>Total%</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

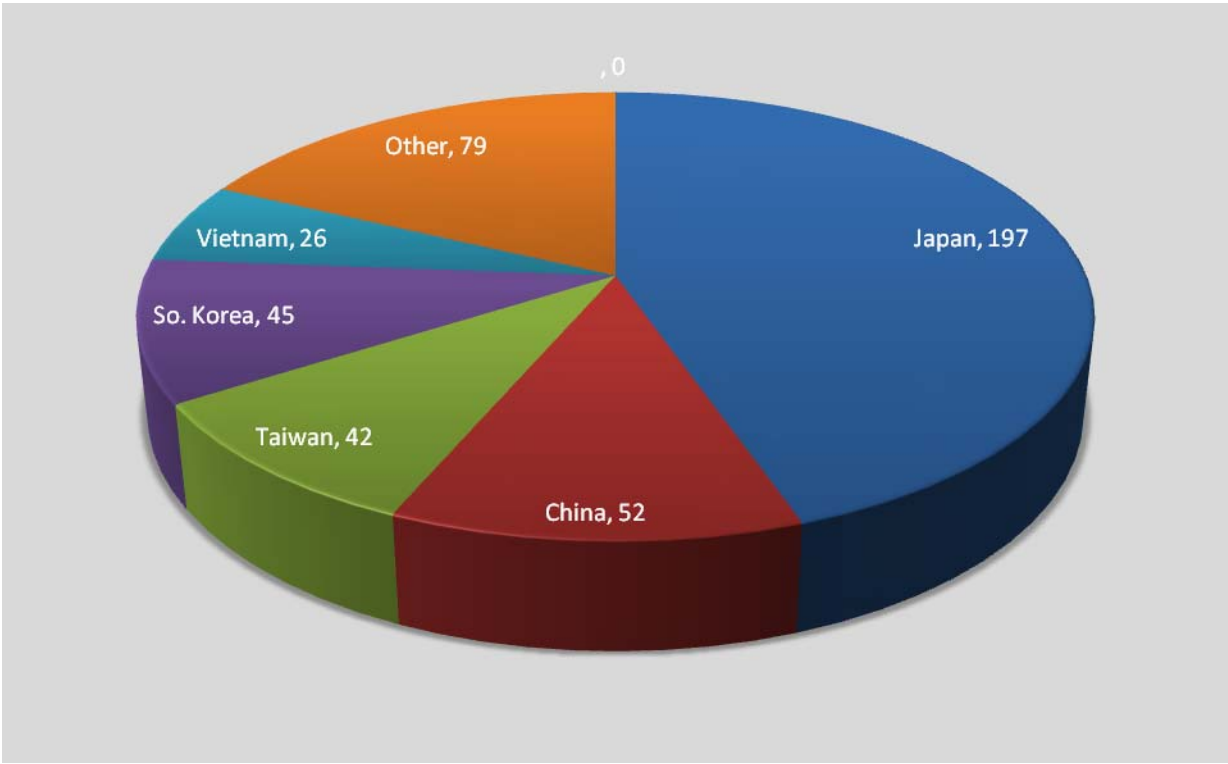




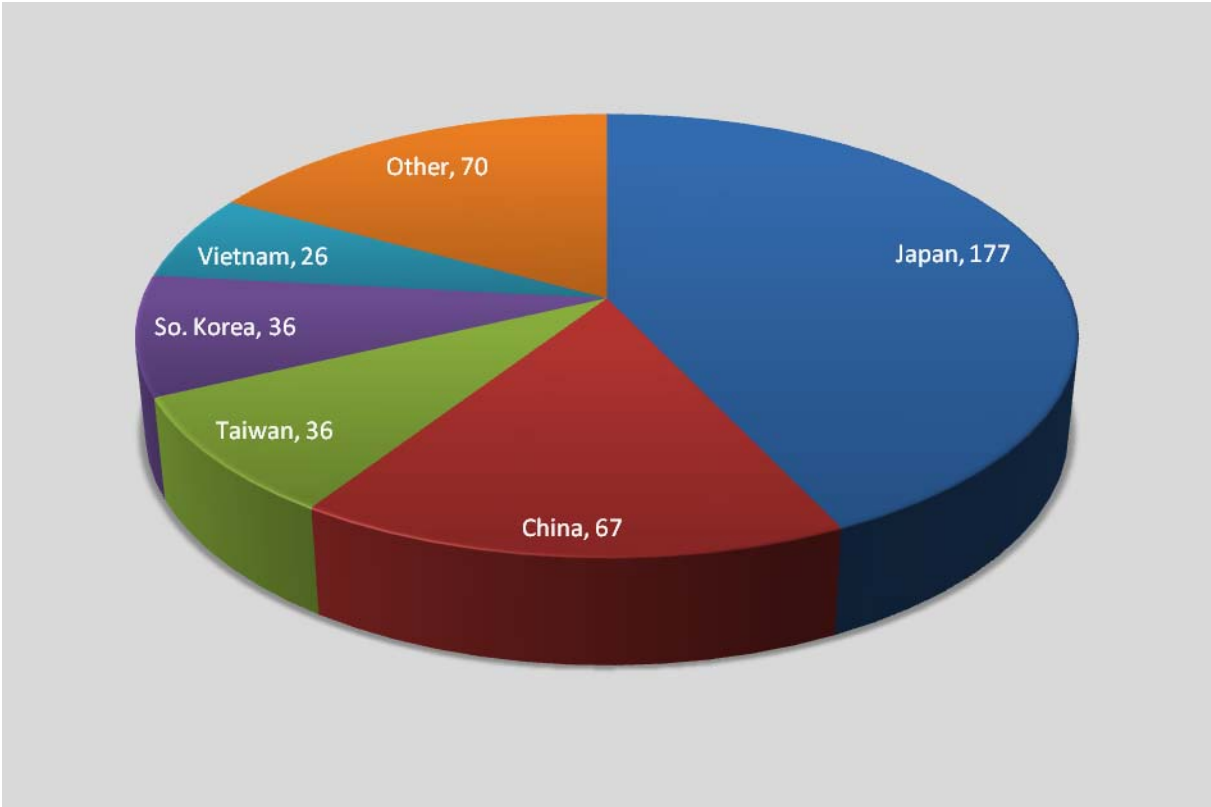
2006 – 2007



2007 – 2008



2008 – 2009



2009 - 2010

## **5. Facilities/Location.**

The ISC is currently located on the 2<sup>nd</sup> floor of the Educational Development (ED) Building, rooms 235 & 236, on the west side of the building. The ISC is scheduled to move into the new Student Services Building at the end of the spring 2011 semester.

## **6. Progress on prior program review recommendations.**

### **a. Develop relationship between ESL curriculum and ISC.**

The ISC works with the ESL department and the Dean of Language Arts regarding the ESL curriculum and further development of the Intensive English Program.

### **b. Process student requests (formal letters, address/email changes, etc) in a timely manner.**

Students receive formal letters and change requests within 3 school days or sooner.

### **c. Clarify student needs as they relate to hours of operation.**

The ISC schedules appropriate staff during the hours of operation to best meet the demands of the students and their schedules.

### **d. Develop a relationship with immigration attorney for student information and referrals.**

The ISC does not have any formal relationship with an immigration attorney but does refer students to NAFSA-recommended attorney,

### **e. Schedule counseling appointments rather than walk-in appointments.**

The addition of a full-time advisor provided the opportunity to add more student appointments. Students who have issues that must be discussed with a counselor are limited due to only having a half-time counselor at the ISC for appointments.

### **f. Increase marketing budget**

Due to the economic situation, marketing was not increased. The ISC supervisor constantly researches new and innovative products and ideas to best utilize funds effectively and efficiently.

### **g. Develop a campus advisory committee for ISC**

The ISC does not have an advisory committee at this time, but would like to develop one to better serve the campus and our students.

## **II. Integration and Coordination with Other Programs**

### **A. How does this program coordinate with the other Instructional and/or Student Services programs on campus?**

1. The ISC coordinates and consults with department faculty and staff on an as-needed basis in matters related to the specific needs of international students. The ISC takes part in various committees to strengthen the implementation of strategic planning goals across campus. The ISC supervisor attends coordinator meetings with DSP&S, EOP&S/CARE, and CalWORKs, Career/Transfer Center, Center for Teacher Excellence, Credit and Non-Credit Matriculation, TeC Services, and Institutional Research.
2. The ISC works closely with the ESL program with regard to program curriculum and student issues. The ISC staff also attends the ESL department meetings when appropriate.
3. ISC coordinates student enrollment and registration with Admissions and Records.

4. The ISC works with the Counseling and Advisement Center and Career/Transfer Center to assist students with their educational objectives and student progress. The ISC also works with the Health Center for personal counseling.
5. The ISC works with External Relations and Reprographics for recruitment and marketing efforts and materials.

**B. How does this program work with Research and TeC Services?**

1. The ISC has limited interaction with TeC Services. The ISC relies on TeC Services in the area of maintaining the email, phone and computer systems for the Center. ISC would like to further develop their technology to assist with student communication and recruitment. To this end, the ISC supervisor attends coordinator meetings with other counseling services and TeC Services.
2. The ISC has very limited interaction with the Office of Institutional Research, but would welcome more information pertaining to demographics, graduation rates, transfer, student dropout, enrollment, and other information to identify international students' educational needs.

**C. How is this program integrated with student equity and strategic planning?**

**Student Equity Themes:**

1. **Access:** ISC assists and supports recruitment and enrollment of international students to the campus. Student diversity is enhanced through interaction between domestic students and international students. Appropriate materials and support are provided to allow international students to apply, register, and successfully complete their educational objectives.
2. **Course Completion:** In order to maintain compliance with F-1 student visa regulations, the designated school official (DSO/International Student Technician) monitors course completion by examining number of units taken, GPA, and course completion. Counselors and educational advisor ensure that students are progressing through the student educational plan.
3. **ESL and Basic Skills Completion:** The ISC monitors international students to ensure English proficiency. The ISC needs to work with Institutional Research and TeC Services to monitor international student progress.
4. **Degree and certificate completion:** The ISC counselor and educational advisor assist students in completing their educational goals of degree and certificate completion (*see chart below*)

AA/AS Degrees	Total Citrus	Total ISC	% ISC AA/AS Degrees	Certificates	Total Citrus	Total ISC	% ISC Certificates
2002-2003	669	75	11.21%	2002-2003	N/A	N/A	N/A
2003-2004	975	112	11.49%	2003-2004	376	17	4.52%
2004-2005	1011	111	10.98%	2004-2005	504	23	4.56%
2005-2006	832	115	13.82%	2005-2006	476	30	6.30%
2006-2007	903	82	9.08%	2006-2007	520	25	4.81%
2007-2008	911	91	9.99%	2007-2008	461	18	3.90%
2008-2009	1005	80	7.96%	2008-2009	496	9	1.81%
2009-2010	1020	103	10.10%	2009-2010	456	11	2.41%

5. **Transfer:** The ISC works with Career/Transfer Center staff to provide transfer options for international students. In addition, the counselor and educational advisor are familiar with tools provided by CSU, UC, and private colleges needed to assist students with this goal.

**Strategic Planning Themes:**

Strategic Planning Goal	OBJECTIVE	Specific Activities
I. Student Success	1.1 Improve and expand the college's orientation services. 1.2 Continue to implement a proactive model of steps for students to complete in order to increase transfer to 4-year colleges and universities. 1.3 Continue to improve student engagement at the college.	1.1.a. The ISC added a Citrus College orientation that meets the mandatory orientation requirement. 1.2.a. The full-time educational advisor accompanied international students on trips to CSU, Northridge, Cal Poly Pomona, CSU San Bernardino, and CSU Fullerton. 1.2.b. Students were invited to attend CSU/UC application workshops specifically for international students. 1.3.a. Counselors and advisors encouraged students to use the STEM Center and Writing Café services.
2. Student Learning Outcomes and Assessment		In order to meet international student needs, the ISC is involved with the institution in developing and assessing SLOs.
Communication		The ISC provided communication with students and the community through publications, emails, workshops, and personal visits.

**III. Program Self-Evaluation is based on the WASC Accreditation Standard IIB**

Student Support Services

*"The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input and other appropriate measures in order to improve the effectiveness of the services."*

**A. MIS Data reporting (if applicable).**

**1. Is data accurate?**

This program is independent and does not receive data from the California Community College Chancellor's Office. Data is not available from TeC Services at this time.

**2. Is the program coordinator involved in review of the data before it is submitted?**

The ISC supervisor does not submit data to TeC Services at this time.

**3. If not, please explain.**

TeC Services and the ISC do not currently have an arrangement for data delivery and exchange. The ISC looks forward to developing a system for this type of exchange and data gathering in the future.

**B. Access.**

**1. How accessible is the program?**

The ISC is in compliance with the minimum eligibility requirements established by Citrus College. The center makes every effort to provide students, families, agencies, schools, and those involved with assisting those desiring to study at Citrus College from out of the country with the necessary information to successfully apply to Citrus College. The ISC provides information through publications, the internet, presentations, recruitment trips, personal visits, and promotional events.

**a. Compare demographic data from the college to the program, including ethnicity, gender, age, students with disabilities, if appropriate.**

The services provided by the ISC are available to students studying at Citrus College who are under F-1 student visa status. The ISC serves 400 students from 46 different countries. At this time we do not have a mechanism to track data regarding gender, age, and students with disabilities.

**b. How effective is this program in enabling success for underprepared and underrepresented students?**

ISC currently tracks student ethnicity data only. We do not have data related to underprepared and underrepresented students, at this time. Student ethnicity data is included above under section 1.A.4.

**C. Success**

**1. Review how well your students are completing their educational goals compared to the total college population, if appropriate.**

The ISC plays a significant role in contributing to the student's transition from high school to college. The ISC program and services are designed to assist F-1 international students to successfully complete their educational program and either transfer to a university program or return home to their country. International students do very well in completing their educational goals when compared to total college population as demonstrated in chart under section II.C.4.

**2. Include (where applicable)**

**a. Number of degrees and certificates awarded.** Data available in chart under section II.C.4.

**b. Number of transfer-prepared students.** Data not available

**c. Number of transfers.** Data not available

**d. Achievement of non-credit educational goals.** N/A

**D. Student Learning Outcomes (SLOs available in addenda).**

**1. Describe your progress in the development and implementation of Program Student Learning Outcomes.**

**a. List the program SLOs.**

Students are able to clearly and successfully understand the international student enrollment process.

International students receive adequate and appropriate academic and personal counseling specific to F-1 international students.

International students are supported and assisted in acclimating to the United States.

o **What process was used to develop the SLOs?**

The supervisor of ISC facilitated, within the department, brainstorming and discussion sessions on SLOs. In addition, the dean of students held meetings to develop and refine SLOs, and specialized workshops on developing SLOs were attended.

o **What activities are used to achieve the SLOs?**

SLOs have been assessed through voluntary surveys completed at the ISC.

**2. How are you assessing the outcomes?**

The results of the surveys are utilized to identify programs, services, and information requested by students and families to improve the program.

**3. How is the assessment information used to improve services?**

Based on survey results the program is meeting the basic needs of the students served. The ISC will strive to continue serving prospective and continuing students in assisting them towards pursuing their educational goals.

**E. Compliance (if applicable)**

**1. Provide an overview of how this program meets applicable minimum requirements of law.**

The ISC works under the compliance of USCIS and the rules, regulations, and policies with regard to F-1 international students and their ability to study in the United States.

Under compliance with FERPA, personal identifiable information of students is kept confidential and protected. Students must provide specific authorization for the ISC to release student information to any other specific individuals, schools, or agencies.

**a. Maintenance of SEVIS Database**

- o Enforce INS F-1 student visa regulations and immigration laws
- o Daily review of informational resources available over the internet (INS and NAFSA-Association of International Educators)
- o Daily processing of student information to INS to maintain compliance with the Student and Exchange Visitor Information System (SEVIS), the new and ever changing INS regulations that are soon to be released, by utilizing our new computer tracking system, FSA Atlas

**b. Service Objectives**

- o Provide immigration advising regarding F-1 regulations (Providing initial I-20's, I-20 extensions, renewals, reinstatements, Optional Practical Training)
- o Provide a homestay service

- Provide the necessary documents for students to successfully pursue their education
- Academic Counseling and Advising and Personal Counseling as needed to assist with their cultural transition
- Keep current with all the relevant immigration, state, and legal changes concerning international students
- Continue marketing and student recruitment
- Focus on retention of students
- Work cooperatively with the English as a Second Language Department

**c. Social Objectives**

- Provide opportunities for students to become accustomed to the area through field trips (museums, theme parks, local shopping), activities on campus (The International Friendship Club, ISC parties, Movie Nights)
- Provide opportunities for social interaction between American students and international students.
- Provide assistance with the acclimation of students to the United States, specifically the southern California area.

**F. Student Eligibility (if applicable)**

**1. Describe eligibility requirements for participation in your program.**

All international students must complete the international student application. Upon approval, the student will be issued the SEVIS I-20 which is required by the United States Citizenship and Immigration Services to study in the U.S. The international student application requires the applicant to provide the following information:

- Name, birth date, home address, educational history, and educational objective
- Proof of ability to pay with documented evidence of financial sponsorship
- Health form
- Current visa status

All prospective students must also comply with minimum eligibility requirements set forth by California Community College Chancellor's Office.

**G. Program Services**

**1. List and describe the services/components offered by your program.**

***Marketing/Advertising and Recruitment***

International students enhance Citrus College with the diverse heritage and culture they bring to our campus. In addition, international students generate a large source of revenue for the college. For these reasons, the ISC is constantly seeking ways to increase the number of international students through marketing and recruitment. Currently, ISC provides outreach to prospective international students in a variety of ways through inquiries, advertising, recruitment trips, and developing relationships with both overseas and domestic schools and agencies.

Prospective students request information through inquiries. These inquiries come in the form of information request response cards collected at international and domestic college fairs, web and printed publications, and handed out at official Citrus College promotion presentations.

The ISC uses a variety of both web and printed advertising to promote Citrus College and recruit international students. The ISC constantly researches current and new advertising products to increase international student growth. The ISC used the following advertisers in the 2010 fiscal year:

- Study in the USA
- ASCC International Student Guide



- Intensive English USA Online Directory
- Schools USA.net
- Universal Placement Program (UPP)
- Ryojoku Journal
- Open Doors

Prospective international students are recruited to Citrus College through school presentations, college fairs, and personal appointments. These presentations provide a wonderful opportunity to meet with students and their parents to discuss studying in the United States and how Citrus can be a part of their educational plan.

Various schools and agencies assist their students/clients in locating colleges in the United States for completing their education. The ISC seeks to develop and maintain positive relationships with these schools and agencies promoting Citrus College, and to encourage their involvement in sending students to the college.

Campus Tours are provided to prospective students, their families, agents, and overseas educational agencies to promote and provide information about Citrus College.

### ***Admissions***

The ISC processes and approves the international student application for prospective students to enroll at Citrus College. Once a completed application has been approved, the ISC will issue the SEVIS I-20. The student, with the SEVIS I-20, can then apply with the U.S. Embassy in their country for the F-1 visa to pursue studies in the United States.

Once the student has been granted the F-1 student visa, the ISC assists students with their arrival arrangements such as airport pickup and housing referrals.

### ***Orientation and Assessment***

Once an international student arrives at Citrus College, a mandatory international student orientation to the college is provided.

During the orientation students are introduced to the college and the campus. They are also given an introduction to campus life, International Student Center services, and immigration guidelines. The new students will also complete the Citrus College new student orientation as a group with ISC staff. After the new students take the assessment test, appointments are made for the students to receive advising and counseling specific to their individual needs and educational objectives. Orientation concludes with the registration and payment of their classes.

Sample Orientation Agenda:

- F-1 student benefits and responsibilities
- F-1 Regulations
- Counseling/Advisement
- USCIS SEVIS requirements
- Intensive English Program
  - ESL Assessment Testing & Placement
  - 8 week sessions
  - English proficiency requirement
- Local Community Areas of Interest
  - Banking
  - Dining/Shopping options
  - Cellular Service Providers
  - Transportation-Metro Link/Foothill Transit
- Citrus College Important Dates and Deadlines
- Citrus College Services

- Library
- Learning Center
- Student Employment
- Counseling and Advisement Center
- Career/Transfer Center
- ISC Programs and Services
  - Academic/Personal Counseling
  - USCIS Issues
  - Housing referrals
  - Health Insurance Assistance
  - F-1 Student Workshops
  - Activities and Events
- Special Guests
  - Student Insurance
  - ISI Friendship Organization
  - APU Mentor Program
  - Honors Program
  - Other

### ***Intensive English Program***

The Intensive English Program provides the necessary English as a Second Language (ESL) courses to prepare students to progressively advance in their English skills, with a goal of transitioning to degree applicable courses. Many students will go on to complete a degree or transfer to a university upon completion of their Intensive English Program.

ESL classes offer education in language skills, vocabulary, reading, pronunciation, and conversation.

### ***Counseling/Advisement***

International students have specialized academic and personal needs. The counselors and advisors that assist international students are sensitive to the specific needs F-1 students may have. Additionally, they play an important role in helping students become comfortable here at Citrus, assisting students to become accustomed to American culture, and reassuring students that we are here to assist them with all their concerns while they are studying here at Citrus. Counselors and the advisor provide many other services including, but limited to:

- Graduation and transfer workshops
- Assistance with the Wingspan application
- New student orientation workshops
- Transfer application assistance
- ISC representative to other academic departments
- Placement Test
- Drop in advisement
- Tutoring/Learning Center referrals

### ***USCIS/SEVIS Assistance and Advisement***

The ISC provides programs and services to assist students to understand the responsibilities and benefits of being an F-1 visa student. Through orientation, counseling, and workshops students are informed and educated about the rules, policies, and regulations to maintain their F-1 visa requirements

Due to the complexities of USCIS regulations, F-1 international students must stay in compliance with USCIS, so that they may continue with their studies. Failure to comply with all the requirements set forth by USCIS could be cause for deportation and a barring from studying in the United States. The USCIS regulations and policies

are complex and change with regularity throughout the year. The importance of being aware and providing information to both prospective and current students is essential.

The primary designated school official (PDSO) and the designated school official (DSO) are responsible for staying informed of USCIS and SEVIS policies and regulations. Through active participation in National Association of Foreign Student Advisor (NAFSA) and other international education organizations, as well as networking with other International Student Centers at other colleges and universities, the ISC keeps informed of the latest changes in USCIS policy and rules affecting international students and their studies.

### ***Activities and Events***

Through events and activities, international students have the opportunity to meet other students, both international and non international. Students not only get to meet new friends and develop new relationships, but also have a great time doing it. ISC activities for international students may include, but are not limited to:

- Disneyland, Universal Studios, Knott's Berry Farm, Magic Mountain
- Hollywood Bowl and Farmer's Market
- Sea World, San Diego Zoo
- Beach BBQ
- L.A. County Fair
- Professional theater productions
- Music concerts
- Citrus College Performing Arts events
- Movie Nights
- Museums
- Shopping
- Sports Events-Dodgers, Angels, Lakers, Clippers, Quakes

The ISC also hosts parties for holidays and special events, and other free get-togethers.

The International Student Center also supports the "International Friendship Club" and all their endeavors.

The ISC constantly surveys students to know what other types of activities or events they may want to see or attend. These events and activities provide a positive, uplifting representation of Citrus College and support us in our recruiting efforts.

### ***Housing Assistance***

The ISC provides referral service to Student International Housing, Inc. (SIH) for homestay services. Homestay is an attractive draw to international students for coming to the United States. It is also important for the parents of prospective students. A homestay situation provides parents with the feeling of security for their children who are traveling to the United States. They are comforted in knowing that their child will not be on their own and that someone will be watching out for them. Students new to the United States are quickly embraced by their homestay hosts and have the opportunity to learn about living with an American family. Students have the option to pay for room and board or room only.

Homestay also is a way for students to improve their English skills by communicating with their homestay family on a daily basis. Both student and homestay family have the unique experience of learning about their different cultures and traditions and often develop long lasting friendships.

The ISC also provides information on other housing options, such as local apartments and nearby hotels/motels for short term living solutions.

**Medical Insurance**

All international students studying on a Citrus College I-20 **must** have adequate comprehensive medical insurance. The ISC provides medical insurance through Student Insurance Inc. Students must provide proof of coverage before they may register for their classes. The ISC not only helps students with the application process, but also assists students with questions about their insurance plan.

- 2. Describe how it compares to similar programs at other community colleges in service area.

*College comparison chart located in addenda.*

**H. Funding, Expenditure & Accountability (if applicable)**

- 1. How does this program work with the business office to monitor expenditures and fiscal reporting?

The ISC works with fiscal services to monitor their budget. The ISC supervisor receives a monthly report detailing up-to-date expenditures and budget status. The ISC reports to the dean of Counseling Programs and Services.

International Tuition Fee			Facility Use Fee		
<u>Fiscal Year</u>	<u>Rate</u>	<u>Income Rec'd</u>	<u>Rate</u>	<u>Income Rec'd</u>	<u>Total</u>
2003-2004	\$150	\$1,893,450	\$18	\$227,214	<b>\$2,120,664</b>
2004-2005	\$150	\$2,092,125	\$14	\$195,265	<b>\$2,287,390</b>
2005-2006	\$151	\$2,011,094	\$16	\$213,096	<b>\$2,224,190</b>
2006-2007	\$160	\$1,871,120	\$23	\$268,973	<b>\$2,140,093</b>
2007-2008	\$176	\$2,022,856	\$24	\$275,844	<b>\$2,298,700</b>
2008-2009	\$181	\$2,086,930	\$29	\$334,370	<b>\$2,421,300</b>
2009-2010	\$189	\$1,699,961	\$31	\$278,830	<b>\$1,978,790</b>

The International Student Center is funded by the Citrus College general fund. The budget for the International Student Center was **\$271,568** for **2009-2010**. This budget includes salaries, equipment, supplies, and marketing. This does not include the salaries of the counselors or advisors, who are provided for through the Citrus College counseling office.

Another source of income for the International Student Center is the \$40 international student application fee which supports:

- o ISC orientation
- o ISC activities and events
- o Graduation
- o Scholarships and awards
- o Citrus College promotion

Income generated by international students for the college is substantial. In addition, international students make wonderful contributions to the college and are some of our finest students. We will be able to increase our international student population by providing a high quality of service for our current students and continuing our efforts to recruit and advertise to other parts of the world.

## **2. WSCH/FTES generated by each program.**

This program does not generate WSCH/FTES. State regulations require that international students pay the full cost of their education directly to the college and the college is not reimbursed by the state for their attendance.

## **3. Census & FTE trend.**

This program does not generate WSCH/FTES.

### **I. Environmental impact**

#### **1. How has your 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, etc...)**

The ISC contributes to a greener effort by reducing the use of printed material and redirecting outreach efforts towards familiarity and navigation of the college's and program's website. The ISC staff seeks to carpool when appropriate and has a regular recycling schedule for materials.

### **J. Technology needs**

#### **1. What Technology needs currently exist in your program (include justification)**

The ISC currently needs the following

- A scanner for scanning documents to be utilized in promotional and informational ISC material for projects, publications, and the internet.
- A laser printer for document printing.
- The ISC is on schedule for technology updates (new hardware and software)

#### **2. Given your plans for future growth and development, what technology needs do you anticipate in the future?**

The ISC values technology and its ability to improve performance, enhance service, and provide solutions to the ISC program objectives.

- The ISC will want to remain current with the computer hardware, software, and media-related tools to be able to produce attractive promotional materials including publications, newsletters, and videos for both hard copy and internet ventures.
- The ISC recognizes the increasing student use of the internet and social networking sites such as Facebook and Twitter. The ISC would like to develop a social networking presence in engaging prospective students. Therefore, the office will need to develop and execute a social networking strategy that will help engage prospective students in an authentic manner that will encourage students to request information and apply for admission.
- The ISC would also like to work with admissions to develop an on-line international student application that could be integrated with the existing BANNER system to effectively track each student's enrollment process.

## **IV. Effective Practices**

### **A. Describe what is working well.**

1. The ISC has worked with the campus community to integrate American and international students together, providing the opportunity to learn about each other's cultures and lifestyles. This has been done through a variety of social events and activities throughout the school year.
2. The ISC has worked with the local business community, providing goods and/or services to international students while having the opportunity to promote their business.
3. The ISC has increased on-campus communication with students, faculty, and staff through the use of the large display board located at the west side of the ED building. This display provides information about activities, events, and other school related items for students. The ISC also uses email to provide information on upcoming activities and events.
4. The ISC lounge area is a comfortable and welcoming place for students to meet, study, and relax. The lounge area is equipped with 2 computers, hot/cold water dispenser, and a large media display with satellite feed. There is also a media projector and screen for special presentations and movie events.
5. The ISC in collaboration with external relations has developed outreach materials to expedite and facilitate ISC student enrollment.
6. The international student orientation for all new students provides the necessary information for international students beginning their studies at Citrus College. The ISC also has added the mandatory new student orientation component.

### **B. What exemplary practices and services do you offer that could be shared with other departments or other campuses?**

The International Student Center at Citrus is known for going above and beyond the call of duty to help students adjust to life in the U.S. and to college life. Students often comment that the staff is friendly and approachable. The staff is aware of regulations students must adhere to in order to remain in status to study in the U.S. The center is also diligent about contacting students who need timely communication and assistance. The supervisor often picks up students at the airport and coordinates special events for students many evenings and weekends.

### **C. What successful pilot projects have been implemented by your program?**

1. The International Student Center offered a new student orientation just for this student population. The program meets the requirements as part of the mandatory orientation program and students receive additional information to meet the needs of this special population.
2. Tea Talk-English conversation group was established to facilitate students to meet other students and discuss a variety of topics in a safe, warm, and comfortable environment.
3. Movie Fridays are offered throughout the school year to provide students an evening of fun, food, and entertainment. Often there is a theme to the evening, such as "Scary Movie Night," "Foreign Film Festival," and "Superhero Extravaganza."
4. Workshops on transfer, graduation, and F-1 issues are offered by ISC staff to keep students up-to-date on the current requirements, regulations, and policies that are pertinent to international students and their educational objectives.

5. Homestay referral is provided to offer students information and options to housing near the campus.

**D. How do faculty, administrators, staff and students participate in improving the effectiveness of this program?**

1. ISC staff have regular staff meetings to discuss maintaining and improving the programs and services for our international students.
2. ISC staff encourages and accepts input from international students to improve the effectiveness of ISC programs and services. We receive valuable information from the student workers at ISC and the International Friendship Club members.
3. ISC staff attend conferences and training meetings to improve programs and services when possible.
4. The supervisor, educational advisor, ESL faculty, and counselors plan and discuss ways to improve the intensive English program as it pertains to international students.

**V. Opportunities for Improvement, Recommendations and Needs Identification**

**A. Identify areas where you may need to make adjustments or changes in order to better serve students.**

**1. Use data and previous discussions as foundation for recommendations.**

The ISC constantly seeks ways to improve the programs and services provided to international students, both prospective, current, and alumni. Based on assessment and data from staff meetings, student surveys, campus discussions, and SLO results, the ISC recommends the changes in order to better serve the international student population.

**Staffing:** The ISC must add additional staff in proportion to the international student growth that the college wishes to achieve. This should include an appropriate number of USCIS approved DSOs, academic counselors and advisors. The additional staff would allow the center the opportunity to grow and develop in areas of recruitment, promotion, and retention, thus continuing the commitment to provide excellent programs and services for our international student population.

**New International Handbook:** There is a need for a handbook for new international students. This handbook would contain the following:

- Pre-departure Information
- Airport arrival
- Housing resources
- New student checklists
- F-1 Visa responsibilities/benefits
- U.S culture
- Life at Citrus/life in Glendora
- Health and safety
- Campus map
- Helpful resources
- Other

**Improved Communication:** It is important to be able to communicate important information to our students in a timely manner, as well as communicate to the campus community information specifically related to international students and their study here at Citrus College. The ISC also wants to increase community/global consciousness and responsibility. The following are recommendations to improve communication.

- Monthly international student newsletter

- ISC supervisor meetings with campus faculty and staff
- Revised website and updated calendar
- Development of social network presence
- Development of international student Citrus e-mail delivery database
- Community outreach to local businesses and organizations

**Student Contact Tracking:** The ISC needs to track all student contacts (supervisor, counselor, educational advisor) in SARS to improve data collection.

**International Student Advisory Committee:** It is recommended that ISC establish an advisory committee for the center that includes ESL faculty, fiscal services, TeC Services, advisor, and counselors. The group will meet at least once a semester to discuss the needs of international students.

**2. Consider needs for data, staffing, program growth and/or restructuring.**

**a. Include plans, timelines, resources needed, and person(s) responsible for implementing the plans.**

- Work with TeC Services to create a system that effectively tracks students in the enrollment process.
- Work with the dean of counseling and counseling faculty to request a counselor.
- Once budget constraints lessen, fill the vacancy for the International Student Technician (DSO) position.

**3. Technology needs**

**a. What technology needs currently exist in your program (include justification).**

- There is a need to develop a system to effectively track students through the enrollment process. This would provide important information to improve student recruitment and assist in marketing and enrollment efforts.
- There is a need to develop a data exchange and delivery system to be able to monitor international students completing their educational program, graduation, and transfer. We would also like to have a component of this system that could be used to track alumni. This would be implemented in collaboration with TeC Services. This would provide the ISC important data to measure and analyze the success and challenges of our students. The ability to track our students who complete their program would be a wonderful resource for recruitment and college promotion.
- Investigate the possibility of installing an effective system to track students until the outreach component of Banner is implemented.
- Develop an on-line application for international students. This type of application would be convenient for prospective students and increase the number of applications.

**b. Given your plans for future growth and development, what technology needs do you anticipate in the future?**

- The ISC would like to develop and execute a social network strategy that will help the program engage prospective students in conversation to raise awareness of the enrollment process and to encourage them to request information and apply for admission.
- The ISC would like to work with admissions and research and develop access to the outreach component of Banner to effectively track students in the enrollment process.
- The ISC would like to stay up-to-date on the latest technology, both hardware and software, to be utilized in areas of college promotion, recruitment, and retention of international students.



## VI. Technical Assistance/Training needs

### A. Is there any training or technical assistance that you believe would improve the effectiveness of your program? Be as specific as possible.

1. ISC is supportive of making sure that staff has the opportunity to become well informed in the areas specific to the international student population needs. Therefore, ISC values sending staff to training appropriate to their role.
2. Once funding allows the PDSO & DSOs would like to attend NAFSA conferences. NAFSA conferences are offered regionally and nationally on a yearly basis. NAFSA serves those working with international students by setting standards of good practice, providing training and professional development opportunities, providing networking opportunities, and advocating for international education.
3. The ISC staff would like to visit other international student programs in our region including Chaffey, Pasadena and Mt. SAC.

## VII. Supplemental Information

### A. Provide copies of materials that you provide to students in your program.

Hard copies of supplemental material are available in the ISC.

- International student informational brochure
- International student application
- International student injury and sickness insurance plan
- Student International Housing, Inc. and homestay brochure
- Academic and Professional International Evaluations, Inc.
- College planning guide

### B. Describe any additional reports your program provides to regulatory bodies, if appropriate.

- Form I-17 *Petition for Approval of School for Attendance by Nonimmigrant Student* is the USCIS official document approving Citrus College to create and accept and enroll F-1 nonimmigrant students. This would include the approval to create and issue I-20 document required to obtain the F-1 student visa.
- *Open Doors Report on International Educational Exchange* is a yearly report that provides comprehensive information on international students in the United States, including past and current trends of international student populations.

## VIII. Addenda

### A. Catalog pages pertaining to program.

CITRUS COLLEGE CATALOG 2011 • 2012 [www.citruscollege.edu](http://www.citruscollege.edu) (Pg 44)

#### ***International Student Center***

*The International Student Center directs and coordinates international student activities in compliance with federal regulations. Citrus College international students represent 45 countries, further enhancing the diversity of the campus.*

*The interaction and networking among all students has proven to be an invaluable experience for everyone involved. The International Student Office also assists students through its orientation and support programs, ensuring students' completion of their objectives.*

*Refer to the International Student Admissions section for more information about registration and enrollment.*

*[www.citruscollege.edu/stdntsrv/international](http://www.citruscollege.edu/stdntsrv/international).*

**B. Program data.**

- SLO 2009/2010 and 2010/2011 (section III. D.)
- College Comparison Chart (section III.G.2.)



**Student Learning Outcomes 2009-2010**

**Program: International Students**

I	II	III	IV	V	VI
Program Purpose	Core Competency	Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results 2009-10	Use of Results 2009-10
<p>Applicable college mission objective:</p> <p>Provide service and support for international students, both current and prospective students continue their educational program at Citrus College</p>	<p>Core Competency No. 1 -personal expression -information acquisition</p> <p>Core Competency No. 3 -decision making -curiosity -evaluation</p> <p>Core Competency No. 4 -respect for other beings -cultural awareness -ethics -lifelong learning</p> <p>Core Competency No. 6 -adulthood independence</p>	<p>The application process for international students is clear and understandable for successful enrollment to study at Citrus College.</p> <p>International students receive adequate and appropriate academic and personal counseling specific to F-1 benefits and responsibilities.</p> <p>International students receive adequate and appropriate academic and personal counseling specific to F-1 international students.</p> <p>International students are supported and assisted in acclimating to the United States and provided opportunities to experience American culture.</p>	<p>International students will complete a survey that is appropriate to assess the effectiveness of a specific student learning objective.</p> <p><u>Criteria for success:</u> 85% of students will identify that the application process was clear and understandable.</p> <p>85% of the students will indicate the understanding of F-1 responsibilities and benefits.</p> <p>85% of students will indicate a satisfaction with counseling services.</p> <p>85% of students will indicate a satisfaction with activities and events provided by the international student center.</p>	<p>Student surveys were collected and analyzed.</p> <p><u>Results of Survey:</u> 67% of students stated application process was clear and understandable.</p> <p>77% of students stated they understood F-1 responsibilities and benefits.</p> <p>69% of students were satisfied with counseling services.</p> <p>89% of students were satisfied with activities and events that participated.</p>	<p>Create new application and update website information to make application clearer and more understandable</p> <p>Create new international student handbook.</p> <p>Provide more counseling appointment times. Establish library of major and Certificate sheets for student distribution.</p> <p>Survey students not attending events to increase participation.</p>



**Student Learning Outcomes 2010-2011**

**Program: International Students**

I	II	III	IV	V	VI
Program Purpose	Core Competency	Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results 2010-2011	Use of Results 2010-2011
<p>Applicable college mission objective:</p> <p>Provide service and support for international students, both current and prospective students wishing to study at Citrus College</p>	<p>Core Competency No. 1 -personal expression -information acquisition</p> <p>Core Competency No. 3 -decision making -curiosity -evaluation</p> <p>Core Competency No. 4 -respect for other beings -cultural awareness -ethics -lifelong learning</p> <p>Core Competency No. 6 -adulthood independence</p>	<p>Students are able to clearly and successfully understand the international student enrollment process.</p> <p>International students receive adequate and appropriate academic and personal counseling specific to F-1 international students.</p> <p>International students are supported and assisted in acclimating to the United States.</p>	<p><u>Method:</u></p> <p>International Students will complete a survey that is appropriate to assess the effectiveness of a specific student learning objective.</p> <p><u>Criteria for success:</u></p> <p>75% of students will identify that the enrollment process was clear and understandable.</p> <p>75% of students will indicate a satisfaction with counseling services.</p> <p>75% of students will indicate a satisfaction with the support and assistance in acclimating to the United States.</p>	<p>Not yet available</p>	<p>To determine the effectiveness of the services provided by the ISC for both enrolled and prospective students at Citrus College</p>

## College Comparison

College	Total students served	Intl. student served	Stand alone office		Housing Assistance		Medical Insurance		Staffing	Priority Registration	
			Admissions	Counseling	Homestay	Referral	Mandatory	Accept other insurance		New student	Continuing student
<b>Citrus</b>	12,000	396	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-	PDSO <u>1 full-time</u> DSO <u>1 full-time</u> Clerical <u>0</u> Counselor <u>1 part-time</u> Advisor <u>1 full-time</u>		
<b>Cerritos</b>	22,000	225	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-	PDSO <u>1 full-time</u> DSO <u>1 full-time</u> Clerical <u>0</u> Counselor <u>1 full-time</u> Advisor <u>3 full-time</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Chaffey</b>	16,000	250-300	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	--	--	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	PDSO <u>1 full-time</u> DSO <u>1 full-time</u> Clerical <u>1 full-time</u> Counselor <u>1 full-time</u> Advisor <u>0</u>	--	--
<b>Glendale</b>	16,000	450-500	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	n/a	n/a	PDSO <u>1 full-time</u> DSO <u>n/a</u> Clerical <u>n/a</u> Advisor <u>3 full-time</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Pasadena</b>	35,000	1,066	--	Academic <u>NO</u>  Immigration <u>YES</u>	--	--	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	PDSO <u>1 full-time</u> DSO <u>3 full-time</u> Clerical <u>1 full-time</u> Counselor <u>3 full-time</u>	<input checked="" type="checkbox"/>	--
<b>Riverside</b>	20,000	200	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	--	PDSO <u>1 full-time</u> DSO <u>2 full-time</u> Clerical <u>1 full-time</u> Counselor <u>2 full-time</u> Advisor <u>1 full-time</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>