



# Strategic Initiative Section Report

**International Student Center:**

**Date: 05/16/2016**

- Program Review Non-instructional Cycle F 2015

**Sorted by:** Program

International Student Center

**SI Section Templates:** PR Section 1.0, PR Section 4.1 - 4.2, PR Section 4.3 - 4.6, PR Section 6.0 SAP w/o Resource Requests

## International Student Center

### PR Section 1.0

#### Program Review Non-instructional Cycle F 2015 International Student Center

#### 1.0

Mission, Vision, Core Values and College Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the Mission, Vision, Core Values and College Goals. Summarize how your program supports each area.

#### **Mission**

**We prepare students to be successful learners.**

During a staff retreat in March 2005, members of the International Student Center (ISC) developed a mission statement to reflect the values of our office staff. The mission of the International Student Center is to support students for lifelong learning and personal development. The goals of the program are to provide educational opportunities for the F-1/F-2 visa students and to promote cultural understanding on campus and in the community. The mission and goals of the ISC were written in direct alignment with the mission, vision and core values of Fullerton College.

A holistic approach is taken when supporting F-1/F-2 visa students. The ISC is a full service office, from the point of inquiry to graduation, which provides comprehensive academic, career, personal, social and cultural support to assist students in becoming productive and successful participants in the local and global community. We strive to provide prospective and current F-1/F-2 visa students with accurate admission information, academic advising, F-1/F-2 visa regulations guidance, and personal assistance. In this way, we prepare students to become successful learners.

#### **Vision**

**Fullerton College will create a community that promotes inquiry and intellectual curiosity, personal growth and a life-long appreciation for the power of learning.**

Education for F-1/F-2 visa students goes far beyond the classroom. When students first arrive in the U.S., they are faced with the challenge of navigating their way through uncharted territory—a new country, a new community, a new culture and primarily communicating in a foreign language. The ISC delivers services and offers resources to aid them in the acculturation process. When utilizing these services, our students will gain confidence in communicating their needs and thoughts as well as develop critical thinking and intercultural skills. These skills will be applicable and transferrable to their future personal and professional lives. Most importantly, their interactions at the ISC and overall experience at Fullerton College will have a lasting impact on their world views.

**Core Values****• We respect and value the diversity of our entire community.**

Every student who is served by the ISC is from a different part of the world. With our academic and professional training in counseling and education, we view students through unbiased lenses and approach them with the utmost cultural sensitivity. Rather than seeing F-1/F-2 visa students as foreigners who we must force to assimilate to our U.S. culture, we appreciate their cultural differences and embrace the opportunity to learn as much as we can about them during their time at Fullerton College. Learning about their cultures gives us a deeper understanding of their perspectives, values, attitudes, beliefs and ways of life. This deeper understanding allows us to find ways to help them adjust to U.S. culture while encouraging them to safely and comfortably preserve their fundamental customs and beliefs.

**• We value tradition and innovation.**

According to our college catalog, "Fullerton College has a rich tradition in student success." The ISC honors this tradition with the services and resources offered to F-1/F-2 visa students. The field of education and the needs of F-1/F-2 visa students are constantly changing as cultural, social, economic and political shifts occur in the world. We acknowledge the need for innovation to continue honoring the college's tradition. Therefore, we are committed to staying abreast of the current policies, laws and trends in education. We use forward-thinking and creativity to find solutions to current problems and formulate strategies for future success.

**• We support the involvement of all in the decision-making process.**

The ISC staff members have frequent, open discussions with colleagues and students in an effort to continually improve our programs, processes and procedures for the benefit of our students and campus community as a whole. We value everyone's input and believe that collaboration is the key to assisting students with achieving their goals while studying at Fullerton College. To this end, we hold weekly staff meetings to perpetuate an environment where innovative ideas are welcome. The adjunct counselor regularly attends CSU and UC Counselor Conferences, Counseling Division meetings, and adjunct counselor trainings. She shares pertinent information that affects ISC support services. The ISC Manager participates in meetings as needed with Admissions and Records department staff, weekly meetings with the Admissions and Records Dean, and meetings as needed with the Registrar. She also is a member of the CCCApply International Steering Committee, the Program Review Committee, the Smart Start Saturday Committee, the Diversity Committee, the Worldfest Committee, and serves as the advisor to the International Club.

**• We expect everyone to continue growing and learning.**

Continuous professional development is critical for us to keep growing and learning throughout our careers. Through the National Association for Foreign Student Advisors (NAFSA), we attend national and regional conferences, webinars and professional trainings each year. We also read NAFSA's bi-monthly International Educator magazine and the annual Open Doors Report written by the Institute of International Education. With these opportunities and resources, we can analyze new research findings and identify trends in international education, interpret and clarify laws pertaining to F-1/F-2 students, prepare to use emerging technology, form and strengthen relationships with colleagues at other institutions, discuss challenges in our field and seek practical solutions, and learn new processes in an effort to address the needs of our students.

**• We believe in the power of the individual and the strength of the group.**

A Nigerian proverb states, "It takes a village to raise a child." As it takes a village to raise a child, we view student support as a community responsibility owned by student support professionals, instructors, fellow students, colleagues from other institutions and community members. As we work together as a team, we utilize the unique knowledge and skills of each individual team member to accomplish our goal to provide the most effective level of support to students with the resources provided.

**• We expect everyone to display behavior in accordance with personal integrity and high ethical standards.**

We are dedicated to providing student services with the highest level of integrity and responsibility. Our decisions and actions are carefully considered with F-1/F-2 visa students' best interest in mind. We aim to protect our students' safety, security, privacy, financial welfare, and individual growth within the scope of our practice as student service professionals. To ensure that we are implementing current, best practices, we attend district and campus meetings, U.S. Citizenship and Immigration Services (USCIS) meetings, NAFSA professional conferences, and meet regularly with our designated field representative from the Student and Exchange Visitor Program (SEVP). We also read correspondences from the school district, campus, NAFSA, SEVP and USCIS to keep in alignment with and properly advise students of current laws, policies and procedures.

**• We accept our responsibility for the betterment of the world around us.**

Many people in foreign countries have limited access to higher education. Despite fears of leaving their homes and families, F-1/F-2 visa students seek a quality education in the United States to increase their chances of having a better future. By welcoming and encouraging F-1/F-2 visa students to study at Fullerton College, we offer them a life changing experience that will assist them in growing personally, inter-culturally and academically, and prepare them for their future careers. They are given the opportunity to become familiar with U.S. customs and traditions, improve their English skills through immersion, pursue activities that may not be available in their home country, and form lasting and rewarding relationships with U.S. citizens and other students. In return, F-1/F-2 visa students contribute to America's scientific and technical research and bring international perspectives into U.S. classrooms which help prepare American students for global careers. This opportunity shapes all students into global citizens and helps strengthen international relationships between the U.S. and the rest of the world.

**• We value and promote the wellbeing of our campus community.**

We are committed to making students feel welcome, respected, and appreciated by giving them a sense of community (essentially a home away from home) when they visit our office. The ISC is structured to be more than simply a place of business where students receive a service and leave immediately. Additionally, we acknowledge that without the support of our colleagues and friends on campus, our program would not be able to operate to its full potential. Therefore, we believe in showing our support to other departments on campus during their times of need, as well, where possible.

**College Goals 1 and 3**

**Goal 1: Fullerton College will promote student success.**

**Objective 3: Increase the number of degrees and certificates awarded.**

**Objective 4: Increase the number of transfers.**

According to the 2014 Open Doors Report written by the Institute of International Education, a record high of 886,052 international students attended schools in the U.S. during the 2013-

2014 academic year. New enrollments increased by eight percent since the prior year. These data mark the seventh consecutive year of expansion in the total number of international students in U.S. higher education. Undergraduate international students continue to outnumber graduate international students for the second year in a row.

California was the top state in the U.S. to host the largest number of international students (121,647). The University of Southern California (USC) and the University of California, Los Angeles (UCLA) ranked number two and number six (respectively) in the U.S. with regards to number of international students hosted in 2014. Given that California is a top destination for international students, we would like to capitalize on the opportunity to increase the population of F-1/F-2 visa students at Fullerton College so that they may graduate and/or transfer to California universities—including USC and UCLA.

**Goal 3: Fullerton College will strengthen connections with the community.**

**Objective 2: Strengthen partnerships with local feeder high schools and universities.**

**Objective 3: Strengthen partnerships with local business and industry.**

**Objective 4: Increase funding capabilities of the college.**

The ISC has agreements with local intensive English language schools to recruit prospective applicants. These include: The American English College, English Language Academy and LASC American Language and Culture, Kaplan International Centers, Language Systems International College of English, and POLY Languages Institute. In addition, the ISC Manager regularly works with the American Language Program located at California State University, Fullerton (CSUF). These institutions routinely transfer students to Fullerton College who then complete requirements for graduation and transfer to university. The Manager is currently in contact with other language schools to increase transfer opportunities for prospective students.

California State Polytechnic University, Pomona (CSUP) visits the ISC each Fall semester to meet with prospective applicants and those that are accepted already for the next year. Students are able to ask questions in an informal setting and meet current CSUP students to get their perspectives on studying at CSUP. In addition, CSUF will provide an admission workshop in Fall 2015 for prospective international applicants. The aim is to have an annual event that creates closer collaboration between our institutions and provides a smooth transition for international students.

NAFSA conducted a statistical analysis on the economic benefits of international education to the U.S. for the 2013-2014 academic year. They found that international students and their dependents contributed approximately \$27 billion to the U.S. economy. The net contribution (tuition, fees and living expenses) to the California state economy by foreign students and their families was approximately \$4 billion—an increase of \$800 million since the previous school year. F-1/F-2 visa students at Fullerton College generate approximately \$1.6 million in tuition fees each year.

Fullerton College F-1/F-2 visa students support local businesses and stimulate the U.S. economy with their spending on tuition (over five times the amount that citizens and permanent residents pay), school supplies, housing costs, communication devices, transportation, entertainment, tourism, travel and other expenses. The ISC provides resources on our website and in the international students' handbook (received at orientation) which include information on setting up a bank account, driving in California, utilizing public transportation and finding local hotels, apartments, home stay and roommates. As long as we continue to accept F-1/F-2 visa students to Fullerton College, they will continue to have contact with local business and industry.

**PR Section 4.1 - 4.2****Program Review Non-instructional Cycle F 2015 International Student Center****4.1 - 4.2**

4.1 List your SAO/SLOs and complete the expandable table below.

	<b>Service Area Outcomes (SAO) / Student Learning Outcomes (SLO)</b>	<b>Date Assessment Completed</b>	<b>Date(s) Data Analyzed</b>	<b>Date(s) Data Used For Improvement</b>	<b>Number of Cycles Completed</b>
	<b>SAO</b>				
1.	Complete student learning outcomes assessment	Fall 2015	Fall 2015	Fall 2015	3 2010-2011, 2011-2012, 2015
	<b>SLO</b>				
1.	Personal Responsibility and Professional Development:  F-1 visa students will maintain satisfactory F-1 status by participating in Academic Orientation and F-1 Visa Orientation.	Fall 2015	Fall 2015	Fall 2015	3 2010-2011, 2011-2012, 2015
2.	Critical Thinking and Information Competency:  F-1 visa students will understand	Fall 2015	Fall 2015	Fall 2015	3 2010-2011, 2011-2012, 2015

	<p>the necessary requirements to earn associate degrees by participating in Academic Orientation and from meeting with the ISC Academic Counselor.</p>				
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4.2 Assessment: Complete the expandable table below.

<p><b>Service Area Outcomes Assessment for the Student Services Division of Fullerton College</b></p>			
<p><b>Intended Outcomes</b></p>	<p><b>Means of Assessment &amp; Criteria for Success</b></p>	<p><b>Summary of Data Collected</b></p>	<p><b>Use of Results</b></p>
<p>1. F-1 international students will maintain satisfactory F-1 status by participating in New Student Immigration Orientation.</p> <p>F-1 international students will understand the necessary requirements to earn Associate Degrees from participating in New Student Academic Orientation and from meeting with the ISC Academic Counselor.</p>	<p>Data was collected to determine the number of F-1 international students who filed for reinstatement each semester (Fall 2013 – Spring 2015).</p> <p>Data was collected to determine the number of students who earned Associate Degrees each Spring semester.</p>	<p>Results indicated that few F-1 international students dropped below a full course of study and fell out of satisfactory F-1 visa status.</p> <p>Results indicated that F-1 international students earn Associate Degrees at approximately the same rate as non-F-1 students.</p>	<p>The ISC Manager will continue activities that support SEVIS compliance.</p> <p>The ISC Academic Counselor will continue to support students in earning degrees.</p>

<b>Student Learning Outcomes Assessment for the Student Services Division of Fullerton College</b>			
<b>Intended Outcomes</b>	<b>Means of Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
<p>1. By participating in F-1 Visa Orientation, F-1 international students will learn the requirements necessary to maintain satisfactory F-1 visa status.</p>	<p>The ISC Manager utilized BANNER, SEVIS, and internal tracking data to calculate the number of students who were F-1 and who completed a full course of study each semester.</p>	<p>Reports indicated that an average of 275 F-1 visa students were enrolled from Fall 2013 to Spring 2015. Roughly 56 students total dropped below full course of study during this period. Of those students, about 20 did not apply for reinstatement. These students returned home, transferred out, or did not respond to ISC inquiries. The students who applied for reinstatement had personal/health difficulties, dropped classes so poor grades would not impact their GPA, or dropped classes due to course difficulty; none for misunderstanding the F-1 regulations for fulltime status. All students who applied for reinstatement were approved by the US Customs and Immigration Service and continued their studies at Fullerton College.</p>	<p>Methods used to achieve success will be continued.</p>
<p>2. By participating in the Academic Orientation and from meeting individually with the International Counselor, F-1 international students will learn the requirements necessary to reach their educational goals</p>	<p>The ISC Manager utilized SEVIS to determine the number of students who transferred each year. Data from the Admission and Records Office determined the number of students who earned degrees.</p>	<p>Reports indicated that approximately 22% of F-1 international students transferred from Fall 2013 to Spring 2015. A total of 33 international students earned AA/AS Degrees in Spring 2014 and Spring 2015; about</p>	<p>Methods used to achieve success will be continued.</p>

(transfer and/or Associate Degree).		6%.	
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## PR Section 4.3 - 4.6

### Program Review Non-instructional Cycle F 2015 International Student Center

#### 4.3 - 4.6

4.3 How has assessment of program SAOs led to improvements in services provided to students by this program?

#### **SAO #1 – Complete Student Learning Outcomes and Assessment**

While assessment of this SAO has not changed nor improved services provided, the data show that student participation in mandatory orientations has consistently led to the intended outcomes. Therefore, we will continue to employ the new student orientation programs each semester as a way to assist students in maintaining satisfactory visa status and in reaching their academic goals.

4.4 How has assessment of SLOs led to improvements in student learning and achievement?

Assessment of SLOs has shown that participation in F-1 student orientations and meetings with the academic counselors assist students in maintaining satisfactory F-1 visa status and successfully transferring to university and/or earning Associate degrees. Few students fall out of satisfactory status and a high number transfer and/or earn degrees. F-1 students maintain a high level of personal responsibility and utilize critical thinking skills.

4.5 What challenges remain to make your program SAOs/SLOs more effective?

Lack of consistent classified staffing remains a challenge. Coordinating data collection, data analysis, and interpretation are quite time consuming for the Manager. It is difficult to strategize for the future when new staff training requires extended time and oversight. Day to day operations need to take precedence over long term planning. Hopefully consistency and stability will be restored in the near future.

4.6 Describe how the program's SAOs/SLOs are linked to the college's goals.

(See <http://programreview.fullcoll.edu/>)

Goal 1: Fullerton College will promote student success.

Objective 3: Increase the number of degrees and certificates awarded.

Objective 4: Increase the number of transfers.

ISC SLOs are linked to Fullerton College's goal to promote student success. F-1 visa students consistently earn degrees and transfer at a high rate. Assessing whether students maintain satisfactory F-1 visa status is critical to the success of the ISC and our students. Furthermore, the ability of Fullerton College to admit F-1 visa students is based upon the ISC maintaining the highest standards when admitting and advising students. We are routinely evaluated by the US Department of Homeland Security on our ability to assist students to fulfill their goals to graduate and/or transfer in a timely manner.

4.7 Describe how the program's SAOs/SLOs support the achievement of the institution level SLOs.



The ISC's SLOs support the following ISLOs:

2. Critical Thinking and Information Competency: Students will be able to think critically by analyzing data in addressing and evaluating problems and issues in making decisions.

A. Analysis: Students will be able to apply rules and principles to new situations; discover rules and apply them to solve problems, use logic to draw conclusions from data, and differentiate between facts, influences, assumptions, and conclusions.

D. Solve Problems: Students will be able to recognize whether or not a problem exists, identify components of a problem or issue, create a plan of action to resolve an issue, and monitor, evaluate and revise the plan as necessary.

3. Global Awareness: Students will be able to demonstrate an understanding of the world.

B. Global Systems and Civic Responsibility: Students will be able to interface with people from a variety of backgrounds and analyze different cultural beliefs and behaviors; and will be able to recognize important economic and political issues in the local community, the state, the country, and the world.

F-1 visa regulations require students to think critically and solve problems in order to maintain satisfactory status. In addition, they must use these same skills to transition successfully to a new culture and environment (e.g. find housing, open a bank account, create their own meals, apply for a driver license). Furthermore, F-1 visa students gain an understanding of various ethnic groups and their beliefs by moving from their home countries to the USA. Learning to survive on their own in a foreign country provides students with a personal context to identify local, state, US, and global economic and political issues.

4.8 A. What methods are used to assess the program's success in serving the student population that interacts with your program?

The ISC began evaluating student satisfaction with our services beginning Fall 2004. Each semester data is collected using various questionnaires and then used to write an annual ISC Satisfaction Report. All questionnaires ask for students' recommendations and these suggestions are used for program improvement. Please see the survey methodology below:

New students are asked via email to complete a First Semester Transition Survey through SurveyMonkey. Each student completes only one online survey and responds to questions regarding his/her application experience, college concerns, and student involvement.

Continuing students complete a Satisfaction Survey through SurveyMonkey. Additionally, students who visit the ISC are asked to complete an anonymous paper version of the questionnaire. They respond to questions regarding adjustment, interactions with instructors, ISC staff and domestic students, and perceptions of satisfaction with ISC services.

An Exit Survey is collected when students visit the ISC to submit admission letters for transfer. They respond to questions regarding their educational attainment, college experience, and their perceptions about ISC and Fullerton College services.

Furthermore, since Fall 2010, Fullerton College and Cypress College have collaborated to determine students' satisfaction with using the mandatory health/accident insurance. Each semester continuing F-1 students at both colleges complete a questionnaire through SurveyMonkey regarding their experiences with purchasing the insurance, finding a doctor, using the insurance, and visiting the Health Center.

Ongoing communication is essential for the ISC to maintain efficient processes. Along with suggestions from the ISC satisfaction reports, we regularly communicate with the Dean of Admissions and Records, the Registrar, various Admissions and Records staff, Counseling staff, and Transfer Center staff to discuss challenges and improvements to admission and registration processes. We also collaborate with the Assessment Center Coordinator regarding ESL testing for prospective and new F-1 students.

Weekly ISC staff meetings are used to solicit feedback on ideas for implementing or revising procedures. Often, student assistants have innovative ideas on admission processing changes that affect the F-1 population as a whole. These recommendations are then used to revise our ISC Procedures Manual.

Inquiries to colleagues at other community colleges regarding best practices for office processes and procedures give us suggestions for improvement. The ISC Manager routinely discusses program administration processes with the international student program administrators at Cypress College, Orange Coast College, Golden West College, Santa Monica College, CSU Fullerton and California State Polytechnic University, San Luis Obispo.

B. What do the results of the above methods of assessment indicate about the effectiveness of the program?

The most recent ISC Satisfaction Survey data indicated that students transitioned well to Fullerton College and that they were comfortable asking Fullerton College instructors and ISC staff members for help when necessary. Furthermore, students were satisfied with the assistance provided by the ISC and thought the information provided was accurate. Nearly all students would recommend Fullerton College to a prospective student. Surveys from students transferring out showed that they had a good experience at Fullerton College, that they received a high quality education, and that they would recommend Fullerton College to others.

Consistent and often daily communication with staff in the Admissions and Records Office, Counseling, Assessment Center, and Transfer Center provides timely and accurate information to us for advising students effectively. ISC staff meetings are an opportunity to review policies and procedures to make adjustments as necessary. Contact with international offices at other colleges and universities inform our day to day operations. In particular, discussions with international colleagues help us determine how to best advise students with complicated status issues. All these opportunities allow the ISC to remain up to date and effective in serving F visa students.

C. How were the assessment results used to make improvements to services provided by this program? Please provide examples.

- Collaborated with Admissions and Records staff to create specific admission procedures and forms to accept F-2 visa students while upholding Educational Code and DHS requirements
- Continue to collaborate with the Assessment Center staff to reserve blocks of time for new students to complete tests during orientation meetings
- Working closely with the Registrar to implement the CCCApply International Application in March 2016
- Day to day operations and the ISC Procedures Manual are continually updated and improved using suggestions from student assistants, classified staff, and adjunct counselors.

## PR Section 6.0 SAP w/o Resource Requests

### Program Review Non-instructional Cycle F 2015 International Student Center

#### Action Plans

<b>STRATEGIC ACTION PLAN # 1</b>	
Strategic Action Plan Name: (formerly called short-term goal)	Increase F-1/F-2 visa student population to 500
List College goal/objective the plan meets:	Goal 1: Fullerton College will promote student success. Objective 3: Increase the number of degrees and certificates awarded. Objective 4: Increase the number of transfers.  Goal 3: Fullerton College will strengthen connections with the community. Objective 4: Increase funding capabilities of the college.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The ISC Manager will analyze previously collected data regarding best practices for marketing and recruitment (utilizing recruitment agents and overseas travel); determine the necessary financial support; create a marketing and recruitment proposal; and receive feedback and recommendations on the proposal from the Dean of Admissions and Records and the Vice President of Student Services.
What <i>Measurable Outcome</i> is anticipated for this SAP?	BANNER data will show 500 registered F-1/F-2 students.
What specific aspects of this SAP can be accomplished without additional financial resources?	All except expenses for recruitment travel overseas and commissions to recruitment agents. Feasibility will be determined when creating the marketing and recruitment proposal.

<b>STRATEGIC ACTION PLAN # 2</b>	
Strategic Action Plan Name: (formerly called short-term goal)	Increase student transfer from intensive English language schools

<p>List College goal/objective the plan meets:</p>	<p>Goal 3: Fullerton College will strengthen connections with the community.                  Objective 3: Increase contact with local business and industry.                  Objective 4: Increase funding capabilities of the college.</p>
<p>Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.</p>	<p>The ISC Manager will collaborate with local language schools, provide FC and ISC marketing materials, create agreements regarding conditional admission and full admission for English language program students, and recruit directly with partners.</p>
<p>What <i>Measurable Outcome</i> is anticipated for this SAP?</p>	<p>Future data will show an increase in the number of students from English language programs who transfer to FC. Baseline data from Fall 2015 indicate 33 students per academic year.</p>
<p>What specific aspects of this SAP can be accomplished without additional financial resources?</p>	<p>Additional financial resources may be necessary for marketing materials and travel expenses.</p>