

# Student Services Annual Plan

## SS Program Title

International Students

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## Contact Person

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## Executive Summary

In the 2013-2014 academic year, the International Student Center (ISC) was reorganized. Previously, ISC was under the President's office. At the start of the Fall 2013 semester, ISC was moved to Student Services with administrative oversight by Kim Lopez, Dean of Counseling and continued operational oversight by Supinda Sirihekaphong, Project Director of International Support Services.

This is the first time that ISC has participated in an Annual Program Plan and Review.

## Program Mission and Vision

In support of Cañada College's vision and mission, the International Student Center (ISC) provides individualized services to international students, so they can achieve their personal, educational, and professional goals. ISC also promotes understanding and respect for diverse perspectives by providing college-wide opportunities for community engagement and cultural exchange.

**Relationship of Program to College Mission:** *Indicate how the program aligns with the college's mission by checking the appropriate boxes. Check all that apply:*

- Career-Technical Education
- Basic Skills
- Transfer
- Lifelong Learning

**Relationship of Program to College Vision:** *Indicate how the program aligns with the college's vision by checking the areas that you address in your program.*

- Quality of Academic Life
- Diverse Culture
- Personal Support and Development of Students
- Student Success Programs
- Innovative Programs Preparing Students for the University
- Innovative Programs Preparing Students for the Modern Workforce
- Innovative Programs Preparing Students for the Global Community

**Program Data Measures List:** *List the program or department data measures in this box that were used in this past cycle.*

Since this is the first time that ISC has engaged in an Annual Program Plan and Review, data is limited. However, there are some data from evaluations the following activities: Orientation, Transfer Workshop, Employment Workshop, and Class Participation Workshop.

Data on the number of student contact/appointments are also available through SARS.

International Student Ambassadors are required to submit a reflection essay at the end of the term.

ISC also completed an international student survey in the Fall 2013 semester. The survey provided data on the international student profile and usage and satisfaction of support services.

**Reflection on Data:** *Provide a reflection on what the data means*

In the Fall 2013 semester, ISC had 98 student contact/appointments. To date, student contact/appointments for the Spring 2014 semester is 111. This increase can be explained by our new policy for requiring students to submit mid-term academic progress reports. This additional contact allows ISC to assess and assist students in receiving additional support services needed.

**Orientation** evaluations indicated that all students agreed that the orientation helped them with 1) making new friends; 2) understanding their F-1 rights and responsibilities; 3) understanding U.S. classroom and academic expectations; 4) how to use WebSmart and register for classes; 5) understanding the services provided by academic counselors; 6) know where the Library, Learning Center, and Health Center; and 7) know how to use public transportation. Some students agreed less strongly on item #1, 4, and 5. Most students were also able to answer 6 of 10 questions about the College. In the future, evaluations will be a pre- and post-test evaluation to assess learning.

In the Fall and Spring semester, 4 and 3 students attended the **Transfer Workshop** respectively. Pre- and post-tests were only conducted in the Fall semester. Pre-tests showed that the majority of the students did not know 3 or more of 7 transfer topics. Post-tests showed that students understood all 7 transfer topics. In the future, the Transfer Workshop will also be open to ESL students.

In the Fall and Spring semester, 4 and 2 students attended the **Employment Workshop** respectively. Pre-tests indicate that students did not know about 1 to 3 (3 highest frequency) of 4 employment topics. Post-tests showed increased learning on all 4 employment topics. An activity also revealed that students are unable to identify 5 errors on sample resume. The pre- and post-test will be revised to include a question about identifying errors on a sample resume. It may be beneficial to open this workshop to ESL students as well. However, the immigration section of this workshop will not be relevant tonon-F-1 ESL students.

The **Class Participation Workshop** attracted 2 and 20 students in the Fall and Spring semester, respectively. In the Fall, students were only able to identify 1-2 ways to participate in class. After the workshop, students were able to identify at least 4 ways to participate in class. In the Spring semester, we had more success in attracting 20 students because the workshop was opened to ESL students. Based on the pre- and post-tests, we will modify the question slightly to delete the words in the parentheses, "Identify (at least 3) ways to participate in class." In both the pre- and post-tests, students only identified 3 ways to participate.

**International Student Ambassadors** reported improving their communication skills, technology skills, research skills, and a greater sense of responsibility and time management. The Ambassadors reported being able to help students as fulfilling.

Our **Fall 2013 Survey** received 29 responses of 38 total international students. The survey showed that most of our international students are between the ages of 21-25, approximately 45% are Asian and the rest are Hispanic, White, and other. Approximately 73% have a goal of transferring and 35% are interested in obtaining an associate degree. 82% of students expect to study at Canada for 2 years or less, which is not the reality. 40% of our students have been in the U.S. for more than 3 years. More than half of our students have attended other educational

institutions in the U.S. 55% learned about Canada through a family member or friend. 76% chose Canada because of its location. Underutilized services on-campus include ISC Employment and Transfer Workshop, Honors Transfer Program, Math Jam, Word Jam, A2B, Transfer Center and Transfer Center Workshops, Career Center, Psychological Services, DRC, ASCC, STEM Center. Students reported wanting more help making friends, exploring surrounding areas, and opportunities to share their culture. Overall, 84% of students are satisfied with their experience at Canada and would recommend it to other international students.

**Accomplishments:** *List any program major accomplishments*

Based on mid-term academic reports, a need to provide students with information on class participation was identified. Supinda Sirihekaphong and Gloria Darafshi, Counselor, designed and implemented a Class Participation Workshop. The Workshop received positive feedback from students and faculty.

In the Spring semester, ISC has had increased opportunities to increase the international student enrollment as follows:

District-initiative: OneWorld Digital Campaign featuring Canada College in Mexico

College-initiative: Summer Pathway to University Program at Canada College College-initiative: Becalos Scholars of Mexico

**Changes in your program this year:** *What changes has you seen in your program, and why do you think these changes have occurred?*

The reorganization of ISC from the President's Office to Student Services was instrumental in ensuring that ISC is a part of and collaborates across campus in providing support services to international students.

**Changes for Next Year:** *What changes, if any, do you want to make in your program for next year?*

It is crucial that ISC collaborates across campus to support international students. We have already seen the impact working with counselors, the Transfer and Career Centers. We have just begun seeing successes working with ESL students, so in the future, we should explore how best to collaborate with the ESL department to provide ISC services to a larger population who have similar needs as F-1 international students.

**Student Learning Outcomes:**

*Describe your student learning outcome and the results you have from last year as follows:*

*Student Learning Outcome*

*Assessment Results*

*Evidence/Analysis*

*Use of Results*

*SLO for Next Year*

*Given the results of your SLO this year, do you plan to keep the same SLO or develop a new one?*

1. International students will understand and maintain their F-1 immigration rights and responsibilities. Activities included orientation, beginning of the semester check-in, mid-term academic progress reports, tracking of enrollment throughout the semester. Every semester we have 1-5 students who are at risk of falling below full-time. Some of this is due to poor attendance or poor academic performance mid-semester and students wanting to drop or cancelled classes at the beginning of the semester. Late start classes have been helpful. Providing cheat sheets to counselors on valid reasons for a reduce course load authorization seemed helpful as well.
2. International students will increase their knowledge of services and tools available to reach their education goal (complete a program of study or transfer to a 4-year university). International Student Ambassadors are instrumental in helping new international students and reporting any concerns to ISC. The Ambassadors will conduct a focus group to increase insight into the first semester experience of international students.
3. International students will become an active member of the Canada College community. ISC must help international students understand the importance of engagement in achieving their education goals.

**SLO Changes:** *If you are changing your SLO(s), please describe why*

- Keep same one(s)
- Created new one(s)

**SLO Changes:** *If you are changing your SLO(s), please describe why*

N/A

**SLO Relationship to Strategic Directions:** *Check each of the college's Strategic Directions that your SLO addresses*

- Teaching and Learning
- Completion
- Community Connections
- Global and Sustainable

**SLO and Strategic Directions:** *Describe how your SLO relates to the strategic directions*

SLO #1 and 2 relates to strategic directions in teaching & learning, completion, and community connections. SLO #1 and 2 is required to retain international students. Students must know that they must be registered full-time and meeting with counselors and making counselors aware is a key component in helping students understand their pathway to achieving educational goals.

SLO #3 relates to all strategic directions. The more students engage in the college and community, the more opportunities they have in developing communication, organizational, and leadership skills that will help in achieving their educational goals.

### **SAO Action Plan:**

*List your SAO for the upcoming year and describe the Following:*

*Student Learning Outcome*

*Activities to Achieve the SLO*

*Assessment Measures*

*What do you expect to learn*

1. The International Student Center will provide individualized services to international students, so they can achieve their personal, educational, and professional goals.
2. ISC also promotes understanding and respect for diverse perspectives by providing college-wide opportunities for community engagement and cultural exchange.
3. Increase international student enrollment

### **Student Learning Outcomes**

1. International students will understand and maintain their F-1 immigration rights and responsibilities.
2. International students will increase their knowledge of services and tools available to reach their educational goal (complete a program of study or transfer to a 4-year college/university).
3. International students will become an active member of the Cañada College community.

*Activities and Assessment Measures*

SLO #1: Orientation (pre- and post-tests), Check In

SLO #2: Transfer, Employment, and Class Participation Workshops (pre- and post-tests), Spring 2014 Focus Group, Collaborate more with ESL

SLO #3: Ambassador Program (reflective essay), International Club (# of attendance), In the Fall 2014, ISC would like to collaborate across campus to organize and implement International Education Week, Social Science Hub and STEM Center has already expressed an interest.

*Expectations*

New activities include a focus group of new international students in the Spring 2014 semester and increased collaboration with ESL. I hope to learn from the focus group about reasons why new international students do not take full advantage of services and participate in extracurricular events on campus.

### **Service Area Objectives:**

*Summarize the assessment results of your Service Area Objectives, to include the impact on the quality and success of the program.*

N/A (first time doing annual plan)

### **Service Area Objectives: Next Year**

*Describe the Service Area Objectives for next year:*

*Service Area Objective*

*Activities to be Conducted*

*Assessment Measures*

*Why this was selected*

The SAO for next year all fall within ISC's mission statement:

1. Continue to provide personalized services to assist international students in achieving their educational goals.
2. Collaborate across campus to provide opportunities for cultural exchange.
3. Increase international student enrollment.

These SAO's overlap in providing all students experience that help students achieve and develop educational, professional, and personal goals that would prepare them for a global work environment.

**Relationship to EMP Teaching & Learning:** Check any EMP Teaching and Learning Objective that relates to your Service Area Objective

- 1.1 Assess SLOs
- 1.2 Flexible course scheduling
- 1.3 Professional development
- 1.4 Student engagement
- 1.5 Facility Planning

**Relationship to EMP Completion:** Check any EMP Completion Objective that relates to your Service Area Objective

- 2.1 Connections and outreach
- 2.2 Assessment testing
- 2.3 Orientation
- 2.4 Student pathways
- 2.5 100% FAFSA
- 2.6 Intentional counseling
- 2.7 Basic skills effective practices
- 2.8 Mentorships
- 2.9 Degrees and certificates
- 2.10 Career center
- 2.11 Transfer center
- 2.12 Monitor student success

**Relationship to EMP Community Connections:** Check any EMP Community Connections Objective that relates to your Service Area Objective

- 3.1 Community outreach advisory group
- 3.2 Community advisory group
- 3.3 Service learning

3.4 Contract education

**Relationship to EMP Global and Sustainable:** Check any EMP Global and Sustainable Objective that relates to your Service Area Objective

4.1 Sustainability and Social Justice groups

4.2 International and University Centers

4.3 Sustainability in the curriculum

4.4 Sustainability awareness

**Resources: Faculty and Staff:**

Describe your new staff needs:

Position Title

FT/PT (%)

Rationale

N/A

**Resources: Professional Development:** List your area's professional development needs

N/A

**Resources: Equipment:** Describe the equipment you need

N/A

**Resources: Technology:** Describe the technology equipment you need

N/A

**Research Requests:** Describe the research requests you have to assist you in planning and program review

N/A

**Facilities Requests:** Describe facility requests you have

N/A

**Curricular Offerings:** Attach the following TracDat and CurricUNET data on courses

N/A