

STUDENT SERVICES DIVISION

Program Review Self-Study Form

Program Title (Office/Department) International Student Center

Lead Contact Person Supinda Sirihekaphong

Writing Team Misha Maggi, Soraya Sohrabi, and Karen Olesen

Executive Summary

Summarize your program's strengths, opportunities, challenges, and action plans. This information may be presented to the Board of Trustees. (200 Word Limit)
The International Student Center's mission is to provide individualized services to 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.

ISC shares the College's mission of ensuring that students from diverse backgrounds have the opportunity to achieve their educational goals...and cultivates in its students the ability to...understand and appreciate different points of view within a diverse community.

ISC has gone through organizational changes. 2013-2014 was a year of stability and 2014-2015 has been a year of growth with an increase from 53 to 95 unduplicated headcount.

ISC continues to provide personalized services without hiring additional full-time staff by increasing the number of student ambassadors from 2 to 4 and expanding their role to include being peer mentors to 5-10 new international students.

In addition to the 3-day orientation, international students are encouraged to take advantage of student services on campus and ISC conducts workshops specifically for international students that covers topics such as transfer, class participation, employment, and taxes. All services aim to help international students adjust to their new educational and living environment.

Program Context

1. Mission: How does your program align with the college's mission? If your program has a mission statement, include it here.

The International Student Center's mission is to provide 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.

ISC shares the College's mission statement of ensuring that students from diverse backgrounds have the opportunity to achieve their educational goals...and cultivates in its students the ability to...understand and appreciate different points of view within a diverse community.

2. Program Description

ISC provides services that help international students adjust to their new educational and living environment. All new students participate in a three-day orientation that helps students navigate the matriculation process, understand U.S. academic culture, and help adjust to their new living environment including a tour of Redwood City and help with using public transportation.

All current students are encouraged to take advantage of student services on campus and ISC conducts workshops specifically for international students that covers topics such as transfer, class participation, employment, and taxes.

In alignment with the District's goal to increase study abroad opportunities, ISC works both independently and with District study abroad staff to assist and encourage students interested in study abroad opportunities offered by the District and the College. ISC also will be instrumental in providing more College study abroad opportunities.

ISC will also assist the District Community Education office in establishing an Intensive English Language Program (IEP) that will require additional work to gain SEVIS certification for the new IEP.

3. Community and Labor Needs: Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program.

Looking Back 2013-14 (with Fall 2014)

4. Describe major accomplishments.

Admission: In 2014-2015, the number of students admitted nearly doubled from 2013-2014, even though the number of applications did not double. In Fall 2014, 48 students were admitted and 35 enrolled (73%). In the Fall 2013, 26 were admitted and 11 enrolled (42%). In Spring 2015, 34 students were admitted and 28 enrolled (82%). In the Spring 2014, 19 were admitted and 15 enrolled (79%). Total unduplicated international student headcount increased from 53 to 95.

	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Total apps	65	38	76	64
Total admitted	26 (40% of apps)	19 (50%)	48 (63%)	34 (53%)
Total enrolled	11 (42% of admitted)	15 (79%)	35 (73%)	28 (82%)

Orientation: In the Fall 2014, of 35 newly enrolled students, 19 (54%) attended International Student Orientation and 14 students completed an online survey. In the Spring 2015 semester, of the 28 newly enrolled semester, 15 attended orientation, 9 attended makeup orientation, and 4 were transfer students. 18 students completed an online evaluation. Out of all the students who reported attending the International Student Orientation all of them agreed that the orientation, “prepared me for the first few weeks of the semester.” The only question that had a nearly 50% response rate of Not sure or disagree was, “I made new friends at the International Student Orientation.” Positive feedback was provided including, “The staff and students are super helpful and friendly, it makes new students feel like they made the right decision to be in Cañada :) Keep it up!” The Spring evaluation solicited additional information including participation in other international student workshops and jams and only a handful of students participated. In addition, nearly all students reported receiving help from the Welcome Center, Counselors, Library, Learning Center, International Student Ambassadors, and the International Student Center. Also, a handful of students reported receiving help from the Center for Student Life and Health Center.

Workshops: Despite the low participation rate of workshops, information provided is highly demanded by international students. Data from pre- and post-tests also show that students increase their learning of the topic. ISC will try to outreach more and schedule workshops during times that students are able to attend the workshops. ISC has had success in providing the Participation Workshop with outreach through the ESL Department. A second workshop in the spring 2015 semester was offered at the request of the ESL Department and 18 students attended.

	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Transfer Wksp	4	3	3	10
Participation	2	20	4	7 and 18
Employment	4	2	3	4

Recruitment: In Fall 2014, Cañada College participated in a U.S. Mexico Bilateral Mobility Fair sponsored by EducationUSA in 5 cities in Mexico. The cost of the recruitment trip was approximately, \$4,800 (cost of 18 units in nonresident fees). Cañada received 277 requests for more information. International Student Ambassadors have followed up on all inquiries and will do so again in Spring 2015, since many inquiries were interested in studying in the U.S. in Fall 2015.

Cañada hosted high school counselors and agents from overseas in summer 2014 and a group of high school counselors and principals from Kazakhstan in Fall 2014. The ISC International Program Manager will continue to nurture these relationships. High schools expressed much interest in having a summer STEM Institute for international students similar to what we do for domestic students. A proposal to 2nd Foreign Language School was submitted. However, we may not be able to accommodate this program because of lack of housing for minors.

ESL Partners: We haven't had a large number of admitted students from our ESL partners. However, this spring semester we have 4 students from TALK and 1 from ELS, this may be because the ESL students lived with other Cañada students at ICR. We maintain a good relationship with our ESL partners, these relationships will continue to be nurtured.

Events: International Student Center collaborated with the Center for Student Life & Leadership, Veteran's Resource Center, Social Science Hub, STEM Center, and The Grove to celebrate **International Education Week**. The week started with Veteran's Day Reveille Ceremony conducted by the U.S. Marine Corps and a panel of student veteran's. The Study Abroad Fair held in The Grove included 4 study abroad providers, SMCCD's programs, 3 military recruiters, 1 faculty panel, and 1 student panel. 40 evaluations were collected with 24 students who considered study abroad both before and after the fair, 9 did not consider before but did after, and 5 did not consider both before and after. ASCC held a Spirit Day featuring Tea & Snacks, Redwood City Together also attempted to hold a dialogue, this event did not attract as many participants, perhaps due to the time. A calendar photo contest was also held, 50 submissions were collected and 19 votes were cast. The calendars were printed and sold for scholarship funds in memory of Gail Kamei. Approximately \$500 was raised.

ISC and the President's Office hosted a **Thanksgiving Luncheon**, 18 students participated, mostly new students and Ambassadors. This was a great culminating event for the year. Students experienced a traditional Thanksgiving and Ambassadors were recognized for their work.

5. Impact of Resource Allocations: Describe the impact to date that each new resource (staff, non-instructional assignment, equipment, facilities, research, funding) has had on your program/department/office and measures of student success or client satisfaction.
The impact of ISC moving from building 5 to building 3 had a positive impact. Although we lost a student lounge, we have a student computer station and an ambassador computer station. ISC doubled, over 100, more student appointments and drop ins from last Fall 2013. ISC still has privacy issues, since the office is still a shared space with the ambassador and now with an extra student computer station. When privacy is needed, ambassadors or students are asked to leave.

Current State of the Program 2014-15

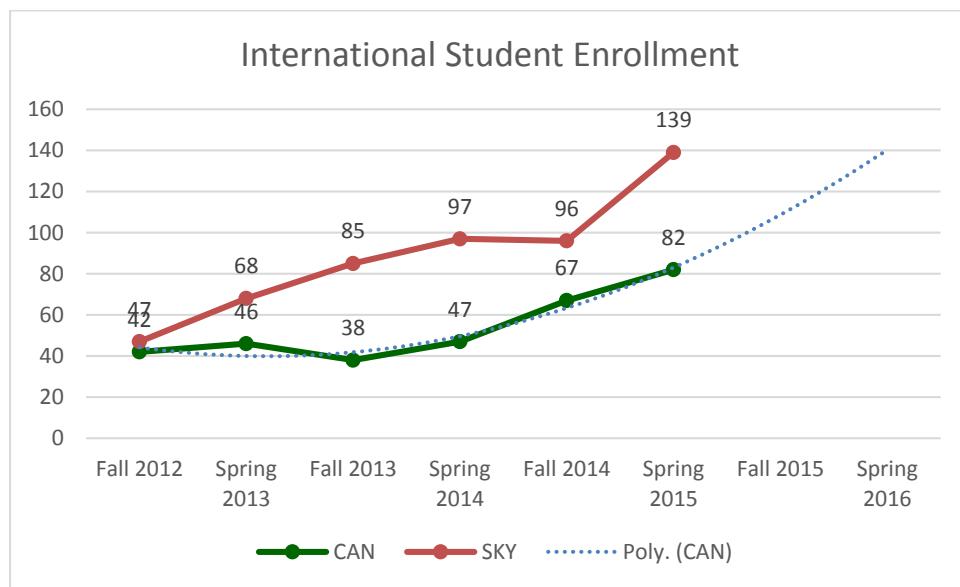
6. State of the Program

- A. Describe the current state of the program (Include strengths and challenges).
- B. What changes could be implemented to improve your program?

Based off of the stability and program services offered in 2013-2014, ISC was prepared for the increase of the international student population. ISC's collaboration with other offices and training and expectations of International Student Ambassadors was necessary in fulfilling our mission of providing individualized services. For example, during orientation, new students had peer mentors in their International Student Ambassador and ISC was able to schedule in collaboration with the Welcome Center, sufficient counseling appointments, and ISC was able to

work with the ESL department to open a section of ESL 924 and ESL 400 with LIBR 100 corequisite in the Fall 2014 and Spring 2015 semesters respectively.

The international student is projected to make a steady increase in new international students each semester. As the population continues to grow, ISC faces personnel challenges and will be requesting a part-time Program Services Coordinator to assist with admissions and program services. The request is only for a part-time position because our projection of the increase of international students is conservative and ISC has limited space capacity. The PT Program Services Coordinator will share the same desk/computer terminal as International Student Ambassadors.



7. Service Area Outcomes (SAO) Assessment and Student Learning Outcomes (SLO) Assessment

A. State your current year SAO and/or SLO.

Service Area Outcomes

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 education goal (complete a program of study or transfer to a 4-year university).

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.

B. Describe your program's SAO Assessment Plan.

1. SAO #1 will include assessment and tracking of the following:

- # of Curricular Practical Training authorizations approved
- # of SSN eligibility letters issued
- Final reflection essay from student ambassadors
- Pre- and post-surveys from Transfer, Employment and Health Workshop

2. SAO #2 will include assessment and tracking of the following:

- # of newsletter articles written by international student and ambassadors
- # of participants in ICE events/activities, as well as event evaluation forms
- Participant surveys from campus-wide event focused on cultural exchange
- # of collaborations with other offices/departments/divisions on a campus wide event focused on cultural exchange.

3. SAO#3 will include assessment and tracking of the following:

- # of applications
- # of new international students enrolled
- # of presentations at local IEPS and international schools
- # of college visits from international delegates

C. Summarize the findings of your program's SAO Assessments. What are some improvements that have been, or can be, implemented as a result of SAO Assessment?

For SAO #1, student employment doubled from AY13-14 to AY14-15 from 8 to 17 with students working not only as International Student Ambassadors but in the Bookstore and Learning Center. 2-3 students also worked off campus under CPT employment authorization. International Student Ambassadors are now required to do a self-evaluation mid-semester including goal setting. Based on this, one Ambassador, successfully co-presented the Participation Workshop to improve her public speaking skills.

For SAO #2, ISC continued to work with Transfer Center and Career Center to provide workshops specifically for international students. Data continues to show that there is a need for these workshops as pre-tests show a gap in knowledge. ISC will continue to outreach to the ESL department, as we have seen success in outreach for the Participation Workshop. ISC was successful in organizing the first International Education Week in November 2014, which required collaboration from the STEM Center, the A2B Program,

ASCC, Pacific Dining, and Veteran's Resource Center. ISC also conducted a Photo Contest that collected 50 entries and 16 online votes. The photos from the contest were used to make a 2015 Cañada College calendar and was sold to raise money towards a scholarship in memory of Gail Kamei. Approximately \$500 was raised. ISC was also successful in hosting a Study Abroad Fair. Evaluations showed that there is a strong interest in study abroad: 24 students considered study abroad before and after the fair, 9 did not consider study abroad before the fair but did after, and 5 did not consider study abroad before and after the fair with a total of 40 evaluations collected. In the Spring 2015 semester, ISC facilitated 2 classroom presentations and 1 information session for the Barcelona Fall 2015 study abroad opportunity.

Through the International Culture Exchange Club, ISC encourages students to participate in cultural exchange activities such as Film Nights and field trips off campus. The success of the ICE Club depends largely on the student leadership to motivate other students to participate. In the Spring 2015 semester, new leadership has already invigorated students to participate and a Welcome Back Party and Iceskating event attracted approximately 15 participants each.

For SAO#3, ISC continues to assist the District IE team with outreach to local IEP partners and visits from overseas delegations. The College was contacted by the Silicon Valley Innovation Center (SVIC) to host a delegation of 18 HS educators from Kazakhstan. This trip has lead to a partnership with the SVIC and a possible trip by the District IE team to Kazakhstan. Also noteworthy to mention, because of the increase of international student enrollment, an additional ESL section was opened in the Fall 2014 and Spring 2015 semesters serving 14 international students in total and 34 non-international students.

D. Describe your program's SLO Assessment Plan.

ISC will continue to evaluate and track participation in orientation, collect mid-term progress reports, and participation and learning in Transfer and Employment Workshops, and employment both on and off campus, and engagement in the International Culture Exchange Club.

At this time, data in regards to completion and transfer is limited. However, ISC will continue to track completion and transfer and provide more long-term data.

E. Summarize the findings of your program's SLO Assessments. What are some improvements that have been, or can be, implemented as a result of SLO Assessment? The increase in participation in Workshops and events both on and off campus may be a result of the mentorship new students receive from International Student Ambassadors. Ambassadors increased their responsibility to be mentors to a group of 5-10 new international students. We see an increase on ISC's Facebook site and Ambassadors are also encouraged to share postings on the Facebook site.

Student Learning Outcome	Data	Analysis	Outcome
--------------------------	------	----------	---------

<p>International students will understand and maintain their F-1 immigration rights and responsibilities.</p>	<p>Fall 2014: 14 evaluation responses out of 35 new students</p> <p>Spring 2015: 19 evaluation responses out of 28 new students</p> <p>All new students are also required to sign statement of understanding of F-1 responsibilities.</p>	<p>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.</p> <p>In the Fall 2014 semester, we experienced a high rate of attrition, 14; 3 students transferred within the District, 4 obtained or will apply for</p>	<p>Community colleges do attract some international students who see community college as one alternative to keep themselves in good immigration status without the primary intent to complete a degree or transfer. Some attrition is expected because of this.</p> <p>International students are only required to submit a signed Statement of Understanding of F-1 Responsibilities at the beginning of their studies. ISC has included the Statement of Understanding on the Check In Form PDF as a reminder to continuing students.</p>
---	---	---	--

		permanent residency, 3 transferred to out of state colleges, 2 withdrew, and 1 was terminated for academic dismissal. As experienced previously, most students who did not complete or transfer were non-traditional age and/or had relatives in the area.	
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).	Orientation evaluation also showed that students also received assistance from the Welcome Center (17), Counselors (16), Health Center (3), Center for Student Life (5), Library (12), Learning Center (12) and International Student Ambassadors (14) In AY14-15, 9 participated in Word Jam and 1 participated in Math Jam Transfer Workshop 9 evaluations were collected in the Spring 2015; 6 students answered	<p>It seems like the more engaged students are from the very beginning (orientation), the more likely they will be engaged throughout the semester.</p> <p>Some feedback provided by both students and faculty is to provide workshop when students are on campus and not in class. This will be a continue challenge as class schedules conflict but it seems like between 12:00-2:00pm are good times to start workshops.</p>	<p>One activity that helps ISC communicate with all international students about events on campus, including university visits, Transfer and Career Center Workshops is through the bi-weekly Olive Branch newsletter. ISC will inquire about whether we can find out how many hits the newsletter receive after publication.</p> <p>ISC can also inquire from Transfer Center and Career Center of their roster to identify international student participants.</p>

	<p>negatively in 2 or more of the 7 learning outcomes in the pre-test and 5 answered nearly all positive on the post-test</p> <p>Participation Workshop 26 evaluations were collected for AY14-15; 16 students answered 1-2 ways to participate in class in the pre-test and answered more than 3 ways in the post-test</p> <p>Employment Workshop 6 evaluations were collected in AY14-15; 5 students answered negatively on 2 or more of the 4 learning outcomes in the pre-test and 5 students answered positively on all learning outcomes in the post-test. In all Employment Workshops, all students struggled to identify what's wrong with a sample resume.</p>		
International students will become an active member of the Canada College	Student employment both on and off campus doubled from	Student employment increases may have doubled for two reasons 1) students	Student engagement enhances student's experience both on and off campus. International

community. ISC must help international students understand the importance of engagement in achieving their education goals.	AY13-14 to AY14-15. Service in ASCC also doubled from 0 to 2 during the same time frame.	willingness to be engaged and/or 2) students need for extra income. Based on anecdotal experience the majority of the students are engaged for the former reason and fewer for the second reason.	Student Ambassador essays reflect their eagerness to give back to their community by helping other students as well as developing their own student leadership abilities.
---	---	--	---

Looking Ahead 2015-16

State your SAO and/or SLO for the next review cycle.

SAOs and SLOs will remain the same with the exception of increasing study abroad opportunities and participation.

Service Area Outcomes

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. (For AY 15-16 this will extend to study abroad opportunities as well).
3. Increase international student enrollment and participation in study abroad programs

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 education goal (complete a program of study or transfer to a 4-year university).
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.

In the table, describe how you will address identified opportunities for improvement.

Action Plan	Timeline	Responsible Party	Resources required
Hire PT Program Svrs Coordinator	Fall 2015	ISC through hiring justification	Budget line item

Additional office space for projected FT Program Svrs Coordinator for 16-17	Summer 2016		One time capital expansion
---	-------------	--	----------------------------

Resource Requests

8. Personnel:

- List new or replacement positions you anticipate requesting. Identify the term (fall or spring) and year in which you anticipate submitting the staffing request.
- Include links to new position request documents:

ISC is requesting a part-time Office Assistant (20 hours per week) to start in the 2015-2016 academic year. As the international student population is projected to steadily increase by 25% per year, additional staff is needed to assist the current International Program Manager with the following tasks:

- Admissions (10 hours per week): Evaluating admissions applications and following up with applicants regarding missing application documents
- Student services (10 hours per week): Assisting students with enrollment-related issues such as registration, updating immigration document requests, accessing other student services, and help with adjustment issues.

Funding for this position will come from District allocation of funds to College International Student Programs.

9. Non-Instructional Equipment:

- Provide a list of all equipment needed. To be funded, requests must include all the required purchasing information.

Item name	New/Repair/ Replacement	Vendor	Catalog number	Unit Price	# Needed	Justificatio n	Contact

- Will additional space be needed to accommodate the requested equipment? Will the requested equipment require maintenance agreements and or support personnel? If so what are the projected costs?

None

10. Information Technology:

- Provide a list of all software and hardware needed. Include the required purchasing information and/or desired capabilities.

Item name	New/Upgrade	Vendor	Catalog number	Unit Price	# Needed	Justification	Contact

B. Will additional space be needed to accommodate the requested equipment? Will the requested equipment require maintenance agreements and or support personnel? If so what are the projected costs?

None

11. Facilities: Identify your program's facility needs (custodial services, maintenance, remodeling, or new construction) and provide a brief explanation/justification. Identify if the needs address ADA, safety, or utility concerns.

With the passing of Measure H and funding allocated towards renovations of building 3, it would be great to get a quote on the cost of expanding the office to create a separate office for the International Program Manager. If a part-time staff will be hired, it is ideal that that staff would be located at ISC. An alternative space would be in or around Admissions & Records. This expansion would ensure student privacy.

12. Professional Development: What professional development is needed to strengthen your program? Why? How will the professional development benefit the college?

The ISC Program Manager has not attended any annual national conferences of the NAFSA: Association of International Educators due to timing. However, the Program Manager has been able to attend the local Northern California conference which was held at Skyline College last year and will be held at Skyline College this year.

The ISC Program Manager has been able to keep up with immigration and industry changes by serving as the Secretary for BA-PIER Professional International Educators Roundtable.

As the ISC Program Manager is called to provide more study abroad services, additional professional development will be required in this area through NAFSA and other study abroad conferences.

13. Research: Identify your program's specific research needs. Why is the research needed?

14. Funding: Describe any projects that your program would like to pursue that are currently unfunded or not fully funded. Why is the funding required?

Program Review Due: February 28, 2015