

# Search Standards By User

Source: SSPR

Cycle: Student Services Program Review 2016-17

User Name: Lead Staff, International Students

Response Types: All Responses Types

1	<b>Executive Summary</b>
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0	Executive Summary
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Summarize your program's strengths, opportunities, challenges, and action plans. This information may be presented to the Board of Trustees. [200 Word Limit]

## Response Detail

No Response Information to Display

## Narrative

The International Student Center's (ISC) 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 continues to evolve as a department, with a 300% growth in student headcount in the past three years, addition of personnel, increased collaboration with other departments, as well as office space transformations. Strengths include the diversity of our international student population, personalized service, and the welcoming environment we maintain. Our students represent 39 countries and 5 continents with no single country representing more than 34% of the population. We offer professional, friendly, and competent service; full-time office staff members have 5-10+ years of prior experience with international student services and government regulations. Drop-in students are typically served within 5 minutes, except during peak periods. Opportunities for growth include increasing student headcount, providing additional programming, and developing a streamlined service process. Challenges include attracting students in a competitive District and Bay Area market, managing the current population during periods of personnel transition, and dealing with the consequences of changes in federal visa policies and the federal administration. Relevant action plans follow in latter sections.

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

2	<b>Program Context</b>
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1	Mission
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How does your program align with the college's mission? If your program has a mission statement, include it here.

## Response Detail

No Response Information to Display

## Narrative

The International Student Center's mission is to provide individualized services to students, so that 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 aligns itself with 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. We measure success in meeting our mission through a variety of means including: the diversity makeup of our international population; the number of opportunities that we offer our students for campus and community involvement; the informal feedback that we collect through daily service appointments; and the rate of graduation, transfer, and program completion.

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## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

2 Program Description

Program Description

## Response Detail

No Response Information to Display

## Narrative

The International Student Center serves over 140 international students from 39 countries. All students under ISC are non-immigrant F-1 Visa students studying in the United States with a specific educational goal; typically an Associate's degree with or without plans to transfer to a four-year institution, or completion of a shorter term Certificate program. Students' duration of stay and legal status is contingent upon following US governmental F-1 student regulations, most importantly of which is to make regular academic progress towards their educational goal.

ISC provides specialized and professional services to assist each international student during his or her journey at Cañada. Providing accurate and timely information and advice is critical to each student's academic success, cultural adjustment, and most importantly his/her maintenance of legal F-1 status to enable continued stay in the United States. Key points of this lifecycle as a Cañada student include:

Inquiry

Application

Admission

New Student Orientation/Registration

Adjustment to community and campus life

Academic progress

Employment, volunteer, and community opportunities

Graduation and/or transfer to a four-year institution

At each point, ISC offers personalized in-person or online outreach and service to students. For example, following the 3-day new student orientation, ISC conducts workshops specifically for international students that cover topics such as college and university transfer, academic success, authorized employment opportunities, and tax preparation. The two-fold goal of all services is to both help international students adjust to their new academic and living environment as well as achieve their personal educational goals while at Cañada.

In addition to the international students served, ISC works independently, and with the District Study Abroad office to assist and encourage all students interested in semester and short-term study abroad opportunities offered by the District and the College. In the future, ISC can be more instrumental in initiating College-housed study abroad opportunities.

Finally, ISC shares an office with, and supports the Silicon Valley Intensive English Program (SVIEP) which was established in 2015 through the District Community Education office. Since September 2016, ISC and SVIEP have shared an office. The physical proximity of our programs has increased the opportunities for collaboration with orientations and workshops, as well as paved a smooth pathway for IEP students to matriculate into Cañada degree programs. SVIEP students are invited to attend relevant portions of the ISC new student orientation as well as all workshops presented by ISC. ISC has already enrolled one SVIEP graduate into the degree program and expects to receive more in future semesters.

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

3 Community and Labor Needs

Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program.

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User Name: Lead Staff, International Students

Response Types: All Responses Types

## Response Detail

No Response Information to Display

## Narrative

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

The areas above do not directly impact the International Student Center, however changes in federal visa regulations, policies, and attitudes towards non-immigrant international visitors, and the federal administration strongly affect the international student program.

Due to its proximity to Silicon Valley as well as Cañada College's strong reputation for STEM programs, technology and employment needs have an indirect impact on the number of international students attracted to Cañada College who wish to study in these programs,

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

3	Looking Back
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4	Major Accomplishments
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Describe major accomplishments.

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Cycle: Student Services Program Review 2016-17

User Name: Lead Staff, International Students

Response Types: All Responses Types

## Response Detail

No Response Information to Display

## Narrative

**Admissions and Enrollment:** From Spring 2015 through Spring 2016 ISC saw increases in several admissions metrics. For example, from Spring 2015 to Spring 2016, there was a 60% increase in the total number of international students at Cañada. The total of newly enrolled students was higher in the Fall 2015 semester vs. Spring 2015/2016 semesters, but the % of admitted students who enrolled remained steady at 65-82%. This indicates that we saw only a moderate number of visa denials and students choosing to go elsewhere.

	Spring 2015	Fall 2015	Spring 2016
Total applications	64	146	90
Total admitted	34	83	34
Total new enrolled	28 (82% of admitted)	54 (65% of admitted)	25 (74% of admitted)
Total intl students	80	115	129

**Orientation:** In Fall 2015, 18 new students attended the 3-day new student orientation. Programming for this event included workshops about F-1 regulations, the Health Center and insurance, Public Safety, and classroom expectations. According to student evaluations, the highest rated areas were the helpfulness of the ISC staff (4.5/5), gaining knowledge about F-1 responsibilities (4.33/5), and learning how to use WebSmart to register for classes (4.5/5). The lower rated areas were counselor help in answering questions (3.66/5) and counselor help in selecting classes (3.72/5). This indicates an opportunity for ISC to better educate and collaborate with the Counseling Department, with regards to the typical questions and issues international students face. Spring 2016 saw a similar turnout of 15 students to the 3-day orientation.

**Workshops:** In Fall 2015, ISC presented workshops on these topics: university and college transfer, academic success, and employment opportunities. These workshops were repeated in Spring 2016, with a tax workshop added. Student participation in workshops remains low and ISC continues to try to find the ideal times at which to offer these important workshops.

**Events:** In Fall 2015 ISC organized events for International Education week, including the Study Abroad Fair. Seven different organizations were on site to discuss their study and work abroad opportunities with both domestic and international students. Pre and post evaluations showed that students were more familiar with study abroad opportunities after the event.

In November 2015, ISC organized a Thanksgiving Luncheon with the President. This event provided a unique opportunity to our international population to interact with college administration. For most of the students, it was their first traditional Thanksgiving meal.

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

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.

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## Response Detail

No Response Information to Display

## Narrative

In 2015, ISC added a part-time, temporary Program Services Coordinator position at 20 hours/week. This position was tasked with evaluating admissions applications as well as assisting students with enrollment and adjustment-related issues such as housing and other student services. With this additional part-time position the ISC was able to better serve an average increase of 47 students from AY 2014-2015 to AY 2015-2016, or about 60% growth.

In early 2016, the part-time, temporary Program Services Coordinator position was approved to become a full-time, permanent Program Services Coordinator. In August 2016, this position was filled which has enabled ISC to provide increased service hours availability to the 131 Fall students and 142 Spring students. As an example, the difference between the number of ISC appointments in Spring 2016 (01/01 – 03/01/2016) and Spring 2017 (01/01-3/01/2017) was an additional 73 appointments, or 225% more.

In September 2016, renovations were completed in the ISC office to remove a storage closet and make space for a Silicon Valley Intensive English Program (SVIEP) staff member and student assistant. In total, the office now seats 3 full-time staff and 2 student assistants. This physical proximity of our two programs has increased the opportunities for collaboration in orientations and workshops, as well as paved a smoother pathway for IEP students to matriculate into Cañada degree programs. Specifically, each month we receive at least 3 students who are interested in attending the intensive English program and matriculating into a degree program upon completion. We are able to interchangeably provide information about both programs as well as smoothly transition the student between departments. To date, we have had one SVIEP graduate matriculate so far and look forward to more in Fall 2017.

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

### 4 Current State of the Program

6.A. State of the Program - Observation

Describe the current state of the program (include strengths and challenges).

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**User Name: Lead Staff, International Students**  
**Response Types: All Responses Types**

**Response Detail**

No Response Information to Display

**Narrative**

The International Student Center maintains a moderate, steady growth in new enrollments and continues to support over 140 students. Our team remains at 2 full-time staff positions and 4 part-time Student Assistant (“Ambassador”) positions. Beginning in Fall 2016, we have also been fortunate to have access to the services of a part-time adjunct counselor designated for, and experienced with international students.

Strengths of ISC include the diversity of our international student population, our personalized service, and the welcoming, supportive environment we maintain. Our students represent 39 countries and 5 continents with no single country representing more than 34% of the population. A significant percentage of these students have ties to the local community, including family in the area. For example, 10% of our student population consists of former J-1 AuPairs who were serving as nannies to local Redwood City, Woodside and, Palo Alto families and have changed visa types in order to pursue an F-1 academic program at Cañada.

An important strength of ISC is our ability to provide personal, face-to-face service to students; drop in students are typically served within 5 minutes except during peak periods. We strive to provide professional, friendly, and competent service. Our full-time staff members have 5-10+ years of prior experience with international student services and F-1 regulations. We maintain a friendly and welcoming environment for all students.

Challenges include attracting students in a competitive District and Bay Area market, managing the current population during periods of personnel transition, and dealing with the consequences of changes in federal visa regulations and the federal administration. The recent changes in the presidential administration have already resulted in an elevated fear of traveling to and from the United States for international students. For example, in January 2017 the Malaysian government halted plans for collaboration on a distance learning program with Cañada College due to the perceived instability of the US government and uncertainty of how Malaysian students will be welcomed. Another example is the inability of DACA students to participate in study abroad opportunities beginning in January 2017, due to the reality of being denied re-entry into the US.

Spring 2016 Fall 2016 Spring 2017 as of 03/01/17\*

Total Enrollment 129 students 131 students 142 students

Total Transfers to a Four-Year Institution

17 students

7 students

TBD

**Total International Student Appointments**

**ISC Staff (1.5)**

243 appts

**ISC Staff (2) + Adjunct Counselor (18 hours)**

284 appts

**ISC Staff (2) + Adjunct Counselor (18 hours)**

165 appts (\*to date)

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## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

6.B. State of the Program - Evaluation

What changes could be implemented to improve your program?

## Response Detail

No Response Information to Display

## Narrative

There are a few areas of improvement and opportunities for changes that we have identified in the International Student Center. 1. Improve the student inquiry to enrollment process – Regular, timely, and thorough responses to student inquiries is critical to converting an inquiry into an enrolled student. While we have a multi-point process now which includes emailed responses from both the peer student Ambassadors and the ISC staff, there is an opportunity to carefully review, document, and improve this process, while incorporating other methods of communication such as online chat services.

2. Automate the application and document collecting process - One of the biggest challenges to date in our application process has been the manual collection of all required admissions documents from applicants. Required items include: application (currently an online form which generates a PDF), passport copy, proof of English proficiency, high school diploma/transcripts, financial statement, personal statement, and \$50 application fee. After an application is submitted electronically, the student is instructed to send these 6 supporting items by email. We frequently need to send more than 3 emails to applicants constantly requesting documents or payment of the application fee. In fact, we see a 52% rate of attrition from application submission to admittance. Thus, a full half of our qualified applicants become ineligible for admission because we cannot collect their documents.

To address this, the District IE Team has coordinated the adoption and implementation of Salesforce, a robust admissions and sales tool which will allow us to collect all documents and the admissions fee at one time electronically from applicants. Applicants will be able to access an admissions portal and upload their documents directly. Completed applications will be automatically uploaded into the Banner system instead of manually entered. This tool will be launching in March 2017.

3. Develop an online services request process – Currently, about 90% of our student services are provided on a drop-in basis, with only 10% of students requesting an appointment in advance. While we are usually able to serve drop-in students in a timely manner during non-peak periods, we have begun development of an online services request form which will encourage prior preparation of paperwork by the student and the scheduling of an appointment.

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

7.A. Current SAOs and SLOs

State your current year Service Area Outcomes (SAOs) and Student Learning Outcomes (SLOs).

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Response Types: All Responses Types

## Response Detail

No Response Information to Display

## Narrative

### Current SAOs and SLOs

#### Service Area Outcomes (SAOs)

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

#### Student Learning Outcomes (SLOs)

1. International students will understand and maintain their F-1 visa 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 and/or transfer to a four-year institution.)
3. International students will become active members of the Cañada College community.

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

7.B. SAO Assessment Plan

Describe your program's SAO Assessment Plan.

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**Response Detail**

No Response Information to Display

**Narrative**

**Describe your program's SAO Assessment Plan.**

**Service Area Outcomes (SAO) Assessment Plan 2016-2017**

**SAO #1: The International Student Center will provide individualized services to international students, so that they can achieve their personal, educational, and professional goals.**

- # of ISC appointments completed
- # of international students working on campus
- # of Curricular Practical Training (CPT) authorizations approved
- # and types of workshops offered each semester

**SAO #2: ISC promotes understanding and respect for diverse perspectives by providing college-wide opportunities for community engagement, cultural exchange, and study abroad.**

- # of collaborations with other offices/departments/divisions on a campus-wide event focused on cultural exchange
- # of international students serving in an ASCC position or club leadership role
- Participant survey data from campus-wide events focused on cultural exchange

**SAO #3: Increase international student enrollment as well as participation in study abroad programs.**

- # of international applications received
- # of new international students enrolled by semester
- # of presentations at local intensive English programs and international schools
- # of Cañada students participating in study abroad

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Response Types: All Responses Types

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

7.C. SAO Assessment Results and Impact

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?

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**User Name:     Lead Staff, International Students**  
**Response Types: All Responses Types**

**Response Detail**

No Response Information to Display

**Narrative**

**SAO #1:** The International Student Center will provide individualized services to international students, so that they can achieve their personal, educational, and professional goals.

One of the most important ways by which we measure success in this area is the # of personal appointments completed with international students each semester. Personal, drop-in appointments with ISC staff are the main means through which students receive information and advice about many topics such class registration, F-1 visa regulations, work opportunities, scholarship opportunities, academic progress, health insurance questions, housing questions, change of major, referrals to other campus services, as well as general cultural adjustment. Out of these topics, the 3 most common appointment reasons are: discussion of academic progress, class registration, and questions about on and off campus employment.

With the addition of a full time Program Services Coordinator in August 2016, ISC was able to provide increased service hours availability. As a result, the difference between the number of ISC appointments in Spring 2016 (01/01 – 03/01/2016) vs. Spring 2017 (01/01-3/01/2017) was an additional 73 appointments, or 225% more.

With regards to employment, we had about 20 students working on-campus in Fall 2016, or about 15% of the international student population. The most popular places to work are the Bookstore, the Learning Center, and ISC. We had an additional 5 students working off campus on authorized Curricular Practical Training (CPT). Since on-campus jobs for international students are limited to non-work study positions, we encourage students to pursue CPT once eligible. In Spring 2017, we had an additional 3 students on CPT.

**SAO #2:** ISC promotes understanding and respect for diverse perspectives by providing college-wide opportunities for community engagement, cultural exchange, and study abroad.

**SAO #2** represents ISC's position on campus as one of the most recognizable centers for providing multicultural understanding and exchange. We measure success in this area through tracking collaborations with other departments on campus-wide events focusing on cultural exchange. We also track how many international students serve in an ASCC position or club leadership role.

In Fall 2016, in coordination with ASCC, ISC planned two activities during the 3rd annual International Education Week – an interactive activity booth at the daytime festival and a Study Abroad Fair in the Grove. ISC also coordinated with Pacific Dining, Multicultural Club (MAP), and the Veteran's Resource Center to coordinate other activities. For the activity booth, ISC rented traditional male/female dress from six countries for students to try on and take pictures. We saw a strong level of participation and interest from both international and domestic students in this unique activity and will definitely plan to offer it at future events. We had 5 study abroad service providers exhibit at our Study Abroad Fair, but little student traffic. We believe there is a need to continue offering a study abroad event and will look at other formats and ways to do this.

In this SAO, we also track international student participation in ASCC and campus-wide clubs. Participation by international students in ASCC continues to be strong with 4 students serving as officers or senators; or 29% of the team.

Club participation also remained strong for international students. In addition to the long standing Multicultural Club (MAP), a new cultural exchange club focused on Malaysia (MYLO) was started in Fall 2016 by our Malaysian student population. Four of the MAP Club Officers are international students, as are five of the MYLO Club officers. Both clubs planned events during the International Education Week festival and also throughout the semester. Both clubs have continued in the Spring 2017 semester.

**SAO #3:** Increase international student enrollment as well as participation in study abroad programs.

**SAO #3** notes the importance of maintaining and growing the international student enrollment. We measure success in this area through the actual number of students enrolled, as well as the recruitment activities in which we participate. International recruitment is centralized through the district International Education team including participation in international fairs, visits to agencies, and local visits to partner ESL schools. The ISC staff participated in both international travel as well as local visits in Fall 2016.

From Spring 2016 to Spring 2017, we saw a modest 10% increase in total enrollment. At the same time, we saw a 50% or greater increase in the applicants admitted – however a notable drop in the % of admitted to enrolled. We attribute this drop to the high number of visa denials from our new Nepalese population as well as the rare situation of students being turned away at the Port of Entry in SFO Airport. We saw this happen with 3 Nepalese students in August 2016 and 3 Nepalese students in January 2017. This had not happened before in the history of Cañada ISC (nor in the SMCCD District at all). We persistently researched the reasons for this and found that these students were heavily interrogated by SFO Customs Officials and found to be inadmissible on the grounds of planned unauthorized employment in the US. To address the situation, ISC and the SMCCD Chancellor and Vice Chancellor reached out to the SF Customs Office and met in January 2017 to educate them about our District and international students.

	Spring 2016	Fall 2016	Spring 2017
Total applications	90	140	104
Total admitted	34	85	50
Total new enrolled	25 (74% of admitted)	43 (50% of admitted)	28 (56% of admitted)
Total intl students	129	131	142

While ISC efforts have been primarily focused on the international population, we have assisted with publicizing study abroad opportunities on campus and in the District. Starting in Summer 2016 and continuing in Summer 2017, ISC assisted the Fashion Design department in coordinating a short term study abroad program to Florence, Italy. This program had 20 participants in Summer 2016 and expects the same in Summer 2017.

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Response Types: All Responses Types

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

7.D. SLO Assessment Plan

Describe your program's SLO Assessment Plan.

## Response Detail

No Response Information to Display

## Narrative

### Student Learning Outcomes (SLOs) Assessment Plan

**SLO #1: International students will understand and maintain their F-1 visa rights and responsibilities.**

- # of new students participating in orientation
- Orientation survey results
- % of students completing the semester check-in form
- Periodic audit of student data in the SEVIS system

**SLO #2: International students will increase their knowledge of services and tools available to reach their educational goal (complete a program of study and/or transfer to a four-year institution).**

- # of students attending a workshop
- Workshop pre and post survey results
- # of international designated counseling appointments

**SLO #3: International students will become active members of the Cañada College community.**

- # of students involved in ASCC
- Student participation in MAP Club, MYLO club, and other clubs
- # of on-campus employees

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

7.E. SLO Assessment Results and Impact

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?

## Response Types: All Responses Types

### Response Detail

No Response Information to Display

### Narrative

**SLO #1: International students will understand and maintain their F-1 visa rights and responsibilities.**

The International Student Center serves over 140 international students from 39 countries. All students under ISC are non-immigrant F-1 Visa students studying in the United States with a specific educational goal. Students' duration of stay and legal status is contingent upon following US governmental F-1 student regulations. Thus, SLO #1 represents the most fundamental learning outcome for an F-1 student; maintain legal status.

We measure accomplishment of this SLO through a few different metrics. We offer a 3-day student orientation for incoming new students each semester. For students who arrive late or otherwise miss this orientation, we provide a late arrival orientation. These in-person and detailed orientations have been the most effective way of providing F-1 visa information to new students. All new students must sign a carbon-copy agreement that they understand F-1 visa regulations.

Seventeen new students out of 28 participated in the 3 day orientation in Spring 2017. Survey results indicated that 65% of participants "strongly agreed" and 35% of participants "agreed" that they understood their F-1 visa rights and responsibilities after the orientation. This was encouraging to see, and reflects the importance of students thoroughly understanding their F-1 responsibilities from the very beginning.

For continuing students, we verify their ongoing understanding of F-1 responsibilities and collect required SEVIS information via our Check-In Form at the beginning of each semester. For Spring 2017 to date, 92% of students have completed the Check-In Form. While this percentage is high, it should be 100%. In the future, we need to determine the most effective ways of getting all students to complete the form in a timely manner, or develop a different way of monitoring ongoing student understanding in this area.

**SLO #2: International students will increase their knowledge of services and tools available to reach their educational goal (complete a program of study and/or transfer to a four-year institution).**

SLO #2 measures international students' knowledge of campus services available to support their educational goals. After providing a general introduction to campus services during the new student orientation, our main means of exposing students to these services is through workshops organized by ISC, with special guests from other departments.

Though we can verify through student appointments, that there is a demand for these workshops, it is a constant challenge to get strong student turnout. From Fall 2016 to Spring 2017, we saw a 50% or more increase in participation in most workshops. This is attributed to trying different marketing approaches such as targeted emails, flyers, and last minute reminders. We must also carefully consider the time of day which has the least number of class conflicts.

Pre- and Post-survey results for each workshop show a moderate to strong increase in understanding. For example, for the Spring 2017 Transfer Workshop, 13 students completed the pre and post surveys. Only 3 of them showed little or no change in understanding from pre to post. The others showed a moderate to strong increase. We conclude that the workshops are helpful for those in attendance, but we must continue to find ways to offer them to a wider audience; perhaps considering webinars or integrating them into a course.

**WORKSHOP Presented By Fall 2016 Spring 2017**

University Transfer Workshop Transfer Center and ISC

3 students

13 students

Academic Success Workshop ISC Student Ambassadors

9 students

7 students

Employment and Resume Workshop Career Center, Co-Op and ISC

4 students

9 students

Health and Wellness Workshop Insurance rep, Wellness Center, ISC

1 student

Not offered

Tax Preparation Workshop ISC Not offered Scheduled in March

**SLO #3: International students will become active members of the Cañada College community.**

Similar to SAO #2 above, for this SLO we track international student participation in ASCC, campus-wide clubs, and on-campus work. Participation by international students in ASCC continues to be strong with 4 students serving as officers or senators; or 29% of the team.

Club participation also remained strong for international students. In addition to the long standing Multicultural Club (MAP), a new cultural exchange club focused on Malaysia (MYLO) was started in Fall 2016 by our Malaysian student population. Four of the MAP Club Officers are international students, as are five of the MYLO Club officers. Both clubs have continued in the Spring 2017 semester and plan to organize campus events open to all students.

With regards to employment, we had about 20 students working on-campus in Fall 2016, or about 15% of the international student population. The most popular places to work are the Bookstore, the Learning Center, the Library, and ISC. Since on-campus jobs for international students are limited to non-work study positions, there are a limited number of opportunities for international students to get involved in this way. For those who are interested, we encourage them to take initiative and inquire with these departments about work opportunities early.

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## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

5	Looking Ahead
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7.F. SAOs and SLOs for the Next Review Cycle

State your SAOs and SLOs for the next review cycle. Describe how you will you address identified opportunities for improvement.

## Response Detail

No Response Information to Display

## Narrative

### Service Area Outcomes (SAOs)

1. The International Student Center will provide efficient, accurate, and professional service to international students, so that they can achieve their personal, educational, and professional goals.
2. ISC promotes understanding and respect for diverse perspectives by providing college-wide opportunities for community engagement, cultural exchange, and study abroad.
3. Increase international student enrollment while maintaining diversity, and increase participation in study abroad programs.

SAO #1 has been changed from “will provide individualized services” to “will provide efficient, accurate, and professional service”.

### Rationale and Action Plan:

As with all student services department on campus, high quality service in the International Student Center is incredibly important to each student’s campus experience and ultimate success. With an international student population under 150 and 2 full-time staff members, we are able to provide individual, ad hoc service and impromptu appointments to serve students. However, as we scale larger, ISC will need to ensure that service remains efficient and timely. In addition, we need to ensure that service remains accurate and professional, including students being greeted warmly and receiving the most up-to-date and precise F-1 visa information.

### Action Plan Timeline Responsible Personnel Resources Required

Develop an online form to organize student services requests and collect documents in advance.

Spring 2017 - Fall 2017

ISC Staff with IT and website support Use of online form or survey tool; assistance from IT

Create a Standards of Service document to outline specific service expectations and protocol for ISC.

Spring 2017 ISC Staff None

Attend regular professional development workshops regarding F-1 regulations and ISS service.

Ongoing ISC Staff & Adjunct Counselor Regional and National NAFSA Conferences; SMCCD Professional Development Academy; American Counseling Association Conference

Create opportunities for professional “shadowing” of IE Team colleagues at CSM and Skyline.

### AY 2017-2018

ISC Staff in coordination with the District IE Team

1-2 days per semester when staff can “shadow” each other or swap positions.

SAO #2 ISC promotes understanding and respect for diverse perspectives by providing college-wide opportunities for community engagement, cultural exchange, and study abroad.

### Rationale and Action Plan:

No changes to this SAO. ISC is intrinsically positioned to support and initiate college-wide opportunities specifically for cultural exchange, including study abroad. We will continue to utilize our international student population towards the goal of campus-wide increased respect for diversity.

### Action Plan Timeline Responsible Personnel Resources Required

Designate a prayer/meditation room to serve the needs of diverse religious backgrounds.

AY 2017-2018 ISC Staff in coordination with ASCC Private, quiet and clean room available during the daytime hours  
Maintain the Multicultural Awareness Project (MAP) Club which organizes campus and community activities.  
Ongoing ISC Staff Advisors and international student ambassadors Student volunteers  
Maintain annual campus-wide cross-cultural events including International Education Week and the Study Abroad Fair;  
improve participation in Study Abroad Fair.  
AY 2017-2018 ISC Staff in coordination with ASCC and other departments Budget for activities

SAO #3 Increase international student enrollment while maintaining diversity, and increase participation in study abroad programs.

SAO #3 has been modified to add “while maintaining diversity” during an increase in enrollment. Cañada ISC has been fortunate so far to naturally attract students from a diverse group of countries. This is partially due to the fact that one of our most significant recruitment channels is students who come to live with family and friends in the area. In fact, Cañada students have noted that they chose Cañada because there were “few students from their country”. Future efforts to increase international enrollment need to keep in mind the importance of maintaining the diversity.

Action Plan Timeline Responsible Personnel Resources Required

Utilize the features of the new Salesforce tool to increase the % of applicants to enrollments.

Spring 2017 to Fall 2017 ISC Staff, in coordination with District IE Team Salesforce  
Review and revamp the ISC website to ensure clear, detailed, easy to find information. Incorporate interactive features such as videos and powerpoints.

AY 2017-2018 ISC Staff, with IT support Expertise of IT and Marketing personnel; additional photo collateral

Participate in international recruitment trips and opportunities in coordination with the district IE Team. Ongoing ISC Staff in coordination with the District IE Team Recruitment budget as set by the District IE Team

Student Learning Outcomes (SLOs)

1. International students will understand and maintain their F-1 visa rights and responsibilities.
2. International students will increase their knowledge of services and tools understand and utilize services and tools available to reach their educational goal (complete a program of study and/or transfer to a four-year institution).
3. International students will become active members and leaders of the Cañada College community.

SLO #1 International students will understand and maintain their F-1 visa rights and responsibilities.

No changes are suggested for SLO #1, as this statement serves as a basic tenant for F-1 students to maintain legal status as visitors in the United States.

ISC will continue standard processes such as the new student orientation workshop which explains F-1 visa rights and responsibilities, ongoing reminders by email at critical points such as new session registration, program extension, and explanations of legal employment opportunities. Each new student will continue to sign a carbon-copy document that he/she understands these responsibilities so that their understanding is documented in writing.

SLO #2 International students will understand and utilize services and tools available to reach their educational goal (complete a program of study and/or transfer to a four-year institution).

SLO #2 has been changed from “will increase their knowledge of services and tools” to “will understand and utilize services and tools”.

With this change, we strive to not only educate students about services, but actively promote the use of campus services, including those of an adjunct counselor dedicated to serving international students. We will also actively promote the use of services such as the Learning Center, Transfer Center, Career Center, and Library.

Action Plan Timeline Responsible Personnel Resources Required

Establish the adjunct counselor position designated for international students under Fund 1.

Budget Year 2017-2018

ISC Manager and Dean of Counseling See Personnel Resource plan

Create an international student “passport” to tools, services, and workshops on campus.

AY 2017-2018 ISC Staff Printed handbook or electronic document available to all students

Develop 1-2 additional workshops per semester to address international student needs, i.e. Scholarship Workshop.

AY 2017-2018 ISC Staff and Student Ambassadors None

SLO #3 International students will become active members and leaders of the Cañada College community.

We suggest the addition of “and leaders” to the phrase “become active members of the Cañada College community.

While we naturally see some leaders develop from among the current international population, particularly through our Student Ambassador program, we wish to more directly promote the development of leadership skills in our students.

Action Plan Timeline Responsible Personnel Resources Required

Implement an annual international student satisfaction survey to measure student satisfaction with their experience with the Cañada community and identify opportunities for increased involvement.

Fall 2017 development – Spring 2018 launch

ISC Staff, in coordination with PRIE Survey tool

Develop leadership-related workshops and/or opportunities to cultivate these skills in our international students.

AY 2017-2018 and beyond

ISC Staff, in coordination with ASCC and Professional Development Staff/Academy

TBD

**Suggested Follow Ups**

<b>Date</b>	<b>Suggested Follow Up</b>
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No Suggested Follow Ups to Display