

2017-2018 Comprehensive Program Review Form and Instructions
STUDENT AFFAIRS: PROGRAMS & SERVICES
San José City College

INSTRUCTIONS:

Please find below the form that includes the specific elements that should be included in the Comprehensive Program Review. Feel free to include additional information or documentation as you deem necessary. When identifying and analyzing trends and compliance regulations, be certain that these are current, occurring during program review cycle. The document should be written so that it is clear to external reviewers (members of the Academic Senate, College Planning Council, and Finance Committee) who may not be familiar with special terms, acronyms, regulations and compliance issues.

IMPORTANT: The Program Review Committee is instituting a **specific naming convention** for all Program Reviews submitted. The naming convention for Comprehensive Academic Affairs reports is as follows:

Program Name_SS_Comprehensive_17-18 (example: **Counseling_SS_Comprehensive_17-18**)

Please be sure to use this convention when sending your files to the Committee Chair.

When submitting a draft, please put the word DRAFT at the end of your file. For the final version, please put the word FINAL.

The purposes of a program review are improvement, alignment with established objectives, and planning for the future. The program review process provides opportunities for programs to review their accomplishments, examine their strengths and weaknesses, and develop plans through which improvements can be achieved. Program review conclusions and recommendations will be used in department, division, College, and strategic planning processes as well.

While the guidelines may be adapted to meet the needs of a particular program, they should be followed as closely as possible. The Office of Research and Institutional Effectiveness, the Dean/Manager, and/or the SJCC Research Analyst can assist the department in locating the quantitative information and data needed.

Descriptions and data are important in order for readers to understand the Program Review conclusions and recommendations. It is essential that careful analysis be provided in order to extract the maximum value from the process. This includes not only an examination of trends from the past to present but projections into the future. Since this is a process for self-improvement, it is encouraged that the Program Review delves into the important future challenges and opportunities for the program and takes advantage of both self-reflection and dialogue among administrators, faculty and staff.

A word of caution is in order regarding solving problems or making improvements exclusively with the use of new resources. Program review is not an opportunity to list what the program can do only if the funds become available. It is expected that many solutions and improvements can be accomplished with careful planning and a focus on the most effective use of existing resources.

2017-2018 Comprehensive Program Review

STUDENT AFFAIRS: PROGRAMS & SERVICES - SAN JOSÉ CITY COLLEGE

DEPARTMENT: International Student Program

PREPARED BY: Doriann Tran/Brandon Yanari

ADMINISTRATOR: Eliazer Ayala-Austin

PROGRAM REVIEW SUBMISSION DATE: February 8, 2018

PART ONE: PROGRAM DESCRIPTION

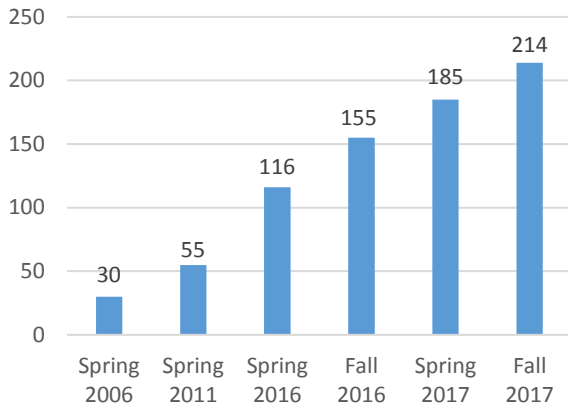
1. Describe the department/program components, function and purpose, including student demographic information.

The International Student Program is committed to supporting and enhancing the experience of our international students to help them achieve their goals. It is a one-stop comprehensive service program offering a wide variety of services to students applying and attending San Jose City College on a F-1 student visa. Services include:

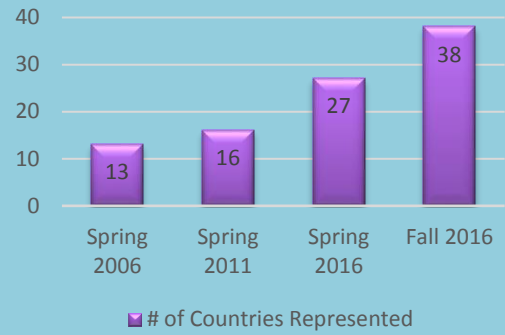
- Application Assistance
- Admission Processing
- F-1 visa immigration advisement
- Academic counseling & orientation
- Personal counseling
- Housing support
- Transfer guidance
- Cultural Activities

We currently have 214 SJCC-sponsored F-1 students for this Fall 2017 term. During the Spring 2017 term, the enrollment was 185 students. Thirty eight countries were represented with about 39% from Vietnam. Below is an overview of our enrollment data. Over the last six years, we have experienced an increase in number of countries represented. A majority of the students are from Asia, but we are beginning to see more representation from other parts of the world.

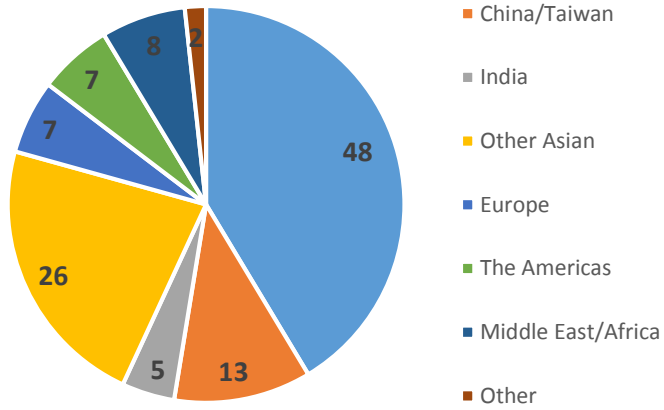
of SJCC F-1 Students Enrolled



of Countries Represented



**Spring 2016
of Students by Region**



2. Describe Current Staffing: List the number of positions currently in the program/department:

Fall 2017:

Position type:	# of positions:
Faculty: Full time <i>(Coordinator/Counselor)</i>	1.0
Faculty: Part time <i>(Counselor)</i>	0.5
Classified: Full time <i>(Program Specialist)</i>	1.0
Classified: Part-time permanent <i>(Program Specialist-Media focus)</i>	1 recently hired January 2018
Classified: Part-time hourly	
Student workers <i>(International Student Ambassadors: 10-16 hours a week)</i>	3
Administrators	

2.1 Identify and discuss the ratio of students to faculty/staff.

214 students to 1.0 Counselor & Program Specialist. Even though it may appear that it's 214 students to 1.0 counselor ratio, it is not an accurate reflection of the ratio. When the counselor/coordinator is addressing other priorities/projects or when the other counselor is working on articulation, the ratio may be 214 students to .5 counselor ratio.

3. List your program Service Area Outcomes (SAOs) and/or Program Student Learning Outcomes (PSLOs).

PSLO 1-Identify the services offered through the International Student Program

PSLO 2- Demonstrate knowledge of F-1 visa policy and the requirements to maintain their visa status in good standing

PSLO 3- Utilize the on-campus student services

PSLO 4- Participate in one American cultural activity

a. How do the department Service Area Outcomes (SAOs) and/or Program Student Learning Outcomes (PSLOs) align with and support San Jose City College's mission and/or General Education Student Learning Outcomes (GESLOs)?

Current Mission: "The mission of San Jose City College is to serve our students and the community by offering high quality, relevant, and innovative instruction for basic skills, career pathways, university transfer, and life-long learning. We strive to accomplish this by awarding certificates and associate

degrees to eligible students taught in a multicultural environment where student achievement, successful learning and social justice are highly valued, supported, and continually assessed.”

The International Student Program mission is directly aligned with SJCC’s mission of serving students and the greater community through valuing student achievement, successful learning and social justice. The International Student Program Service Area Outcomes are as follows:

- Identify the services offered through the International Student Program
- Demonstrate knowledge of F-1 visa policy and the requirements to maintain their visa status in good standing
- Utilize the on-campus student services
- Participate in one American cultural activity

Our International Student Program facilitates the process of helping students to reach their academics goals in the United States which include helping them attain their two-year college degree and/or transferring to a four-year university. We provide comprehensive life-learning tools for students to acclimate to our educational and cultural system, so they can be successful here in the United States and when they return to home country. Our program outcomes align with and support the college’s mission as both strive to meet the students’ needs by providing the tools necessary to meet their academic goals. We have integrated as many institutional outcomes as we could in our program.

Communication

Students will communicate effectively including reading, writing, speaking and listening.

The International Student Program provides many opportunities for them to enhance their English language skills through ongoing information sessions, workshops, and events each semester. We also collaborate with other departments who train our students to serve as peer-led team leaders and tutors so international students could connect with other domestic students to enhance their communication skills.

Critical and Analytical Thinking

Students will analyze problems using evidence and sound reasoning to make decisions.

Through orientation sessions (skits, scavenger hunt), the United World Student Association club, the career/life planning course, and social activities, we provide many opportunities for students to converse about various topics that require logical reasoning. During regular 1-1 academic/immigration appointments and group meetings, we offer different options and scenarios for students to explore their decision-making process.

Global Awareness and Social Justice

Students will demonstrate an awareness of social, economic, ecological, historical, and cultural differences and their implications.

We encourage students to participate in various cultural activities and International Education Week. We also encourage them to volunteer and take classes that promote global awareness.

Personal Responsibility, Ethics and Civility

Students will demonstrate personal and civic responsibility and professional integrity.

We make sure that students understand the rules and policies that govern their stay in the United States. They are required to demonstrate their responsibility and integrity by regularly attending classes and participating in the program's check-in process and activities.

Technology

Students will utilize technology effectively for informational, academic, personal, and professional needs.

Students are required to utilize technology regularly to submit class assignments, complete surveys and to participate in various activities. Our international news is also shared on our SJCC Int'l Facebook page, Twitter, and Instagram but this area needs to be addressed more. Students are required to complete their admission applications for our program and for transfer via computer.

Aesthetics and Creativity

Students will develop an appreciation of the arts and engage in the creative process.

Students are encouraged to participate in International Education Week by creating a poster about a country. We also inform student of regular arts events being hosted in the community to encourage them to attend.

b. Describe how the department consistently engages in the discussion, review, assessment and revision of program SAOs and PSLOs.

The program staff often engage in discussion regarding our PSAOs. We revisit them in in our department on a semesterly basis to determine if we should update them. We also work with Professional Development Center to review our PSAOs to ensure they meet our program's standards and needs. So far, the PSAOs have not needed to be changed.

4. **Previous goals and activities:** Describe the department goals and activities since the last comprehensive program review. Assess the attainment level of each goal by identifying the activity implementation as complete, incomplete or on-going. (Refer to previous annual and comprehensive program reviews.) Discuss any challenges which occurred in attainment of each goal.

4.1 Goal: To increase visibility of SJCC's International Student Program globally

Person responsible: Counselor/Coordinator

Activities for attainment of goal:

- Participated in the Fall 2017 International Consultants for Education and Fairs (ICEF) China Tour & Berlin recruitment tours which provided opportunities to connect with agents from many countries particularly in that region;
- Participating in the ICEF Miami & ICEF Southeast Asia tour in addition to the EducationUSA Asia and Costa Rica Tours providing opportunities to meet with students and parents
- Hiring a program specialist part-time to enhance our media presence
- Created an updated marketing video
- Collaborating with StudyUSA magazine to promote studies to Portuguese students
- Exploring and updating agent partnership contracts to ensure our fees are competitive with other colleges

Service area outcomes (SAOs) or program student learning outcomes (PSLOs) addressed:

PSLO 1-Identify the services offered through the International Student Program

PSLO 2- Demonstrate knowledge of F-1 visa policy and the requirements to maintain their visa status in good standing

Method of measuring goal attainment:

Enrollment data: # of applications and # attending

Assessment of goal attainment:

We have experienced an increase of applications received over the last two years with more than 100 students applying to our program. This can partially be attributed to the visibility of our program locally and internationally. Prior to the Fall 2016 application cycle, the numbers would range from about 55-80 applicants.

Status: Complete Incomplete On-going

Discuss in detail the barriers (if any) to completing the above goal and describe actions taken to overcome these challenges. Outline a plan to attain success if goal is not complete.

Although we have increased SJCC's visibility in the international arena, there is a lot more to do to address this goal. The level of visibility is still very low in comparison to neighboring colleges whose

program is more widely promoted through recruitment and advertising. Staffing is limited making it difficult for a coordinator to participate in recruitment for an extensive amount of time and to explore creative ways to increase our visibility efforts.

4.2 Goal: To improve our branding/marketing strategies

Person responsible: Counselor/Coordinator & Program Specialist

Activities for attainment of goal:

- Creating an e-brochure through I-Xplore
- Participating in different types of events (students, agents, parents, US embassy) to outreach to a wider audience
- Created an updated marketing video focused on Silicon Valley experience
- Utilizing Mailchimp for standard template to outreach to the prospective contacts on regular basis
- Participating in recruitment tours
- Collaborating with the campus Marketing Department to explore ways to increase our marketing
- Collaborating with East Side Union High School District on marketing materials including mailers to many households in community

Service area outcomes (SAOs) or program student learning outcomes (PSLOs) addressed:

PSLO 1-Identify the services offered through the International Student Program

Method of measuring goal attainment:

Exploring the online traffic that visits our website

Assessment of goal attainment:

After visits to various countries, there was an increase of online traffic from that country; there has also been more than 300 hits on our YouTube video.

Status: Complete Incomplete On-going

Discuss in detail the barriers (if any) to completing the above goal and describe actions taken to overcome these challenges. Outline a plan to attain success if goal is not complete.

Limited staffing has required us to prioritize our program's responsibility in addressing this goal. The program focuses on the marketing needs when there is a recruitment tour, but it cannot be addressed on a daily basis. The program recently (January 2018) hired a program specialist part-time to assist department with marketing and social media needs. The program needs to be more visible via many channels and more consistent efforts need to be made.

4.3 Goal: To increase opportunities for student participation to engage with other students and faculty/staff

Person responsible: Program Specialist

Activities for attainment of goal:

- Revamped in-person orientation to give international students opportunities to assume leadership roles
- Hosted a Welcome Reception in collaboration with Associated Students which was open to all faculty, staff, and administration to participate
- Inform students of work and volunteer opportunities on campus in various departments
- Hosting social activities (Welcome Lunch, International Ed Week, Rockclimbing, Thanksgiving, White Elephant, etc.)
- Hosting a Facebook log in event
- Rechartering United World Student Association club

Service area outcomes (SAOs) or program student learning outcomes (PSLOs) addressed:

PSLO 1-Identify the services offered through the International Student Program

PSLO 2- Demonstrate knowledge of F-1 visa policy and the requirements to maintain their visa status in good standing

PSLO 3- Utilize the on-campus student services

PSLO 4- Participate in one American cultural activity

Method of measuring goal attainment:

SurveyMonkey completed by students asking if they are involved on campus

Assessment of goal attainment:

There are increased opportunities for students to engage with others. Some students are working on campus as peer leaders in the METAS program and as tutors in the Reading & Writing Center/Tutoring

Center. Others are involved in clubs and student government. Some participate in one-time events such as International Ed Week and international activities. Although there is an increase in opportunities available, we are aware that not all students will choose to engage with them for one reason or another. We will continue to strive to enhance opportunities for our students.

Status: Complete Incomplete On-going

Discuss in detail the barriers (if any) to completing the above goal and describe actions taken to overcome these challenges. Outline a plan to attain success if goal is not complete.

We cannot make opportunities mandatory for all students although perhaps requiring them to participate in at least one activity each semester will help attain this goal. Some of our students have other commitments outside of campus, especially those of non-traditional college age and those with family/friends already in the area. Our limited staffing does not make it possible to host a variety of activities weekly with varying times as some students can participate at certain times while others can't due to class scheduling and other obligations. If the college can offer a non-class break where no classes are held during a certain popular hour such as 12:30-1:30 pm, perhaps, we would be able to host more activities for students and faculty/staff to participate in.

4.4 Goal: To enhance academic counseling support provided to students and ensure all students have an education plan on file

Person responsible: Counselor assigned to International Student Program

Activities for attainment of goal:

- Counselor assigned to the program part-time to assist counselor/coordinator in meeting students' academic needs
- Reviewing files & contacting students to schedule appointment to create or updated education plan
- Starting in the Spring 2018, will have students submit progress reports and follow up with students at risk
- Provide opportunities for students to meet with more university representatives on campus and via field trips offered through the Career/Transfer Center
- Signing each students up for Tutoring Center/Reading & Writing Center support when they meet with program to schedule classes

Service area outcomes (SAOs) or program student learning outcomes (PSLOs) addressed:

PSLO 1-Identify the services offered through the International Student Program

<p>PSLO 2- Demonstrate knowledge of F-1 visa policy and the requirements to maintain their visa status in good standing</p> <p>PSLO 3- Utilize the on-campus student services</p>
<p>Method of measuring goal attainment:</p> <p>Survey monkey question asking if met with counselor to complete education plan and number of completed educational plans</p>
<p>Assessment of goal attainment:</p> <p>The program is still in the process of assessing this as incoming new students are just beginning to schedule appointments for education plan</p>
<p>Status: <input type="checkbox"/> Complete <input type="checkbox"/> Incomplete <input checked="" type="checkbox"/> On-going</p>
<p>Discuss in detail the barriers (if any) to completing the above goal and describe actions taken to overcome these barriers. Outline a plan to attain success if goal is not complete.</p> <p>During peak time, there is an extreme shortage of counseling support with the coordinator/counselor addressing the students' academic needs. The part-time counselor also has other responsibilities during the program's peak time, making it challenging for the program to meet all students' needs in a timely manner. The program plans to hire another adjunct counselor especially during peak time. Furthermore, the coordinator/counselor also participates in overseas recruitment during the semester, so there is generally only one part-time counselor available during her time out of the office. Caseload would be monitored more closely if another counselor were available.</p>
<p>4.5 Goal: To enhance program usage of technology to support program</p>
<p>Person responsible: International Student Program</p>
<p>Activities for attainment of goal:</p> <ul style="list-style-type: none"> • Using CANVA to design more professional flyers • Working with Ixlore to design e-brochure with video capabilities • Hiring program specialist to focus on social media • Explore ways to accept online application submission • Utilizing Mailchimp to send emails • Finally have access to own Ipad and Macbook
<p>Service area outcomes (SAOs) or program student learning outcomes (PSLOs) addressed:</p> <p>PSLO 1-Identify the services offered through the International Student Program</p>

PSLO 2- Demonstrate knowledge of F-1 visa policy and the requirements to maintain their visa status in good standing

Method of measuring goal attainment:

Comparison of number of technology used in prior years

Assessment of goal attainment:

Although improvement has been made, the program is still lacking the proper technology to operate the program efficiently.

Status: Complete Incomplete On-going

Discuss in detail the barriers (if any) to completing the above goal and describe actions taken to overcome these barriers. Outline a plan to attain success if goal is not complete.

There is currently no technology connection between the immigration operations and the academic/admissions operations. For example, when there is a change of address, the students may report it on MyWeb, but it will not trigger the change in Student and Exchange Visitor Information System (SEVIS), a U.S. federally-regulated web-based system for maintaining information on non-immigrants and exchange visitors which include our international students. For SEVIS purposes, students have to meet certain academic reporting guidelines which include full-time enrollment with no more than 3 units online. The Colleague system is not able to capture these details with full accuracy, requiring the International Student Program to manually check each student's academic enrollment.

The International Student Program is looking for software for both SEVIS and Colleagues to interface better. We are still working with the district to create even correct codes to separate visiting F-1 students from our SJCC-sponsored F-1 students. Implementing the health insurance fee process took a lot of time this year as there were errors which were not easily identified.

In addition, creating education plans online is laborious as the process is very slow. The district should explore better technology to help us succeed in creating education plans more quickly online.

We would also like to create an online application system and utilize a CRM system and may need to allot a budget to hire an experienced technology team to help us with implementation.

4.6 Goal: To enhance the daily operations of the program to increase professionalism and efficiency

Person responsible: International Student Program

Activities for attainment of goal:

- Hired 2-3 student ambassadors to help us greet students and address certain administrative duties
- Placed a desk in the front lobby with a telephone for a student ambassador to greet students
- Placed a SARS log in screen in the front lobby so students can sign in first before approaching the offices
- Sending out standard emails via mailchimp
- Consolidated prospective students database for efficient emailing

Service area outcomes (SAOs) or program student learning outcomes (PSLOs) addressed:

PSLO 1-Identify the services offered through the International Student Program

PSLO 3- Utilize the on-campus student services

Method of measuring goal attainment:

SARS data and less direct interruption

Assessment of goal attainment:

The program is still addressing this area. With a full-time program specialist hired this past year, the program is operating more efficiently than in prior years. However with the increased student enrollment, there is limited time to plan ahead as more time is focused on the immediate needs of the program.

Status: Complete Incomplete On-going

Discuss in detail the barriers (if any) to completing the above goal and describe actions taken to overcome these barriers. Outline a plan to attain success if goal is not complete.

The lack of space has impeded our ability to operate efficiently. We don't have sufficient storage space, requiring us to use our offices to store many files and supplies. Hiring additional staff is challenging as there is not space to "house" the person. We are in the process of requesting more space and have presented our space concerns through 1-1 meeting with Facilities presenter at PDD, presenting at the Facilities & Safety meeting, and addressing our concerns with our supervisors including the Vice Presidents.

4.7 Goal: To expand space for program

Person responsible: International Student Program & Administration

<p>Activities for attainment of goal:</p> <ul style="list-style-type: none"> • Expressed our need for space to involved parties including the Facilities & Safety Committee • Visited various spaces to see the best location temporarily for few years
<p>Service area outcomes (SAOs) or program student learning outcomes (PSLOs) addressed:</p> <p>PSLO 1-Identify the services offered through the International Student Program</p>
<p>Method of measuring goal attainment:</p> <p>Move to new location</p>
<p>Assessment of goal attainment:</p> <p>We have been in discussion regarding our need for space. The executive administrative team is aware of our need to relocate.</p>
<p>Status: <input type="checkbox"/> Complete <input type="checkbox"/> Incomplete <input checked="" type="checkbox"/> On-going</p>
<p>Discuss in detail the barriers (if any) to completing the above goal and describe actions taken to overcome these barriers. Outline a plan to attain success if goal is not complete.</p> <p>The lack of space or knowledge of space availability on campus has slowed down the process of attaining our goal. We plan to reconnect with the executive board in the Spring 2018 term to determine the status of our relocation.</p>
<p>4.8 Goal: To increase staffing for program</p>
<p>Person responsible: Counselor/Coordinator & Administration</p>
<p>Activities for attainment of goal:</p> <ul style="list-style-type: none"> • Hire part-time program specialist • Hire adjunct counselor
<p>Service area outcomes (SAOs) or program student learning outcomes (PSLOs) addressed:</p> <p>PSLO 1-Identify the services offered through the International Student Program</p> <p>PSLO 3- Utilize the on-campus student services</p>
<p>Method of measuring goal attainment:</p>

The hiring of the program specialist and adjunct counselor for Spring 2018

Assessment of goal attainment:

We have made positive strides in hiring a part-time program specialist, who was hired in January 2018. Once we relocate to a new space, we will focus on hiring a full-time program specialist and another adjunct counselor.

Status: Complete Incomplete On-going

Discuss in detail the barriers (if any) to completing the above goal and describe actions taken to overcome these barriers. Outline a plan to attain success if goal is not complete.

Lack of space or not knowing if we are officially relocating has impeded our ability to hire a program specialist. Once we secure a location, we will focus on hiring additional staff.

5. Recent College, State, and/or Federal Developments: Describe recent College, State and/or Federal developments and how they significantly impact the unit's ability to provide services to students.

Over the past few years, due to the robust economy and improved campus infrastructure, many programs on campus have experienced a growth in their student population and some have increased their staffing. Various programs have needed additional space to accommodate their growing program. This has affected the International Student Program (ISP) because ISP may be trying to advocate for the same space that another program is also interested in or ISP cannot transition to another space until another program moves first. This has impeded our ability to provide effective services to our international students. The lobby space is tight and doesn't provide a natural flow for students to check in, wait, and meet with our staff/counselors. Additionally the space is no longer feasible for students to utilize as a social space which affects how integrated students may feel to our program and campus. There are only two chairs and two small ottomans for seating. ISP also cannot hire additional needed staffing even though funding is available, because there is no office space for a new hire. This has affected the daily flow of the office as the coordinator and immigration advisor continue to address priorities that a newly hire person could assist with if there was space to hire someone or a private space to work on projects.

On a local and state level, the increased cost of tuition and living in the area have affected our students. We are experiencing more international students coming into the office asking about housing options and on-campus work options to help offset their educational and living costs. More of the ISP's time is spent addressing students' concerns regarding these practical matters.

Additionally, ISP has noticed a more serious effect of our presidential administration and the multiple immigration ban threats. Prospective international students and families are concerned about discrimination and not being approved a student visa to study in the United States. The increased gun violence on the media is also giving the perception that the U.S. is not a safe and welcoming place. ISP

has experienced a larger number of visa denials than in the past and new students are having to wait longer to process their visa or change of status. Promoting San Jose City College and having prospective students follow through with applying and attending requires a “tougher sell” than in prior years.

ISP is also currently going through the SEVIS recertification process which has been very time consuming as Student Exchange Visitor Program (SEVP) is now requesting more documents as evidence. Adding the Milpitas extension site has been challenging but a necessary investment so that our future international students will be allowed to take courses there.

These factors all take time away from providing academic and general immigration advising support services to students as it takes more time to address these factors.

PART TWO: QUALITY

1. Describe the impact of the program’s service offerings.

The International Student Program positively impacts the district and college. Having international students from many different regions of the world expands the diversity on campus, creating an atmosphere that promotes mutual understanding and cultural appreciation in and outside of the classroom. Additionally, the district and college benefit monetarily from having international students on campus.

2. Course Outline and Syllabi (where applicable): Review all course outlines and syllabi to ensure currency and relevance. The campus Curriculum Committee must approve updated course outlines every 5-6 years. Course syllabi should be updated annually.

N/A

3. Is the program information for the department consistent, current, accurate and accessible?
(please X all that apply)

MIS	<input type="checkbox"/> Consistent	<input checked="" type="checkbox"/> Current	<input type="checkbox"/> Accurate	<input type="checkbox"/> Accessible
Class Schedule	<input type="checkbox"/> Consistent	<input checked="" type="checkbox"/> Current	<input type="checkbox"/> Accurate	<input type="checkbox"/> Accessible
Catalog	<input type="checkbox"/> Consistent	<input checked="" type="checkbox"/> Current	<input type="checkbox"/> Accurate	<input type="checkbox"/> Accessible
Brochures	<input type="checkbox"/> Consistent	<input checked="" type="checkbox"/> Current	<input type="checkbox"/> Accurate	<input type="checkbox"/> Accessible
Website	<input type="checkbox"/> Consistent	<input checked="" type="checkbox"/> Current	<input type="checkbox"/> Accurate	<input type="checkbox"/> Accessible

4. Improvement of Program and Delivery of Student Services (address all applicable topics):
Describe departmental and individual activities that will improve services and contribute to the

professional community. List participation in staff development activities, conference attendance/participation, and academic preparation/training during the past 4 years.

The International Student Program has facilitated workshops at PDD so others can have a better understanding of the program. The program is also known as the “go-to” program on campus for any questions related to visa status. The International Ed Week hosted by the program in collaboration with other departments also help promote student and faculty/staff engagement in learning about various cultures.

The coordinator/counselor and program specialist participate in international-related conferences such as NAFSA to stay abreast of policies and regulations relating to international students. It also provides opportunities to network with other colleagues and counseling agents. The ideas learned at the conferences are implemented in various ways in the program and in helping to move towards internationalizing the campus, which results in campus, district, and state enrichment.

Overseas recruitment also provides opportunities to learn from other colleagues and meet overseas providers including EducationUSA/U.S. Embassy/U.S. Commercial Service, resulting in increasing our international student enrollment and the recognition from our district the potential and importance of attracting more international students to our college.

5. Describe how the unit addresses the multicultural, diverse student body and disabled populations through services and/or curriculum.

The International Student Program provides and fosters a welcoming, supportive environment of inclusion for all students. In addition to servicing current international students, the International Student Program serves any student who is seeking to study here on a F-1 student visa. The student population in the program is very diverse with over 40 countries represented. International students who have a disability are offered a referral to the Student Accessibility Services (SAS) for additional support. Domestic (U.S.) students are also invited to participate in the social and cultural activities offered through the program. For example, the events offered during International Education Week are open to everyone on campus. International students utilize or are employed by the SAS program.

6. Describe active participation in flexible and alternative delivery systems (i.e., online applications/regulation, distance learning, web-based counseling, etc.):

The International Student Program provides information in a variety of ways. Emails via Mailchimp are sent out weekly to students to inform them of any immigration, academic, and cultural information. Our website is also updated regularly with information. We use many types of social mediums to connect with our students including Facebook, Instagram, and Flick'r. We also offer phone or Skype counseling for students if they can't come in and need immediate assistance.

In addition to posting our event calendar and flyers in our office area, we post on our SJCC Int'l Facebook page, Evite, and online survey system (Survey Monkey, Doodle). We also collaborate with other departments to enhance our visibility throughout campus.

7. Facilities: Describe the current departmental facilities.

Since our last relocation in Spring 2013 when we were finally allocated the current 2 offices and a shared lobby area that is shared with other programs, the International Student Program is still currently located on the 2nd floor of the Student Center in SC-216M and SC-216L, right outside the Career/Transfer Center. The SC-216L office is occupied by the counselor/coordinator. SC-216M is the office is occupied by the Program Specialist. Both offices are also used to store documents and supplies due to our limited space. The lobby area is right outside these offices and is used as a waiting area. There is also regular student traffic from the other offices who come through the lobby area. There is non-matching furniture in the lobby area.

7.2 Discuss the adequacy and accessibility of departmental facilities with respect to size, layout and location.

The space is no longer adequate for our International Student Program due to our growing student population and our need for additional staff. The program has added a desk to the outside lobby creating a tighter lobby space. Both offices are filled with supplies and documents due to our lack of storage space.

7.3 Identify any safety or hazardous conditions in your departmental facilities.

The lobby space is actually quite tight with a lot of furniture around. It can hold about 4 seated students without it being a hazard if more chairs are added.

This issue has been ongoing since our last comprehensive review. We have experienced poor air quality in our office area, because the ventilation system in both SC-216M and SC-216L does not seem to function properly. When the lights are on, the AC will turn on in full blast. When the lights are off, the AC will turn off. On hot days, the system doesn't turn on at times. On cold days, the system is on full blast, making it difficult to focus. The ventilation system in this entire wing of the Student Center needs to be checked to assess the issue.

7.4 Describe significant facility changes since the last comprehensive program review and their effect on departmental operations, if applicable.

The program is still in the same location since the last comprehensive review. We have outgrown this space and need a bigger space to maintain the daily operations of the program.

8. Equipment & Technology: List the department's major equipment inventory and describe the current condition.

- 2 desktop computers (1 in SC-216L, 1 in SC-216M)-The computers needs to operate at a faster speec
- 1 SARS Log in computer-This computer was added towards the end of the 2016-2017 year.
- 1 Macbook – The Macbook was just purchased in June.
- 1 iPad-The iPad was just purchased in June.
- 1 copier shared by various departments-It is operating sufficiently

8.2 Describe current departmental utilization of this technology.

We use technology on a regular basis and rely on it to disseminate important information to our prospective and current students, faculty, and staff via Mailchimp emails, program website, program webpage and social media. This includes reaching out to students via Instagram and Facebook when there are events, and the promotion of the International Student Program via YouTube. In Fall 2017, the International Student Program implemented online orientation using Canvas, which featured powerpoint slides, videos, and a quiz as a pre-arrival orientation. Additionally, the program has prepared some interactive activities for international students during in-person orientation, such as Jeopardy and Kahoot, but haven't been able to utilize them based on time constraints. We don't believe we are maximizing our use of technology though. Our limited time has not given us ample opportunity to explore the various uses of technology in international student programming, including having more effective ways to reach out to prospective and current international students, keeping their interest during orientation through more interactive means, hosting webinars/info sessions, and online intake of forms/applications.

8.3 Provide numbers of faculty, staff, and student users for this equipment.

The International Student Coordinator/Counselor and Program Specialist regularly use their computers in their respective offices. Our International Student Ambassadors use the Macbook, iPad, or the computers in the Career/Transfer Center to assist the program with administrative duties. In addition, the counselor assigned part-time to the program has her own desktop in her own office.

International students do not have access to these office computers, so they are required to use the computers (12 available) in the Career/Transfer Center.

8.4 Describe provision of staff training in technology applications.

Training on how to use Outlook efficiently and a refresher training on how to update our webpage would be beneficial. Additionally, it would be helpful to know what type of information can be inputted or accessed in Colleague specific to identifying international student data.

8.5 Discuss appropriateness of technology to departmental mission/function.

Technology is fundamental to our program's mission and function. We need technology to promote visibility of our program as well for the daily operations.

8.6 Discuss accessibility of computer workstations, hardware and software for individuals with disabilities.

N/A no student workstations in our area

PART THREE: COMMUNICATION

1. How does communication flow within this department?

The Coordinator/Counselor and the Program Specialist communicate with each other primarily in person on a daily basis and responsibilities are assigned based on need and priority. They also communicate to the student ambassadors the priorities for that day.

International students are sent notification emails generally on a weekly basis unless there is something pressing that requires an additional email that week. The program sends out emails to campus employees about 3-5 times a semester which include a welcome update at the beginning of the semester and several emails regarding International Education Week. The Coordinator/Counselor also meets with her supervisor when needed.

1.2 Assess the effectiveness of communication and identify the strengths and weaknesses of the current communication flow.

The communication between the staffing has worked out thus far. Perhaps, we may need it to lower the number of meetings per week so we have more time to focus on completing the responsibilities and addressing students' needs but our limited staffing require each to wear many hats simultaneously. .

Students are aware that emails are sent regularly to them, but they may be ignoring certain emails because their perception of how important the emails are. We may need to explore other ways to disseminate information to students via social media. For example, Chinese student prefer and use WeChat primarily to communicate.

1.3 Describe the involvement/inclusion of part-time faculty in departmental activities.

Our part-time counselor is included in the emails sent out to students. She is also invited to participate in the student activities and orientation. She is the first person the program recommends for education plan appointment.

1.4 Describe the involvement/inclusion of departmental classified staff (if any) in departmental activities.

The Program Specialist is instrumental in maintaining the daily operations of the program. He is the first point of contact for students on the phone and in person.

2. Describe how your program communicates with students. (For example: notify them of regulatory updates, program services or changes in hours, etc.)

The program communicates with students on a weekly basis via email. Any changes or reminder are sent via email and posted on Facebook. We hope to create a Current Student webpage with information pertinent to international students.

3. Describe the program's communication and collaboration with other departments.

The success of our program depends on collaborating with many departments on campus. We communicate with other departments via email (Mailchimp) and hosts meetings for collaborate efforts such as International Education Week. International students are often referred to various departments for additional support. We collaborate with the Career/Transfer Center to provide transfer information, sessions, and transfer-related activities for our international students. Our international students also continue to be an integral part of other support services on campus (METAS, Learning Resource Center, Student Accessibility Services, Reading/Writing Center etc.) either receiving support from these programs or being employed by these program to support other students. We also collaborated with the Communications Department. and the Science Division to create the new video. Footages from their classes are in our video. The International Education Week events also provides many ways for other departments to learn and engage with our program. We have also began to reach out more often to the Business and Workforce Division as our students are interested in obtaining curricular practical training (CPT) internship opportunities that require students to sign up for work experience credit. We are hoping to collaborate more closely with this division as many international students choose our college based on our Silicon Valley location and want to take advantage of the opportunities to connect with local companies.

3.2 Describe the department's efforts to increase communication and collaboration between Student Services and ~~Student~~ Academic Affairs.

The international Student Program has taken a proactive step to bridge the communication between Student Services and Academic Affairs. We send out emails to faculty regarding our events with invitation to participate. The International Education Week is an event hosted in November that

encourage everyone campuswide to participate. We also recognize their efforts in helping our international students become successful at our college.

4. Discuss any faculty, staff and student survey results given in the past two years and their significance to the program.

The International Student Program began giving feedback forms during orientation, which highlighted what we were doing well and what could be improved upon. Overall, there was positive feedback with the important information that is provided during orientation, though students do find the sessions to be quite time consuming. Students typically rate both the in-person and online orientation as helpful with average to above average enjoyability. Counselor evaluations are given out every semester to the students, which show that international counselors are very helpful in all aspects of counseling.

In Fall 2017, the University of San Francisco's Higher Education and Student Affairs department had four graduate students hold interviews with international students to discuss their thoughts about how the international student program and SJCC as a whole supports the transition of international students. Eight students were interviewed, and the results included that international students feel some sense of displacement, want academic and professional opportunities, seek a sense of community, and use the International Student Program as the main means of student engagement. There were many recommendations with this report, including supporting community, having a peer mentor program, effective messaging, involvement outside of campus, and ensuring the institution supports students rather than relying solely on the International Student Program.

5. Community Interaction: List and describe any current or proposed community outreach programs.

We need to explore more community outreach programs for our students. Aside from the partnership and referrals for practical resources such housing placement, banks, and social security office, we do not have many other established community resources for our students. We refer students on individual and as need basis depending on the circumstances.

6. List and describe any current or proposed industry and school partnerships.

We have seen an improvement in the quality of the partnerships. We communicate with our language partnerships regularly and always volunteer to be available to conduct outreach events at their language schools. We recently started an established partnership with ESUHSD, providing a pathway for international high school students to transfer to our college. We are also solidifying our overseas partnerships, vetting these partnerships as best as we can, and even visiting some of these agencies before creating partnerships with them. Developing sustainable partnership requires continued efforts and communication which has been a challenge to prioritize.

We have recently standardized our insurance plan, now working with Ascension to provide coverage through Cigna for our students. We are also exploring more opportunities for industry internships for our students.

PART FOUR: NEED

1. Staffing: Does the current staffing fulfill the needs of the program? If not, please explain how additional staffing would support student success. (Provide costs in part five below.)

The current staffing is inadequate for the number of international students we have. The International Program is one-stop comprehensive program with multifaceted areas of responsibility. Outreach & recruitment is one focus area that needs a lot of attention to successfully bring international students to our college. Partnerships is another area that is closely connected to outreach & recruitment. These two areas alone should have one to two full-time positions assigned to it. Currently, the counselor/coordinator oversees this area along with outreach support from the program specialist. The counselor/coordinator currently serves as the unofficial Director of the program. The counselor/coordinator's currently is scheduled 32.8 hours a week for 11 months and responsible for handling the coordination, recruitment, and counseling component. This semester, her time spent on counseling appointments has reduced due to her recruitment travels and coordination responsibilities. She still continues to see students during peak time, on drop in basis, and when the other counselor is not available to meet with students.

Monitoring student academic success is necessary to have a successful program. We currently have 1 part-time counselor assigned in addition to the counselor/coordinator. This is not sufficient as oftentimes, it is only one counselor who is available to help the students because of the other responsibility of the part-time counselor in articulation and the counselor/coordinator in overseeing the program and recruitment.

To help alleviate some of the responsibilities of the counselor/coordinator and to ensure that someone is always available to meet with students especially when she is out of the office, her counseling load should be further reduced to focus more on coordination efforts. For this upcoming year, hiring another adjunct counselor (in addition to having the current part-time counselor) is appropriate with the plans to hire a full time counselor within the next two years. By the 2019-2020 year, a full-time counselor should be hired in addition to having an adjunct counselor.

In addition to academics, students come with many other needs that may be different from domestic students, including immigration and adjustment needs. Monitoring and reporting in a timely manner is critical to maintaining the SEVIS program at the college. Currently the program specialist's main responsibility should just be immigration, but he is also wearing multiple hats including assisting with outreach (follow up with prospective students) and social engagement. We need to hire another program specialist full-time. As of January 2018, the part-time position focused on marketing and social media was filled. We hope to update this position to be full-time in the near future so our program will

be able to begin to adequately address our marketing and social media needs. Having this person may also free some time for the coordinator/counselor to explore systems to support our program.

We also need to hire a front desk assistant to respond to general inquiries and check students and prospective families in when they visit the office. Not having a separation between our offices and the lobby create constant interruption for us making it very inefficient for us to complete our duties. Hiring an assistant can minimize the types of questions that can be answered without meeting a counselor or program specialist and make the check in process smoother.

The Admissions Coordinator in Admissions & Records assume the responsibility of application intake and processing the initial I-20s. We plan to continue with this arrangement although the coordinator is only able to process the applications when she is available which may take longer than we would like.

2. Facilities: Identify proposed modifications to facilities (within the next 4 years) and provide rationale for those changes.

The goal is to relocate from our current location to a bigger space that has a minimum 4 private offices, storage space, and separate lobby space in the Student Center. However due to the shortage of space on campus, we recognize that this is a long term goal and we would therefore be willing to move to a space that is at least larger than the current space but situated in a location very accessible to the Student Center.

Long Term Goal:

Office 1: Counselor/Coordinator (*Recruitment, Coordination*)

Office 2: Program Specialist (*Immigration/Engagement*)

Office 3: Program Specialist (*Marketing/Communications*)

Office 4: Counselor (*Academics*)

Lobby: Assistant Reception area & student space

Storage Space: Supplies/Confidential Files

Rationale:

- Outgrown current space with increasing enrollment
- Program offers many cultural/financial benefits to college/district
- Potential to welcome more families/students but limited identity without own space
- All confidential files/supplies currently stored in the 2 offices
- No triage person in lobby to field questions & create separation from offices
- Our students need their own space to feel more integrated on campus
- Budget to hire the necessary staffing to maintain program but limited space

3. Technology: Please use the Budget Allocation Template for technology requests.

Please also see budget allocation template-

As our program continues to grow, there is a greater need to maximize our use of technology to minimize the manual time we spend on tasks that should be addressed with technology. Our program is in need of an effective online application system where prospective students can apply and submit documents online. Currently, student are completing a fillable document and printing it out to send or submit in person to us. Our program is likely losing prospective students because our process is tedious and time consuming. We would also like to explore a customer relationship management (CRM) system that will make it easy for us to follow up with prospective students as well as communicate effectively with our current students.

3.2 Identify required employee training to meet future technology plans. (Provide costs in part five below if applicable.)

The college as a whole can benefit from more training on how to use the computer programs/platforms more effectively. For example, more training should be offered for how to efficiently use Office 365, SARS, Colleague, and other helpful software programs.

4. Equipment: Please use the Budget Allocation Template for equipment requests.

See budget allocation template

The program is requesting a Macbook Pro that supports usbs. Although we purchased a Macbook in June 2017, it is taken out of the office for overseas recruitment events, leaving no Macbook available for office use.

We also need office desktops with a faster processor and more memory. On a regular basis, the computers are slow or crash which makes it difficult to work on projects or work with students effectively. The International Counselor/Coordinator is requesting a new computer.

When we move to a bigger space, we would like to request two computers for student use. Students can use the computer for such tasks as logging into MyWeb or working on assignments while waiting to be seen by program staff.

5. Supplies: Please use the Budget Allocation Template for supplies requests.

See budget allocation template

We need office supplies for daily operation of the International Program. This includes paper, pens, outreach supplies, and supplies for annual International Education Week.

PART FIVE: BUDGET & FEASIBILITY	
1. Current Department (2017-2018)	
1000 – Certificated Salary	181,120
2000 – Classified and MSC Salaries	82,674
3000 – Benefits	162,739
4000 – Supplies	2,000
5000 – Other	356,165 (not including \$327,060 in international health insurance pass-through)
6000 – Equipment	
TOTAL	784,698 (not including \$327,060 in international health insurance pass-through)
2. Proposed Department Budget for the next fiscal Year (budget should remain stable with little increase) – Level funding, no anticipated changes	
1000 – Certificated Salary	208,595
2000 – Classified and MSC Salaries	120,342
3000 – Benefits	183,923
4000 – Supplies	5,000
5000 – Other	335,500 (not including international health Insurance pass-through)
6000 – Equipment	6,000
TOTAL	859,360 (not including international health Insurance pass-through)
3. External Funding Sources: List and describe any state/federal grants received or utilized since the last comprehensive review. Provide the amount awarded and items purchased.	
<p>Since our last comprehensive program review, we now have our own operating budget. Our program’s budget is based primarily on the international student fee revenue.</p>	

4. List and describe any private-sector grants and donations received or utilized since the last comprehensive review. Provide the amount awarded and items purchased.

N/A

PART SIX: COMPLIANCE

1. List any current program-specific compliance requirements (if any), with state and/or national agencies, and any other outside agencies.

The program is required to comply with SEVIS immigration regulations to host F-1 visa students at San Jose City College.

2. Describe the unit's method or plans of complying with state and federal mandates and Title V regulations.

The unit complies with state and federal mandates and Title V regulations by attending conferences regularly to learn about the latest changes that may affect our students. We are required to register the students' records in the SEVIS immigration system at the beginning of each semester and to report any student changes. We currently use BATCH processing to register our students. International students are coded in our Colleague system so we can monitor their academic progress regularly. We generally check their records on a monthly basis and keep track in their files and on our database.

PART SEVEN: FOUR-YEAR PLAN

1. Describe how the program will specifically address any weaknesses identified in this program review.

The program is working on arrival support, relocation, hiring more staff, and incorporating more technology in our service delivery. Although the program strives to meet the needs of the students in a comprehensive way, the program is not operating at its full potential due to the space, limited staffing, and resources.

With more staffing, there will be opportunity to address these weaknesses sooner to enhance the program.

2. Discuss how the program will build on existing strengths.

The program currently has dedicated staff in the program. It is currently operating as efficiently as it could with the current staffing. The program has many components in a typical international student program: academic advising/immigration advisor/and cultural programming but it needs to be further

developed once more staffing is in place. The increase in enrollment demonstrates that our program is more visible than it has ever been in the past.

3. List measurable departmental goals for the next 4 years (based on the department's SAOs and PSLOs). Describe the unit's plan for completing these goals and how goal attainment will be measured. Include activities, people responsible, proposed timelines, and budget.

Goal: Enhance international student orientation program with 100% online & in-person participation

Activities for attainment of goal: <ul style="list-style-type: none"> • Enhance the arrival resources and orientation guide including online access • Further develop the international student orientation ambassador program • Update the Canvas online orientation format • Explore the orientation format of international student programs from other colleges & incorporate into SJCC's 	Person/s responsible: Counselor/Coordinator & Program Specialist
	Timeline: Fall 2018 orientation
	Budget: Indeterminate

Service area outcomes (SAOs) or program student learning outcomes (PSLOs) addressed: PSLO 1 -Identify the services offered through the International Student Program PSLO 2 - Demonstrate knowledge of F-1 visa policy and the requirements to maintain their visa status in good standing PSLO 3 - Utilize the on-campus student services PSLO 4 - Participate in one American cultural activity	Method of measuring goal attainment: Based on percentage participating in orientation and the feedback forms completed by students
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Goal: Enhance academic support for students

Activities for attainment of goal:	Person/s responsible: Counselor
	Timeline: Starting Fall 2018

<ul style="list-style-type: none"> • Develop student progress report for instructors to complete • Register each student for tutoring support at time of course registration • Require students to check in at least once each term to check on progress after semester starts • Ensure every student has ed plan created • Set up session in Tutoring or Reading/Writing Center to introduce them to academic support during orientation 	<p>Budget: Indeterminate</p>
<p>Service area outcomes (SAOs) or program student learning outcomes (PSLOs) addressed:</p> <p>PSLO 1-Identify the services offered through the International Student Program</p> <p>PSLO 2- Demonstrate knowledge of F-1 visa policy and the requirements to maintain their visa status in good standing</p> <p>PSLO 3- Utilize the on-campus student services</p>	<p>Method of measuring goal attainment:</p> <p>Number of progress report completed, number of times each student visits office during the term, and number of ed plan on file</p>
<p>Goal: Establish more student opportunities for social/cultural engagement</p>	
<p>Activities for attainment of goal:</p> <ul style="list-style-type: none"> • Have group assessment evaluation completed by USF grad students • Host at least 1 activity per month • Create a mentorship program 	<p>Person/s responsible: Program Specialists</p> <p>Timeline: Starting Fall 2018</p> <p>Budget:</p>
<p>Service area outcomes (SAOs) or program student learning outcomes (PSLOs) addressed:</p> <p>PSLO 1-Identify the services offered through the International Student Program</p> <p>PSLO 3- Utilize the on-campus student services</p> <p>PSLO 4- Participate in one American cultural activity</p>	<p>Method of measuring goal attainment:</p> <p>SurveyMonkey student surveys to indicate whether they participate in activities</p>
<p>Goal: Enhance our marketing/recruitment strategies</p>	
<p>Activities for attainment of goal:</p>	<p>Person/s responsible: Counselor/Coordinator & Program Specialist (media focus)</p>

