Student and Support Services
2012-2013 Self-Study
Two-Year Program Review Template
International Student Center
Admission and Records

Statement of Collaboration

The program staff listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions of the program staff.

Participants in the review

Pilar Ellis, Manager
Hilary Bacon, Student Services Specialist

Authorization

After the document is complete, it must be signed by the Principal Author, the Department Manager, and (when appropriate) the Dean or appropriate Immediate Management Supervisor (IMS) prior to submission to the Program Review Committee.

Pilar Ellis
Printed name of Principal Author

Signature

Manager
Title

12/1/2012

Date

Pilar Ellis
Printed name of Department Manager

Signature

Manager
Title

12/1/2012

Date

Albert Abutin
Printed name of Dean or Immediate Management Supervisor (IMS)

Signature

Dean
Title

12/4/12

Date

Form Approved by Program Review Committee - September 4, 2012
Form Approved by Faculty Senate – September 6, 2012
1.0 Mission and Goals

Mission, Vision, Core Values and College Goals drive all college activities. Describe how your program supports each of these.

Mission
We prepare students to be successful learners.

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

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

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

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

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

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

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

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

The ISC staff members have frequent, open discussions with colleagues and students in an effort to continually improve our programs, processes and procedures for the benefit of our students and campus community as a whole. We value everyone’s input and believe that collaboration is the key to assisting students with achieving their goals while studying at Fullerton College. To this end, we hold weekly staff meetings to perpetuate an environment where innovative ideas are welcome. In addition, the ISC Manager participates in monthly meetings with Admissions and Records department, bi-monthly meetings with the Admissions and Records Dean, and monthly meetings with Admissions and Records managers. She also is a member of the Student Equity Committee, the Program Review Committee, the Smart Start Saturday Committee, the Worldfest Committee, and the Fullerton College Food Bank Collaborative.

• We expect everyone to continue growing and learning.

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

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

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

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

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

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

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

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

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

College Goals 1 and 3
Goal 1: Fullerton College will promote student success.
Objective 3: Increase the number of degrees and certificates awarded.
Objective 4: Increase the number of transfers.

According to the 2012 Open Doors Report written by the Institute of International Education, a record high of 764,495 international students attended schools in the U.S. during the 2011-2012 academic year. New enrollments increased by seven percent since the prior year. These data mark the sixth consecutive year of expansion in the total number of international students in U.S. higher education. And for the first time in 12 years, undergraduate international students outnumber graduated international students.

California was the top state in the U.S. to host the largest number of international students (100,000). University of Southern California (USC) and University of California, Los Angeles (UCLA) ranked number one and number six (respectively) in the U.S. with regards to number of international students hosted. Given that California is a top destination for international students, we would like to capitalize on the opportunity to increase the population of F-1 visa students at Fullerton College so that they may graduate and/or transfer to California universities—including USC and UCLA.
Goal 3: Fullerton College will strengthen connections with the community. Objective 3: Increase contact with local business and industry.

NAFSA conducted a statistical analysis on the economic benefits of international education to the U.S. for the 2011-2012 academic year. They found that international students and their dependents contributed approximately $21.81 billion to the U.S. economy. The net contribution (tuition, fees and living expenses) to the California state economy by foreign students and their families was approximately $3.2 billion—an increase of $300 million since the previous school year.

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

2.0 Program Description/Data & Trends Analysis

2.1 Describe the purpose, components, and staffing of this program.

The ISC was created in September 2001 with the hiring of a full-time Project Coordinator and providing a designated space to support F-1 visa students. Until that time, the 90-student program was coordinated by an Admission and Records Office classified staff member who provided admission processing and limited personal services.

The ISC has since developed into a full-service center for F-1 visa students, from the point of inquiry to graduation or transfer. The ISC currently supports over 300 full time and part time F-1 visa students from 40 different countries. A portion of the enrollment fees generated by F-1 visa students funds all staffing and services of the ISC. For the 2011-2012 academic year, F-1 visa students generated approximately 1.76 million dollars in fees.

Support for F-1 visa students is divided into four categories detailed below:

1.) Admission
   - Prospective student inquiries: email, mail, phone, walk-in, referral
   - Application processing for:
     - Out-of country students
     - Transfer students
     - Change of nonimmigrant visa status students
     - Out-of-status students
     - Language students seeking conditional admission
     - Part-time F-1 students from other schools
   - International application processes include:
     - Reviewing and managing applications and admission documents
2.) F-1 Visa Advising
   ▪ Mandatory F-1 visa and campus services orientation
     o F-1 visa regulations
     o I-20 Form
     o SEVIS Record
     o SEVIS Registration
     o Reduced Course Load authorizations
     o F-1 Employment options
     o Travel within and outside the US
     o Transfer
     o Violation of F-1 status and reinstatement
     o Health/Accident Insurance
     o FC Health Services information
     o Campus Safety information
     o International Friendship Council: community volunteers who organize events and provide friendship to F-1 visa students from FC, CSU Fullerton, Hope International University, and Chapman University.
     o Library and Academic Support Center tour
     o F-1 Visa Student Handbook
   ▪ Walk-in and scheduled appointments
   ▪ Admission: transfer procedures and change of status applications
   ▪ Student and Exchange Visitor Program (SEVP), Student and Exchange Visitor Information System (SEVIS), Department of State, and Department of Homeland Security (DHS) compliance
     o Maintain Fullerton College I-17 Form (Petition for Approval of School for Attendance by Nonimmigrant Students)
     o SEVIS recertification application with DHS
     o Mandated SEVIS reporting
     o Disseminate current, new, and revised F-1 visa regulations and implications to students
   ▪ Reinstatement advising and application assistance
   ▪ Employment
     o F-1 Employment Workshops
     o Social Security Administration authorization
     o On-campus employment authorization
     o Off-campus employment applications
     o Economic Hardship Employment applications
   ▪ IRS and income tax information and forms
• Transfer Authorizations
• Travel Authorizations
• I-20 Extension procedures
• Visa application and renewal advising
• Enrollment verification
• General non-F-1 visa status issues
• Academic progress reports

3.) Academic Advising
• Mandatory academic orientation
  o CA higher education system
  o FC options: Certificate, AA/AS, Transfer
  o FC Catalog and Schedule of Classes
  o Associate Degree, CSU, IGETC, AA-T and AS-T requirements
  o Transfer process
  o TAG Program
  o FC Registration and MyGateway
  o Individual appointments
• Walk-in and scheduled appointments
• Prospective student advising
• Current student advising
  o Academic, career, personal, and email counseling
  o Course selection
  o Major selection
  o Student Educational Program Plan
  o I-20 program end date extension
  o Transfer guidelines
  o Unofficial transcript evaluation
  o Pre-requisite clearance
• Academic service referrals
• Student advocate with instructors and College administrators
• Progress reports
• “At risk” student contracts
• Academic reminders and announcements
• Graduation application assistance
• University application assistance
• University letters of recommendation

4.) Student Services
• Welcome Events each semester
• Academic achievement recognition event
• Social and cultural field trips
• Cultural programming in collaboration with Cadena/Transfer Center
• On-campus and off-campus referrals
• Personal appointments and counseling
• Health/accident insurance resources and claim processing assistance
- CA Cousins (International Student Mentor Program): Leadership opportunity for current F-1 visa students and domestic students to assist newly admitted F-1 visa students with adjustment to American culture and enriching students’ FC experience.
  - Recruitment
  - Training
  - Support and guidance for mentors and mentees
  - Certificate of Leadership to mentors upon completion of program requirements
- International Friendship Council of North Orange County Community
- International Club
  - Advisor: ISC Manager
  - Educational, social, cultural events
  - Web site
  - Meetings
  - Certificate of Leadership for Board members
- Housing resources
  - Roommate and home stay information and referrals
  - Local hotel discounts
- ISC Library
  - ISC and various Admissions and Records forms
  - Campus and community resources
  - International scholarship and financial aid resources
  - College catalogs and university admission information
- Comprehensive ISC website providing academic, immigration, personal and social resources/opportunities
- ISC Newsletter each semester
- Social network via ISC Facebook page for current students and alumni
- Advocate for students with instructors and College administrators
- Employment authorization
- University letters of recommendation
- Friendly lounge/communal space

2.2 Staffing – complete the table below:

<table>
<thead>
<tr>
<th>CURRENT STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Please list each position by classification in the department/program</strong></td>
</tr>
<tr>
<td>Manager</td>
</tr>
<tr>
<td>Classified: Student Services Specialist</td>
</tr>
<tr>
<td>Faculty (full-time)</td>
</tr>
<tr>
<td>Faculty (Adjunct)</td>
</tr>
<tr>
<td>Hourly – Adult</td>
</tr>
</tbody>
</table>
2.3 Other Resources

<table>
<thead>
<tr>
<th>OTHER RESOURCES</th>
<th>Services Provided</th>
<th>Number of Hours</th>
<th>Overall Cost</th>
<th>Source of funding (General / Categorical)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Contractors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CA Cousins Mentors</td>
<td>Assist new F-1 students adapt to FC and Fullerton community. Help students to register for classes, show classroom locations, find a place to live, give tips about community resources, be a friend away from home, etc.</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interns</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals Hours &amp; Costs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total FTE: 3.5

2.4 Utilize the data provided in the tables above in a discussion of the appropriateness of the staffing levels of this program.

Currently, the staffing levels are appropriate for the number of students who utilize program services. However, a proposal is being developed to use marketing and recruitment to increase the population of F-1 visa students. The tentative goal is to have 500 fulltime students within the next 5 years. As the number of students served increases, it will be necessary to provide a fulltime counselor and more hours for student assistants at the front desk. Student assistants are necessary to field prospective student inquiries, process fulltime and part-time admission applications and to support continuing students' personal, academic, and travel requests.

Although the availability of funding and the timeline have not been determined, we also intend to transition to an electronic-only admission processing system and student document storage database. We are currently researching best practices and receiving advice from the Associate Dean of International Education at Santa Monica College, who recently implemented a comprehensive paperless system. It is anticipated that a temporary need for more student assistants, or perhaps an intern, to handle scanning documents during the transition will be necessary. Due to the size of our office space, we expect to maintain the same number of permanent staff.
2.5 How many students are served? How has this number changed since the last review?

The ISC currently supports approximately 320 fulltime and part-time F-1 visa students. During the last review, the ISC supported about 400 fulltime and part-time F-1 visa students. Other community colleges in the area have felt a major slump in fulltime F-1 visa student enrollment during the past five years. However, at FC, the number of F-1 visa students has dropped by about 50 fulltime students for the first time in Fall 2012; a result of fewer students completing applications for the 2011-2012 academic year than the 2010-2011 year. Also, a significant number of students transferred/graduated in Spring 2012 and have not yet been replaced.

Part-time F-1 visa students at FC are fulltime F-1 visa students at CSU Fullerton, other community colleges, or local English language schools. They are the last to register and it has become increasingly difficult for them to find open classes due to the decreased number of course sections. Their numbers have dropped significantly since Fall 2011. There are seven part-time students currently registered at FC, whereas there was previously an average of 30 part-time students registered each semester.

Research indicates that there are several benefits to having F-1 visa students on college campuses (Lamkin, 2000). In the classroom, faculty have F-1 visa students to contribute diverse perspectives during class discussions. As a result, F-1 students assist domestic students in developing global awareness, cultural sensitivity, cross cultural communication, and appreciation for diversity. Outside the classroom, F-1 visa students provide learning experiences for the college community by interacting with department staff and by participating in campus sponsored events. In addition, F-1 visa students’ non-resident tuition provides millions of dollars in revenue each year to Fullerton College and to the local economy. These funds benefit programs and departments on campus as well as local businesses.

Please refer to section 1.0 regarding our response to College Goal 1, Objectives 3 and 4 and College Goal 3, Objective 3 to read further discussion on the benefits of international students attending Fullerton College.

The recent reduction in the number of F-1 visa students on campus deprives Fullerton College students and staff of the opportunities mentioned in the paragraph above. Therefore, the ISC staff are eager to work toward increasing the population of F-1 visa students on campus. An increase in the number of F-1 visa students will enhance the learning experiences for a variety of college constituents. As you will see later in the report, we will develop a proposal to reach a goal of 500 F-1 visa students within the next few years.

2.6 Since the previous Program Review Self-Study what significant changes have occurred that impact the services of this program?

Since the last program review, the ISC has hired and trained a new Student Services Specialist, created a process utilizing ISC funds to provide additional course sections to F-1 visa students and domestic students, spent extra time helping students obtain fulltime enrollment or applying for legal reinstatement to satisfactory visa status, changed from an 18-week to a 16-week semester, and began assimilating the new AA-T and AS-T transfer paths into new student orientations and counseling appointments. Each of these changes has impacted how we manage our time. We now use more time to meet with each student in order to understand their problem, determine a practical solution, and then explain to them the steps necessary to resolve the problem. It is common for us to be interrupted by students with time sensitive difficulties while simultaneously managing day to day office processes,
planning for future admission cycles, and coordinating ISC events. The new AA-T and AS-T degrees necessitate that our part-time academic counselor allot additional time in her schedule to understand the degree requirements, determine the best transfer path for a student based on his/her past academic experience, and then explain her rationale to students so they understand the options. Similar to other offices on campus, we are diligently trying to do more within the workday.

2.7 A. What methods are used to evaluate the program’s success in serving the student population that interacts with your program?

The ISC began evaluating student satisfaction with services provided since Fall 2004. Each semester data is collected using various questionnaires and then used to write an annual ISC Satisfaction Report. Please see the methodology below:

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

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

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

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

All questionnaires ask for students’ recommendations and these suggestions are used for program improvement.

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

The ISC Satisfaction Report and Health Insurance Satisfaction Report consistently indicate that the program is effective, students are satisfied with the academic and support services provided, and that they recommend FC to others.

C. How have the results of this analysis been used to make improvements to services provided by this program?

We regularly and often implement changes to the program based on F-1 students’ recommendations. For example, the 2011-2012 ISC Satisfaction Report indicated that students wanted assistance in
learning about opportunities for transfer to universities outside California. As a result, a webpage was added to provide information on searching for US colleges, finding colleges that charge resident tuition for F-1 students, out of state colleges with which FC has agreements, determining transfer requirements for non-California colleges, and US colleges that provide financial aid to F-1 visa students. The counselor will also incorporate this information into her academic orientation for new students. Below is a list of other student recommendations we have implemented since 2004:

- Updated the ISC webpage to include emergency preparedness information
- Created a listing of scholarships and financial aid specifically for F-1 students
- Provided information regarding local restaurants, theaters, clubs, etc.
- Increased the number of social activities sponsored by the ISC

In addition, the Health Insurance Satisfaction Survey indicated that students needed help in learning about the optional dental and vision plans. Many students reported that they did not know about the plans or their benefits. As a remedy, we added a link to the plans on the program website. Also, the insurance representative provides a detailed explanation of the benefits during the F-1 Student Orientations each semester and visits the campus to answer student questions during various Health Services events held on the quad.

2.8 Describe any laws, regulations, trends, policies and procedures or other influences that have an impact on the effectiveness of your program.

Trends:
Increased number of Chinese students and Saudi Arabian students

According to the Institute of International Education, 2011 enrollment for F-1 students increased 7% from the previous year. The strong economy in China helped to increase enrollment in US colleges and universities by 23%. Enrollment by Saudi Arabian students also saw large increases due to scholarships provided by the Saudi government. F-1 visa students at FC reflect this national trend, which could influence our student assistant hiring practices. Prospective students appreciate having native language speakers to help answer admission questions. We may need to consider intentionally focusing on hiring Mandarin and Arabic speakers in the future. Also, Saudi scholarships require us to generate individual invoices and submit them to the embassy each semester for tuition payments. We may need to revise our forms and process in order to accommodate a larger Saudi student population.

Procedures:
F-1 funded courses

A reduction in the number of courses offered at Fullerton College and late registration appointments for F-1 visa students causes extreme difficulty in enrolling in a full time course of study (12 units). This places F-1 visa students in danger of being out of legal immigration status. For the first time in Spring 2012, a portion of the funds generated by F-1 student fees was allocated to the ISC and used to pay for several course sections. These course offerings fulfill Associate, IGETC, and CSU requirements. The opening of these additional course sections assists F-1 students in maintaining satisfactory legal status. This also provides both F-1 visa students and domestic students with more course choices to fulfill their requirements for earning an associate degree or transfer with IGETC or CSU certification. The process is a collaboration between the ISC,
Admissions and Records, Fine Arts, and Social Science. As a result, we have developed new ISC processes for academic advising appointments, registration, and SEVIS reporting.

2.9 Provide any other data that is relevant to your self-study.
Research indicates that students need to feel significant in order to become involved in college activities and programs (Schlossberg, 1989). Furthermore, students must be actively engaged in their surroundings in order to learn and succeed (Astin, 1984). According to Astin, “student personnel workers frequently operate on a one-to-one basis with students, they are in a unique position to monitor the involvement of their clients in the academic process and to work with individual clients in an attempt to increase that involvement (Astin, 1999, p. 526).
The ISC staff members have this unique position to make new F-1 visa international students feel significant; they provide many opportunities for F-1 visa students to be engaged with peers, staff members, various offices on campus, and with the community. At the beginning of each semester, the International Student Center strategically plans several welcome events to bond new F-1 visa students with the school immediately upon arrival to Fullerton College and increase the likelihood of retaining these new students. F-1 students develop relationships and connections with CA Cousin peer mentors (current domestic and F-1 students), continuing students, and ISC staff during the Welcome Dinner, ISC Open House, Welcome Field Trip and International Club meetings. Our F-1 Student Orientation offers information about the Honors Program, clubs, and student government along with a campus tour guided by CA Cousins to familiarize them with staff and services at the LLRC, Transfer Center, Career and Life Planning Center, Health Services and others.

To continue strengthening the bond between our F-1 visa students and Fullerton College staff and peers, the ISC plans field trips throughout each semester to destinations such as the California Science Center, Getty Center, Hollywood, Huntington Library, and the Honda Center. By participating in these activities, students can also become more familiar and comfortable with exploring the Southern California area on their own in the future. Also, in collaboration with the Transfer Center, F-1 visa students have the opportunity to visit university campuses with domestic students.

We anticipate that these opportunities will help students realize that their presence at FC is important to the ISC staff and the rest of the campus community. In turn, they will engage with the campus and community to reach their academic, personal goals and career goals.

Strengths, Weaknesses, Opportunities, Challenges (SWOC)

2.10 Based on your analysis in 2.1 through 2.9, what are the strengths of your program?

- Significant support for F-1 students by the FC administration
- Collaborative colleagues in various departments at FC, Cypress College, and the District
- Dedicated ISC staff and student assistants
- Office location and welcoming environment
- Positive word of mouth endorsement
- Data driven decision making and procedures
- Strong connections to international administrators at CSUF, UCLA, USC, Santa Monica College, OCC and others
- Local ethnic communities and religious institutions for student support
• Ability to use a portion of F-1 student revenue to fund additional course sections that benefit all students

2.11 Based on your analysis in 2.1 through 2.9, what are the weaknesses of your program?
• Lack of priority registration for F-1 visa students

2.12 Based on your analysis in 2.1 through 2.9, what opportunities exist for your program?
• Use of technology to increase productivity and efficiency to support current and prospective F-1 visa students

2.13 Based on your analysis in 2.1 through 2.9, what challenges exist for your program?
• Time needed to train new student assistants each year
• Providing front desk coverage based on student assistants’ class schedules
• Offering adequate academic counseling opportunities during registration periods
• Processing applications in a timely manner during admission seasons

3.0 Evaluation of Processes used by Program or Services

3.1 Describe any ongoing or systematic method used to evaluate the efficacy of processes used by your program.

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

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

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

3.2 Provide example(s) of how this self-analysis has led to continuous quality improvement.

• Assisted Admissions and Records in designing their comment card based on ISC experience with questionnaires and data collection
• Received regular assistance from the Registrar and the A&R Administrative Assistants to resolve challenges when using BANNER
• Collaborated with the Dean of Admissions and Records and the Registrar to implement ISC sponsored course sections
• Collaborated with the Coordinator of the Assessment Center to provide COMPASS assessment outside the US
• Updated ISC Procedures Manual as needed

4.0 Service Area Outcomes (SAO)/Student Learning Outcomes (SLO) Assessment

4.1 List your SAO/SLO’s and complete the expandable table below.

<table>
<thead>
<tr>
<th>Service Area Outcomes (SAO) / Student Learning Outcomes (SLO)</th>
<th>Date Assessment Completed</th>
<th>Date(s) Data Analyzed</th>
<th>Date(s) Data Used For Improvement</th>
<th>Number of Cycles Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Personal Responsibility and Professional Development:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>By participating in mandatory New Student Immigration Regulations and Campus Orientation, F-1 international students will learn the requirements necessary to maintain satisfactory F-1 visa status.</td>
<td>January 2012</td>
<td>January 2012</td>
<td>January 2012</td>
<td>2</td>
</tr>
<tr>
<td>2. Critical Thinking and Information Competency:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>By participating in the New Student Academic Orientation and from meeting individually with the International Counselor, F-1 international students will learn the requirements necessary to reach their</td>
<td>January 2012</td>
<td>January 2012</td>
<td>January 2012</td>
<td>2</td>
</tr>
</tbody>
</table>
4.2 Assessment: Complete the expandable table below.

**Service Area Outcomes Assessment for the Student Services Division of Fullerton College**

<table>
<thead>
<tr>
<th>Intended Outcomes</th>
<th>Means of Assessment &amp; Criteria for Success</th>
<th>Summary of Data Collected</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Automatically download the online CCCApply International Application into BANNER similar to the online CCCApply Domestic Application.</td>
<td>District MIS reports will indicate the number of correct or incorrect data elements.</td>
<td>Use of CCCApply International was abandoned due to high maintenance cost.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>2. F1 international students will maintain satisfactory F1 status by participating in New Student Immigration Orientation.</td>
<td>Data will be collected from SEVIS (Student and Exchange Visitor Information System) to determine the number of F1 International students who file for reinstatement each semester.</td>
<td>Results indicated that few F1 international students fall out of status.</td>
<td>The ISC Manager will continue activities that support SEVIS compliance.</td>
</tr>
</tbody>
</table>

F1 international students will understand the necessary requirements to earn Associate Degrees from participating in New Student Academic Orientation and from meeting with the ISC Academic Counselor.

Data will be collected to determine the number of students who earn Associate Degrees.

Results indicated that F1 international students earn Associate Degrees at a higher rate than domestic students.

The ISC Academic Counselor will continue to support students in earning degrees.

**Student Learning Outcomes Assessment for the Student Services Division of Fullerton College**

<table>
<thead>
<tr>
<th>Intended Outcomes</th>
<th>Means of Assessment &amp; Criteria for Success</th>
<th>Summary of Data Collected</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. By participating in mandatory New Student Immigration Regulations and Campus Orientation, F-1 international students will learn the requirements necessary to maintain satisfactory F-1 visa status.</td>
<td>The ISC Manager utilized BANNER, SEVIS, and internal tracking data to calculate the number of students who are F-1 and who complete a full course of study each semester.</td>
<td>Reports indicated that 359 F-1 students were enrolled in Fall 2010 and 372 were enrolled for Spring 2011. Only 18 students fell out of status due to lack of class sections or for personal/health difficulties; none for misunderstanding the F-1 immigration regulations. All students who applied for reinstatement to F-1 status were approved by the US Customs and Immigration Service and continued their studies at</td>
<td>Methods used to achieve success will be continued.</td>
</tr>
<tr>
<td>2. By participating in the New Student Academic Orientation and from meeting individually with the International Counselor, F-1 international students will learn the requirements necessary to reach their educational goals (transfer, AA/AS).</td>
<td>The ISC Manager utilized SEVIS to determine the number of students who transfer each semester. Data from the Admission and Records Office determined the number of students who earn degrees.</td>
<td>Reports Indicated that approximately 30% of F-1 international students transferred (17 in Fall 2010 and 97 students in Spring 2011). A total of 45 international students earned AA/AS Degrees (6 students in Fall 2010 and 39 students in Spring 2011); about 12%.</td>
<td>Methods used to achieve success will be continued.</td>
</tr>
</tbody>
</table>

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

**SAO #1 - Develop Electronic Alternatives for Standard Processes and Procedures:**
This SAO was abandoned due to high maintenance costs for the international online application. As a result, SAO assessment from the previous program review cycle has not led to improvements in services.

**SAO #2 – Complete Student Learning Outcomes and Assessment**
While assessment of this SAO has not changed nor improved services provided, the data show that student participation in mandatory orientations has consistently led to the intended outcomes. Therefore, we will continue to employ the new student orientation program each semester as a way to assist students in maintaining satisfactory visa status and in reaching their academic goals.

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

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

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

The previous SAOs were abandoned or completed. As a result, our revised goals are to:
1. increase the fulltime F-1 visa student population to 500
2. transition to an electronic-only admission processing system and student document storage database

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

Goal 1: Fullerton College will promote student success.
Objective 3: Increase the number of degrees and certificates awarded.
Objective 4: Increase the number of transfers.
The SAOs of the ISC are linked to Fullerton College’s goal to promote student success. We anticipate that electronic-only processes will reduce the number of staff hours spent on processing paper documents and manually inputting applicant information into the BANNER system. The time saved will provide the following:

- Opportunities to recruit and F-1 visa student enrollment numbers
- Greater ease for prospective students to complete the international application and upload required supplemental documents (up to 14) while overseas
- Ability to process a larger number of international applications, per admission season, in a timely manner
- Additional guidance and support to continuing F-1 visa students

4.7 Describe how the program’s SLOs support the achievement of the institution level SLO’s.

The ISC’s SLOs support the following ISLOs:

2. Critical Thinking and Information Competency: Students will be able to think critically by analyzing data in addressing and evaluating problems and issues in making decisions.
   A. Analysis: Students will be able to apply rules and principles to new situations; discover rules and apply them to solve problems, use logic to draw conclusions from data, and differentiate between facts, influences, assumptions, and conclusions.
   D. Solve Problems: Students will be able to recognize whether or not a problem exists, identify components of a problem or issue, create a plan of action to resolve an issue, and monitor, evaluate and revise the plan as necessary.

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

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

5.0 Evaluation of Progress Toward Previous Goals

5.1 List the goals from your last self-study/program review.

2009-2010 Goals
ISC Unit Goal I: The International Student Center will provide accurate, timely and effective information to prospective students during the admissions process and throughout their studies to obtain their goals of degree completion or transfer.
• Continue to utilize the ISC Satisfaction Survey and student progress reports to acquire data to understand the challenges and needs of international students
• Continue to provide the California Cousins Mentor Program as support to international students in transitioning to Fullerton College and the local community
• Continue using the New Student Orientation and targeted academic advising for international students to increase student transfer by 2%

ISC Unit Goal II: The International Student Center will contribute to student success through collaboration.

• Work in partnership with Language Systems International (Fullerton), American Language Program (Fullerton), Kaplan Test Prep International (Los Angeles), POLY Languages Institute (Irvine), and California State University, Fullerton (Center for International Business) to support recruitment and success of international students
• Continue to cooperate with the Admissions and Records Office and the Cadena/Transfer Center to improve delivery of service and transfer

ISC Unit Goal III: The International Student Center staff and students will participate in various campus committees and activities as appropriate.

• ISC Manager will participate in Student Equity Committee meetings and hiring committees as assigned
• Continue to collaborate with Cypress College, Orange Coast College, and Goldenwest College in a group event to encourage international student interaction
• International Club members will continue to participate in student leadership opportunities and student government as appropriate

ISC Unit Goal IV: The International Student Center staff will encourage communication with the community.

• Continue to utilize the ISC Annual Film Festival to bring community members to the campus for educational and cultural activities
• The ISC and/or the International Club will continue to participate in annual Festival of Diversity (renamed Worldfest)
• Collaborate with the International Friendship Council of North Orange County to assist F-1 visa students in adapting to the area and to allow community members the opportunity to learn about various cultures.

ISC Unit Goal V: The International Student Center staff will participate in inclusive decision-making processes as appropriate.

• Use weekly staff meetings to perpetuate an environment where innovative ideas are welcome
• Participate in monthly meetings with Admissions and Records department, bi-monthly meetings with the Admissions and Records Dean, and monthly meetings with Admissions and Records managers
ISC Unit Goal VI: The International Student Center will support College efforts to reach the targeted 2% enrollment growth.

- Continue to utilize marketing efforts and Memorandums of Understanding with local language schools to maximize revenue.

5.2 Describe the level of success achieved in the goals listed above.

Most goals were successful and will continue to be supported. However, creating a group event for students from Cypress College, Orange Coast College, and Goldenwest College was discontinued due to lack of student interest. In addition, the ISC Annual Film Festival was abandoned due to copyright requirements. Finally, unit goal VI is no longer a College goal and will be abandoned.

5.3 In cases where resources were allocated toward goals, evaluate the efficacy of that spending. No resources were allocated.

6.0 Goals
Using the table below, list the short and long term goals (a minimum of two for each) for your program. These goals should follow logically from the information provided in the self-study. Use a separate table for each additional goal.

6.1 Short-term Goals (for this two-year cycle)

<table>
<thead>
<tr>
<th>SHORT TERM - GOAL #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify Goal:</td>
</tr>
</tbody>
</table>
| Describe the plan to achieve the Goal (Action-Plan): | 1. Review current MOUs and Agreements for the Language Systems International, Placentia, POLY Languages Institute, Irvine, and Kaplan International, Los Angeles  
2. Determine whether revisions are necessary  
3. Contact and visit language school coordinators to update MOUS and Agreements  
4. Create new MOUs and Agreements  
5. Contact the coordinator at ELS Educational Services – University of La Verne  
6. Follow up with administrators at the American Language Institute – California State Polytechnic University, Pomona  
7. Create agreements regarding conditional admission and full admission for English language program students  
8. Provide FC ISC marketing materials to existing and new partners |
| What Measurable Outcome is | 5% additional F-1 visa students from local intensive English |
**SHORT TERM - GOAL #2**

<table>
<thead>
<tr>
<th>Identify Goal:</th>
<th>Increase F-1 visa student population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the plan to achieve the Goal (Action-Plan):</td>
<td>1. Conduct preliminary research and create a proposal</td>
</tr>
<tr>
<td></td>
<td>2. Meet with CGACC (Center for Global Advancement of Community Colleges) representative and other colleagues regarding best practices for F-1 student recruitment</td>
</tr>
<tr>
<td></td>
<td>3. Collect and analyze data</td>
</tr>
<tr>
<td></td>
<td>4. Determine necessary financial support</td>
</tr>
<tr>
<td></td>
<td>5. Receive feedback and recommendations from the Dean of Admissions and Records and the Vice President of Student Services</td>
</tr>
</tbody>
</table>

**What Measurable Outcome is anticipated for this goal?**

Develop a written proposal and submit to the Dean of Admissions and Records.

**What specific aspects of this goal can be accomplished without additional financial resources?**

All aspects of this goal can be accomplished without financial resources.

---

**SHORT TERM - GOAL #3**

<table>
<thead>
<tr>
<th>Identify Goal:</th>
<th>Transition to an electronic-only admission processing system and student document storage database.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the plan to achieve the Goal (Action-Plan):</td>
<td>1. Conduct preliminary research of feasibility</td>
</tr>
<tr>
<td></td>
<td>2. Meet with Associate Dean of International Education at Santa Monica College and other colleagues regarding best practices</td>
</tr>
<tr>
<td></td>
<td>3. Collect and analyze data</td>
</tr>
<tr>
<td></td>
<td>4. Determine necessary financial support</td>
</tr>
<tr>
<td></td>
<td>5. Receive feedback and recommendations from the Dean of Admissions and Records and the Vice President of Student Services</td>
</tr>
</tbody>
</table>

**What Measurable Outcome is**

Research will indicate feasibility of electronic-only admission.
<table>
<thead>
<tr>
<th>Anticipated for this goal?</th>
<th>Processing system</th>
</tr>
</thead>
</table>

| What specific aspects of this goal can be accomplished without additional financial resources? | All aspects of this goal can be accomplished without financial resources. |

**SHORT TERM - GOAL #4**

**Identify Goal:** None

**Describe the plan to achieve the Goal (Action-Plan):**

**What Measurable Outcome is anticipated for this goal?**

**What specific aspects of this goal can be accomplished without additional financial resources?**

---

### 6.2 Long-term Goals (three to six year cycle)

**LONG TERM - GOAL #1**

**Identify Goal:** Increase the fulltime F1 visa student population to 500

**Describe the plan to achieve the Goal (Action-Plan):** Follow recommendations from proposal (see Short Term Goal #2)

**What Measurable Outcome is anticipated for this goal?** BANNER/ARGOS report will indicate 500 registered F-1 visa students

**What specific aspects of this goal can be accomplished without additional financial resources?** To be determined

---

**LONG TERM - GOAL #2**

**Identify Goal:** Transition to an electronic-only admission processing system and student document storage database.
<table>
<thead>
<tr>
<th>Describe the plan to achieve the Goal (Action-Plan):</th>
<th>Follow recommendations from proposal (see Short Term Goal #3)</th>
</tr>
</thead>
</table>
| What Measurable Outcome is anticipated for this goal? | 1. Reduce amount of paper printed, processed, shredded, and recycled  
2. Decrease errors in data entry  
3. Increase in the number of new applicants each semester  
4. Increase in the number of applications processed each semester |
| What specific aspects of this goal can be accomplished without additional financial resources? | To be determined |

### 7.0 Requests for Resources

Complete a new table for each goal listed in 6.0 that would require additional financial resources. These requests for resources must follow logically from the information provided in this self-study.

Our short term goals can be completed without financial support. Long term goals will require funds; however preliminary research (indicated in the short term goals) is needed to determine the amount. The long term goal to increase the F-1 student population to 500 will require a fulltime academic counselor (see below) and funds for marketing and recruitment. We expect to have data for the next review cycle to support our requests.

### 7.1

<table>
<thead>
<tr>
<th>Short Term Goal</th>
<th>Long Term Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL NUMBER: 1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Resource</th>
<th>Requested Dollar Amount</th>
<th>Potential Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time Counselor</td>
<td>Approximately $50,000</td>
<td>F-1 visa student revenue</td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Hardware</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Software</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing/Recruitment</td>
<td>To be determined during preliminary research</td>
<td>F-1 visa student revenue</td>
</tr>
<tr>
<td>Total Requested Amount</td>
<td>To be determined during preliminary research</td>
<td>F-1 visa student revenue</td>
</tr>
</tbody>
</table>

Describe how this resource request supports your ability to achieve your stated goal: It is necessary for F-1 visa students to meet with the international student counselor regularly so that they not only receive the required academic guidance needed to reach their academic goals, but also to ensure that they are following the academic regulations mandated by the U.S. Customs and
Immigration Service. Currently, F-1 visa students are supported by one part-time adjunct counselor (21 hours per week). Increasing the F-1 visa student population to 500 will necessitate a full-time academic counselor with increased availability so that all F-1 visa students have the access and the opportunity to receive services.

What measurable program outcome(s) does the resource request address?
BANNER/ARGOS report indicating 500 registered F-1 visa students

<table>
<thead>
<tr>
<th>Short Term Goal</th>
<th>Long Term Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL NUMBER: 2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Resource</th>
<th>Requested Dollar Amount</th>
<th>Potential Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Hardware: Scanner</td>
<td>To Be Determined During Preliminary Research</td>
<td>F-1 visa student revenue</td>
</tr>
<tr>
<td>Computer Software: Online application, bridging data entry programs, electronic data storage program</td>
<td>To Be Determined During Preliminary Research</td>
<td>F-1 visa student revenue</td>
</tr>
<tr>
<td>Training</td>
<td>To Be Determined During Preliminary Research</td>
<td>F-1 visa student revenue</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Requested Amount</td>
<td>To Be Determined During Preliminary Research</td>
<td>F-1 visa student revenue</td>
</tr>
</tbody>
</table>

Describe how this resource request supports your ability to achieve your stated goal: Above resources provide the necessary hardware, software, and training that are instrumental in achieving the stated goal.

What measurable program outcome(s) does the resource request address?
- Reduce amount of paper printed, processed, shredded, and recycled
- Decrease errors in data entry
- Increase in the number of new applicants each semester
- Increase in the number of applications processed each semester
8.0 Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key segments of the self-study. It should not include new information that is not mentioned in other sections of this document.

The ISC was created in September 2001 with the hiring of a full-time Project Coordinator and providing a designated space for F-1 visa student services. The program has since developed into a full-service center for all F-1 visa students and prospective F-1 visa students, from the point of inquiry to graduation or transfer. The ISC currently supports over 320 full time and part time F-1 visa students from 40 different countries. Part-time F-1 visa students at FC are fulltime F-1 visa students at CSU Fullerton, other community colleges, or local English language schools. A portion of the enrollment fees generated by F-1 visa students funds all staffing and operations of the office. For the 2011-2012 academic year, F-1 visa students generated approximately 1.76 million dollars in fees.

Services provided to F-1 visa students are divided into four categories: admission, F-1 visa advising, academic advising, and student services. The office is maintained by a fulltime manager, a fulltime Student Services Specialist, a part-time adjunct counselor, 3-4 assistants who are typically F-1 students, and 8-10 mentor volunteers who are F-1 and domestic students.

Ongoing communication is essential for the ISC to maintain efficient processes and services. Staff members regularly communicate with the Dean of Admissions and Records, the Registrar, Admissions and Records staff and Counseling staff to discuss challenges and improvements to various processes. Weekly ISC staff meetings also are used to solicit feedback on ideas for implementing or revising procedures. Often, student assistants have wonderful ideas on admission processing changes that affect the F-1 visa student population as a whole. Finally, inquiries to colleagues at other community colleges regarding best practices for office processes and procedures give us suggestions for improvement. The ISC Manager routinely discusses program administration processes with the international student program managers at Cypress College, Orange Coast College, Santa Monica College, CSU Fullerton and California State Polytechnic University, San Luis Obispo.

National trends are expected to have an impact on delivery of service for the ISC. According to the Institute of International Education, 2011 enrollment for F-1 visa students increased 7% from the previous year. The strong economy in China helped to increase enrollment in US colleges and universities by 23%. Enrollment by Saudi Arabian students also saw large increases due to scholarships provided by the Saudi government. F-1 students at FC reflect this national trend, which could influence our student assistant hiring practices. We may need to consider intentionally focusing on hiring Mandarin and Arabic speakers in the future since prospective students appreciate having native language speakers to help answer admission questions. Also, Saudi scholarships require us to generate individual invoices and submit them to the embassy each semester for tuition payments. We may need to revise our forms and process in order to accommodate a larger Saudi student population.

The ISC has performed a comprehensive evaluation plan since Fall 2004. We regularly and often implement changes to services based on F-1 visa student recommendations. The annual ISC Satisfaction Report is comprised of data collected from 3 questionnaires: First Semester Transition Survey (for new students), Satisfaction Survey (for continuing students), and Exit Survey (for graduates/transfer students). In addition, since Fall 2010, we have collaborated with the International Student Program at Cypress College to determine students’ satisfaction using the mandatory health/accident insurance. Each semester continuing F-1 visa
students at both colleges complete a questionnaire regarding their experiences with purchasing the insurance, finding a doctor, using the insurance, and visiting the Health Center. The ISC Satisfaction Report and Health Insurance Satisfaction Report consistently indicate that the program is effective, students are very satisfied with the academic, support, and health services provided, and that they recommend FC to others.

Nevertheless, F-1 visa students often complain that it is difficult for them to register in 12 units as required by the immigration regulations. We were concerned that this problem would have an effect on the positive reviews students had given to FC and to the ISC. Consequently, since Spring 2012, the administration approved using a portion of the funds generated by F-1 visa student fees to pay for several course sections. These course offerings fulfill Associate, IGETC, and CSU requirements. The opening of these additional course sections assists F-1 visa students in maintaining satisfactory legal status. This also provides both F-1 visa students and domestic students with more course choices to fulfill their requirements for earning an associate degree or transfer with IGETC or CSU certification. The process is a collaborative effort between the ISC, Admissions and Records, Counseling, Fine Arts, and Social Science.

ISC SLOs focus on F-1 visa students attending new student orientations and learning the necessary requirements needed to maintain satisfactory visa status and the requirements needed to earn an Associate Degree. Data indicate that F-1 visa students are successfully learning the requirements, which in turn supports FC ISLOs that relate to critical thinking, information competency, and global awareness. F-1 visa students think critically and solve problems in order to maintain satisfactory status and use these same skills to transition successfully to a new culture and environment (e.g. find housing, opens a bank account, create their own meals, apply for a driver license). Furthermore, F-1 visa students show global awareness and gain an understanding of various ethnic groups by moving from their home countries to the USA. Learning to survive on their own in a foreign country provides students with a personal context to identify local, state, US, and global economic and political issues.

Previous 2009-2010 unit goals were successful and continue to support F-1 visa students and the program. Consequently, ISC staff will:

1. provide accurate, timely and effective information to prospective students during the admission process and throughout their studies to obtain their goals of degree completion or transfer  
2. contribute to student success through collaboration  
3. participate in various campus committees and activities as appropriate  
4. encourage communication with the community  
5. participate in inclusive decision-making processes as appropriate

ISC short term goals are to:

1. increase transfer of F-1 visa students from local intensive English language schools to Fullerton College  
2. increase F-1 visa student population  
3. conduct preliminary research regarding transition to an electronic-only admission processing system and student document storage database

Long term goals/SAOs are to:

1. increase the fulltime F-1 visa student population to 500  
2. transition to an electronic-only admission processing system and student document storage database
None of the ISC unit goals or short term goals requires funding. However, long term goal #1 will require funding for marketing/recruitment and a fulltime academic counselor. Long term goal #2 will require funding for equipment and software programs. Necessary resource amounts will be determined after completing preliminary research mentioned in the short term goals of section 6.1.
I concur with the findings contained in this Program Review.

[ ] I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):

Area of exception:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

[I do not concur with the findings contained in this Program Review (include a narrative exception):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________]