International Student Center:

• Program Review Non-instructional Cycle F 2015 International Student Center

SI Section Templates: PR Section 1.0, PR Section 2.1 - 2.3, PR Section 2.4 - 2.8, PR Section 3.0, PR Section 4.1 - 4.2, PR Section 4.3 - 4.6, PR Section 5.0, PR Section 6.0, PR Section 7.0, PR Section 8.0

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Sorted by: Program

International Student Center

PR Section 1.0

Program Review Non-instructional Cycle F 2015 International Student Center

1.0

Mission, Vision, Core Values and College Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the Mission, Vision, Core Values and College Goals. Summarize how your program supports each area.

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/F-2 visa students and to promote cultural 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/F-2 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/F-2 visa students with accurate admission information, academic advising, F-1/F-2 visa regulations guidance, and personal assistance. 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/F-2 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 services, 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 views.

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 and education, we view students through unbiased lenses and approach them with the utmost cultural sensitivity. Rather than seeing F-1/F-2 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/F-2 visa students. The field of education and the needs of F-1/F-2 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. The adjunct counselor regularly attends CSU and UC Counselor Conferences, Counseling Division meetings, and adjunct counselor trainings. She shares pertinent information that affects ISC support services. The ISC Manager participates in meetings as needed with Admissions and Records department staff, weekly meetings with the Admissions and Records Dean, and meetings as needed with the Registrar. She also is a member of the CCCApply International Steering Committee, the Program Review Committee, the Smart Start Saturday Committee, the Diversity Committee, the Worldfest Committee, and serves as the advisor to the International Club.

• 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/F-2 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/F-2 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, NAFSA professional conferences, and meet regularly with our designated field representative from the Student and Exchange Visitor Program (SEVP). We also read correspondences from the school district, campus, NAFSA, SEVP and USCIS to keep in alignment with and properly advise 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/F-2 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/F-2 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/F-2 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.

We are committed to making students feel welcome, respected, and appreciated by giving them a sense of community (essentially a home away from home) when they visit our office. The ISC is structured to be more than simply a place of business where students receive a service and leave immediately. 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 2014 Open Doors Report written by the Institute of International Education, a

record high of 886,052 international students attended schools in the U.S. during the 2013-2014 academic year. New enrollments increased by eight percent since the prior year. These data mark the seventh consecutive year of expansion in the total number of international students in U.S. higher education. Undergraduate international students continue to outnumber graduate international students for the second year in a row.

California was the top state in the U.S. to host the largest number of international students (121,647). The University of Southern California (USC) and the University of California, Los Angeles (UCLA) ranked number two and number six (respectively) in the U.S. with regards to number of international students hosted in 2014. 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/F-2 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 2: Strengthen partnerships with local feeder high schools and universities.
Objective 3: Strengthen partnerships with local business and industry.
Objective 4: Increase funding capabilities of the college.

The ISC has agreements with local intensive English language schools to recruit prospective applicants. These include: The American English College, English Language Academy and LASC American Language and Culture, Kaplan International Centers, Language Systems International College of English, and POLY Languages Institute. In addition, the ISC Manager regularly works with the American Language Program located at California State University, Fullerton (CSUF). These institutions routinely transfer students to Fullerton College who then complete requirements for graduation and transfer to university. The Manager is currently in contact with other language schools to increase transfer opportunities for prospective students.

California State Polytechnic University, Pomona (CSUP) visits the ISC each Fall semester to meet with prospective applicants and those that are accepted already for the next year. Students are able to ask questions in an informal setting and meet current CSUP students to get their perspectives on studying at CSUP. In addition, CSUF will provide an admission workshop in Fall 2015 for prospective international applicants. The aim is to have an annual event that creates closer collaboration between our institutions and provides a smooth transition for international students.

NAFSA conducted a statistical analysis on the economic benefits of international education to the U.S. for the 2013-2014 academic year. They found that international students and their dependents contributed approximately $27 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 $4 billion—an increase of $800 million since the previous school year. F-1/F-2 visa students at Fullerton College generate approximately $1.6 million in tuition fees each year.

Fullerton College F-1/F-2 visa students support local businesses and stimulate the U.S. economy with their spending on tuition (over five times the amount that citizens and permanent residents 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/F-2 visa students to Fullerton College, they will continue to have contact with local business and industry.

PR Section 2.1 - 2.3

Program Review Non-instructional Cycle F 2015 International Student Center

2.1 - 2.3

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 all F visa students, from the point of inquiry to graduation or transfer. The ISC currently supports approximately 300 full time and part time F visa students from 40 different countries. A portion of the enrollment fees generated by F visa students funds all staffing and services of the ISC. For the 2014-2015 academic year, students generated approximately 1.79 million dollars in fees.

Support for F-1/F-2 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
  - F-2 status students
  - Change of nonimmigrant status students
  - Out-of-status students
  - Part-time F-1 students from other schools
- International application processes include:
  - Managing applications and admission documents
  - English proficiency evaluation
  - Financial certification
  - F-1 visa eligibility
- Issue acceptance documents and SEVIS I-20 Form
- Marketing and Recruitment
  - Memorandums of Understanding and Agreements with local intensive English language
schools
  - Detailed ISC website outlining admission guidelines and requirements
  - Facebook posts
  - iXplore e-brochure

   2.) F-1/F-2 Visa Advising

- F-1 visa and campus services orientation
  - F-1 visa regulations
  - I-20 Form
  - SEVIS Record
  - SEVIS Registration
  - Reduced Course Load Authorizations

- F-1 Employment options
- Travel
- Transfer
- Violation of F-1 Status and Reinstatement
- Health/Accident Insurance
- Fullerton College Health Services
- Campus Safety
- International Friendship Council: community volunteers who organize events and provide friendship to F-1 students from Fullerton College, CSU Fullerton, Hope International University, and Chapman University.
  - Library and Academic Support Center tour
  - Campus tour
- F-2 visa advising
- Walk-in and scheduled appointments
- 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
  - Maintain I-17 Form: Petition for Approval of School for Attendance by Nonimmigrant Students
  - SEVIS recertification application with DHS
  - Mandated SEVIS reporting
  - Disseminate current, new, and revised F-1 visa regulations and implications to students and staff
- Reinstatement Advising and Applications
- Employment
  - F-1 Employment appointments
  - Social Security Card authorization
  - On-campus employment authorization
  - Off-campus employment applications
  - Economic Hardship Employment applications
- IRS and income tax information, forms, and resources
- Transfer Authorizations
- Travel Authorizations
- I-20 Extension procedures
- Reduced Course Load authorization procedures
- Visa application and renewal advising
- Enrollment verification
- General F-1 visa status issues

   3.) F-1/F-2 Academic Advising

- F-1 Academic orientation
  - CA higher education system
  - Fullerton College options: Certificate, AA/AS, Transfer
  - Fullerton College Catalog and Schedule of Classes
  - Associate Degree, CSU, and IGETC requirements
  - Transfer process
  - TAG Program
  - Fullerton College Registration and MyGateway
  - Individual appointments
- Walk-in and scheduled appointments
- Prospective student advising
- F-2 student advising
- Current student advising

- Academic, career, personal, and email counseling
- Course selection
- Major selection
- Student Educational Program Plan
- I-20 program end date extension
- Reduced Course Load Authorization determination
- Transfer guidelines
- Unofficial transcript evaluation
- Pre-requisite clearance
- Academic support services referrals
- Student advocate with instructors and College administrators
- Academic reminders and announcements
- Graduation application assistance
- University application assistance
- University and scholarship letters of recommendation

   4.) Student Services

- Welcome Events each semester
- Social and cultural field trips
- Cultural programming in collaboration with Cadena/Transfer Center
- On campus admission workshops with CSUF and Cal Poly Pomona
- On-campus and off-campus referrals
- Personal appointments and counseling
- Health/accident insurance resources and claim processing assistance
- CA Cousins Mentor Program: Leadership opportunity for current F-1 students and domestic students to assist newly admitted F-1 students with adjustment to American culture and enriching students' Fullerton College.
  - Recruitment
  - Leadership training
  - Support and guidance
  - Certificate of Leadership to students upon completion of program requirements
- 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
- Comprehensive ISC Website providing academic, immigration, personal and social resources/opportunities
- ISC Newsletter
- Social network via ISC Facebook page for current students and alumni
- Advocate for students with instructors and College administrators
- Employment authorization and university letters of recommendation
- Friendly lounge/communal space

2.2 Staffing – complete the table below. Please list the total number of personnel in each type of position in the department/program. Within each classification in the first column, please list

the position titles. For confidentiality, **do not** include the names of any people in the position.

	CURRENT STAFF				
Classification (Include position titles)	**# of staff in each position title**	**Percent of employme nt**	**Months per year of employme nt**	**Source of funding (General / Categorica l)**	**FTE**
Managers	1	100%	12		1
Classified	1	100%	12		1
Faculty (full-time)					
Faculty (Adjunct) (23 hours/week)	1	50%	12		½
(8 hours/week)	1	25%	12		¼
Hourly - Adult					
Hourly – Student (10 hours/week)	5	25%	12		1 ¼
(5 hours/week)	1	.125%	12		1/8
Professional Experts					
Total FTE					4.125

2.3 Other Resources

<table>
<tr><th colspan="5">OTHER RESOURCES</th></tr>
<tr><th>Please list each position by classification in the department/program</th><th>Services Provided</th><th>Number of Hours</th><th>Overall Cost</th><th>Source of funding (General / Categorical)</th></tr>
<tr><td>Independent Contractors</td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Volunteers</td><td>CA Cousin Mentors: Assist new F-1 students to 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></td><td>$0</td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Interns</td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Total Hours & Costs</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Total FTE</td><td></td><td></td><td></td><td>4.125</td></tr>
</table>

PR Section 2.4 - 2.8

Program Review Non-instructional Cycle F 2015 International Student Center

Sections 2.4 - 2.8

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

In Spring 2016, we intend to transition to an online admission processing system and an electronic document storage system. CCCApply International provided by the CA Community Colleges Chancellor's Office anticipates beta testing for the new application in March 2016. The ISC Manager and FC Registrar are members of the CCCApply International Steering Committee and are working closely on this project. During late Fall 2015, the Admissions and Records Office will implement OnBase, a new scanning and indexing software to manage and store students' documents. The ISC will participate in utilizing this new software to manage students' admission records and Department of Homeland Security documents. It is anticipated that additional student assistants, or perhaps an intern, will be needed to scan documents into the new system.

Currently, the number of permanent staff seems appropriate for the population of F visa students who utilize program services; approximately 300 students. However, our goal is to support 500 fulltime F-1 students within the next few years. As the number of students served increases, it will be necessary to provide more counseling hours or to hire a fulltime counselor, to hire another fulltime student services specialist, and to increase the hours for student assistants who work at the front desk. A fulltime counselor will provide continuity in advising students, particularly those who have transcripts from foreign universities. An additional student services specialist will assist in processing admission documents and in creating the required forms that permit students to apply for F-1 visas. Increased hours per week for student assistants will be needed to answer prospective student inquiries, handle fulltime and part-time admission forms, and to process requests for continuing students' regarding personal, academic, and travel needs.

2.5 How many students are served? How has this number changed since the last review?

The ISC currently supports approximately 300 fulltime F-1 visa students, part-time F-2 visa students, part-time F-1 visa students, and students who are in the process of changing to F-1 status with US Customs and Immigration Service. The various categories of F visas are explained below. During the last review, the ISC supported about 320 F-1 visa students (fulltime and part-time) and change of status students. Over the years, F-1 visa student numbers consistently increased. Please see charts below from 2002 until 2011.

	Fall 2010	Spring 2011	
Part-time	30	36	
Full-time	359	372	
	389	408	**797**
	Fall 2009	Spring 2010	
Part-time	46	34	

Full-time	358	367	
	404	401	**805**
	Fall 2008	Spring 2009	
Part-time	33	45	
Full-time	284	302	
	317	347	**664**
	Fall 2007	Spring 2008	
Part-time	39	29	
Full-time	281	308	
	320	337	**657**
	Fall 2006	Spring 2007	
Part-time	65	33	
Full-time	292	285	
	357	318	**675**
	Fall 2005	Spring 2006	
Part-time	68	47	
Full-time	235	259	
	303	306	**609**
	Fall 2004	Spring 2005	
Part-time	35	62	
Full-time	250	235	
	285	297	**582**
	Fall 2003	Spring 2004	
Part-time	40	49	
Full-time	191	196	

	231	245	**476**
	Fall 2002	Spring 2003	
Part-time	77	62	
Full-time	139	154	
	216	216	**432**

However, the number of F-1 visa students dropped in Fall 2011 resulting from fewer completed applications in 2011-2012, a higher number of students who transferred/graduated in Spring 2012, and fewer enrolled part time students. These students have not been replaced yet.
Please see charts below indicating enrollment from Fall 2011 to Fall 2015.

	Fall 2015	Spring 2016	
Part-time	14		
Full-time	293		
	307	0	**307**
	Fall 2014	Spring 2015	
Part-time	15	15	
Full-time	273	288	
	288	303	**591**
	Fall 2013	Spring 2014	
Part-time	11	13	
Full-time	264	276	
	275	289	**564**
	Fall 2012	Spring 2013	
Part-time	7	15	
Full-time	287	269	
	294	284	**578**

	Fall 2011	Spring 2012	
Part-time	12	27	
Full-time	315	304	
	327	331	**658**

Fulltime F-1 visa students are required to register and complete 12 units each semester and abide by several other federal regulations. Part-time F-2 visa students, on the other hand, are the spouses or children of F-1 visa students. They are eligible to register in a maximum of 11 units each semester. As of May 29, 2015, the Department of Homeland Security amended regulations allowing F-2 visa students to study part time at post-secondary institutions. Prior to this date, F-2 students were authorized to participate in avocational or recreational studies, such as hobbies. Thus far, 3 F-2 students have enrolled in Fall 2015, however we expect this number to increase.

Part-time F-1 visa students are fulltime F-1 visa students at CSU Fullerton, other community colleges, or local English language schools. They are eligible to register in classes so long as they receive authorization from an advisor at the institution that holds the I-20 (Certificate of Eligibility for Nonimmigrant Status). Their numbers dropped significantly in Fall 2011. There are 14 part-time students currently registered at FC, where previously the average was 30 part-time students. Numbers have slowly increased each semester since 2011 and may continue to increase due to additional course offerings.

Since the last review, the total number of students served has remained about the same. However, responsibilities have increased. We now are required to process admission documents for F-2 visa students and track that they do not register in more than 11 units. This has resulted in the creation of an application specifically for F-2 students, new admission instructions, revisions to our website, and a new ARGOS report to track enrollment. These students are also invited to attend new student orientations, academic counseling appointments, workshops, and field trips, although their attendance is not mandatory. Over time we expect F-2 students to pursue study in higher numbers.

In addition, the ISC Manager and the Director of International Admissions and Outreach at CSUF have begun brainstorming on ways to collaborate to increase recruitment for both institutions. Initially, we plan to hold informational workshops for students regarding the admission process and opportunities at CSUF. F-1 visa students at FC have told us that the application process to the CSU is confusing because there is a separate application for international students. They also have trouble contacting someone in person to ask questions. Our goal for the workshop is to educate students to be better informed, less anxious, and have a specific advisor to contact at CSUF when necessary. In the future we also plan to collaborate with the American Language Program (ALP), an intensive English program on CSUF's campus. Ideally, students would have the opportunity to begin at ALP to improve their English skills, transfer to FC to complete general education courses or a transfer degree, and then transfer to CSUF to complete a Bachelor degree. If this model is successful, it could be implemented at other universities in the area where our students typically transfer such as Cal Poly Pomona, UC Irvine, and CSULB.

We are excited at the opportunity to serve a wider variety of F visa students. An increase in the number of F-1 visa students will enhance the learning experiences for college constituents. Research indicates that there are many benefits to having F-1 visa students on college campuses (Luo and Jamieson-Drake, 2013; Nevadomski Berdan, 2013). In the classroom, F visa

students to contribute diverse perspectives during class discussions. As a result, they can assist domestic students in developing global awareness, cultural sensitivity, cross cultural communication, and appreciation for diversity. Outside the classroom, F visa students provide learning experiences for the college community by interacting with department staff and by participating in campus sponsored events. In addition, F visa students' non-resident tuition provides millions of dollars in revenue each year to Fullerton College and to the local economy. These funds benefit all 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 ISC staff are eager to work toward increasing the population of F visa students on campus to assist in reaching College and department goals.

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

Spring/Summer 2014
Since the previous report, a Student Services Specialist was replaced, an additional adjunct counselor was hired, and 5 student hourly staff were hired. From April 2014 to the end of July 2014, the Manager and new student assistants supported all new and continuing F visa students. These are the most demanding months of the year due to processing Fall semester admission documents, transfer authorizations, student travel authorizations for summer break, and preparing for new student orientations that occur in July and August. The staff processed admission files for 201 applicants and 105 admitted students, prepared for three half-day orientations (Academic Orientations and F-1 Visa Orientation), and determined logistics for Fall semester events. In addition, the Manager updated 95 student records in SEVIS to indicate transfer, program completion, or termination, and signed 70 I-20 Forms authorizing travel. It was common for the staff to be interrupted by students with time sensitive difficulties while simultaneously managing day to day office processes. New student hourly staff required detailed guidance and follow up on admission requirements and processes, general F visa regulations, and utilizing BANNER screens. The Manager tried to concurrently train staff, plan future admission cycles, coordinate ISC events, and attend meetings. Office efficiency and progress toward program goals suffered.

The Student Services Specialist who was hired in July 2014 will move into the interim Director of Student Activities position in November 2015. Again, the ISC will be understaffed at a critical time. Currently, we are processing admission documents for Spring 2016, organizing new student orientations, and preparing for student travel and transfer. Although it is intended to hire substitutes, we expect the impact on efficiency to be similar to Spring/Summer 2014. If the current Student Services Specialist is chosen as the permanent Director of Student Activities, it would affect ISC services for quite some time while a replacement is hired and trained.

Academic Counseling
We increased the number of academic counseling appointments for F visa students. Students now may meet with a counselor each weekday except Thursday and many have taken advantage of the increased availability. These hours are particularly helpful since F visa students normally are not familiar with the American and California educational systems or the various options for transfer and graduation. Although they receive information during the Academic Orientation, they benefit from individual guidance that focuses on their unique academic and personal circumstances.

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

SEVP Certification
All schools in the United States that enroll nonimmigrant students must be certified by the Student and Exchange Visitor Program (SEVP). As part of the Department of Homeland Security (DHS), SEVP manages schools, nonimmigrant students in the F-1 visa classifications, and their F-2 visa dependents. DHS delegated the school certification process to U.S. Immigration and Customs Enforcement (ICE) and SEVP manages this responsibility for ICE. It is through certification by SEVP that Fullerton College has permission to admit F visa students. Certification requires submitting information such as institution type, state licensing, accreditation, programs offered, degrees available, distance education, and the number of semesters needed for degree or certificated completion, and other items. Schools petition for certification using the Form I-17, "Petition for Approval of School for Attendance by Nonimmigrant Student," in the Student and Exchange Visitor Information System (SEVIS). By accepting SEVP certification, a school makes a legally binding commitment to comply with certain federal laws and regulations and DHS requirements. This year, we were required to respond to a detailed list of updates to the I-17 form and provide a copy of the certificate of accreditation. The Manager worked closely with the Vice President of Instruction to respond to the request for evidence from ICE. Recertification was approved in September 2015.

F-2 Post-Secondary Admission
As of May 29, 2015, the Department of Homeland Security amended regulations allowing F-2 visa students to study part time at post-secondary institutions. Prior to this date, F-2 students were authorized to participate in avocational or recreational studies, such as hobbies. Fullerton College did not admit F-2 students because all classes are academic. However, we now are required to process admission documents for F-2 visa students and track that they do not register in more than 11 units. This has resulted in the creation of an application specifically for F-2 students, new admission instructions, revisions to our website, and a new ARGOS report to track enrollment. These students are also invited to attend new student orientations, academic counseling appointments, workshops, and field trips, although their attendance is not mandatory.

SEVIS and Form I-20
In December 2015, the Student and Exchange Visitor Information System will undergo extensive updates. While the improvements will help functionality, it will take time to learn the new fields and navigation systems. In addition, the Student and Exchange Visitor Program redesigned the Form I-20, "Certificate of Eligibility for Nonimmigrant Student Status". SEVP requires all schools to re-print the new Form I-20 for each student before July 2016. With nearly 300 students, we are still brainstorming on the most efficient process to accommodate the regulation.

PeerTransfer/Flywire
As of Fall 2015, F visa students are able to pay the application fee and the tuition fee by credit/debit card in their own currency from their home country. With varying exchange rates (sometimes daily), it was often a challenge for prospective and continuing students to anticipate the best time to pay their fees. Typically, sponsors would wire funds to the student's account in the US. Wire transfer fees are very high since both the sending institution and the receiving institution charge for the service. PeerTransfer/Flywire, on the other hand, provides currency conversion at exchange rates that can offer significant savings when compared to rates offered by international banks. They process payments on behalf of consumers from 200+ countries and territories, in more than 100 local currencies, to institutions worldwide. It is convenient to the student and sponsor, secure, and payments are relatively simple for the campus Bursar Offices to reconcile. Both Fullerton and Cypress collaborated on this new

process and we anticipate that students will appreciate the value in using it.

CCCApply International and OnBase
As mentioned in section 2.4, we intend to transition to an online admission processing system and an electronic document storage system. CCCApply International provided by the CA Community Colleges Chancellor's Office anticipates beta testing for the new application in March 2016. The ISC Manager and Registrar are members of the CCCApply International Steering Committee and are working closely on this project. During Fall 2015, the Admissions and Records Office plans to implement OnBase, a scanning and indexing software to manage and store students' documents. The ISC will participate in utilizing this new software to manage students' admission records and Department of Homeland Security documents. We anticipate that this technology will enhance the effectiveness in processing admission documents and maintaining compliance with DHS regulations.

2.8 Provide any other data that is relevant to your self-study.

Consistent Student Services Specialist staffing has been a challenge with turnover every 2 years on average since 2009. These staff members moved on to become a fulltime faculty counselor, a director of a non-profit, and an interim manager. Training for Specialists typically requires one year due to learning detailed information regarding F visa regulations, ISC admissions processes, College policy, NOCCCD Board Policy, USCIS regulations, SEVP guidance, SEVIS procedures, BANNER navigation, and Admissions and Records procedures. As a result, many of the ISC Manager's hours are spent training and overseeing the day to day operations of the office. Progress on program goals and in creating more efficient office processes has been slower than anticipated since 2014.

PR Section 3.0

Program Review Non-instructional Cycle F 2015 International Student Center

3.1 - 3.4

3.1 Based on your analysis in 2.1 through 2.8, 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
- Highly competent classified staff, student assistants, and adjunct counselors
- Commitment to serving all with respect and compassion
- Excellent service to staff and faculty
- Commitment to utilizing technology
- Encourage ideas and suggestions for program improvement
- Open communication and personal support among staff members
- Data driven decision making and procedures
- Welcoming environment
- Excellent reputation
- Office location
- Strong connections to international administrators at CSUF, Cal Poly Pomona, Santa Monica College, OCC, and others
- Local ethnic communities and religious institutions for student support

3.2. Based on your analysis in 2.1 through 2.8, what are the weaknesses of your program?
Staffing and training

- Classified staff turnover
- Limited emphasis on program goals due to training new staff and managing day to day
operations

3.3 Based on your analysis in 2.1 through 2.8, what opportunities exist for your program?

- Technology such as CCCApply International Application and OnBase to limit data entry
errors and increase efficiency
- Utilize high reputation to recruit students and increase F visa population
- Active collaboration with CSUF international admissions and local language schools

3.4   Based on your analysis in 2.1 through 2.8, what challenges exist for your program?

- Scheduling additional adjunct counseling hours to support orientation days
- Consistent classified staffing
- Implementing OnBase and CCCApply while understaffed
- Providing adequate front desk coverage considering student assistants' class schedules
- Processing applications in a timely manner during admission seasons

PR Section 4.1 - 4.2

Program Review Non-instructional Cycle F 2015 International Student Center

4.1 - 4.2

4.1 List your SAO/SLOs and complete the expandable table below.

	Service Area Outcomes (SAO) / Student Learning Outcomes (SLO)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
	SAO				
1.	Complete student learning outcomes assessment	Fall 2015	Fall 2015	Fall 2015	3 2010-2011, 2011-2012, 2015
	SLO				

| 1. | Personal Responsibility and Professional Development:

F-1 visa students will maintain satisfactory F-1 status by participating in Academic Orientation and F-1 Visa Orientation. | Fall 2015 | Fall 2015 | Fall 2015 | 3
2010-2011, 2011-2012, 2015 |
| 2. | Critical Thinking and Information Competency:

F-1 visa students will understand the necessary requirements to earn associate degrees by participating in Academic Orientation and from meeting with the ISC Academic Counselor. | Fall 2015 | Fall 2015 | Fall 2015 | 3
2010-2011, 2011-2012, 2015 |

4.2 Assessment: Complete the expandable table below.

Service Area Outcomes Assessment for the Student Services Division of Fullerton College			
Intended Outcomes	**Means of Assessment & Criteria for Success**	**Summary of Data Collected**	**Use of Results**

1. F-1 international students will maintain satisfactory F-1 status by participating in New Student Immigration Orientation. F-1 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 was collected to determine the number of F-1 international students who filed for reinstatement each semester (Fall 2013 – Spring 2015). Data was collected to determine the number of students who earned Associate Degrees each Spring semester.	Results indicated that few F-1 international students dropped below a full course of study and fell out of satisfactory F-1 visa status. Results indicated that F-1 international students earn Associate Degrees at approximately the same rate as non-F-1 students.	The ISC Manager will continue activities that support SEVIS compliance. The ISC Academic Counselor will continue to support students in earning degrees.

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

Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1. By participating in F-1 Visa Orientation, F-1 international students will learn the requirements necessary to maintain satisfactory F-1 visa status.	The ISC Manager utilized BANNER, SEVIS, and internal tracking data to calculate the number of students who were F-1 and who completed a full course of study each semester.	Reports indicated that an average of 275 F-1 visa students were enrolled from Fall 2013 to Spring 2015. Roughly 56 students total dropped below full course of study during this period. Of those students, about 20 did not apply for reinstatement. These students returned home, transferred out, or did not respond to ISC inquiries. The students who applied for reinstatement had personal/health difficulties, dropped	Methods used to achieve success will be continued.

		classes so poor grades would not impact their GPA, or dropped classes due to course difficulty; none for misunderstanding the F-1 regulations for fulltime status. All students who applied for reinstatement were approved by the US Customs and Immigration Service and continued their studies at Fullerton College.	
2. By participating in the 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 and/or Associate Degree).	The ISC Manager utilized SEVIS to determine the number of students who transferred each year. Data from the Admission and Records Office determined the number of students who earned degrees.	Reports indicated that approximately 22% of F-1 international students transferred from Fall 2013 to Spring 2015. A total of 33 international students earned AA/AS Degrees in Spring 2014 and Spring 2015; about 6%.	Methods used to achieve success will be continued.

PR Section 4.3 - 4.6

Program Review Non-instructional Cycle F 2015 International Student Center

4.3 - 4.6

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

SAO #1 – 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 programs 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 counselors 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?

Lack of consistent classified staffing remains a challenge. Coordinating data collection, data analysis, and interpretation are quite time consuming for the Manager. It is difficult to strategize for the future when new staff training requires extended time and oversight. Day to day operations need to take precedence over long term planning. Hopefully consistency and stability will be restored in the near future.

4.6 Describe how the program's SAOs/SLOs are linked to the college's goals.
(*See http://programreview.fullcoll.edu/*)
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.
ISC SLOs are linked to Fullerton College's goal to promote student success. F-1 visa students consistently earn degrees and transfer at a high rate. Assessing whether students maintain satisfactory F-1 visa status is critical to the success of the ISC and our students. Furthermore, the ability of Fullerton College to admit F-1 visa students is based upon the ISC maintaining the highest standards when admitting and advising students. We are routinely evaluated by the US Department of Homeland Security on our ability to assist students to fulfill their goals to graduate and/or transfer in a timely manner.

4.7 Describe how the program's SAOs/SLOs support the achievement of the institution level SLOs.

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.

4.8 A. What methods are used to assess the program's success in serving the student population that interacts with your program?

The ISC began evaluating student satisfaction with our services beginning Fall 2004. Each semester data is collected using various questionnaires and then used to write an annual ISC Satisfaction Report. All questionnaires ask for students' recommendations and these suggestions are used for program improvement. Please see the survey 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.

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 through SurveyMonkey regarding their experiences with purchasing the insurance, finding a doctor, using the insurance, and visiting the Health Center.

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, various Admissions and Records staff, Counseling staff, and Transfer Center 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 innovative 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 program administrators at Cypress College, Orange Coast College, Golden West College, Santa Monica College, CSU Fullerton and California State Polytechnic University, San Luis Obispo.

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

The most recent ISC Satisfaction Survey data indicated that students transitioned well to Fullerton College and that they were comfortable asking Fullerton College instructors and ISC staff members for help when necessary. Furthermore, students were satisfied with the assistance provided by the ISC and thought the information provided was accurate. Nearly all

students would recommend Fullerton College to a prospective student. Surveys from students transferring out showed that they had a good experience at Fullerton College, that they received a high quality education, and that they would recommend Fullerton College to others.

Consistent and often daily communication with staff in the Admissions and Records Office, Counseling, Assessment Center, and Transfer Center provides timely and accurate information to us for advising students effectively. ISC staff meetings are an opportunity to review policies and procedures to make adjustments as necessary. Contact with international offices at other colleges and universities inform our day to day operations. In particular, discussions with international colleagues help us determine how to best advise students with complicated status issues. All these opportunities allow the ISC to remain up to date and effective in serving F visa students.

       C. How were the assessment results used to make improvements to services provided by this program? Please provide examples.

- Collaborated with Admissions and Records staff to create specific admission procedures and forms to accept F-2 visa students while upholding Educational Code and DHS requirements
- Continue to collaborate with the Assessment Center staff to reserve blocks of time for new students to complete tests during orientation meetings
- Working closely with the Registrar to implement the CCCApply International Application in March 2016
- Day to day operations and the ISC Procedures Manual are continually updated and improved using suggestions from student assistants, classified staff, and adjunct counselors.

PR Section 5.0

Program Review Non-instructional Cycle F 2015 International Student Center

5.0

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

- Increase transfer of F-1 visa students from local intensive English language schools to Fullerton College.
- Increase F-1 visa student population to 500.
- Transition to an electronic-only admission processing system and student document storage database.

5.2 Describe the level of success and/or progress achieved in the goals listed above.

- Increase transfer of F-1 visa students from local intensive English language schools to Fullerton College.

The ISC Manager reviewed previous MOUs and Agreements with Kaplan International, Language Systems International, and POLY Languages Institute to determine whether revisions were necessary and contacted school coordinators to update. New MOUs and Agreements were created with American English College and English as a Second Language Academy. An agreement is currently pending with ELS Educational Services – La Verne. The ELS agreement

enables Fullerton College to be listed on their site UniversityGuideOnline.org. Features include: 530,000 site visitors per year; 110,000 visitor searches per year for academic programs; 17,500 visitor searches per year for institutions by name; 64,500 visitor views per year of institution profiles; and the opportunity for FC to recruit at certain ELS centers. These features provide global exposure to potential applicants and face to face recruiting without incurring travel expenses. Baseline data from 2011 to 2015 indicate that 19 language school students transferred for Fall semester and 14 students transferred for Spring semester. These numbers will be used in the future to determine the success of this goal.

Action items from this goal are pending from the last review due to inconsistent staffing. The following action items must be completed:

   1. Follow up with administrators at the American Language Institute – California State Polytechnic University, Pomona
   2. Provide FC ISC marketing materials to existing and new partners

   • Increase F-1 visa student population to 500.

The ISC marketing and recruitment proposal is pending due to inconsistent staffing. The following action items must be completed:

   1. Analyze data
   2. Determine necessary financial support
   3. Create a proposal
   4. Receive feedback and recommendations from the Dean of Admissions and Records and the Vice President of Student Services

   • Transition to an electronic-only admission processing system and student document storage database.

Action items from this goal are pending. Originally, the ISC Manager expected to purchase software for an electronic application and for document scanning and storage. However, the CA Community Colleges Chancellors Office will provide free access to their online application to community colleges beginning March 1, 2016. In addition, the FC Admissions and Records Office will upgrade their record scanning and storage system in December 2015. As a result, this goal will be implemented soon.

5.3 How did you measure the level of success and/or progress achieved in the goals listed above?

The level of success was measured by whether or not action items from the last program review report were complete or pending.

5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

Goals from the last cycle have not yet contributed to continuous quality improvement.

5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?
No resources were requested.

5.6. If funds were not allocated in the last review cycle, how did it impact your program?
No resources were requested.

PR Section 6.0

Program Review Non-instructional Cycle F 2015 International Student Center

SAP

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Strategic Action Plan Name: (formerly called short-term goal)	Increase F-1/F-2 visa student population to 500
List College goal/objective the plan meets:	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. Goal 3: Fullerton College will strengthen connections with the community. Objective 4: Increase funding capabilities of the college.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The ISC Manager will analyze previously collected data regarding best practices for marketing and recruitment (utilizing recruitment agents and overseas travel); determine the necessary financial support; create a marketing and recruitment proposal; and receive feedback and recommendations on the proposal from the Dean of Admissions and Records and the Vice President of Student Services.
What *Measurable Outcome* is anticipated for this SAP?	BANNER data will show 500 registered F-1/F-2 students.
What specific aspects of this SAP can be accomplished without additional financial resources?	All except expenses for recruitment travel overseas and commissions to recruitment agents. Feasibility will be determined when creating the marketing and recruitment proposal.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.			
Type of Resource	**Requested Dollar Amount**	**Potential Funding Source**	
Personnel			
Facilities			
Equipment			
Supplies			
Computer Hardware			
Computer Software			
Training			
Other: travel and commissions	$10000	F-1/F-2 tuition revenue	
Total Requested Amount	$10000	F-1/F-2 tuition revenue	

STRATEGIC ACTION PLAN # 2	
Strategic Action Plan Name: (formerly called short-term goal)	Increase student transfer from intensive English language schools
List College goal/objective the plan meets:	Goal 3: Fullerton College will strengthen connections with the community. Objective 3: Increase contact with local business and industry. Objective 4: Increase funding capabilities of the college.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The ISC Manager will collaborate with local language schools, provide FC and ISC marketing materials, create agreements regarding conditional admission and full admission for English language program students, and recruit directly with partners.
What *Measurable Outcome* is	Future data will show an increase in the number of students from English language programs who transfer to FC. Baseline data from Fall

anticipated for this SAP?	2015 indicate 33 students per academic year.
What specific aspects of this SAP can be accomplished without additional financial resources?	Additional financial resources may be necessary for marketing materials and travel expenses.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.			
Type of Resource	**Requested Dollar Amount**	**Potential Funding Source**	
Personnel			
Facilities			
Equipment			
Supplies: marketing materials	$1000	F-1/F-2 tuition revenue	
Computer Hardware			
Computer Software			
Training			
Other: travel expenses	$1000	F-1/F-2 tuition revenue	
Total Requested Amount	$2000	F-1/F-2 tuition revenue	

STRATEGIC ACTION PLAN # 3

Strategic Action Plan Name: (formerly called short-term goal)	
List College goal/objective the plan meets:	

Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	
What *Measurable Outcome* is anticipated for this SAP?	
What specific aspects of this SAP can be accomplished without additional financial resources?	

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.			
Type of Resource	**Requested Dollar Amount**	**Potential Funding Source**	
Personnel			
Facilities			
Equipment			
Supplies			
Computer Hardware			
Computer Software			
Training			
Other			
Total Requested Amount	None		

PR Section 7.0

Program Review Non-instructional Cycle F 2015 International Student Center

7.0

Describe the long term plans (four-six years) for your program. Please consider future trends in your narrative. Identifying financial resources needed for these plans is optional.

Staffing
As the F-1/F-2 student population increases, the ISC will require additional staff to support them. As mentioned in section 2.4, it would be ideal to hire a fulltime counselor, another fulltime student services specialist, and increase the hours for student assistants who work at the front desk. A fulltime counselor will provide continuity in advising students, particularly since we are seeing more students who have transcripts from foreign universities. An additional student services specialist will assist in processing admission documents, F visa advising, and creating the required forms that permit students to apply for F-1 visas. Increased hours per week for student assistants will be needed to answer prospective student inquiries, handle fulltime and part-time admission forms, and to process requests for continuing students' regarding personal, academic, and travel needs. Similar to the current practice, financial resources for ISC operations and personnel will come from revenue generated by F-1/F-2 student fees; no additional cost to the institution.

Fullerton College Intensive English Program (IEP)
Often prospective students inquire about intensive English study at Fullerton College; however we must refer them to other institutions. Many times they seem disappointed in having to study elsewhere because they have received recommendations to attend from friends and family and prefer our campus environment. An on-site IEP will provide students the opportunity to study at an excellent institution, allow for a seamless transition to degree and certificate programs, increase funding capabilities of the college (College Goal 3, Objective 4), increase the number of degrees and certificates awarded, and increase the number of transfers (College Goal 1, Objectives 3 and 4). The ISC Manager has discussed this idea with the Admissions and Records Dean, the ESL Department Chair, and the Dean of Humanities. All are in agreement to collaborate on this long term project.

PR Section 8.0

Program Review Non-instructional Cycle F 2015 International Student Center

8.0

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 approximately 300 full time and part time F visa students from 40 different countries. A portion of the enrollment fees generated by F visa students funds all staffing and services of the ISC. For the 2014-2015 academic year, students generated

approximately 1.79 million dollars in fees.

Services provided to F visa students are divided into four categories: admission, F-1/F-2 visa advising, F-1/F-2 academic advising, and student services. The office is maintained by one fulltime manager, one fulltime Student Services Specialist, two part-time adjunct counselors, 7 assistants who are typically F-1 students and 10 mentor volunteers who are F-1 and domestic students.

The ISC began evaluating student satisfaction with support services since Fall 2004. Each semester data is collected using various questionnaires and then used to write an annual ISC Satisfaction Report. All questionnaires ask for students' recommendations and their suggestions are used for program improvement. New students are asked via SurveyMonkey to complete a First Semester Transition questionnaire responding to questions regarding their application experience, college concerns, and involvement levels. Continuing students complete a SurveyMonkey Satisfaction Survey to indicate their levels of adjustment, interactions with instructors, ISC staff and domestic students, and perceptions of satisfaction with ISC services. An Exit Survey is collected from students transferring out to another institution. The questionnaire asks about their educational attainment, college experience, and perceptions about ISC and Fullerton College services.

In addition, 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 through SurveyMonkey regarding their experiences with purchasing the insurance, finding a doctor, using the insurance, and visiting the Health Center.

Ongoing communication is essential for the ISC to maintain efficient processes. Along with suggestions from the ISC satisfaction reports mentioned above, we regularly communicate with the Dean of Admissions and Records, the Registrar, various Admissions and Records staff, Counseling staff, and Transfer Center staff to discuss challenges and improvements to admission and registration processes. We 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. These recommendations are then used to revise our ISC Procedures Manual. In addition, 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, Golden West College, Santa Monica College, CSU Fullerton and California State Polytechnic University, San Luis Obispo.

Since the previous Program Review Self-Study, several changes and trends have impacted the program:

Spring/Summer 2014
Since the previous report, a Student Services Specialist was replaced, an additional adjunct counselor was hired, and 5 student hourly staff were hired. From April 2014 to the end of July 2014, the Manager and new student assistants supported all new and continuing F visa students. These are the most demanding months of the year due to processing Fall semester admission documents, transfer authorizations, student travel authorizations for summer break, and preparing for new student orientations that occur in July and August. The staff processed admission files for 201 applicants and 105 admitted students, prepared for three half-day orientations (Academic Orientations and F-1 Visa Orientation), and determined logistics for Fall semester events. In addition, the Manager updated 95 student records in SEVIS to indicate transfer, program completion, or termination, and signed 70 I-20 Forms authorizing travel. It

was common for the staff to be interrupted by students with time sensitive difficulties while simultaneously managing day to day office processes. New student hourly staff required detailed guidance and follow up on admission requirements and processes, general F visa regulations, and utilizing BANNER screens. The Manager tried to concurrently train staff, plan future admission cycles, coordinate ISC events, and attend meetings. Office efficiency and progress toward program goals suffered.

The Student Services Specialist who was hired in July 2014 will move into the interim Director of Student Activities position in November 2015. Again, the ISC will be understaffed at a critical time. Currently, we are processing admission documents for Spring 2016, organizing new student orientations, and preparing for student travel and transfer. Although it is intended to hire substitutes, we expect the impact on efficiency to be similar to Spring/Summer 2014. If the current Student Services Specialist is chosen as the permanent Director of Student Activities, it would affect ISC services for quite some time while a replacement is hired and trained.

Academic Counseling
We increased the number of academic counseling appointments for F visa students. Students now may meet with a counselor each weekday except Thursday and many have taken advantage of the increased availability. These hours are particularly helpful since F visa student normally are not familiar with the American and California educational systems or the various options for transfer and graduation. Although they receive information during the Academic Orientation, they benefit from individual guidance that focuses on their unique academic and personal circumstances.

SEVP Certification
All schools in the United States that enroll nonimmigrant students must be certified by the Student and Exchange Visitor Program (SEVP). As part of the Department of Homeland Security (DHS), SEVP manages schools, nonimmigrant students in the F-1 visa classifications, and their F-2 visa dependents. It is through certification by SEVP that Fullerton College has permission to admit F visa students. Certification requires submitting information such as institution type, state licensing, accreditation, programs offered, degrees available, distance education, and the number of semesters needed for degree or certificated completion, and other items. By accepting SEVP certification, a school makes a legally binding commitment to comply with certain federal laws and regulations and DHS requirements. This year, we were required to respond to a detailed list of updates to the I-17 form and provide a copy of the certificate of accreditation. The Manager worked closely with the Vice President of Instruction to respond to the request for evidence from ICE. Recertification was approved in September 2015.

F-2 Post-Secondary Admission
As of May 29, 2015, the Department of Homeland Security amended regulations allowing F-2 visa students to study part time at post-secondary institutions. Prior to this date, F-2 students were authorized to participate in avocational or recreational studies, such as hobbies. Fullerton College did not admit F-2 students because all classes are academic. However, we now are required to process admission documents for F-2 visa students and track that they do not register in more than 11 units. This has resulted in the creation of an application specifically for F-2 students, new admission instructions, revisions to our website, and a new ARGOS report to track enrollment. These students are also invited to attend new student orientations, academic counseling appointments, workshops, and field trips, although their attendance is not mandatory.

SEVIS and Form I-20
In December 2015, the Student and Exchange Visitor Information System will undergo

extensive updates. While the improvements will help functionality, it will take time to learn the new fields and navigation systems. In addition, the Student and Exchange Visitor Program redesigned the Form I-20, "Certificate of Eligibility for Nonimmigrant Student Status". SEVP requires all schools to re-print the new Form I-20 for each student before July 2016. With nearly 300 students, we still must determine the most efficient process to accommodate the regulation.

PeerTransfer/Flywire
As of Fall 2015, F visa students are able to pay the application fee and the tuition fee by credit/debit card in their own currency from their home country. With varying exchange rates (sometimes daily), it was often a challenge for prospective and continuing students to anticipate the best time to pay their fees. Typically, sponsors would wire funds to the student's account in the US. Wire transfer fees are very high since both the sending institution and the receiving institution charge for the service. PeerTransfer/Flywire, on the other hand, provides currency conversion at exchange rates that can offer significant savings when compared to rates offered by international banks. They process payments on behalf of consumers from 200+ countries and territories, in more than 100 local currencies, to institutions worldwide. It is convenient to the student and sponsor, secure, and payments are relatively simple for the campus Bursar Offices to reconcile.

CCCApply International and OnBase
As mentioned in section 2.4, we intend to transition to an online admission processing system and an electronic document storage system. CCCApply International provided by the CA Community Colleges Chancellor's Office anticipates beta testing for the new application in March 2016. The ISC Manager and Registrar are members of the CCCApply International Steering Committee and are working closely on this project. During Fall 2015, the Admissions and Records Office plans to implement OnBase, a scanning and indexing software to manage and store students' documents. The ISC will participate in utilizing this new software to manage students' admission records and Department of Homeland Security documents. We anticipate that this technology will enhance the effectiveness in processing admission documents and maintaining compliance with DHS regulations.

ISC SLOs are linked to Fullerton College's goal to promote student success. F-1 visa students consistently earn degrees and transfer at a high rate. Assessing whether students maintain satisfactory F-1 visa status is critical to the success of the ISC and our students. Furthermore, the ability of Fullerton College to admit F-1 visa students is based upon the ISC maintaining the highest standards when admitting and advising students. We are routinely evaluated by the US Department of Homeland Security on our ability to assist students to fulfill their goals to graduate and/or transfer in a timely manner.

The ISC's SLOs support ISLO #2: Critical Thinking and Information Competency and #3: Global Awareness. 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.

Below are the goals from the previous self-study/program review:

  • Increase transfer of F-1 visa students from local intensive English language schools to Fullerton College.

- Increase F-1 visa student population to 500.
- Transition to an electronic-only admission processing system and student document storage database.

The ISC Manager reviewed previous MOUs and Agreements with various intensive English language schools, determined whether revisions were necessary and contacted school coordinators to update, and created new MOUs and Agreements with two institutions. An agreement is currently pending with ELS Educational Services – La Verne.   The ELS agreement enables Fullerton College to be listed on their site UniversityGuideOnline.org. Features of the agreement provide global exposure to potential applicants and face to face recruiting without incurring travel expenses. Baseline data from 2011 – 2015 indicate that 19 language school students transfer for Fall semester and 14 students transfer for Spring semester. These numbers will be used in the future to determine the success of this goal.

The ISC marketing and recruitment proposal to increase the population F-1 students is pending and several action items must be completed. This goal and the previous goal will become strategic action plans for the future. These goals may require approximately $15,000 in funding.

The CA Community Colleges Chancellors Office will provide free access to community colleges of their international student online application beginning March 1, 2016. In addition, the FC Admissions and Records Office will upgrade their record scanning and storage system in December 2015. As a result, the goal to utilize technology to enhance efficiency will be implemented relatively quickly and without cost to the college.

Long term goals

Staffing
As the number of F-1/F-2 students increases, the ISC will require additional staff to support them. As mentioned in section 2.4, it would be ideal to hire a fulltime counselor, another fulltime student services specialist, and increase the hours for student assistants who work at the front desk. A fulltime counselor will provide continuity in advising students, particularly since we are seeing more students who have transcripts from foreign universities. An additional student services specialist will assist in processing admission documents, F visa advising, and creating the required forms that permit students to apply for F-1 visas. Increased hours per week for student assistants will be needed to answer prospective student inquiries, handle fulltime and part-time admission forms, and to process requests for continuing students' regarding personal, academic, and travel needs. Similar to the current practice, financial resources for ISC operations and personnel will come from revenue generated by F-1/F-2 student fees; no additional cost to the institution.

Fullerton College Intensive English Program (IEP)
Often prospective students inquire about intensive English study at Fullerton College; however we must refer them to other institutions. Many times they seem disappointed in having to study elsewhere because they have received recommendations to attend from friends and family and prefer our campus environment. An on-site IEP will provide students the opportunity to study at an excellent institution, allow for a seamless transition to degree and certificate programs, increase funding capabilities of the college (College Goal 3, Objective 4), increase the number of degrees and certificates awarded, and increase the number of transfers (College Goal 1, Objectives 3 and 4). The ISC Manager has discussed this idea with the Admissions and Records Dean, the ESL Department Chair, and the Dean of Humanities. All are in agreement to collaborate on this long term project.