

# Santa Rosa Junior College

## Program Resource Planning Process

### International Student Programs 2017

#### 1.1a Mission

##### **Mission Statement**

The mission of the International Student Program is to increase the international student enrollments to help diversify the student population at SRJC and ensure international students are provided the services needed for their success.

##### **Vision**

The creation of a Global Center to support a diverse college community that encourages an international perspective and develops global awareness and intercultural understanding.

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#### 1.1b Mission Alignment

**The International Student Program has developed the following goals and strategic objectives to align with the district's vision, mission and values.**

##### **A. Support Student Success**

Most international students attend SRJC with the goal of transferring to a university to complete a bachelor's degree. The ISP will assist international students in achieving their goals through the following objectives.

Objectives:

1. Supply international students with information on the 2+2 program and transfer agreements that provide a map for international students to complete their goals.
2. Monitor the progress of the international students in ESL courses and identify ways in which to assist the international students in successfully matriculating into the academic program.
3. Provide adequate counseling services.
4. Provide workshops, programs and services that are specifically designed to meet the needs for success for international students:

## **B. Foster Learning and Academic Excellence**

1. Meet with academic departments to coordinate efforts to assist international students in succeeding in their classes and programs.
2. Provide workshops and seminars to faculty and staff that provide information on best practices for helping international students succeed.

## **C. Serve our Diverse Communities**

1. Partner with others in the district to offer multicultural activities and events that promote globalization and understanding and appreciation for other cultures.

## **D. Improve Facilities and Technology**

1. Advocate for larger facilities to accommodate ISP staff and provide a location for international students to gather to provide support and assistance to each other.
2. Increase the use of social media and technology to engage students in sharing information and collaborating.

## **E. Establish a Strong Culture of Sustainability**

1. When developing new procedures and practices for the continued evolution and development of the International Student Program, identify best practices for maintaining sustainability and minimizing the increase of fiscal obligations.
2. Continually assess and evaluate ways in which to be efficient while continuing to meet the needs of the International Student Program.

## **F. Cultivate a Healthy Organization**

1. Conduct monthly ISP Team meetings to ensure employees working in ISP have input to changes and development of the program.
2. Promote professional conferences, webinars, and other training to support staff's professional growth and cultivate lifelong learning.

## **G. Develop Financial Resources**

Registration fees from international student can provide a revenue stream for the district. A portion of the revenue needs to be allocated to ISP to support its continued growth. Activities include:

1. Marketing to recruit international students through online resources such as FaceBook, ISP website, online publications, and vendor services.
2. Increasing the number of international agents throughout the world to assist in recruiting students and provide training opportunities for these agents.

3. Traveling to other countries to develop partnerships and recruit international students.

#### **H. Improve Institutional Effectiveness**

Use the following methods to assist in assessing and evaluating the effectiveness of the International Student Program and the services and support provided to international students and make changes and adjustments as appropriate.

1. Every fall and spring semester, obtain written feedback from international students attending new student orientation activities.
2. At the end of the fall and spring semesters, conduct a feedback session and use feedback to continually improve the program.
3. Maintain monthly ISP Team meetings to review data and obtain feedback from regular staff.
4. At least once a semester, meet with ESL coordinator and other ESL instructor(s) to evaluate progress of ESL students.
5. Analyze data produced through marketing efforts (i.e. Google analytics, online sources such as electronic brochure views, CollegeWeekLive activities) and make adjustments regularly to improve efforts.
6. Conduct surveys and obtain informal feedback from international agents to analyze and make appropriate changes in program.

#### **1.1c Description**

Up until fall 2012, the main function of the International Student Program (ISP) was to offer information on admission and immigration requirements, process international student applications, and monitor international students to ensure their legal status. One 50 percent classified International Student Advisor performed these duties. The Director of Academic Records and International Admissions supervised ISP but the district was not proactive with this program, so minimal resources were provided and no goals were established.

Beginning spring 2012 the district made a commitment to provide more resources to the ISP to assist in increasing the international student enrollment with the goal of providing a more diverse ethnic student population at the college and increase revenue. A regular Business Administration instructor was reassigned to Student Services to develop and grow this program area. The instructor reviewed and assessed the existing assets of the program, researched best practices of successful community college programs nationwide, and reviewed research and articles in professional publications. A report was submitted to the administration and Board of Trustees which included four goals:

1. Develop the infrastructure needed to support an international education program
2. Create activities to support and retain international students

3. Implement recruitment strategies, including the development of a marketing plan and collection of data to continually evaluate and make adjustments to activities as needed
4. Develop an English language program for international students

The major focus in the first year of redevelopment (2012-13) was on building an infrastructure needed to support the ISP and creating activities to support international students. Procedures were developed and staff trained. Annual activities/events were put in place.

The major focus in the second year (2013-14) was on marketing. An ISP video and several student testimonial videos were created. A Fast Facts document was created and the ISP Website was redeveloped. Marketing materials were shared with international visitors and mailed to agents, partner schools, and U.S. Advice Centers around the world.

The major focus in the third year (2014-15) was on recruitment. Marketing materials were translated into multiple languages. Recruitment tours were planned to Asia, Europe, and emerging economies. Relationships with agents and partners were strengthened by hosting international visitors at SRJC, training agents/counselors both in their countries and virtually, and maintaining continual virtual contact.

Recruitment efforts are an essential part of ISP in order to increase the student population.

In 2013-14 recruitment efforts included:

- Hiring a consultant to advise SRJC on the Asian market and to secure agents and marketing opportunities in China, Japan, South Korea, and Vietnam. As of July 1, 2014, 10 agents have been referred to SRJC by this consultant.
- Entering into a promotional agreement with ELS Educational Services with 1,900 locations in 102 countries worldwide.
- Securing a Community College Initiative Program (CCIP) Grant in which 13 students from 8 developing countries will study at SRJC in 2014-15 and complete certificates in Agriculture, Automotive, Business, and Child Development. The students will be returning to their countries with 21<sup>st</sup> century skills to engage with their communities and advance their country's economic development.

Plans for 2014-15 recruitment:

- Strengthen partnership with ELS Educational Services.
- Increase number of agency agreements by a minimum of 10.
- Cultivate relationships with U.S. Advice Centers around the world.
- Submit a second-year grant proposal for CCIP for 2015-16.

In fall 2012, there were 75 international students enrolled. In fall 2015 enrollments increased to 180. With continuing support from the district, the International Student Program anticipates continued growth.

The International Student Program is a new structure at SRJC and is evolving. In business, start-ups require several years of flexibility as the business develops into a strong, sustainable entity. Much progress has been made in ISP, but much more to do

to ensure SRJC is a recognizable and reputable educational institution in the world market and able to compete successfully.

## 1.1d Hours of Office Operation and Service by Location

The International Student Program is located in the Admissions & Records office area in Plover Hall, Santa Rosa Campus. The hours of operation depend upon the working hours of the staff assigned to this program. In general, there is someone available during all open hours of Admissions & Records - generally Monday through Friday, 8 a.m. to 5 p.m.

## 1.2 Program/Unit Context and Environmental Scan

*Open Doors* is an annual report that is published by the Institute of International Education on international education exchange. It is the major resource used by colleges and universities to obtain the "big picture" in international education and student mobility.

In the last 10 years, many colleges and universities in the United States have focused attention on internationalizing their campuses and have applied aggressive recruitment strategies to diversify their student population, weave global intercultural experiences throughout the district, and increase international student enrollments. In addition, these increased enrollments have added significant revenue to the district thereby providing much needed resources.

Many community colleges have been actively recruiting international students for 20 or more years. There are hundreds of other educational institutions recruiting so the competition is quite high. Colleges who have focused on recruitment of and support for international students have experienced a significant return on their investment. Most students, parents, and agents in other countries are unaware of SRJC.

Below is a list of the top four California community colleges hosting international students which illustrates the growth in enrollment and estimated revenue generated for those colleges.

	Santa Monica	De Anza	Diablo Valley	Santa Barbara
2010-11 enrollment	3107	2374	1296	1108
2014-15 enrollment	3562	2915	1954	1521
2010-11 est. revenue	\$18.64 mil	\$14.24 mil	\$7.78 mil	\$6.65 mil
2014-15 est. revenue	\$21.37 mil	\$17.49 mil	\$11.72 mil	\$9.13 mil

SRJC has only been recruiting international students since 2012. Below are the enrollments and revenue generated in the last four years.

	Enrollment	Revenue
2012-13	173	\$ 453,616
2013-14	222	\$ 578,582
2014-15	346	\$ 994,019
2015-16	39	\$1.26 mil

The overall enrollment by international undergraduate students exceeded graduate enrollment for the second year in a row. The interest in community colleges is growing and emerging markets in developing countries favor the reduced tuition and transfer possibilities. The fastest growing academic interests of international students have increased 18 percent in non-degree programs, short-term, intensive English programs, and certificates. In addition, international students and their parents are attracted to fields of study closely tied to labor market opportunities.

*Open Doors* reports that In 2014-15, the United States remains the number one destination for students seeking global education, with California being the most popular state in which to study. The countries with the highest number of students studying in the U.S. are India (up 29.4%) and China (up 11%). However, the fastest growing region for international students studying in the U.S. is Latin America with a 19% increase. Trends in other countries can have an impact on student recruitment. If there is political unrest or major economic challenges in a country, international students may not be able to study abroad and recruitment efforts in those countries may not be successful. ISP must constantly remain current on political or socio-economic environments in foreign countries and the effects they may have on student mobility and take steps to make changes in recruitment efforts accordingly.

Beginning fall 2013, SRJC was approved to accept international students for ESL only with the intent of matriculating those students into the academic program and eventually transferring them to universities. In 2015-16 the SRJC ESL Department began changing their curriculum significantly. The lower level ESL courses are no longer offered, so a minimum English proficiency score is now being required of all international students. It is anticipated this change will negatively impact enrollment growth for international students who apply for ESL.

## 2.1a Budget Needs

The International Student Program office was created in Fall 2012. The international student enrollments and the revenue generated from international student fees has increased every year since the office was opened. This funding is added to the general fund. In the last three years, the ISP budget has not grown much and so the expenditures have not increased proportionately. While keeping expenditures down and increasing revenue appears to be a good thing, if the district wishes to grow the international student enrollments faster and generate more revenue, it will be important for it to invest more in ISP. The expenditures will

increase upon the initial investments and the percentage of net balance to the general fund will not be as high as it has been the last couple of years, but within a couple of years the return on investment will increase.

Academic Year	Total Students	Tuition Received	Annual Expenditures	Balance to General Fund
<b>2016-17</b>				
Fall 2016	207	751,815		
Spring 201	216	702,000		
Summer 2017	65	90,000		
Total students (duplicated)	488	1,543,815	<b>In 2016-17</b>	
			634,197	909,618
<b>2015-16</b>				
Fall 2015	180	593,866		
Spring 2016	202	657,118		
Summer 2016	59	80,055		
Total students (duplicated)	441	1,331,039	<b>In 2015-16</b>	
			650,098	680,941
<b>2014-15</b>				
Fall 2014	128	424,642		
Spring 2015	154	496,085		
Summer 2015	64	73,292		
Total students (duplicated)	346	994,019	<b>In 2014-15</b>	
			607,086	386,933
<b>2013-14</b>				
Fall 2013	88	251,869		
Spring 2014	93	285,282		
Summer 2014	41	41,431		
Total students (duplicated)	222	578,582	<b>In 2013-14</b>	
			437,249	141,333
<b>2012-13</b>				
Fall 2012	75	214,007		
Spring 2013	74	216,457		
Summer 2013	24	23,152		
Total students (duplicated)	173	453,616	<b>In 2012-13</b>	
			283,634	169,982

To illustrate the importance of recruitment, the spreadsheet below shows the countries where ISP staff have traveled to recruit students and the increase in enrollments in those countries after those trips. These represent one trip per year to each of these countries.

World Region	Spring 2017	Spring 2016	Spring 2015	Spring 2014	Trips began
<b>Asia</b>					
China (Mainland)	38	33	23	11	2013-14
India	8	2	1	1	2016-17
Japan	25	14	8	4	2013-14
Korea	9	6	7	10	2013-14
Nepal	10	9	1	0	2016-17
Vietnam	15	17	13	9	2015-16
<b>Europe</b>					
France	4	3	3	2	2015-16
Sweden	4	3	0	0	2015-16
<b>South America</b>					

Brazil	13	15	5	2	2015-16
Colombia	5	4	4	2	2015-16
<b>Africa</b>					
Cote D'Ivoire	13	6	3	0	2015-16
Togo	2	0	1	0	2015-16

Best practices in this industry are to attend international fairs each semester and visit agents in each country every fall and spring semester for the first two years. Then beginning in the third year, the agents can be visited once a year. Community colleges who have followed this practice are increasing their enrollments at a faster rate than SRJC. Consultants recommend this practice. However, in order to do this, ISP would need to increase its staff and hire at least one full-time recruiter. In addition, a full-time marketing specialist is needed to support the recruitment efforts and maintain and build SRJC's social media presence in the international world.

As the international student enrollments increase, the need to assist students in finding housing also increases. At the present time, there is insufficient housing resources available.

## 2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	Santa Rosa	03	02	\$100,000.00	International student consultants who live in Asia and Scandinavia are able to have more direct contact and follow-up with agents and students and understand the culture and needs of study abroad students. This annual amount is needed for three years which is the term of the consultant contracts. The consultant fee is \$25,000 with estimated travel and marketing expenses at \$25,000.
0002	Santa Rosa	05	02	\$20,000.00	An outside consultant is needed to assist international students in finding housing and roommates.
0003	Santa Rosa	05	02	\$30,000.00	Increased marketing materials and supplies are needed as ISP expands its reach to more countries.
0004	Santa Rosa	03	02	\$50,000.00	It is important that SRJC travel more often and to more countries to attend education fairs, train agents overseas, and visit schools to promote SRJC. This request is to support current ISP staff. If the staffing request to hire a full-time recruiter is approved, then this amount will need to be increased to \$200,000.

## 2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
International Student Advisor	40.00	12.00	Advises students on maintaining lawful status, grants immigration benefits, resolves status violations, advises prospective students and their families about the student visa process, serves as a Designated School Official approved by the Department of Homeland Security, and functions as the principal contact between U.S. Homeland Security and the school.
Coordinator, International Student Recruitment	40.00	12.00	Coordinates international student recruitment and outreach efforts, travels overseas and represents the district program and services to prospective students, parents, counselors, advisors, and domestic and international partners; hosts international visitors; works directly with international agents and partners; reviews and analyzes demographic trends and makes recommendations on recruitment planning and efforts; advises students on admissions requirements and non-immigration compliance

			issues; serves as a Designated School Official approved by the Department of Homeland Security.
Administrative Assistant II	40.00	12.00	This position is currently unfilled. The AAll resigned effective April 28, 2017. Main area of responsibilities include managing and monitoring the ISP budgets, purchasing, coordinating department and director's meetings, organizing events, taking minutes of meetings, and overall management of the department.
Administrative Assistant II	24.00	12.00	Responsibility for managing international agents and partners and assisting with coordinating international travel which includes ensuring risk management tasks are completed.
Administrative Assistant II	20.00	12.00	Clerical support to assist in new student application processes, follow-up with inquiries, create ISP reports, monitor continuing students, and coordinate workshops for students.

## 2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Dean, Admissions, Records & Enrollment Development	1.00	12.00	Supervises International Student Advisors regarding in-bound International Student Admissions for the District to ensure compliance with regulations through SEVIS and Homeland Security. Serves as primary Designated School Official. Applies to SEVIS to allow district to provide various forms of visas.  Note: This responsibility is a small portion of the dean's job.

## 2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Student Worker(s)	20.00	12.00	Assists with organizing events; packages and mails marketing materials to international agents; creates ISP International Newsletter; supports International Club activities; and other clerical/office tasks as needed.

## 2.2d Adequacy and Effectiveness of Staffing

### Administrative Assistant II - full-time

From January through April 2017, the full-time AAll was on maternity leave. Then in April 2017, the AAll decided to resign and stay home full-time. ISP distributed some of the workload to two part-time AAll staff members and two STNCs who were hired to focus mainly on marketing and advertising. On June 9, the two STNCs positions were terminated. A new STNC was approved to assist ISP for eight weeks during the summer. After that, there will be insufficient staff to complete administrative tasks. Either tasks will not get done or the Director/Coordinator of the Program will have to do the major tasks needed, thereby preventing the Director/Coordinator from completing her work.

### Marketing and Social Media

There is currently no staff available or with the expertise to fulfill the needs of marketing and advertising for ISP. International student recruitment is highly competitive. SRJC is competing

with both public and private colleges and universities not only in the U.S. but from other countries. Canada and Australia have increased their international student applicants significantly this last year. Below are quotes from articles about these increases.

“At a time when many American universities are reporting declines in applications from international students, some universities north of the border are seeing increases on the magnitude of 20 percent or more. At the University of Waterloo, in Ontario, undergraduate international applications are up by 25 percent and graduate international applications have increased by 41 percent. At McMaster University, also in Ontario, international applications have increased by 34.4 percent compared to the same time last year.

“At the University of Toronto, applications from international undergraduate students increased by slightly more than 20 percent this year over last year. Driving the growth are big increases in applications from the U.S. (up 80 percent), India (up 59 percent), Turkey (up 68 percent) and Mexico (up 63 percent, but from a small base). Richard Levin, Toronto’s executive director of enrollment services and the university registrar, attributed the gains in part to the “generalized effect of global events drawing attention to Canada and Toronto in particular as a kind of safe, inclusive, stable space.”

Source: *Inside Higher Education* – March 20, 2017

<https://www.insidehighered.com/news/2017/03/20/canadian-universities-post-large-gains-international-applications>

“The number of international students in Australia hit a record high last year with more than half a million choosing to study here.

Figures from the federal Education Department show there were 554,179 full-fee paying international students in 2016, an increase of more than 10 per cent on the previous year.

The higher education sector had the largest share of Australia’s international students, with 43 per cent.

Of those the largest numbers came from China and India.

Source: *ABC News, Australia*

<http://www.abc.net.au/news/2017-02-22/record-number-of-international-students-in-australia-in-2016/8291284>

The ISP Office had employed two STNCs over the last three years, working a total of 35-40 hours a week (not exceeding the maximum number of days and hours each year) to perform the tasks below. This is an essential position to support the growth of the international student enrollment, especially in the area of social media. While the Public Relations Department may be able to help with the development of some print or digital marketing pieces, a full-time position is needed. Marketing must be targeted for different countries. Countries do not share

the same values, customs, beliefs, or goals as they relate to study abroad. Marketing has to be developed for a student's perspective and, in many countries, from a parent's perspective.

1. Develop flyers, banners, posters, brochures and other print and digital marketing pieces; edit photographs; create monthly ISP newsletter.
2. Creating, managing, and maintaining social media marketing tools: ISP Website, FaceBook, Instagram, YouTube, Linked In, and other online sources focused on international student recruitment. Coordinate marketing efforts with partner companies: iXplore, College Week Live, Study in the USA, etc. Collect and analyze data, create reports, and contribute to marketing strategies for ISP.

### **International Student Recruitment**

Community colleges most successful in increasing their international student enrollments have full-time recruiters traveling throughout the year. Most recruiters travel 2-3 weeks every month.

Through international consultant recommendations, information learned at workshops attended at NAFSA and other international education conferences, and literature reviewed in the field of international education, the need to foster and maintain strong relationships with partner schools and agents and imperative to a successful International Student Services Program. Best practices are to meet with schools and agents in their countries each fall and spring semester the first two years the partnerships are created. Then in years three and four, meet with these same schools and agents once a year. Perhaps by year five, it may be possible to meet with the schools and agents in their countries once every other year provided the college is maintaining contact with them virtually (i.e. emails, e-newsletters, social media, etc.).

At the current time, the ISP office has one staff member who is able to travel 2-3 times in the fall and in the spring semesters. This individual is responsible for other tasks in the ISP office and is not available to travel more. A regular business faculty member was given reassigned time in 2016-17 and traveled three times to countries to help with recruitment. The Coordinator/Director of ISP used to travel 2-3 times each semester; however, due to the growth of the program, this person has not had the time to participate in these recruitment trips.

If SRJC wishes to grow its enrollment at a faster pace, then it is essential a full-time international student recruiter be hired.

### **International Student Advisor**

ISP has one International Student Advisor who processes all applications, monitors students throughout the semester to ensure they are in compliance with regulations, manages the mandatory health insurance, produces reports, and a myriad of other tasks. It is anticipated this individual will be retiring in summer 2018. There is no one else in the district who can do this work at the level needed. Therefore, ISP will be requesting an IS Advisor be hired 2-3 months before the person retires in order to get the training needed to ensure the applications

are processed according to the regulations established by Homeland Security. Without this position, it will not be possible for SRJC to accept new international students. A request for this position is not being included in section 2.2e but it is being mentioned here for reference.

## 2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	Santa Rosa	05	02	Administrative Assistant II	Fill open position AAI	Classified
0002	Santa Rosa	05	02	none	Marketing & Social Media Specialist	Classified
0003	Santa Rosa	05	02	none	International Recruiter	Classified

## 2.3a Current Contract Faculty Positions

Position	Description
100% reassignment from Business Admin Dept	Building International Student Program. Coordinates recruiting and marketing efforts- -develops partnerships with international agencies. Overseas all aspects of the International Student Program.

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
Not Applicable	0.0000	0.0000	0.0000	0.0000	Not applicable

### 2.3c Faculty Within Retirement Range

One - the faculty member who has been reassigned to ISP.

### 2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

None

### 2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
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### 2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

### 2.4c Instructional Equipment and Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0000	ALL	00	00	None	0	\$0.00	\$0.00			

### 2.4d Non-Instructional Equipment, Software, and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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### 2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
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### 2.5b Analysis of Existing Facilities

The International Student Program is growing and the current facilities do not provide sufficient room for all of the staff nor does it allow for students to have private meetings with ISP staff, especially the international student advisors.

Currently the staff is sharing space in the Admissions & Records area in Plover Hall. A larger facility is needed so that all staff can be working in the same area to make processing of the workload more efficient. Other than the coordinator/director of the program, there are no private offices so that the International Student Advisors are meeting with students in the open area of A&R where students are sharing private and sensitive information.

The long-term goal is to have an International/Global Center facilities with room for meeting space and workshops for international students. This should be a place where the entire ISP staff will be located and students can come to the center to receive assistance and also be able to meet with other students.

### 3.1 Develop Financial Resources

The district does not receive apportionment from the state of California for international student enrollment. The international students pay non-resident registration and capital outlay fees in addition to registration fees, totaling \$270 per unit. These fees generate discretionary, unrestricted general funds for the district. It is anticipated ISP will generate millions of dollars for the district in the foreseeable future. Revenue generated since the ISP office was created include:

	Enrollment	Revenue
2012-13	173	\$ 453,616
2013-14	222	\$ 578,582
2014-15	346	\$ 994,019
2015-16	39	\$1.26 mil

In 2016-17 several issues out of the ISP control may negatively impact the international student enrollments and revenue. However, it is anticipated the revenue will grow in subsequent years. Impacts may come from:

1. Changes in ESL Department curriculum may decrease enrollments.
2. Increase in non-resident and capital outlay fees.
3. Purchase of required mandatory health insurance through SRJC.

### 3.2 Serve our Diverse Communities

Diversity of staff is a vital component of the International Student Program. One of our International Student Advisors is an American who has traveled, lived and worked in other countries and has had many of the experiences the international students encounter thereby being able to empathize and assist the students in acclimating to living in Sonoma County and attending SRJC. The director/coordinator of ISP grew up as part of a minority group, has traveled to dozens of countries, and was president of an international organization which held its meetings and annual conferences in different countries each year. In addition, all student employees are international students who are able to bring their perspectives to the ISP and assist in translating for international students who speak the same language.

Many marketing materials have been translated into multiple languages, including Chinese, French, Japanese, Korean, Portuguese, Spanish and Vietnamese, which are the languages of the countries where concentration of most of the ISP recruitment efforts have been in recent years.

In addition, ISP works closely with the International Club to promote events and activities that provide the district with opportunities to learn more about the various cultures of the international students.

### 3.3 Cultivate a Healthy Organization

Fostering health includes employee engagement, growth and collegiality. All Classified staff are encouraged to enroll in classes, professional and personal development workshops. As part of Admissions & Records, ISP staff meetings are held each semester to provide staff with necessary training on changes to policies, procedures or education code.

Staff participate on District-wide committees, interviewee committees, task forces and PDA activities.

Staff may also participate in necessary state and national trainings, meetings and webinars.

All staff are encouraged to take their morning and afternoon breaks and full lunch times and encouraged to leave their desk and/or office during those times.

### 3.4 Safety and Emergency Preparedness

ISP is part of Admissions & Records and is housed in the same area. Following are the statements in the A&R PRPP that also cover ISP.

Staff have been trained to use the code phrase “**Call Theresa Stewart**” to call District Police when we have a problem at the front counter. All the front counter work stations are equipped with "panic Buttons" which when pressed immediately alert the District Police. There is also a panic button installed at the Administrative Assistant's desk (away from the front counter).

The Plover Lobby is equipped with three cameras that focus on the counter areas of ARED as well as Financial Aid and Scholarship. A camera is also in place inside the Records vault.

ARED currently has three Area Safety Coordinators (ASC), Freyja Pereira, Mitch Leahy and Ilda Lua. All three ASCs attend the District sponsored safety trainings and are currently involved in developing an office safety plan.

### 3.5 Establish a Culture of Sustainability

As a new office, ISP is focused on developing office practices and procedures to sustain a strong program. The administrative assistant support staff have written procedures for many of the tasks that are performed repeatedly. The ISP team use a shared drive on the SRJC network to allow documents to be shared electronically rather than printing copies.

ISP works closely with numerous departments in Academic Affairs to share and leverage resources for the benefit of both ISP and other departments.

Most of the marketing materials for ISP is shared electronically with prospective students, schools, and agents. The application form remains a paper document since there are still many prospective students in countries who do not have Internet access. All application forms, however, can

be scanned by students and agents and emailed to the International Student Advisors rather than printing and mailing the documents. It is anticipated CCCApply will have a component to the online application ready soon so that we will no longer use paper applications.

Correspondence with students is conducted via private emails or through the use of Constant Contact when messages are sent in batches. We widely use Skype, instant messaging, FaceBook and other numerous electronic tools.

ISP recycles all non-confidential paper and shreds all confidential documents.

#### 4.1a Course Student Learning Outcomes Assessment

Not applicable

#### 4.1b Program Student Learning Outcomes Assessment

The international students will:

1. Demonstrate an understanding of student obligations, college resources, and other matters related to their academic success by attending the new student orientation.
2. Enhance their experiences at SRJC by participating in the International Club and/or other student activities.
3. Demonstrate an understanding of the requirements for maintaining legal status and will communicate regularly with the International Student Advisors.

## 4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Service/Program	Understanding of obligations	Fall 2015	Fall 2015	Spring 2016

## 4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
1. New student orientation			X	X	X	X	X	X	X	X	X	X	X	X	X	X
1. New student orientation			X	X	X	X	X	X	X	X	X	X	X	X	X	X
2. Student Clubs Participation				X	X			X	X	X		X	X	X	X	X
4. Maintaining legal status					X			X	X	X	X					X

## 4.2b Narrative (Optional)

The student learning outcomes developed for the International Student Program focuses on what ISP can do to assist students in becoming successful at SRJC outside of the classroom. The ISP director/coordinator and staff attend conferences and webinars, communicate with peers in other educational institutions, and read international journals and research that focus on the best way to ensure the international students are provided the services they need and are engaged in the college community. Research indicates students who make friends and who participate in activities in college are more successful in their classes and are more satisfied with their college experience.

ISP obtains student input through surveys and in person feedback either through online surveys or in person at meetings/events. At the end of each fall and spring semester, international students are invited to meet with the Director of ISP and engage in open discussion about what went well for them, what challenges they faced, what suggestions they have to help them, and any other feedback they wish to share. The students are also asked to complete a written feedback form so their comments can be documented and they are provided an opportunity to share their thoughts if they are apprehensive in discussing their challenges or ideas openly. This student feedback is shared with the ISP Team and plans are made to make changes where possible.

While there were more likes than dislikes or challenges in 2015-2016, the students did have several suggestions which will be implemented in 2016-2017:

1. During welcome days and events, provide more activities (games) to allow students time to have fun and get to know each other better.
2. Provide more opportunity for new students to communicate and bond with continuing students.
3. During welcome days, allow for more breaks or activities in between presentations.

In addition to welcome days for new students, ISP will work closely with the International Club to help support their activities when possible. ISP will continue to post messages to the International Club FaceBook page, will offer workshops to international students, and will email students to keep them aware of activities and events that may be of interest to them.

## 5.0 Performance Measures

The admission and enrollment process for International students on an F-1 student Visa is different in that, each student must complete a separate admissions packet with the following requirements: International student application, SRJC application, English Proficiency requirement, financial certification, copy of their academic records, and health records. Once all of the requirements are met, SRJC will issue an I-20 form, which the student must take to the U.S. Embassy in their home country in order to obtain the required student F-1 Visa. Once admitted to the college, F-1 students are mandated by federal law to maintain full-time status (at least 12 units each semester) and can only work on campus the first year. Failure to maintain academic status and student visa status can result in deportation.

F-1 International Students represent a very small percentage (.30%) of the College's overall student population. However, on average, each F-1 student enrolls in 14 units each semester and generates approximately \$14,000 per student.

The PRPP reports provided for F-1 visa students does not correlate with the data maintained by the ISP Office. For example for 2014-2015, 96 students are listed as enrolled in non-credit classes. This is not possible, because international students must take a minimum of 12 units of credit classes and do not enroll in non-credit. Also, the Student Services Program Review report indicates 140 F-1 visa students indicated English was their primary language, and that is incorrect. There are many other inconsistencies, so it is not possible to compare the F-1 data with district data. This is another reason why ISP is pursuing a software program specially designed to maintain data on international students. ISP is able to report on total number of students and revenue, but a system is not yet in place to measure student course completion, persistence, and average GPA which is data that needs to be identified in order to focus more on student success.

Overall, international students are motivated because their goals are more directed than many local students and their parents pay a substantial amount of money for them to be here. Parents are influential in motivating international students. Most international students attend SRJC with the goal to transfer to a university. It would be helpful to have transfer and completion rates, but our SIS system does not provide information for transfers to many private or out-of-state universities or other community colleges. So, ISP has been attempting to obtain this information directly from the students.

Using ISP records, the following chart illustrates percentages of retention rates.

Semester/ Year	Total enrolled	Semester/ Year	Continuing enrolled	% of retention
Fall 2013	88	Spring 2014	72	82%
Spring 2014	93	Fall 2014	76	82%
Fall 2014	128	Spring 2015	109	85%
Spring 2015	155	Fall 2015	111	72%
Fall 2015	180	Spring 2016	154	86%

One area that continues to be researched by ISP is the English preparedness status of international students. An ESL instructor has been hired by ISP to work as a liaison to ISP. This ESL faculty member identifies the ESL courses F-1 visa students are taking and monitors the students' progress with the help of other ESL instructors. Surveys are obtained from both faculty and students and evaluated on what changes can be made to help the international students. The majority of the ESL international students are passing their classes, some students clearly require additional support however. While poor effort or questionable commitment to their studies may be an issue for some international students, it was found through surveys that most international students were unfamiliar with the academic requirements and expectations of higher education systems in the U.S. and/or were struggling with the day-to-day cultural and societal customs. As a result, two new courses were developed in spring 2016 to introduce international students to the academic, social, and cultural norms of U.S. society. It is anticipated these courses will be helpful to local students who are not American-born citizens and who can also benefit from the courses. ESL 391, U.S. Life and Culture for ESL Learners, is particularly appropriate for newly-arrived international/foreign students. ESL 391 will eventually be added as an elective option for the ESL Department's two new ESL certificates. INTDIS 91, U.S. Life and Culture is a similar course to ESL 391, however, it is designed for students with a higher level of English proficiency. It is also CSU-transferable. Plans are in place for both courses to be offered for the first time in spring 2017.

## 6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	Santa Rosa	01	02	Develop a system to assist students in finding housing and roommates	Coordinate efforts with property managers in Santa Rosa to find owners who are willing to rent to international students	Fall 2016 & Spring 2017	No progress has been made in finding adequate housing resources for international students. students increases.
0002	ALL	01	01	Assess if minimum English proficiency scores need to be increased	Analyze and evaluate English placement scores and minimum English proficiency requirement for acceptance to SRJC to determine if requirements should be increased to ensure student success	Fall 2016	The minimum TOEFL score is being raised from 58 to 61.
0003	Santa Rosa	04	02	Strengthen partnership with ELS language school	Coordinate plans to open ELS Center on Santa Rosa Campus	Fall 2016	Completed. Expected opening of ELS Center is July 24.
0004	Santa Rosa	05	07	Amend I-17 to include short-term programs leading to CPT	Identify and market certificate programs to international students	Fall 2016	Completed and approved by Department of Homeland Security.
0005	Santa Rosa	03	06	Begin outreach activities with a minimum of 2 new countries	Travel to new countries in cooperation with ELS, Ed USA & Dept. of Commerce	Fall 2016 & Spring 2017	Recruitment travel to Indonesia, India, and Benin completed in spring 2017.
0006	Santa Rosa	01	02	Develop an international student ambassador program	In conjunction with Student Affairs and International Club, develop program	Fall 2016 & Spring 2017	No progress. The full-time AAIL resigned and the position has not been filled. Two STNC positions were terminated. Distribution of some of their tasks are being observed by existing staff, so there has been no time to work on this goal.
0007	Santa Rosa	08	04	Increase outreach efforts through use of SRJC employees	Train faculty to recruit international students	Fall 2016	Rich Cheek and Al Yu have traveled to Asian countries to recruit. Anna Szabados and Terri

							Frongia went to Hungary and Italy, respectively, on their vacations and informally promoted SRJC.
0008	Santa Rosa	05	07	Implement agency management program	Develop procedures to use iXplore web-based agency program	Fall 2016 & Spring 2017	No progress. The full-time AAIL resigned and the position has not been filled. Two STNC positions were terminated. Distribution of some of their tasks are being observed by existing staff, so there has been no time to work on this goal.
0009	Santa Rosa	03	02	Increase marketing materials in print	Develop a slick brochure to compete better with other colleges and universities	Fall 2016 & Spring 2017	No progress. The two STNCs hired to help with marketing have been terminated.
0010	Santa Rosa	02	01	Encourage and assist students with Optional Practical Training	Develop procedures and determine how best to help students obtain jobs off campus after completion of their programs	Fall 2016 & Spring 2017	Offered student workshops in fall and spring semester. Internship instructor in Work Experience is working on this goal.
0011	Santa Rosa	01	02	Structure an international alumni association	Work with SRJC Alumni to develop program	Fall 2016 & Spring 2017	No progress. Insufficient staff to undertake this goal.

## 6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
Santa Rosa	<p data-bbox="337 254 1321 401">It is anticipated the international student enrollments will continue to grow since much effort has been spent over the last few years making SRJC visible around the world. However, staffing is needed to both maintain and grow this revenue-generating program. If SRJC does not maintain its presence in the countries it has been targeting, it will easily become forgotten. There are hundreds of community colleges and universities recruiting international students. Traveling to the countries and maintaining marketing (print, digital, and social media) are essential components to a successful ISP program.</p> <p data-bbox="337 426 1321 499">The international student enrollments at SRJC will increase as a result of having an ELS Language Center on campus. It is anticipated over 50 percent of the ELS students will matriculate to SRJC. ELS expects to have an enrollment of 100 at this center in 3-5 years.</p> <p data-bbox="337 525 1321 814">A major area of concern that is outside of the control of SRJC but is a deterrent for international students is the lack of housing in close proximity to the Santa Rosa campus. Students and their parents need to secure housing before the students arrive. Over 98 percent of the international students are attending the Santa Rosa Campus. So finding housing within walking or biking distance is essential. Many international students would prefer to share an apartment; however, since the students are new, they do not know anyone and find it extremely difficult to find a roommate. While SRJC does not have dormitories, it would behoove the district to seek assistance from the local community and find investors/developers who would be willing to undertake this issue of affordable and available housing for international students. Housing at community colleges is rare. If SRJC could provide this benefit, it would give the district an absolute advantage over other community colleges. Until then, ISP will need to contract with a housing coordinate to assist in finding apartments in the area and developing a website that can provide the students with information on these apartments. In addition, ISP will be strongly recommending new students live with host families their first semester.</p> <p data-bbox="337 840 1321 909">ISP is confident it can increase the international student enrollments from the 215 in spring 2017 to 500 within three years of being fully staffed and having sufficient budget resources for recruitment and marketing. That would generate almost \$4 million for the district and probably net approximately \$3 million.</p>

## 6.2b PRPP Editor Feedback - Optional

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## 6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0000	Santa Rosa	03	02	Develop an ambassador/alumni program	Train students to market and recruit for SRJC	Spring 2018	Marketing assistant
0001	Santa Rosa	01	02	Develop a system to assist students in finding housing and roommates	Coordinate efforts with property managers in Santa Rosa to find owners who are willing to rent to international students	Fall 2017 & Spring 2018	Hire housing coordinator consultant
0002	Santa Rosa	04	02	Strengthen partnership with ELS language school	Coordinate plans to open ELS Center on Santa Rosa Campus	Fall 2017 & Spring 2018	Existing staff and new facilities
0003	Santa Rosa	05	07	Amend I-17 to include pathway programs	Develop pathway for students who place below English 100	Fall 2017	Existing staff
0004	Santa Rosa	03	02	Work closely with consultant in Asia and consultant in Scandinavia for recruitment of international students.	Increase international student enrollments in countries identified by consultants	Fall 2017 & Spring 2018	Funding for consultant fees and travel expenses
0005	Santa Rosa	08	04	Increase outreach efforts through use of SRJC employees	Train faculty to recruit international students	Fall 2017	Existing staff
0006	Santa Rosa	05	07	Implement agency management program	Develop procedures to use iXplore web-based agency program	Fall 2017 & Spring 2018	Existing staff
0007	Santa Rosa	03	02	Increase printed marketing materials	Develop a slick brochure to compete better with other colleges and universities	Fall 2017 & Spring 2018	Marketing assistant