# Santa Rosa Junior College

## Program Resource Planning Process

## *International Student Programs  2021*

## 1.1a Mission

**Mission Statement**
The International Student Program (ISP) serves to further diversify SRJC through the continued growth and support of our international student population. ISP fulfills this mission by providing admissions, orientation, and advising to nonimmigrant students from around the world, who bring new perspectives to the SRJC classroom and a cultural richness to the local community.

**Vision**
ISP strives to provide a safe and welcoming space where students who seek an international education can gather, exchange cultural perspectives, and receive specialized support services. To better prepare all SRJC students for life in a globalized world, ISP envisions the establishment of a new International Center where any student with a cross-cultural perspective can find community.

## 1.1b Mission Alignment

Most international students choose SRJC with the goal of transferring to a four-year university. ISP helps international students navigate the cultural and academic nuances of the U.S. education system and prepare students for successful transfer through several objectives. ISP has developed the following goals and strategic objectives to align with the District's vision, mission and values.

A. **Support Student Success**
- Supply international students with information on the transfer pathway program in the U.S.
- Provide advising services specifically designed to meet the needs of international students.
- Monitor the academic progress of the international students and identify ways to encourage them to successfully complete their academic program.

B. **Foster Learning and Academic Excellence**
- Provide relevant workshops for international students.
- Attend conferences for staff that provide information on best practices for helping international students succeed.

C.  **Serve our Diverse Communities**

- Recruit international students from around the world to bring new global perspectives to the SRJC classroom and provide opportunity for all students to build cross-cultural competencies.
- Partner with other SRJC programs to offer multicultural activities and events that promote international education and understanding and appreciation for other cultures.
- Bring together all international programs at SRJC under one roof to better serve students who seek an international education.

D. **Improve Facilities and Technology**
- Increase the use of social media and technology to engage students in sharing information and collaborating.
- Provide a centralized location where staff can provide support and services for international students, and students can gather in a safe space.

E. **Establish a Strong Culture of Sustainability**
- Identify best practices for improving sustainability and minimizing cost when developing new procedures and practices for the continued evolution and development of ISP.
- Continually assess and evaluate ways in which to be efficient while continuing to meet the needs of ISP.

F. **Cultivate a Healthy Organization**
- Conduct monthly ISP team meetings to ensure that ISP staff have a platform to provide input and collaborate on the further development of the program.
- Attend professional conferences, webinars, and other training to support staff's professional growth and cultivate lifelong learning.

G. **Develop Financial Resources**
- Marketing to recruit international students through online resources such as Facebook, ISP website, online publications, virtual education fairs and meetings, and vendor services.
- Increasing the number of international partnerships throughout the world to assist in recruiting students, and provide training opportunities for these partners.
- Traveling to other countries to develop partnerships and recruit international students.
- Maintaining and growing our donor relationships to support revenue sources for international student scholarships.

H. **Improve Institutional Effectiveness**
- Obtain feedback from international students attending ISP Orientation in fall, spring, and summer.
- Gather feedback at the end of the fall and spring semesters to evaluate the effectiveness of international student support services and implement changes and adjustments as appropriate to continually improve ISP.
- Analyze data produced through marketing efforts (i.e. Google analytics, eBrochure, and LiveChat) and make adjustments regularly to improve recruitment efforts.
- Conduct surveys and obtain feedback from international partners and agents to analyze and make appropriate changes in program.

# 1.1c Description

Prior to Fall 2012, the main function of ISP was to offer information on admission and immigration requirements, process international student applications, and monitor international students to ensure their legal status. This was accomplished by one 50 percent classified International Student Advisor. The Director of Admissions & 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 in Spring 2012, the District made a commitment to provide more resources to ISP to increase international student enrollments, with the goals of having a more culturally diverse student population and increasing revenue from nonresident tuition fees. A faculty member from the Business Administration department was reassigned to Student Services to develop and grow ISP. The faculty member 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.

Today, COVID-19 has made recruitment and marketing efforts more important than ever. Keeping the SRJC name in front of potential students, who are waiting for borders to open and in-person instruction to resume, is an essential piece to a successful enrollment recovery. In 2020-21, recruitment and marketing efforts included:

- Collaborating with our pathway partners and colleagues from institutions throughout U.S. for virtual presentations and fairs. Actively recruiting with SSALI whenever possible.
- Conducting virtual student fairs, partner trainings, and webinar presentations for students, parents, high school counselors, agents, and potential university partners.
- Placing advertisements and collecting written and video student testimonials to be published on websites, social media, and in print magazines.
- Serving on the Board for Study California and actively participating in any/all of the marketing and recruitment efforts, including showcases, student fairs, and virtual trainings.
- Working with the U.S. Commercial Service and colleagues from partner institutions to develop new partnership agreements.

- Expanding virtual services and support to new and existing partners.
- Coordinating virtual peer to peer events, live chat, and blogs with current ISP students and alumni.
- Creating 360 degree photos and displaying them in target markets.
- Providing international partners with the necessary resources and training to represent SRJC at in-person events/fairs happening internationally.

In addition to outreach and recruitment, a major function of ISP is to process admissions for international students. The admissions and enrollment process for international students under the F-1 student visa is different from the domestic student process. Each student must complete a special online application for international students and submit supporting documentation, including a Guarantee of Financial Support, proof of English proficiency, a copy of their passport, and (if they are under 18 years of age) evidence of high school graduation. Once all of the requirements are met, SRJC will issue a Form I-20 which the student must take to the U.S. Embassy in their home country in order to apply for the F-1 visa. Once admitted to the college, F-1 students are required by federal law to maintain full-time status (at least 12 units each semester) and have limited opportunities for employment. Failure to maintain F-1 status can result in deportation and/or denial of future immigration benefits.

ISP has come a long way since 2012, but more work lies ahead to ensure SRJC is a recognizable and reputable educational institution that can successfully compete in a post-COVID-19 world market. In Fall 2020, there were 107 international students enrolled on First Census Day. After the impacts from COVID-19 and departures of several ISP staff, the immediate goal for ISP is to recover our enrollment and sustain the program.

# 1.1d Hours of Office Operation and Service by Location

ISP is located in the Admissions & Records office in Plover Hall on the Santa Rosa campus. The hours of operation are generally Monday through Friday from 8:00 a.m. until 5:00 p.m. Due to COVID-19, ISP staff have been working from home and providing remote services since March 2020.

# 1.2 Program/Unit Context and Environmental Scan

**California Community Colleges**
In recent decades, colleges and universities in the U.S. have made efforts to internationalize their campuses by applying aggressive recruitment strategies overseas. With the goal of increasing international student enrollments and diversifying their student populations, this has added significant revenue to colleges and universities across the nation, thereby providing much needed resources to support student success.

SRJC started actively recruiting international students in 2012. International students' interest in community colleges is growing, and emerging markets in developing countries favor the lower tuition and transfer possibilities. The fastest growing academic interests of international students are 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.

With so many community colleges actively recruiting international students, 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. However, most students, parents, and agents in other countries remain unaware of SRJC.

According to data from the Chancellor's office, the top four California Community College (CCC) campuses that enrolled international students in Fall 2020 were Foothill/DeAnza, Santa Monica, Orange Coast, and Diablo Valley. The data table below shows F-1 student enrollments[i] and estimated revenue generated from board-approved nonresident tuition fees,[ii] based on the minimum units required for full-time enrollment. SRJC data is included to show the potential for growth in revenue with continued support from the District.

| Campus | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|---|---|---|---|---|
| **Foothill/DeAnza College** (quarter) | 2,989 students x 18 units x $161/unit = $8,662,122 | 2,742 students x 18 units x $161/unit = $7,946,316 | 2,519 students x 18 units x $177/unit = $8,025,534 | 1,833 students x 18 units x $177/unit = $5,839,938 |
| **Santa Monica College** (semester) | 3,131 students x 12 units x $265/unit = $9,956,580 | 2,849 students x 12 units x $285/unit = $9,743,580 | 2,619 students x 12 units x $324/unit = $10,182,672 | 1,199 students x 12 units x $324/unit = $4,661,712 |
| **Orange Coast College** (semester) | 1,274 students x 12 units x $234/unit = $3,577,392 | 1,265 students x 12 units x $234/unit = $3,552,120 | 1,259 students x 12 units x $276/unit = $4,169,808 | 1,007 students x 12 units x $300/unit = $7,250,400 |
| **Diablo Valley College** (semester) | 1,332 students x 12 units x $211/unit = $3,372,624 | 1,131 students x 12 units x $233/unit = $3,162,276 | 944 students x 12 units x $275/unit = $3,115,200 | 688 students x 12 units x $300/unit = $2,476,800 |
| **Santa Rosa Junior College** (semester) | 183 students x 12 units x $234/unit = $513,864 | 192 students x 12 units x $258/unit = $594,432 | 165 students x 12 units x $265/unit = $524,700 | 107 students x 12 units x $290/unit = $372,360 |

Note that the figures above do not represent the total revenue, as international students also pay the $23 Capital Outlay and $46 CA Resident fees. Including these, SRJC assessed $479,212 in tuition fees to F-1 international students in Fall 2020. While the COVID-19 pandemic has greatly impacted international student enrollments across the CCC system, many schools have seen greater losses than SRJC.

**Global Trends**

*Open Doors* is an annual report published by the Institute of International Education (IIE) and is a leading data source for international education and student mobility trends. In *Open Doors* most recent report from 2019/20, the U.S. remained a top destination for students seeking global education, with California still being the most popular state in which to study. However, the COVID-19 pandemic has had a devastating impact on enrollments. For the first time in over a decade, the number of international students in the U.S. is decreasing. In 2019/20, the U.S. saw a -0.6% decline in new student enrollments and a -1.8% decrease in total students. Community colleges specifically have seen a -8.3% loss. Even so, international students contributed more than 6.5 billion U.S. Dollars to California last year. The leading countries of origin in for Community Colleges remain China, Vietnam, Japan, South Korea and Brazil. [iii]

**Contributing Factors**

Pandemic aside, there are many trends in other countries can significantly impact student recruitment. If there is political unrest or economic challenges in a country, students may not be able to study abroad, and recruitment efforts in those countries may be unsuccessful. ISP must remain current on global political and socio-economic environments and consider the effects they may have on student mobility, while adjusting recruitment efforts accordingly. In recent years, several factors outside of the control of ISP may have contributed to a decline in international student enrollments.

External Factors:
1. Negative perceptions of the U.S. as an unwelcoming political climate.
2. Increased competition with more students choosing Australia, Canada, China, France, Germany, Japan, New Zealand, Taiwan, and Malaysia, who have set strategic enrollment initiatives.
3. Relative strength of the U.S. dollar.
4. Changes to USCIS policy relating to F-1 nonimmigrant status and benefits.
5. Global economic slowdown.
6. Shifts in demographics with aging populations in Asia and more 15-24 year olds in Africa.
7. Increase in F-1 visa denials.
8. Natural disasters presenting an unsafe image of California.
9. COVID-19 pandemic including high rates and poor response in the U.S.
10. Closure of U.S. Embassies and Consulates worldwide for extended periods.

Internal Factors:
11. Challenges in pivoting from in-person to virtual recruitment during COVID-19.
12. Lack of an on-campus intensive English language program option.*
13. Lack and/or high cost of housing.
14. Cost of required mandatory health insurance through SRJC.

**\***The ELS Santa Rosa branch on the Santa Rosa campus closed its doors in Spring 2020.

## 2.1a Budget Needs

ISP continues to be dedicated to increasing the number of international students at SRJC, but with less travel in response to COVID-19. ISP will continue to nurture partnerships to increase our international student enrollments and provide the excellent student services that SRJC has become known for in welcoming and retaining our international students.

International students pay nonresident tuition fees, which provide a significant revenue stream for the District. A portion of this revenue needs to be allocated to ISP to support its continued efforts to increase international student enrollments.

## 2.1b Budget Requests

| Rank | Location | SP | M | Amount | Brief Rationale |
|------|----------|----|----|--------|-----------------|
| 0001 | ALL | 00 | 00 | $0.00 | None at this time. |

## 2.2a Current Classified Positions

| Position | Hr/Wk | Mo/Yr | Job Duties |
|---|---|---|---|
| International Student Advisor | 40.00 | 12.00 | The ISA responds to prospective student inquiries, processes admissions for international students, guides admitted students through the visa application process, advises F-1 students on maintaining lawful status and receiving nonimmigrant benefits, resolves status violations, serves as a Designated School Official (DSO) approved by the U.S. Department of Homeland Security (DHS), functions as the principal contact between DHS and the school, tracks internationals student enrollments and produces ISP reports, and supervises the ISP Student Assistant. |
| Coordinator, International Student Program | 40.00 | 12.00 | The ISP coordinator oversees virtual and in-person 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 F-1 compliance issues, and serves as backup DSO. |
| Administrative Assistant II | 40.00 | 12.00 | The Administrative Assistant II monitors ISP budgets, oversees purchasing, coordinates department meetings and records minutes, organizes events, coordinates workshops for students, manages international student health insurance, coordinates correspondence and billing for international agents and partners, helps coordinate international travel (including risk management), and oversees special projects and overall management of the department. |

## 2.2b Current Management/Confidential Positions

| Position | Hr/Wk | Mo/Yr | Job Duties |
|---|---|---|---|
| Director, Student Outreach, Onboarding and Interna | 40.00 | 12.00 | Provide direct supervision and management of ISP; oversee international recruiting efforts and development of international educational partners; oversee special events and programming related to admissions, orientation, and F-1 Visa advising for international students; understand and administer U.S. Citizenship and Immigration Services (USCIS) regulations related to F-1 students; serve as a Designated School Official (DSO) for Student and Exchange Visitor Information System (SEVIS) compliance. Collaborate with international educational partners to foster relationships and guide recruitment efforts; oversee the implementation of projects that generate interactive opportunities with international agents, educational partners and international students; network and connect with regional, national, and worldwide international educators. |

## 2.2c Current STNC/Student Worker Positions

| Position | Hr/Wk | Mo/Yr | Job Duties |
|---|---|---|---|
| ISP Student Assistant | 20.00 | 12.00 | The ISP Student Assistant processes new student leads, produces and distributes the monthly newsletter, creates and posts content to social media, serves as photographer and assists with events and activities, monitors inventory, prepares documents, conducts research, and does special projects as assigned. |

## 2.2d Adequacy and Effectiveness of Staffing

Current staffing levels are adequate to serve the current number of students. ISP estimates that if the international student population reaches 250-300, then additional staffing will be needed. One additional full-time staff will be required, whose responsibilities could be divided 50 percent as an International Student Advisor and 50 percent as an International Student Outreach Specialist.

## 2.2e Classified, STNC, Management Staffing Requests

| Rank | Location | SP | M | Current Title | Proposed Title | Type |
|---|---|---|---|---|---|---|

## 2.3a Current Contract Faculty Positions

| Position | Description |
|---|---|

## 2.3b Full-Time and Part-Time Ratios

| Discipline | FTEF Reg | % Reg Load | FTEF Adj | % Adj Load | Description |
|---|---|---|---|---|---|
| | | | | | |

## 2.3c Faculty Within Retirement Range

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

## 2.3e Faculty Staffing Requests

| Rank | Location | SP | M | Discipline | SLO Assessment Rationale |
|------|----------|----|----|-----------|--------------------------|
|      |          |    |   |            |                          |

## 2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

## 2.4c Instructional Equipment Requests

| Rank | Location | SP | M | Item Description | Qty | Cost Each | Total Cost | Requestor | Room/Space | Contact |
|------|----------|----|----|-----------------|-----|-----------|-----------|-----------|-----------|---------|
|      |          |    |   |                  |     |           |           |           |           |         |

## 2.4d Non-Instructional Equipment and Technology Requests

| Rank | Location | SP | M | Item Description | Qty | Cost Each | Total Cost | Requestor | Room/Space | Contact |
|------|----------|----|----|-----------------|-----|-----------|-----------|-----------|-----------|---------|
|      |          |    |   |                  |     |           |           |           |           |         |

## 2.4f Instructional/Non-Instructional Software Requests

| Rank | Location | SP | M | Item Description | Qty | Cost Each | Total Cost | Requestor | Room/Space | |
|------|----------|----|----|------------------|-----|-----------|------------|-----------|------------|--|
| | | | | | | | | | | |

## 2.5a Minor Facilities Requests

| Rank | Location | SP | M | Time Frame | Building | Room Number | Est. Cost | Description |
|------|----------|----|----|-----------|----------|-------------|-----------|-------------|
|      |          |    |    |           |          |             |           |             |

## 2.5b Analysis of Existing Facilities

Current facilities for ISP are sufficient for the existing number of staff. However, confidential space for advising students is needed. Currently, international students are served at the A&R front counter. However, issues frequently arise that require a private space to discuss. These range from immigration violations and health concerns to academic probation and financial emergencies.

## 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 $376 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. Enrollments and tuition revenue generated by ISP are illustrated in the data table below.

|         | Students | Units   | Non-Resident Tuition | Capital Outlay | CA Resident | Total Tuition Charged | Total Tuition Received | w/o CA Resident |
|---------|----------|---------|----------------------|----------------|-------------|-----------------------|------------------------|------------------|
| SP 2021 | 74       | 828.5   | $307                 | $23            | $46         | $376                  | $311,516.00            | $273,405.00      |
| FA 2020 | 107      | 1249    | $307                 | $23            | $46         | $376                  | $469,624.00            | $412,170.00      |
| SP 2020 | 148      | 1745    | $290                 | $40            | $46         | $376                  | $656,120.00            | $575,850. 00     |
| FA 2019 | 165      | 1946.5  | $290                 | $40            | $46         | $376                  | $731,884.00            | $642,345.00      |
| SP 2019 | 181      | 2372.25 | $258                 | $43            | $46         | $347                  | $823,170.75            | $714,047.25      |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **FA 2018** | 192 | 2515.5 | *$258* | *$43* | *$46* | $347 | $872,878.50 | $757,165.50 |
| **SP 2018** | 193 | 2635 | *$234* | *$23* | *$46* | $303 | $798,405.00 | $677,195.00 |
| **FA 2017** | 183 | 2404 | *$234* | *$23* | *$46* | $303 | $728,412.00 | $617,828.00 |
| **SP 2017** | 216 | 2855.5 | *$211* | *$13* | *$46* | $270 | $770,985.00 | $639,632.00 |
| **FA 2016** | 207 | 2784.5 | *$211* | *$13* | *$46* | $270 | $751,815.00 | $623,728.00 |
| **SP 2016** | 202 | 2618 | *$200* | *$5* | *$46* | $251 | $657,118.00 | $536,690.00 |
| **FA 2015** | 180 | 2366 | *$200* | *$5* | *$46* | $251 | $593,866.00 | $485,030.00 |

## 3.2 Serve our Diverse Communities

Diversity of staff is a vital component of ISP. Each of our full-time staff have lived and studied abroad. We believe this shared experience is important to understanding and being able to empathize with international students who are adjusting to life in a new country. In addition, ISP regularly employs international student assistants, who can bring unique perspectives and specialized skillsets to the department. Often they can help translate for new students who speak the same language. Many ISP marketing materials have been translated into languages most commonly spoken in target recruitment countries, including Chinese, French, Japanese, Korean, Portuguese, Spanish and Vietnamese.

The International Student Advisor works closely with the International Club to offer events and activities that provide the District with opportunities to learn more about the various cultures of the international students. Additionally, ISP is pursuing further collaboration with SRJC Learning Communities and the Intercultural Center to further integrate ISP students with other communities on campus.

## 3.3 Cultivate a Healthy Organization

Fostering professional development incorporates employee engagement, growth and collegiality. All Classified staff are encouraged to enroll in classes, and professional and personal development workshops. The ISP Director, Coordinator, Advisor and Administrative Assistant meet weekly to check in on projects and share any important updates. The ISP Counselors join the team for a monthly meeting to collaborate and update any policies and procedures.

Staff participate in District-wide committees, task forces and PDA activities. Staff may also participate in necessary state and national conferences, 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 occupies the same office space as the Admissions & Records department located in Plover Hall. The following statements from the A&R PRPP also cover ISP:

- Panic buttons are installed at each front counter window of A&R. 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 in the Director's Office (away from the front counter).
- The Plover Lobby is equipped with three cameras that focus on the counter areas of A&R as well as Financial Aid and Scholarship. A camera is also in placed inside the Records vault.
- An emergency preparedness area has been established in front of the A&R vault. This area includes the following supplies:
  - Emergency backpack kit containing medical supplies
  - Emergency water and food rations
  - Flashlights
  - Incident reports
  - Emergency Blankets
  - Fire extinguisher
  - Emergency 2-way radio
- A&R currently has four Area Safety Coordinators (ASC), Vayta Smith, Debbie Riedmuller, Ilda Lua, and Mitch Leahy. All four ASCs attend the District sponsored safety trainings and are currently involved in developing an office safety plan. Regular safety trainings are provided for all staff.

## 3.5 Establish a Culture of Sustainability

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 International Student Coordinator is an active board member for Study California and serves as Chair of the Sustainability Committee.

The ISP team use a shared drive on the SRJC network to allow documents to be shared electronically rather than printing copies. ISP also works closely with various departments on campus to share and leverage resources for the benefit of sustainability.

Most ISP marketing materials are shared electronically with prospective students, schools, and agents. ISP has also adopted a fully paperless admissions process. The international student application is available online via CCCApply. The electronic Guarantee of Financial Support and ISP Supporting Documentation in Formstack allow students, agents and partners to upload their bank statements, passports, and academic records. The COVID-19 guidance from SEVP has allowed ISP to digitally sign and email the Form I-20 directly to students for the duration of the pandemic, which has eliminated printing and shipping costs for admissions.

Correspondence with students is conducted via email or through the use of Constant Contact when messages are sent in batches. We widely use Zoom, social media, and have recently launched LiveChat on the website, as well as other forms of electronic communication.

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**

## 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 |
| 2. Student clubs participation | | | | X | X | | | X | X | X | X | X | X | X | X | X |
| 4. Maintaining legal status | | | | X | X | | | X | X | X | X | | | X | | X |

## 4.2b Narrative (Optional)

# 5.0 Performance Measures

International students are generally very highly motivated to successfully complete their studies on time. They pay significantly higher tuition fees to attend SRJC and are often supported by one or more financial sponsors who want to see their investments used well. Most international students attend SRJC with the goal of transferring to a university, but some will complete their programs and return home, or change to another immigration status. The Student Information System (SIS) module was modified in recent years giving ISP the ability to track this data and use it to help measure the performance of the program. The table below shows the number of students enrolled in a given term, and the percent of students who either continued, completed, transferred or were terminated in the following term:

| Term | Student Total | Continued | Completed | Transferred | Terminated |
|------|---------------|-----------|-----------|-------------|------------|
| SP 2021 | 74 | 33 | 7 | 18 | 16 |
| FA 2020 | 107 | 67 | 9 | 10 | 21 |
| SP 2020 | 148 | 98 | 9 | 21 | 20 |
| FA 2019 | 165 | 126 | 9 | 10 | 20 |
| SP 2019 | 181 | 117 | 13 | 23 | 28 |

As mentioned in earlier sections, the COVID-19 pandemic, in combination with a number of internal and external factors, have resulted in a significant decline in enrollment. We expect it will take time, perhaps years, to recover our enrollment to pre-pandemic numbers and stabilize our program. When on-campus housing becomes available for our students, we believe that the opportunities for a living-learning international community will bring new life to ISP.  And while the environment of international education still faces some immediate challenges, ISP remains optimistic and looks forward to continuing to adapt and implement ongoing virtual methods of outreach and student service.

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

| Rank | Location | SP | M | Goal | Objective | Time Frame | Progress to Date |
|------|----------|----|----|------|-----------|------------|------------------|
| 0001 | ALL | 04 | 06 | Update ISP website into Drupal 8. | Move all ISP request forms into electronic versions. Publish all ISP policies and procedures related to immigration advising. | 2019-2020 | Completed |
| 0002 | ALL | 01 | 01 | Consolidate new student orientation into a one-day program. | Create a new schedule for "ISP Orientation Day" to reduce costs to ISP and improve information retention for students. | 2019-2020 | Completed |
| 0003 | ALL | 03 | 06 | Continue to recruit new international students to increase the F-1 student population to 200. | Support ELS in Japan, China, Cote d'Ivoire, Gabon, Madagascar, France, and Brazil. Support other international partners in Sweden, U.K., and Netherlands. Further develop and improve the content and distribution of the partner newsletter. Increase social media content for ISP on Facebook and Instagram. Conduct more student interviews with Study in the USA for social media platforms and printed materials. Update and improve profiles on Study California, ELS website, iXplore, and Study in the USA. Participate in Education USA webinars and virtual fairs. | 2019-2020 | We have continued recruitment efforts through online education fairs and other virtual platforms. |
| 0004 | ALL | 06 | 02 | Continue to strengthen partnership with ELS. | Participate in orientations for new students at ELS Santa Rosa, meet with and provide tours to visiting agents from other countries. Further collaborate with ELS San Rafael. | 2019-2020 | We are no longer a host institution for ELS. |
| 0005 | ALL | 08 | 04 | Continue to navigate a significant transition period for ISP. | Revise and monitor budgets for ISP and redistribute roles and responsibilities among new and continuing staff. | 2019-2020 | Completed |
| 0006 | ALL | 08 | 02 | Improve electronic communications for prospective, admitted, and current students. | Develop new email campaigns in Constant Contact. | 2019-2020 | Leads Campaign is completed. Admitted Student Campaign is in-progress. |
| 0007 | ALL | 02 | 05 | Further develop the APASS Mentorship Program. | Collaborate with the APASS faculty advisor and the International Student Club Advisor to develop and launch a mentorship program. | 2019-2020 | We will explore new opportunities for collaboration between the International Student Club and the new Intercultural Center. |

| Rank | Location | SP | M | Goal | Objective | Time Frame | Progress to Date |
|------|----------|----|----|------|-----------|------------|------------------|
| 0008 | ALL | 01 | 02 | Continue to assist international students with finding housing. | Coordinate efforts with local Homestay organization and advocate/participate on the District wide housing workgroup to find solutions for student housing. | 2019-2020 | The Director is on the Student Housing Workgroup and will advocate for international students to receive priority housing. |
| 0009 | ALL | 04 | 06 | Further develop the SIS module for ISP. | Need a comprehensive module in SIS that will collect all information from student applications and allow for multiple reports to be automatically generated. Currently, the ISP office has a lot of manual paper processes to track and report out on our international students. | 2019-2020 | Completed, the SIS international student module is now sufficiently meeting our needs for data tracking and reporting. |
| 0010 | ALL | 01 | 06 | Continue to create and update ISP videos. | Provide accurate, up-to-date information to our students and community. Create a new video featuring work opportunities for international students as they are increasingly prioritizing employment outcomes. Update primary ISP video with current information. Distribute videos worldwide. Gather more student testimonials and utilize these videos for marketing. Update the ISP overview video and ISP campus tour video. | 2019-2020 | Completed |
| 0011 | ALL | 07 | 03 | Nurture and grow donor relationships to support scholarships for international students. | Collaborate with Foundation to identify new donors in the community. | 2019-2020 | Completed, international students now have access to Doyle Scholarship funds and a new Sawubona scholarship for Black students. Efforts to cultivate donor relationships are ongoing. |

**6.2b PRPP Editor Feedback - Optional**

# 6.3a Annual Unit Plan

| Rank | Location | SP | M | Goal | Objective | Time Frame | Resources Required |
|------|----------|----|----|------|-----------|------------|---------------------|
| 0001 | ALL | 03 | 02 | Enrollment recovery | Continue with virtual and online recruitment efforts while expanding in-person international recruitment efforts as it becomes safe to do so. Provide a welcoming and reassuring environment for new students. | 2021-2022 | Staff time |
| 0002 | ALL | 03 | 02 | International student enrollment has been hit hard by the pandemic. ISP believes that the new dormitories will allow us to pivot and become a residential program and establish a strong international living/learning community on the Santa Rosa campus. Planning should start ASAP for a successful launch in Fall 2023. | International student enrollment has been hit hard by the pandemic. ISP believes that the new dormitories will allow us to pivot and become a residential program and establish a strong international living/learning community on the Santa Rosa campus. Planning should start ASAP for a successful launch in Fall 2023. | 2021-2023 | Staff time, unknown |
| 0003 | ALL | 03 | 02 | Work to further develop opportunities for collaboration between ISP, the International Student Club, and the Intercultural Center, including the learning communities. | Work to further develop opportunities for collaboration between ISP, the International Student Club, and the Intercultural Center, including the learning communities. | 2021-2022 | Staff time, unknown |

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[i] *California Community Colleges Chancellor's Office, Management Information Systems Data Mart.* Retrieved from:
https://datamart.cccco.edu/Students/Citizenship_Status_Summary.aspx
[ii] *California Community Colleges, Finance & Facilities Division.* Retrieved from: https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Fiscal-Standards-and-Accountability-Unit/Student-Fees
[iii] Institute for International Education. (2020). *IIE Open Doors 2020.* Retrieved from: https://opendoorsdata.org/data/international-students/