

Santa Rosa Junior College

Program Resource Planning Process

International Student Programs 2023

1.1a Mission

Mission Statement

The International Student Program (ISP) serves to further diversify SRJC through the continued growth and support of our F-1 international student population. ISP fulfills this mission by providing outreach, 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

ISP has developed the following goals and strategic objectives to align with the District's vision, mission, and values.

STRATEGY 1: ACADEMIC QUALITY – Support excellent teaching and maximize education learning outcomes.

- Provide counseling services specifically designed to help international students navigate the cultural and academic nuances of the U.S. education system and understand the transfer pathway program.
- Monitor the academic progress of the international students and identify ways to encourage them to successfully complete their academic program.

STRATEGY 2: STUDENT SUCCESS AND SUPPORT – Provide students with services, programs, and events in support of basic needs and educational goals in order to reduce student success equity gaps.

- Provide relevant workshops to help international students succeed at SRJC and ensure that international students are aware of other existing support services on campus.
- Increase the use of social media and technology to disseminate information to international students in an engaging way.
- Require all international students to purchase medical insurance.
- Attend professional conferences, webinars, and other training to understand best practices for international student services, support staff's professional growth, and cultivate lifelong learning.

STRATEGY 3: RESPONSIVENESS TO OUR COMMUNITY – ensure that SRJC is supporting the diverse educational, social, and economic needs of our community.

- 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 activities and events that promote international education and an understanding and appreciation for other cultures.
- Obtain feedback from international students about their experience at SRJC to evaluate the effectiveness of international student support services and implement changes and adjustments as appropriate to continually improve ISP.
- Conduct surveys and obtain feedback from international partners and analyze data produced through marketing efforts (i.e., Google analytics, eBrochure, and LiveChat), then regularly adjust to improve recruitment efforts.
- Present an annual program update to the SRJC Board of Trustees.

STRATEGY 4: CAMPUS CLIMATE AND CULTURE – cultivating a campus climate and culture for individuals connected to the District that embodies our Mission, Vision, and Values statements.

- Relocate the program to a space where international students can feel at home, advisors can provide confidential support, and staff can meet privately with visiting international partners.
- Conduct monthly department meetings to ensure that all staff have a platform to provide input and collaborate on program development; invite other departments to increase collaboration and further support ISP students.
- Identify best practices for improving sustainability and minimizing cost when developing new procedures and practices for the continued evolution and development of ISP.
- Commit to greater levels of collaboration with other stakeholders in international education to forge a coordinated approach to accelerate climate action.
- Introduce climate-conscious travel policies to incentivize lower carbon means of travel and reduce emissions in intensive travel.
- Locate staff offshore and adjust business models to reduce the need for air travel.
- Replace printing and shipping marketing materials with printing and distribution in target countries and/or digital marketing technologies when possible and logical.

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 adjust 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 second year (2013-14) focused 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.

COVID-19 made recruitment and marketing efforts more important than ever. Keeping the SRJC name in front of potential students, who were waiting for borders to open and in-person instruction to resume, was an essential piece to a successful enrollment recovery. A new generation of platforms and tools opened during COVID-19, which changed the post COVID-19 landscape for international student recruitment. ISP used a combination of active in-person recruitment, digital recruitment, and virtual recruitment during 2022-2023 which included:

1. Collaborating with our pathway partners and colleagues from institutions throughout U.S. for virtual presentations and fairs.
2. Actively recruiting with SSALI/SSU and ELS whenever possible.
3. Conducting virtual student fairs, partner trainings, and webinar presentations for students, parents, high school counselors, agents, and potential university partners.
4. Conducting in-person events with partners in Asia, Europe, and Latin America which included high school visits, student fairs, partner trainings, university visits, and networking activities.
5. Placing advertisements and collecting written and video student testimonials to be published on websites, social media, and in print magazines.
6. Serving on the Board for Study California and actively participating in any/all the marketing and recruitment efforts, including social media, NAFSA events, and virtual trainings. Chairing Study California's Sustainability Committee.
7. Working with the U.S. Commercial Service and colleagues from partner institutions to develop new partnership agreements.
8. Expanding virtual services and support to new and existing partners.
9. Coordinating virtual peer to peer events, live chat, and blogs with current ISP students and alumni.
10. 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 an international application and submit supporting documentation, including evidence 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 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 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 2022, there were 71 international students enrolled on First Census Day. Now that COVID-19 restrictions have ended, we are seeing an increase in applications. Our goal is to recover our enrollment to pre-pandemic levels in the next two years.

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 Monday through Friday from 8:00 a.m. until 5:00 p.m. Some staff are telecommuting part-time under the provisions of Article 28 Telecommuting Agreement between SEIU and the District.

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 lower tuition and transfer possibilities. International students and their parents are attracted to fields of study closely tied to labor market opportunities. Recently, surveys indicated that international students are concerned about climate change and want to see this reflected in their education and career choices.

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 2022 were Santa Monica, Deanza, Orange Coast, and Diablo Valley. The table below shows F-1 student enrollments* and estimated revenue generated from board-approved nonresident tuition fees** based on the minimum number of units required for full-time enrollment.

College	Fall 2022	Fall 2021	Fall 2020	Fall 2019	Fall 2018
Santa Monica	1,497 x 12 units x \$316/unit \$5,676,624	1,231 x 12 units x \$307/unit \$4,535,004	1,206 x 12 units x \$324/unit \$4,688,928	2,621 x 12 units x \$324/unit \$10,190,448	2,855 x 12 units x \$285/unit \$9,764,100
DeAnza (quarter)	946 x 18 units x \$221/unit \$3,763,188	921 x 18 units x \$205/unit \$3,398,490	1,342 x 18 units x \$177/unit \$4,275,612	1,770 x 18 units x \$177/unit \$5,639,220	1,895 x 18 units x \$161/unit \$5,491,710
Orange Coast	843 x 12 units x \$319/unit \$3,227,004	870 x 12 units x \$307/unit \$3,205,080	1,021 x 12 units x \$300/unit \$3,675,600	1,261 x 12 units x \$276/unit \$4,176,432	1,265 x 12 units x \$234/unit \$3,552,120
Diablo Valley	604 x 12 units x \$290/unit \$2,101,920	583 x 12 units x \$290/unit \$2,028,840	693 x 12 units x \$300/unit \$2,494,800	954 x 12 units x \$275/unit \$3,148,200	1,141 x 12 units x \$233/unit \$3,190,236

*https://datamart.cccco.edu/Students/Citizenship_Status_Summary.aspx

**<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Fiscal-Standards-and-Accountability-Unit/Student-Fees>

SRJC data is included below to show the revenue potential with continued support from the District.

College	Fall 2022	Fall 2021	Fall 2020	Fall 2019	Fall 2018
Santa Rosa	71 students x 12 units x \$332/unit \$282,864	76 students x 12 units x \$307/unit \$279,984	111 students x 12 units x \$290/unit \$386,280	162 students x 12 units x \$265/unit \$515,160	194 students x 12 units x \$258/unit \$600,624

While the COVID-19 pandemic has greatly impacted international student enrollments at SRJC, many schools across the CCC system have seen even larger declines.

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. From their most recent report, international student enrollments increased for the first time since the start of COVID-19. In 2021/22, the total number of international students increased by 3.8% nationwide, and new student enrollments increased by an astounding 80%, with California remaining the most popular state in which to study.* However, enrollments at community colleges decreased by 12.5% from the previous year.** The leading countries of origin are now China (-9%), India (+19%), South Korea (+3%), Canada (+7%), and Vietnam.*** International students contributed more than \$33.8 billion dollars to the U.S. economy last year.**** Although new international student enrollment increased by 80%, returning to just below pre-pandemic levels, the United States continues to lose its market share of global talent.

*https://opendoorsdata.org/fast_facts/fast-facts-2022/

**<https://opendoorsdata.org/data/international-students/enrollment-by-institutional-type/>

***<https://opendoorsdata.org/infographic/leading-places-of-origin-of-international-students->

****<https://www.nafsa.org/policy-and-advocacy/policy-resources/nafsa-international-student-economic-value-tool-v2>

Contributing Factors

Many international trends and other factors can significantly impact student recruitment. For example, if there is political unrest or economic challenges in a country, students may not be able to pursue an education abroad, and recruitment efforts in those countries can be unsuccessful. Our program must remain diligent and stay informed of current geopolitical and socio-economic environments, carefully consider the effects they may have on student mobility and adjust 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. Gun violence, homeless rates, and Asian hate crimes present an unsafe image of the U.S.
- 2.
3. Relative strength of USD and foreign currency fluctuations.
- 4.
5. Shifts in demographics with aging populations in Asia and more 15–24-year-olds in Africa.
- 6.
7. Sustained competition from other countries that have proactive recruitment and retention policies.
8. Outdated immigration system, onerous restrictions, and lack of coordination at Federal level.
- 9.
10. Insufficient response to global impacts of climate change.
- 11.

Internal Factors:

1. Challenges in pivoting back and forth from virtual to in-person recruitment as the pandemic changes.
2. Dissatisfaction with online classes during the pandemic and limited availability of in-person classes post-pandemic.
- 3.
4. Inability to offer in-person student engagement opportunities during the pandemic.
- 5.
6. Lack of an on-campus intensive English language program option.
- 7.
8. Lack of and/or insufficient and/or inflated cost of housing.

2.1a Budget Needs

In-person recruitment has resumed, and online recruitment will continue. 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.

With the plan to grow the ISP program, additional funding will be needed to continue growing outreach efforts with in-country representatives in key areas of the world that would support sustainable and cost-effective international student recruitment efforts.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	ALL	02	03	\$50,000.00	an in-country representatives to support sustainable and cost-effective international student recruitment efforts (\$50k per contract).

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 the Principal Designated School Official (PDSO) and liaison between the U.S. Department of Homeland Security (DHS) and the school, tracks international 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, provides content for marketing campaigns, serves as backup DSO.
Administrative Assistant III	27.00	12.00	The Administrative Assistant III 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, 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 ISP	10.00	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 Assistants	35.00	12.00	The ISP Student Assistants process new student leads, produce and distribute the monthly newsletter, create and post content to social media, serve as photographers and assist with events and activities, monitor inventory, prepare documents, conduct research, and do special projects as assigned.

2.2d Adequacy and Effectiveness of Staffing

Now that COVID-19 has ended, our department is receiving a record number of applications, which has significantly impacted on the workload of our staff. Additional staff are needed to support marketing and programming for international students. We are requesting to add one full-time specialist position whose main responsibilities will be to oversee front desk operations (including supervision of student assistants), provide on- and off-campus housing support, advise the International Club, coordinate workshops and events, and provide marketing support (including scheduling photoshoots, editing photos and videos for advertising, posting social media and newsletters, creating and updating websites and online profiles, creating print materials in multiple languages, developing an online digital asset system for international partners, and working with marketing vendors).

Furthermore, we estimate that if the international student population reaches 250-300, then additional staffing will be needed. One full-time staff 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
0001	ALL	02	03	Not applicable	ISP Specialist	Classified

2.3a Current Contract Faculty Positions

Position	Description
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2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
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2.3c Faculty Within Retirement Range

Not applicable

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

Not applicable

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

Not applicable

2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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2.4d Non-Instructional Equipment and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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2.4f Instructional/Non-Instructional Software 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

Existing facilities are insufficient to meet the unique needs of international students at SRJC. Currently, international students are served at the front counter of Admissions & Records. However, issues frequently arise that require a confidential space to discuss privately. These range from immigration violations and health concerns to academic probation and financial emergencies. In addition, a confidential space is needed to conduct professional meetings with visiting international partners. Furthermore, international students travel to SRJC from around the world, leaving their families and friends behind. It is critically important for student retention that this unique population can access a designated space where they can feel “at home” on campus.

3.1 Academic Quality

The District does not receive apportionment from the State of California for international student enrollment. International students pay non-resident registration and capital outlay fees in addition to registration fees, totaling \$462 per unit. These fees generate discretionary, unrestricted general funds for the District. In Fall 2022, SRJC assessed \$330,576 in tuition fees to F-1 international students. It is anticipated ISP will generate millions of dollars for the District in the future. More historical data is available on the ISP Fact Book: <https://international.santarosa.edu/isp-fact-book>

The Counseling department has assigned two counselors to work part-time providing academic advising year-round to ISP students. These counselors also provide support and guidance in the transfer process.

3.2 Student Success and Support

Diversity of staff is a vital component of ISP. Each of our full-time staff has 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 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 Responsiveness to Our Community

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 Professional Development Activity (PDA) activities that include a wide range of topics such as Diversity, Equity, Inclusion, Access and Antiracism. Staff may also participate in necessary state and national conferences, workshops, 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 Campus Climate and Culture

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:

1. Panic buttons are installed at each front counter window of A&R. All the front counter workstations 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).
2. 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 placed inside the Records vault.
3. 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
4. Reina Chubb is the Building Safety Monitor for Plover Hall and there are also three area safety leaders in Admissions & Records: Michelle Parrish, Megan Williams, and Jessi Meyer. All ASCs attend the District sponsored safety training and are currently involved in developing an office safety plan. Regular safety training is provided for all staff.

4.1a Course Student Learning Outcomes Assessment

Not applicable

4.1b Program Student Learning Outcomes Assessment

Not applicable

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 often highly motivated to 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 district's SIS was recently modified to track this data and use it to help measure program performance. The data table below shows new/returning and continuing student enrollments, as well as the number of students who completed their program, transferred out to another school, or were terminated in SEVIS each semester:

Term	New/Returning	Continuing	Completed	Transferred	Terminated*
Spring 2023	28	60	1	1	7
Fall 2022	18	51	7	14	11
Spring 2022	23	59	5	3	4
Fall 2021	26	44	8	18	9
Spring 2021	4	69	9	10	16
Fall 2020	8	94	11	21	21
Spring 2020	22	121	8	10	20
Fall 2019	30	127	11	23	27

*Termination reasons: Authorized Early Withdrawal, Leave of Absence, Change of Status Approved, Failure to Enroll, Unauthorized Drop Below Full-Time.

As explained previously, several external factors have led more international students to withdraw or take leaves of absence from SRJC in recent years. We expect it will take time for our program to recover and stabilize our enrollment, and perhaps years to reach pre-pandemic numbers. When on-campus housing becomes available for our students, we believe that the opportunities for an international living-learning community will bring new life to our program. 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	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.	Ongoing	ISP received 275 applications for Fall 2023 - a 69% increase from Fall 2022.
0002	ALL	03	02	International Student Housing	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.	2022-2023	Although on-campus housing will open Fall 2023, the limited capacity and current intake structure will soon be insufficient to address the needs of a growing international student population. Out of 352 beds, only 17 ISP students have completed their lease agreements. Not sufficient to support the increase in international student enrollment.
0003	ALL	03	02	Inter-departmental Cooperation	Work to further develop opportunities for collaboration between ISP, the International Student Club, and the Intercultural Center, including the learning communities.	2022-2023	The International Club returned with enthusiasm in Fall 2022 and had a great year! ISP invited the Intercultural Center to attend our events.

6.2b PRPP Editor Feedback - Optional

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0000	ALL	04	08	Enrollment recovery	Continue with virtual and online recruitment efforts while expanding in-person international recruitment. Provide a welcoming and reassuring environment for new students. Hire 1-2 in country representatives in 2023-2024	2023/24	Travel budget, consulting fees
0000	ALL	04	07	Increase collaboration	Develop more opportunities for collaboration between ISP and various stakeholders: International Club, Intercultural Center, SHS, DRD, ESL, Counseling, academic programs, Study Abroad, UC/CSU Pathways	2023/24	None
0000	ALL	02	04	Develop financial resources	Maintain and grow our donor relationships to support revenue sources for international student scholarships.	2023/24	None
0001	ALL	02	04	Develop financial resources	Implement a \$50 international application fee to offset staff time.	7/1/23 for SP 24 cycle	Staff time
0002	ALL	02	04	International student housing	Hire a new full-time staff who can liaise with the SRJC Leasing Office and work creatively with off-campus housing stakeholders (property managers, homestay programs, and investors) to provide options for ISP students.	2023/24	Salary
0003	ALL	03	06	Reporting	Present an annual program update to the SRJC Board of Trustees to inform the campus community about new developments in ISP.	Fall 2023	Staff time

