

Santa Rosa Junior College

Program Resource Planning Process

International Student Programs 2015

1.1a Mission

Mission Statement

The mission of the International Student Program is to recruit a diverse international student population 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.

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. Before arriving at SRJC, supply potential students with information on the 2+2 program and transfer agreements that provide a map for international students to complete their goals. This is an essential step in the recruitment process so students and parents are well informed and also prepared to attend SRJC which is costly for international students.
2. The foundation skill most needed of international students is ESL. The ISP budget pays for an ESL instructor to serve as a liaison to ISP. The liaison will 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. Providing adequate counseling services. Counseling is an essential part of helping students to meet the transfer goal.

4. Work with the International Club to promote student engagement and involvement and development of friendships.
5. Provide the following programs and services that are specifically offered for international students:
 - * Two-day new student orientation
 - * Tours of Santa Rosa area and San Francisco for first-semester students
 - * Special meetings and assistance through Student Employment Office

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. Work with the International Club to offer multicultural activities and events that promote globalization and understanding and appreciation for other cultures.

D. Improve Facilities and Technology

1. Promote the use of the SRJC International Student Program and SRJC International Club Facebook groups.
2. Use the Facebook groups to engage students in sharing information and collaboration.

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 promote professional growth and cultivate lifelong learning.
3. Hire staff that have experience working with international students and/or working in other countries to provide the understanding, compassion, and appreciation for the challenges faced by international students.

G. Develop Financial Resources

Registration fees from international student can provide a revenue stream for the district. Several marketing efforts are essential in recruiting international students.

1. Develop a marketing strategy to recruit international students through online resources such as FaceBook, ISP website, online publications, and vendor services.
2. Increase the number of international agents throughout the world to assist in recruiting students and provide training opportunities for these agents.
3. Travel to other countries a minimum of three times each fall and spring semester to meet with agents, students, and parents.
4. Develop an ambassador program and seek resources to support the program needs.
5. In concert with the Alumni Association, develop an international student alumni and seek resources to support the program.

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. Conduct online surveys to get feedback from students.
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. Surveys and informal feedback from international agents.

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 were 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) is on recruitment. Marketing materials will be translated into multiple languages. Recruitment tours will be planned to Asia, Europe, and emerging economies. Relationships with agents and partners will be 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 21st 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 2014 enrollments increased to 130. With continuing support from the district, the International Student Program anticipates 400 international students will be enrolled at SRJC by Fall 2017.

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 it is important to remember that there is 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

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.

Four of the top 10 community colleges hosting international students are located in California:

Santa Monica	3,471
DeAnza	2,728
Diablo Valley	1,663
City College of SF	1,550

These colleges have been actively recruiting international students for 15 or more years, so SRJC is behind in these efforts. Most students, parents, and agents in other countries are unaware of SRJC. 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 has experienced a significant return on their investment. For example, Ohlone College in Fremont, California, had an international student enrollment of 63 in 2006; five years later, their enrollment increased to 360. That increase generated over \$2 million in revenue for their district.

The first year the ISP office was created, the international annual enrollment was 149. After making concerted efforts to market the program the first year, enrollments grew in 2013-14 to 181, a 21 percent increase. It is anticipated the enrollments will continue to climb each academic year. The rate of increase in enrollments will depend largely upon the efforts and resources dedicated to recruitment and working with current students.

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 get the "big picture." The November 2013 edition indicates the number of international students in the U.S. increased by 7 percent over the previous year, showing an increase of nearly 40 percent over the past decade. The largest increase in new international student enrollment was at the undergraduate level, which grew by 12 percent from 2011/12 to 2012/13. The overall enrollment by international undergraduate students exceeded graduate enrollment for the second year in a row. This is very good news for community colleges.

California is still the #1 state selected by international students to study. . However, the percentage of growth of international students from 2011/12 to 2012/13 was only 8 percent, while Massachusetts grew by 12.7 percent, Pennsylvania by 11.6 percent, and Indiana by 10.0 percent.

In addition to enrollment trends, *Open Doors* identifies the countries of origin of international students studying in the U.S. The percentage of international students from China increased by 21.4 percent, Brazil by 20.4 percent, Indonesia 7.6 percent, Germany 5.0 percent, Nigeria 4.1 percent, Colombia 3.9 percent, and Vietnam 3.4 percent.

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. While SRJC does not have an IEP (intensive English program), the data identifying the leading places of origin of IEP students in California is being used to identify countries in which SRJC may want to recruit. The top five countries listed are:

Saudia Arabia 5,421 (SRJC is not yet approved by Saudi Arabia to receive their students)

China	4,758
Japan	3,741
South Korea	2,965
Brazil	2,697

Trends in other countries can have an impact on this program. If there is political unrest or major economic challenges in a country, international students may not be studying abroad and our recruitment efforts in those countries may not be successful.

A major resource challenge for the International Student Program is counseling support. In 2012-13 ISP did not have a specific liaison counselor assigned to advise the students and assist the program. In 2013-14 a regular counselor was assigned to work with ISP for 20 percent of the counselor's load. That counselor was reassigned at the end of the spring 2014 semester, and an adjunct counselor was given an assignment of 10 percent (7 hours a week) to assist international students. The enrollment of international students is increasing and the amount of counseling assistance has decreased. New international students need more help than domestic students because everything is new to them. They have no points of reference since our educational system and practices are so different than in their countries.

2.1a Budget Needs

"Many institutions are involved with (or are planning on becoming involved with) international education because of the financial promise that international students can bring. This is understandable but bothersome because most institutions are not aware of what is needed or do not have the capacity to ensure the success of international students – special, dedicated academic and counseling services, dedicated cultural integration programs before and after international students arrive, ongoing and targeted student engagement, and much more."

---*Henri Migala, Ed.D., M.P.H.*
Director, International House (I-House)
UC San Diego

International student enrollments are still considerably lower than those from other community colleges. Diablo Valley College has over 1,900 international students, and even Butte College has over 160. However, they have been involved in growing their programs longer. With the district's support of ISP in the last two years, enrollments are beginning to grow.

Fa 2012	Fa 2013	Fall 2014	Sp 2013	Sp 2014	Spring 2015
75	89	128	74	93	155

As with all programs, a major component for success is staff. One full-time, regular faculty member has been reassigned to Student Services to coordinate the International Student Program (ISP). There are currently two International Student Advisors who process all applications, monitor students, and assist students with many of their needs while at SRJC. One of the International Student Advisors spends approximately 50 percent of her time assisting with recruitment, which includes travel. In addition, the program now has a permanent 40-hour a week administrative assistant II, hired in October 2014.

The major position that is needed is a full-time counselor dedicated to international students. The first semester at SRJC, international students require much more assistance since everything is new to them - the language, the class requirements, customs, etc. All colleges and universities that have been successful in increasing their international student enrollments have at least one full-time counselor assigned to the program. During 2012-13 a full-time, regular counselor was assigned to work with international students. In 2013-14 that regular counselor was reassigned and replaced with an adjunct who provided 7 hours a week assistance (20% of what the regular counselor was providing). In 2014-15, a different adjunct counselor was assigned to ISP providing 14 hours a week assistance to international

students. The inconsistency in counseling support and lack of sufficient hours to assistant international students will not only result in reduced essential services to the international students who are registered at SRJC but will also reduce the number of new students who are accepted and register. When international students are accepted, they are living in their own countries. A counselor needs to proactive to email, Skype, or call the international students to advise the students and assist them in completing the registration process as well as answer the myriad of questions new international students have about coming to SRJC. Through marketing efforts, we are increasing the number of applications; however, the yield rate is a concern as noted by the chart below.

Semester	Applied	Accepted	% Accepted	Registered	% Registered
Fall 2014	100	84	84%	53	63%
Fall 2013	60	53	88%	41	77%
Fall 2012	43	36	84%	26	72%

In addition, additional funding is needed for marketing, consultant and agency services, and travel and other expenses related to support recruitment efforts. Marketing and recruitment is expensive but these are essential expenditures. Significant increases are usually not realized for 2-3 years, but SRJC will experience incremental movement.

Other needs that international students have are housing assistance, event planning, activity planning. The current staff do not have the time to develop these student services to the international students.

Supplies, mailing, student help, professional development, travel expenses, are all expenditures that need to be increased as the number of international student enrollments increase.

This is the one program that can add significant revenue for the district if adequate staff and budget are provided. The budget increases requested, especially staff, will have a direct impact on the number of international students that the ISP can recruit and manage.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	ALL	03	02	\$50,000.00	Hire a recruitment consultant living in China to increase enrollments from China. Insufficient staff to travel to China as often as needed.
0002	ALL	05	02	\$30,000.00	Online software subscription needed to manage special needs of an international program for recruitment efforts, tracking potential students, agent workflow, analytics, and reporting.

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 the federal government and the school.
International Student Advisor/Recruiter	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 the federal government and the school. Also assists in recruiting international students.

Administrative Assistant II	40.00	12.00	Performs administrative support duties for the International Student Program requiring a high degree of expertise in more than one of the areas of office management, fiscal management, customer relations, or other specialized services; may serve as the lead worker for other classified staff within the area/department; supervise and organize the work of student employees and short term, non-continuing personnel; and perform related work as required.
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2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Director, Academic Records & International Admiss	2.00	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 manager's job.

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Social Media Marketing & Events Coordination	25.00	10.00	Analyze marketing data to enable data-driven decisions use and implement of social media tools; assist in development and coordination of events.
Student Worker(s)	30.00	10.00	Assists with office work. Duties depend upon skill sets of student. Those with good technology skills can assist with creating flyers and publications.

2.2d Adequacy and Effectiveness of Staffing

Student Services is the key to increasing our international student enrollments. Marketing and recruitment efforts have increased and the district is experiencing a return on those investments. The staff needed to help the students through their entire experience at SRJC is essential to getting the students here, keeping them here (persistence), and ensuring the students meet their educational goals. Studies have shown that if international students are satisfied not only with their education but how they are taken care of at their American school, they will return to their own countries and spread the word – they will be SRJC ambassadors and encourage their friends and family to attend SRJC.

The current coordinator/director of the International Student Program is a regular faculty member reassigned to Student Services. Consideration should be made soon to create a management position to provide sustainability of the program. A full-time, regular administrative assistant II was hired in fall 2014, so progress is being made in providing staffing for the program. Still, there are additional positions that are needed in order to continue to grow the program and maintain it successfully.

The practice at SRJC is to use enrollment figures to determine when to hire regular/permanent staff. This is a program that needs the staff in the beginning to recruit and take care of the students. Without adequate staff, the program will grow much slower than it could and may also be a detrimental to future enrollments if there is inadequate staff to take care of the international students when they are at SRJC. Students who leave SRJC dissatisfied on how they have been treated will not be helpful to the college's recruitment process. Also, staff is needed to be more proactive with the student applicants to help increase the percentage that register and come to SRJC.

High Priority: International Counselor

The major position that is needed is a full-time counselor dedicated to international students. This request needs to come from the Counseling Department and not the International Student Program; however, it is important to mention in this PRPP to provide more rationale and support for a counselor for ISP.

The first semester at SRJC, international students require much more assistance since everything is new to them - the language, the class requirements, customs, etc. All colleges and universities that have been successful in increasing their international student enrollments have at least one full-time counselor assigned to the program. During 2012-13 a full-time, regular counselor was assigned to work with international students. In 2013-14 that regular counselor was reassigned and replaced with an adjunct who provided 7 hours a week assistance (20% of what the regular counselor was providing). In 2014-15, a different adjunct counselor was assigned to ISP providing 14 hours a week assistance to international students. The inconsistency in counseling support and lack of sufficient hours to assist international students will not only result in reduced essential services to the international students who are registered at SRJC but will also reduce the number of new students who are accepted and register. When international students are accepted, they are living in their own countries. A counselor needs to be proactive to email, Skype, or call the international students to advise the students and assist them in completing the registration process as well as answer the myriad of questions new international students have about coming to SRJC. Through marketing efforts, we are increasing the number of applications; however, the yield rate is a concern as noted by the chart below.

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Priority 1. Recruitment Coordinator

This coordinator will be responsible for coordinating international student recruitment and outreach activities for the district. The coordinator will represent programs and services to prospective international students, parents, high school counselors, advisors, international agents, consultants and other partners domestically and internationally. Monitoring, assessing, marketing, and analyzing recruitment efforts and providing reports will be part of this coordinator's responsibilities.

Priority 2. Coordinator, Social Media Marketing and Events

Marketing materials and resources must be updated and maintained regularly. These include print materials such as brochures, flyers, electronic materials include the ISP website, PowerPoint presentations, videos, etc. Also, social media has become a growing source of information for students. Daily monitoring and posting to Facebook, Twitter, Instagram, blogs, and other social media sites is essential for a healthy marketing program. Some countries block U.S. social media sites, so coordination with outside sources to host SRJC social media is needed.

This coordinator will be responsible for planning activities for international students and will work closely with the International Club.

Other events that need coordination include:

- Two-day orientation before the semester begins
- Meet & Greet event at the beginning of the semester
- End-of-semester reception

The ISP hosts international visitors throughout the year. These visitors may be from schools in other countries, potential or current agencies working with SRJC, parents and potential students learning about SRJC, partner colleges and universities, etc. A coordinator would be responsible for organizing these visits.

Priority 3. Administrative Assistant III

The workload in the ISP office has increased significantly. While there is currently an Administrative Assistant II working full-time, the volume of the work is more than one person can manage and the complexity of the work is more than what should be required of an Administrative II. The current director/coordinator of the program travels often and is out of the office. An Administrative Assistant III is needed to manage the office when the immediate supervisor is gone.

Priority 4. International Student Recruiter

The Recruiter will implement the activities and initiatives of the College's International Program in assigned countries, meet enrollment targets in assigned countries and assist the district in representing the college overseas. This position requires significant time traveling internationally.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	Santa Rosa	05	02	Evaluator/International Student Advisor	Recruitment Coordinator (Grade O)	Classified
0002	Santa Rosa	01	02	STNC	Coordinator, Social Media Marketing & Events (O)	Classified
0003	Santa Rosa	01	02		Administrative Assistant III	Classified
0004	Santa Rosa	03	02		International Student Recruiter (O)	Classified
0005	Santa Rosa	05	02	Reassigned 100% tenured faculty	Dean II, International Student Program	Management

2.3a Current Contract Faculty Positions

Position	Description
100% reassignment from Business Admin Dept	Redeveloping and building International Student Programs. 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

The one reassigned faculty member is within retirement range.

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

International Counselor

This information is provided in the ISP PPRP to support the Counseling Department request.

International students are thousands of miles away and do not understand the California educational system. Most of the international students plan to transfer. The myriad of options is overwhelming to them. It takes more time to assist international students because of their unfamiliarity with our systems, language, and culture. These students are quite anxious, and if they do not receive the attention they need, they will seek help from another community college. We know that students apply at more than one college. Some students are more needy and require more assistance from the counselor. When these students have to wait hours for a drop-in counselor, they get even more anxious and their view of the services provided by SRJC to them becomes more and more negative. English is not their first language and the educational system and expectations are very different from their own countries. A full-time international counselor dedicated to the International Student Program would be able to do follow-up with the students accepted and waiting for assistance before arriving at SRJC; a full-time international counselor would have sufficient time to meet numerous times with each international student to ensure they were taking the courses they need and were getting additional help as needed; a full-time international counselor would be assigned to teach a counseling course to assist the international students in acclimating to SRJC; a full-time international counselor would be able to assist in the orientation days before the semesters begin and in the various events created for international students.

The counselor should be located in Plover Hall so the person is closer to the International Student Advisors and the ISP Office that provides services to the international students.

In addition, the International Counselor should be assigned to teach a section of COUN 10, First Year Experience, earmarked for international students. This course is transferrable and international students in the academic program will be strongly encouraged to take the course. The international ESL students need a similar course developed as part of the student success initiative needed for international students.

2.3e Faculty Staffing Requests

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

Software is needed to help manage international student data. More information is needed than what the SRJC SIS system can provide.

- Completing and submitting reports to SEVIS
- Data from international student applications which is a separate application than CCCApply. Needed to develop marketing strategies for world regions, for example.
- Recruitment efforts - potential students contacted, by what means, how often, results, etc.
- Managing dozens of international agents - number of applicants received, payments to agents, areas of world, extended contract durations or terminating, etc.

Research will need to be done on the best software program to purchase. The approximately annual subscription to this type of software is most like in the neighborhood of \$20,000-30,000.

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
0001	Santa Rosa	01	02	Software to manage intl student program act	1	\$30,000.00	\$30,000.00	Peg Saragina	518 Plover	Peg Saragina

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0001	Santa Rosa	01	02	Urgent	Plover Hall	518	\$1,000.00	Sound proofing director/coordinator office. All conversations from this office can be heard in the breakroom. The director/coordinator meets with international students in this office.

2.5b Analysis of Existing Facilities

The International Student Program is growing quickly and the current facilities do not provide sufficient room for all of the staff and area for meet with students.

Currently the staff is sharing space in the Admissions & Records are in Plover Hall with some of the ISP staff on one side of the office and the other staff on the other end. 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 can meet with students to provide them counsel and advice of a private, sensitive. In addition, a full-time counselor should be assigned to ISP, and that person will need a private office to meet with students.

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.

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 of \$197 per unit. These fees generate discretionary, unrestricted general funds for the district. In 2014-2015, the International Student Program generated over \$900,000 in international fees. It is anticipated the ISP will generate millions of dollars for the district in the foreseeable future.

3.2 Serve our Diverse Communities

Diversity of staff is a vital component of the International Student Program. Currently two of the ISP classified staff speak Spanish. Also, 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

emphathize and assist the students in acclimating to living in Sonoma County and attending SRJC. The director/coordinator of the ISP grew up as part of a minority population, has traveled to dozens of countries, and was president of an International Business Education Association which held its 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, Japanese, Korean, Portuguese, Spanish and Vletnamese, which are the languages of the countries where most of the ISP recruitment efforts are being made.

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

3.3 Cultivate a Healthy Organization

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.

Correspondence with students is conducted via private emails or through the use of Constant Contact when messages are sent in batches.

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. Acclimate to the college for their social well being by becoming friends with local students and other international students in classes and at college sponsored events.
4. 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	New student orientation learn	Spring 2014	Fall 2014	Fall 2014
Service/Program	Student Clubs participation	Fall 2014	Spring 2015	Spring 2015
Service/Program	Making friends	Fall 2014	Spring 2015	Spring 2015
Service/Program	Maintaining legal status	Fall 2014	Spring 2015	Spring 2015

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
3. Making friends				X			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.

While the requirement in the PRPP is to develop a 6-year cycle of assessment, ISP has determined it is important to assess all SLOs every year and make changes/adjustments as quickly as possible thereby being more responsive to the needs and wants of the international students.

To get student feedback, surveys and feedback are obtained from students either online through the use of SurveyMonkey.com or in person at meetings/events. Below are samples of the feedback received by students and the changes that were made to better meet the needs of the students.

The ISP Team consists of the Dean of Admissions & Enrollment Management, the director/coordinator of ISP, two International Student Advisors, one Administrative Assistant II, and an STNC for Social Media Marketing/Events. The ISP Team meets a minimum of once a month. During meetings, the ISP team reviews and discusses feedback received by students either through formal surveys or through observations and comments received by students. Through collaboration, decisions are made on what changes to implement to improve the program.

In fall 2014 and spring 2015, ISP has observed:

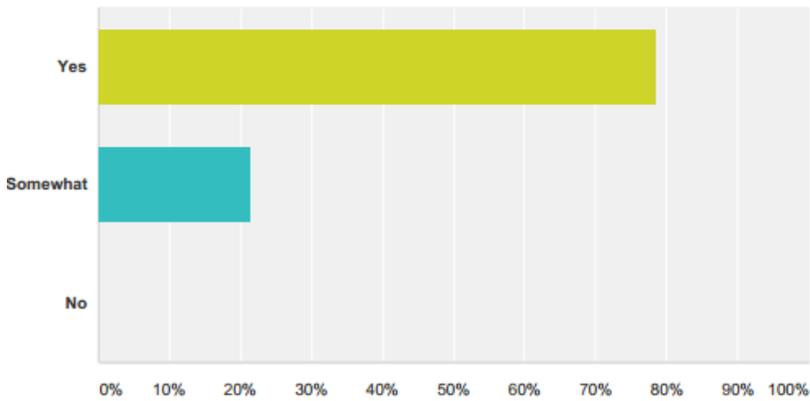
- an increase in the number of new students attending the new student orientation and the increased bonding that developed among students through activities during those days
- an increase in the participation in the International Club and other student clubs
- more international students making friends and inviting other students to engage in activities on weekends (i.e. bowling, ice skating, hiking) through their postings on the International Club FaceBook page
- international students from multiple countries grouped together in the quad, having lunch, or talking with each other rather than students grouping together by their countries of origin only
- international students volunteering to entertain at ISP sponsored events

Summary of Assessment Results for New Student Orientation

Results from SurveyMonkey.com online survey – Spring 2014 (16 students completed survey)

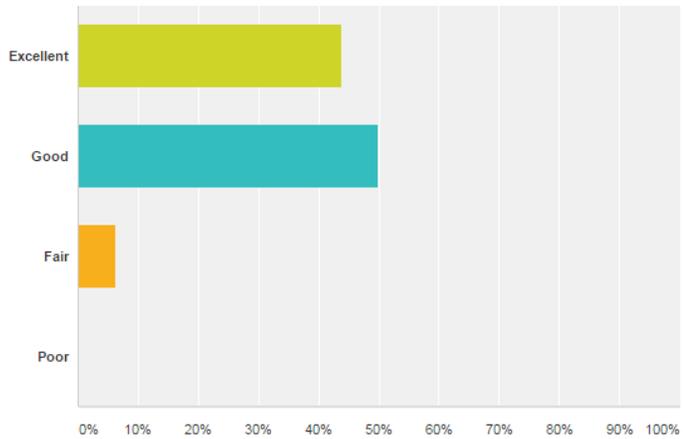
Q3 Was the new student orientation you received before your first semester at SRJC helpful to you?

Answered: 14 Skipped: 2



Rate your overall experience at SRJC.

Answered: 16 Skipped: 0



Suggestions for improvement included:

- Maybe show more details about how to check or calculate your grades during the semester. For example, like use the syllabus wisely.
- Some people are shy to go talk to other. I think we should make game or something to stimulate those people to go talk to others.
- Games, ice breaking games that require team effort.
- Provide more school jobs.

Overall, the comments were overwhelmingly positive. This is one student quote that includes the sentiment of the majority of the students.

“So far SRJC has exceeded my expectations. This college is the greatest experience in my entire schooling life. The environment (campus), faculty members, students and the town of SR just makes me love education more and more every day. It’s a dream come true to me.”

End-of-semester feedback from international students

March 12, 2014, 5:15-6:30ish – Academic Senate Chambers
14 international students attended

Open discussion and feedback from students

What worked well during orientation?

- Binder was very helpful. Good resource for later. Don’t remove anything that has been put in the binder.
- Calendar stickers helpful to those who used their calendar. Danish students do not use paper and pen – they are used to being able to use their laptops in their classes.
- Appreciated the notebook and pen/pencil since they did not know what supplies to bring to their classes.
- Do an exercise to have them use the scan-tron. They did not know what it was or how to use it the first time in their classes.
- Enjoyed hearing from continuing students. During spring 2014 orientation, it was nice for the continuing students to have lunch with them.
- Liked the tour to a winery, to town of Sonoma and to SF. This helped students get to know each other and bond.
- Food was good – important to have.

Suggestions for improvement of orientation

- Would be helpful to have the name of people to talk to personally about health insurance and not just a website to visit.
- Would be good to know more about the different delivery of teaching and lessons in U.S.; each instructor is different in organizing courses and requirements which is not always same in other countries where all instructors teaching the same course are requiring the same things.
- Need more information on what to expect as a student at SRJC.
- Help students exchange emails and/or cell phone numbers during orientation so they can contact others easily afterwards. Would be good to have Skype names as well.
- Bus – show them where bus stop is. In fact, maybe take the bus down to San Francisco during orientation week. Perhaps rent a bus?
- Need to have the U.S. education system explained more or better.
- Placement tests – how to prepare for them. English & Math jam sessions which are study sessions. May want to ask if they can make a special one for the international students.
- Explain how grades work – A,B,C,D,F – what is passing. What is GPA.
- During tour, have students bring their schedules and point out where the buildings and rooms are. Some were very confused the first days of classes and were late to classes because they couldn't find their rooms.
- Encourage students to join clubs. Maybe have some club reps come to orientation. Tell them about Club Days and put dates on small labels to put in their schedules.

Changes to be made for fall 2014 orientation

- ✓ Rather than having a counselor conduct the majority of the orientation, the ISP Team will do so in order to address the needs specific to international students.
- ✓ Provide more hands-on learning and activities.
- ✓ Reduce the amount of time speakers do their presentations.

- ✓ Allow more time for students to interact and bond.

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. 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 15 units each semester and generates approximately \$7,200 each year per student. 150 F-1 students generate over a million dollars in revenue each year. With a dedicated international student budget, which would provide for more targeted recruitment efforts, the College would have the potential to increase this student population and in turn generate a significant revenue stream for the College with very little expense--basically, the program would pay for itself.

The persistence rates are high for this group at approximately 80%. This is a motivated group primarily because they are making a significant financial commitment to complete their programs in a prescribed amount of time. They are not eligible for financial aid, are required to maintain full-time status (12+ units each semester) and must complete their degree programs within a prescribed 2-3 year period before their visa expires. They have specific education goals upon entering and are focused to complete their studies to either transfer to a four year university or return to their home country with their U.S. degree.

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 help compare the TOEFL or other international English score provided by the students upon admission and the students' English assessment scores along with the students' success and progression through ESL classes. There does not appear to be a direct correlation between the students TOEFL score and SRJC's ESL assessment scores. It is anticipated it will take several semesters to accumulate and analyze the data to determine if there are any predictions that can be made on student success or changes that can be implemented to help students succeed.

By increasing our international student body, we bring cultural diversity to our college community with representation from over 40 countries. These students are a wonderful resource, providing information and insights into the global community and creating opportunities for all students and faculty to explore other cultures.

Cohort Title: F-1 International Students					
2013-2014		F-1 International No.'s	District No.'s	F-1 International %	District %
GENERAL DATA					
Total Students		118	39,232	100.00%	100.00%
Enrolled in Credit		116	32,675	98.31%	83.29%
Enrolled in Non-Credit		70	13,987	59.32%	35.65%
English Primary Language					
Yes		100	31,488	84.75%	80.26%
No		18	7,744	15.25%	19.74%
Enrollment Location					
Online ONLY		0	1,426	0	3.63%
Santa Rosa ONLY		99	18,344	83.90%	46.76%
Petaluma ONLY		1	3,006	0.85%	7.66%
Other ONLY		1	6,550	0.85%	16.70%
Santa Rosa & Petaluma		11	6,666	9.32%	16.99%
Santa Rosa & Other		6	2,869	5.08%	7.31%
Santa Rosa, Petaluma, Other		0	371	0.00%	0.95%
ACCESS					
Gender					
Male		60	17,308	50.85%	44.12%
Female		56	21,118	47.46%	53.83%
Unknown		2	806	1.69%	2.05%
Age Group					
< 20		26	8,028	22.03%	20.46%
20 - 24		61	11,362	51.69%	28.96%
25 - 29		23	5,676	19.49%	14.47%
30 - 34		4	3,477	3.39%	8.86%
35 - 39		0	2,238	0%	5.70%

40 - 50	3	3,315	2.54%	8.45%
50 +	1	5,136	0.85%	13.09%
Ethnicity				
White	24	20,470	20.34%	52.18%
Asian	60	1,412	50.85%	3.60%
Black	16	957	13.56%	2.44%
Hispanic	9	12,232	7.63%	31.18%
American Indian/Alaskan	1	269	0.85%	0.69%
Pacific Islander	1	141	0.85%	0.36%
Filipino	2	290	1.69%	0.74%
Multi-Ethnicity	5	1,594	4.24%	4.06%
Unknown	24	1,867	20.34%	4.76%
Disability				
Primary Disability	3	2496	2.54%	6.36%
Secondary Disability	1	847	0.85%	2.16%
Dept of Rehabilitation	0	71	0.00%	0.18%
2013-2014	F-1 International Numbers	District Numbers	F-1 International %	District %
ACCESS - continued				
Financial Aid				
Not Received	117	25,795	99.15%	65.75%
Received	1	13,437	0.85%	34.25%
BOG Waiver	0	13,066	0.00%	33.30%
PELL Grant	0	4,671	0.00%	11.91%
Other	1	1,886	.85%	4.81%
PROGRESS				
Persistence				
Enrolled in Fall	86	26,824	72.88%	68.37%

Persisted to Spring	69	18,536	80.23%	69.10%
Did not Persist	17	8,288	19.77%	30.90%
COURSE COMPLETION				
Degree Applicable				
Attempted	717	128,919	77.18%	78.42%
Failed	98	34,885	13.67%	27.06%
Successful	619	94,034	86.33%	72.94%
ESL				
Attempted	61	1,832	6.57%	1.11%
Failed	7	356	11.48%	19.43%
Successful	54	1,476	88.52%	80.57%
English				
Attempted	7	1,591	0.75%	0.97%
Failed	1	591	14.29%	37.15%
Successful	6	1,000	85.71%	62.85%
Math				
Attempted	7	2,359	0.75%	1.44%
Failed	0	856	0.00%	36.29%
Successful	7	1,503	100.00%	63.71%
ACADEMIC SUCCESS				
Degrees	10	1,484	8.47%	3.78%
Certificates	3	574	2.54%	1.46%
Optional Under General Data				
Petaluma Units Breakdown	10	8,514	100.00%	100.00%
Zero Units	0	543	0.00%	6.38%
3.0 OR LESS	3	2,678	30.00%	31.45%
3.5 - 6.0	3	1,974	30.00%	23.19%
6.5 - 9.0	1	1,131	10.00%	13.28%

9.5 - 12.0	2	656	20.00%	7.70%
12.5 - 15.0	1	483	10.00%	5.67%
15.5 - 18.0	0	276	0.00%	3.24%
18.5 - 21.0	0	246	0.00%	2.89%
21.5 - 24.0	0	239	0.00%	2.81%
24.5 - 27.0	0	167	0.00%	1.96%
27.5 - 30.0	0	82	0.00%	0.96%
30.0 +	0	39	0.00%	0.46%
12.0 - 21.0 Units	2	1,123	20.00%	13.19%
21.5+	0	583	0	6.85%

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	Santa Rosa	03	02	Increase number of countries of origin of international students	Increase student diversity	2014-2015	Fall 2013 -- 36 countries Fall 2014 - 42 countries Spring 2014 - 34 countries Spring 2015 - 54 countries
0001	Santa Rosa	03	02	Increase number of countries of origin of international students	Increase student diversity	2014-2015	Fall 2013 -- 36 countries Fall 2014 - 42 countries Spring 2014 - 34 countries Spring 2015 - 54 countries
0001	Santa Rosa	03	02	Increase number of countries of origin of international students	Increase student diversity	2014-2015	Fall 2013 -- 36 countries Fall 2014 - 42 countries Spring 2014 - 34 countries Spring 2015 - 54 countries
0002	Santa Rosa	03	02	Increase international student enrollment	Increase diversity and revenue	2014-2015	Fall 2013 - 89 int'l students Fall 2014 - 128 int'l students Spring 2014 - 93 int'l students Spring 2015 - 154 int'l students
0003	Santa Rosa	05	02	Increase international agents	Develop partnerships with international agents and obtain MOUs	2014-2015	2013-14 - 10 agent agreements 2014-15 47 agent agreements
0004	Santa Rosa	05	02	Diversify marketing tools	Use social media tools to market ISP	2014-2015	Updated ISP FaceBook page and postings Created Twitter account; need to increase postings during events and activities Developed an Instagram account; need to post more images
0006	Santa Rosa	05	02	Increase/improve marketing tools and/or techniques	Add online marketing services	2014-2015	Subscribed to CollegeWeekLive and offered webcasts, online chats, and uploaded marketing materials
0006	Santa Rosa	03	02	Visit more countries	Increase SRJC presence in more countries for recruitment purposes	2014-2015	Recruitment trips added to Japan, Korea,m Vietnam and Brazil
0007	Santa Rosa	05	02	Increase relationship with Education USA	Attend virtual and face-to-face educational fairs sponsored by Education USA	2014-2015	Participated in two virtual fairs in Vietnam and Western Europe
0008	Santa Rosa	03	02	Incorporate CCIP grant (J-1) students	Include CCIP students in all activities and events with F-1 international students	2014-2015	Completed

6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
Santa Rosa	<p>ISP has been maintaining student data for over 20 years and is able to compare enrollments, countries of origin, world regions represented, transfer destinations, and degrees completed. The number of students and countries have increased significantly this past year.</p> <p>This is a new program office, so it is still evolving. Besides an increasing enrollments, plans will be made to identify the success, retention, and persistence of international students and data will need to be accumulated and analyzed. Unfortunately, the SIS system does not always allow for the data on F-1 visa students to be separated so some work has to be done manually.</p> <p>Also, data will need to be accumulated manually on the progress of international agents to determine the effectiveness and value of each agent and whether to continue or terminate contracts on an annual basis.</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
0001	Santa Rosa	01	02	Develop additional marketing resources	Create a virtual campus tour with YouVisit.com	2015-2016	Funding for subscription to service
0002	Santa Rosa	01	02	Develop an e-mail marketing/support plan	Create an e-mail and live-chat marketing/student success plan with College Week Live	2015-2016	Staff and funding for subscription to CWL service
0003	Santa Rosa	01	02	Implement social media tools	Use social media to engage prospective students and maintain contact with current students	2015-2016	STNC Social Media Marketing Coordinator
0004	Santa Rosa	03	02	Maintain recruitment travel	Continue traveling to other countries on recruitment trips and meet with agents and partners, especially to new countries or world regions	2015-2016	Funding for travel and staff time
0005	Santa Rosa	01	02	Increase involvement with International Club	Work with new International Club president to strengthen participation and increase student involvement	2015-2016	Current staff
0006	Santa Rosa	01	02	Develop workshops for international students	Inform and educate students on procedures and practices to help them succeed	2015-2016	Current staff and assistance from other district offices or staff
0007	Santa Rosa	05	02	Increase international agents and partners	Increase the number of international agents and partners	2015-2016	Consultants in other countries
0008	Santa Rosa	01	02	Improve English proficiency	Work with ESL liaison to analyze data on student improvement in ESL courses and create a plan to assist students to improve	2015-2016	Current staff
0009	Santa Rosa	01	02	Maintain data and reports	Determine what data is to be accumulated and what reports are to be generated and when	Fall 2015	Current staff