

# International Students (StudentServicesLO) Latest Version

International Students 2018-2019 Program Review. Program review consists of a departmental self-evaluation that leads to plans and actions for continuous improvement. Although only designated "PR Collaborators" can edit the online form for their department, program reviews should be completed using input from all members of the department.

## STUDENT SERVICES DEPARTMENT W/LEARNING OUTCOMES

### Mission Program Review: Version by Nelson, David J. on 10/19/2018 21:32

How does your department's mission relate to the college's mission (<https://www.glendale.edu/about-gcc/gcc-overview/mission-statement-objectives-and-functions>) and vision (<https://www.glendale.edu/about-gcc/gcc-overview/vision-statement>)?

Glendale Community College is committed to increasing the cultural and country diversity of the college community. It does so by developing short and long term goals as they relate to international students, who contribute to the college's international profile and by the payment of non-resident tuition fees. F-1 Visa students help to expand the global community which is GCC, and enable "domestic" students to learn about other cultures and nationalities (global awareness and appreciation, ILO), to which otherwise they would not automatically be exposed. This in turn helps to promote openness and diversity for all students and staff.

Students who test into lower levels of Credit ESL/English and/or Math, take advantage of GCC's basic skills instruction, which prepares them for college level classes. Student Educational Plans incorporate classes required for certificates, associate degrees, and/or transfer to four-year colleges and universities. International students are encouraged to avail themselves of career development services, and explore a variety of disciplines that help them make decisions with regards to their future course of study and career plans in their chosen fields. In relation to the latter statement, International Students are advised through academic counseling and immigration workshops on practical training and internship opportunities (via approved work authorization procedures), following completion of their Degree or Certificate programs. International Students are also strongly encouraged to participate in on-campus clubs and activities.

### Department Data (Non-Instructional) Program Review: Version by Nelson, David J. on 10/21/2018 22:13

| YEAR      | SERVICE or FUNCTION   | # or percentage          | NOTES   |
|-----------|---|--------------------------|---|
| 2013-2014 | Counseling: individual appointments & drop-in                           | 3,333                    | undefined   |
| 2014-2015 |   | 3,3612                   |   |
| 2015-2016 |   | 4,969                    |   |
| 2016-2017 |   | 4,553                    |   |
| 2017-2018 |   | 4666                     |   |
| *****     | *****   | *****                    | *****   |
| 2013-2014 | Immigration advising  | 877                      |   |
| 2014-2015 |   | 1239                     |   |
| 2015-2016 |   | 1194                     |   |
| 2016-2017 |   | 994                      | The drop in immigration advising data from 2016-17 to 2017-18 can be directly attributed to Program Staffing shortages. |
| 2017-2018 |   | 569                      |   |
| *****     | *****   | *****                    | *****   |
| 2013-2014 | Admission inquires & general information                                | 3,966                    |   |
| 2014-2015 |   | 4,489                    |   |
| 2015-2016 |   | 2,994                    |   |
| 2016-2017 |   | 2,655                    |   |
| 2017-2018 |   | 2069                     |   |
| *****     | *****   | *****                    | *****   |
| 2013-2014 | Graduates: AA/AS Degrees & Certificates                                 | 33                       |   |
| 2014-2015 |   | 54                       |   |
| 2015-2016 |   | 68                       |   |
| 2016-2017 |   | 65                       |   |
| 2017-2018 |   | 80                       |   |
| *****     | *****   | *****                    | *****   |
| 2013-2014 | Student Development 103, College Orientation for International Students | 5 sections 151 students  |   |
| 2014-2015 |   | 5 sections 156 students  |   |
| 2015-2016 |   | 7 sections 196 students  |   |
| 2016-2017 |   | 5 sections; 133 students |   |
| 2017-2018 |   | 6 sections; 124 students |   |
| *****     | *****   | *****                    | *****   |
| 2013-2014 | Transfers to four-year colleges & universities                          | 46                       |   |
| 2014-2015 |   | 89                       |   |

| YEAR      | SERVICE or FUNCTION                           | # or percentage | NOTES   |
|-----------|---|-----------------|---|
| 2015-2016 |   | 92              |   |
| 2016-2017 |   | 96              |   |
| 2017-2018 |   | 98              |   |
| *****     | *****   | *****           | *****   |
| 2013-2014 | International F-1 Students Enrolled (All)     | 1424*           | *includes both Fall & Spring semesters, and Winter & Summer sessions combined |
| 2014-2015 |   | 1563*           |   |
| 2015-2016 |   | 1645*           |   |
| 2016-2017 |   | 1675*           |   |
| 2017-2018 |   | 1556*           |   |
| *****     | *****   | *****           | *****   |
| 2013-2014 | Applications processed//New students enrolled | 715//363**      | **Fall & Spring semesters combined  |
| 2014-2015 |   | 825//422**      | Note: application "yield" or return average =46% to 48%                       |
| 2015-2016 |   | 885//406**      |   |
| 2016-2017 |   | 652//274**      | "Yield" on Accepted Applicants = 56% to 58%, over past two years.             |
| 2017-2018 |   | 580//267**      |   |
| *****     | *****   | *****           | *****   |

## Department Data Response (Non-Instructional). Program Review: Version by Nelson, David J. on 10/19/2018 23:14

The table above shows your department's data from the last cycle of program review. Enter your department's data for this year.

Next, discuss any patterns observed in the data. What are strengths or weaknesses? You can establish action items for improvement in the Improvement Plan & Resource Requests section at the bottom of this program review.

Lastly, if you had time to review and discuss your department's data with the members of your department, attach documentation of that dialog regarding the data. (To do this, click on the folder icon above to attach document. Use the following filename for the attachment: **2017-2018\_DataDialog\_DepartmentName.pdf**.) For example, attach minutes from department meeting, etc. that show substantive discussion about the data. If you need help attaching documents, watch the instructional video at the Program Review website (<https://www.glendale.edu/about-gcc/gcc-overview/institutional-effectiveness/program-review>) or call Daphne at x5722.

**\*\* Department Data and Trend Analysis Summary:** Since Academic Year 2013-14, the International Student Program had experienced record growth in terms of applications received and processed (compared to the previous decade), along with International F-1 Visa Students enrolled at the College. The International Student Program has consistently ranked in the "Top-40" nationwide, since 2000-01, for community colleges enrolling International Students. **In recent years, the Program has generated approximately \$3.5 to \$4.0 million annually in non-resident tuition revenues directly to the District.**

\*\* Over the past year and moving forward, the International higher education industry has begun to experience stagnation with Int. Student flows into the country; with key "feeder countries" being down or flat in the number of students enrolling at U.S. institutions. Since last November's Presidential Election and the overall political and immigration climate being perceived as "unwelcoming" for many International Students, these recent trends and downturns will likely continue. These developments will directly impact the International Student Program at the College for the immediate future. Proper staffing, program support and services related to the overall recruitment and retention model, will be critical during this new trendline International higher education is experiencing. It is important to mention that competition for International Students is quite concentrated among West Coast colleges, with 23 of the top-40 community colleges being located in either California or Washington State.

\*\* As a further update to the above submission from Nov. 2017, the downward trend for International Student enrollments nationwide and locally has continued -- with the U.S. system losing market share to other country systems (Canada, Australia, Europe), while immigration regulations and processing have become more restrictive. Following six consecutive semesters of enrolling over 600 Int. F-1 Visa Students (from Fall 2014 through Spring 2017), the College enrolled 588 F-1 Students in Fall 2017 and 556 in Spring 2018. This trend coincides with regional declines impacting academic institutions and even local Language Schools, which have traditionally been "feeder" programs or "pathways" to community colleges.

## Learning Outcomes (Non-Instructional). Program Review: Version by Nelson, David J. on 10/19/2018 21:58

Please summarize any changes that have been (or will be) implemented as a result of learning outcomes assessment results. Relate your assessments to the Institutional Learning Outcomes (i.e. communication, critical thinking, information competency, quantitative reasoning, global awareness, personal responsibility). If you need help accessing your learning outcomes data, please contact David Yamamoto at [davidy@glendale.edu](mailto:davidy@glendale.edu) or Yvette Ybarra at [ybarra@glendale.edu](mailto:ybarra@glendale.edu)

The content of "Student Development 103" was expanded to include topics on academics and life adjustment in the US. Transfer information was incorporated into the class by inviting a CSU representative who talked about options available to international students. Guest speakers also presented on basic topics of interest to new international students, such as banking, buying a car, getting a driver's license, renting an apartment, etc. Orientation sections were also expanded to include academic presentations including interactive games to increase student engagement. A presenter was invited from the Housing Authority to inform students of their rights and responsibilities as tenants. Increasing student engagement in this manner by promoting information competency helped foster greater critical thinking skills to make better informed decisions. More optional practical training workshops were offered to give students a better understanding of their post-graduate options. Students have been encouraged to be more pro-active in matters of health wellness, healthcare and reaching out to the campus Health Center for their needs.

## Creating or Revising Services (Non-Instructional) Program Review: Version by Nelson, David J. on 10/21/2018 22:41

What activities have been conducted to ensure that the services of the department are current? For example, examination of services by regional competitors, professional development training, staff attendance at conferences.

International Student Office staff members have consistently attended various professional development training workshops such as Meta Majors and Guided Pathways, in order to be fully aligned with the California Community College Chancellor's Office directives.

Classified staff and program counseling faculty have attended national conferences in years 2016, 2017 and 2018 -- related to International Higher Education, sponsored by NAFSA, Association of International Educators. These conferences have offered professional development training workshops and sessions related to F-1 visa regulations, evaluating academic credentials, conducting new student orientations, along with networking opportunities with fellow colleagues.

Is there a demand for a NEW service that would meet the needs of students or the community? If so, please describe new services that you will propose adding. The International Student Office will continue to work collaboratively with GCC's Career Center staff and faculty to offer Resume Writing and Interview workshops (which have recently been incorporated as part of student success and outcomes) that will better prepare students to apply for Optional Practical Training, following their degree or certificate completion. The Transfer Center also continues to be an invaluable resource for International Students, as many in this student group desire to transfer to four-year Universities following their Associate Degree.

### **Achievements (Non-Instructional)** Program Review: Version by **Nelson, David J.** on **10/21/2018 22:35**

Please describe any recent achievements of your department. Have any administrative or staff members recently won awards or distinction relevant to your department? Has your department implemented new projects that have greatly contributed to students or the college? Have members presented at professional conferences or have recent publications? During Fall Semester 2017 and again this Fall Semester 2018, the Program will be organizing and hosting (in conjunction with ISA, International Students Association), the national celebration of "International Education Week" -- held in mid-November each year. These annual events help to celebrate and recognize the distinct benefits International Students bring to any campus and the ongoing need for global awareness, appreciation and cultural diversity. Activities which have been planned include: International food fair, cultural displays and native/national dress; a dance troupe from Brazil; keynote speakers and panel discussion highlighting the benefits of international education and global awareness.

### **Technology** Program Review: Version by **Nelson, David J.** on **10/21/2018 22:16**

What new technological developments have been implemented in your department? How successful have these efforts been? How has the department addressed obsolescence issues?

Not Applicable for this year's Program Review.

### **Facilities & Maintenance** Program Review: Version by **Nelson, David J.** on **10/21/2018 22:18**

Are facilities and maintenance supporting student learning? E.g. regarding classrooms, room temperature, door locks, responsiveness to work order requests, etc.

In January 2018, the International Student Program, consistent with many of the departments in Student Services, relocated to the new Sierra Vista Building and occupies the third floor of the building. This new location has given increased scale, spacing and a modern look to the International Student Office and its front desk/reception area. The new building has also added to convenience and a "one-stop" service center for all students, utilizing the various offices within Student Services Division. This should serve to enhance student outcomes and hopefully retention and persistence rates moving forward.

Do you have any suggestions to improve the physical space of your department. E.g. signage, safety, etc.

Not Applicable.

### **Staffing** Program Review: Version by **Nelson, David J.** on **10/24/2018 19:53**

Is staffing adequate for your program? Can any vacant positions be eliminated? Are the skills of your current staff members meeting the needs of your area? Is any additional training needed?

Staffing and the timely replacement of vacant classified position(s) continues to be an ongoing problem. **Since Fall Semester 2017, the Program lost its "Senior Coordinator," the main immigration advisor for current and continuing F-1 Students, and the replacement position has not been filled as of Fall 2018.** Also, in the Fall 2017, one of the Program's other "International Student Advisors/DSO" was unilaterally transferred to another department on campus. This left the Program down two permanent immigration advisors to properly serve an F-1 Visa population of approximately 550 Int. Students. Currently, there are only two permanent positions in the Program -- the Director/Manager and a Student Services Technician. This is woefully inadequate for addressing the regulatory and compliance demands of the Program in relation to DHS federal regulations, and the overall enrollment management model for maintaining student numbers, revenue and market share. For normal operating functions, the Program needs to have a minimum of four DSOs (Designated School Officials) -- registered within the DHS/SEVIS student tracking/reporting system.

Describe the number and assignments of hourly employees and student employees that your program requires. Is there a need for additional short-term employees or student employees, within college and state guidelines and restrictions?

Over the past two years, the Program has had to hire four short-term hourly employees to help fill the needs and demands of the Program (as stated above in the section related to "Staffing"). The Program has also hired on average 3 to 4 student workers/assistants each semester to help with front desk support and office tasks. These hires of course, are not permanent, classified positions and as such, short-term employees eventually reach their max limit on total hours worked during their assignment. This staff turn-over creates further work related to ongoing training and acclimation -- in a very complex and demanding department serving the comprehensive needs of International Students. Employees need to be versed in areas related to new student admissions and applications, immigration regulations, office practices & procedures, off-campus housing, health insurance plan coverage and various other student needs which arise whether on-campus or off-campus.

### **Duplication of Effort or Services** Program Review: Version by **Nelson, David J.** on **10/19/2018 22:46**

Have you observed overlap of effort or services with other departments? How can this be corrected?

There are no observable "overlap" of services given the unique nature of International Students compared to other departments.

## **IMPROVEMENT PLAN & RESOURCE REQUESTS**

### **.Improvement Plan & Resource Requests.**

**In completing the Program Review form up to this point, the members of your department should have engaged in thorough departmental self-evaluation. In this section, departments will be able to establish plans for improvement by creating action items and linking them to department or college goals.**

(Be sure to first watch the instructional video that shows how to complete the Improvement Plan & Resource Requests section of program review. All instructional videos are accessible at the Program Review website (<https://www.glendale.edu/about-gcc/gcc-overview/institutional-effectiveness/program-review>.)

**STEP ONE**

Click on the FLAG ICON on the right to access the Actions-to-Goals Linkage Matrix. If you were able to meet with Daphne to enter your department goals, you will be able to create action items and submit associated personnel and non-personnel resource requests right now. (Contact Daphne at [daphne@glendale.edu](mailto:daphne@glendale.edu) or x5722 if you haven't yet met with her to input your department's goals.)

**STEP TWO**

In the Actions-to-Goals Linkage Matrix, add any action items for improving the effectiveness of your department. You will link each action item to a department or college goal that it supports.

**STEP THREE**

If personnel or non-personnel resource requests are needed, you will need to enter those in the matrix for their associated action item(s) **AND** enter those into the appropriate online form.

**PERSONNEL REQUEST**

For each personnel request, use the appropriate Hiring Allocation Committee (HAC) form to provide more information for the prioritization committees to consider. Submit a separate HAC form for each personnel request.

- CHAC FORM for classified personnel requests (<https://goo.gl/forms/7MApV9t6tjyn44Tj2>)
- SSHAC FORM for student services faculty personnel requests (<https://goo.gl/forms/Kd0rWMVExSKVb5J53>)
- IHAC FORM for instructional faculty personnel requests (<https://goo.gl/forms/eDV3tjHkLgEPnZi42>)
- MHAC FORM for management personnel requests (<https://goo.gl/forms/NYL0fxSh1JDq3372>)
- REORG FORM for reorganization requests (<https://goo.gl/forms/2DXMbt6npgdfBT12>)

**NON-PERSONNEL REQUEST**

Be sure to check the Guide to Requesting Resources at the program review website (<https://www.glendale.edu/about-gcc/gcc-overview/institutional-effectiveness/program-review>) to see if your item really needs to. If you have non-personnel resource requests, enter them all into one online form. You'll create an itemized list in the form. Click on this link for the form:

- NON-PERSONNEL FORM for non-personnel resource requests (<https://goo.gl/forms/rMQT0PFJhAbH92ez2>)

No Value

| Goals and Objectives  | No action was taken in this cycle for this goal  | Actions were taken in this cycle for this goal, but the goal has not been completed | Goal has been met   |
|---|--|---|---|
| Increase student success and outcomes related to retention and persistence.                     | No action was taken in this cycle for this goal  | Actions were taken in this cycle for this goal, but the goal has not been completed | Goal has been met   |
| <b>Recommended Actions</b>  | Increase in notifications to students each semester reminding them of priority registration dates, outstanding balances owed (to avoid registration holds), and importance of maintaining full-time course loads. Also, "Exit Interview" forms and questionnaire utilized to track students' reasons for transferring out.   |   | 0 linked SLOs<br>Resource Requests:<br>• Student Services Technician - (Status: Pending)  |
| Increase student success and outcomes related to student's education plan and career goals.     | No action was taken in this cycle for this goal  | Actions were taken in this cycle for this goal, but the goal has not been completed | Goal has been met   |
| <b>Recommended Actions</b>  | Increase workshops related to OPT/Practical Training internships, resume writing skills via the Career Center and health insurance workshops for student's health and wellness needs -- as more students have incurred health issues impacting their education plans and completion.   |   | 0 linked SLOs<br>Resource Requests:<br>• Student Services Technician - (Status: Pending)  |
| Maintain student enrollments each semester via a comprehensive recruitment and retention model. | No action was taken in this cycle for this goal  | Actions were taken in this cycle for this goal, but the goal has not been completed | Goal has been met   |
| <b>Recommended Actions</b>  | Continue to increase percentage of completed applications, while increasing "yield" or return on accepted students into enrolled students each semester. Continue to improve upon Orientation Day sessions prior to each semester, for successful outcomes and retention of new students during their first semester. Require new students to 'challenge' results of Credit ESL placement results for Levels 1 & 2; encourage qualified students to register for "English 101+" as a pathway to regular English 101. |   | 0 linked SLOs<br>Resource Requests:<br>• Reorganization of International Student Program - (Status: Pending)<br>• Student Services Technician - (Status: Pending) |
| To continue increasing the number of certificates and/or associate degrees awarded.             | No action was taken in this cycle for this goal  | Actions were taken in this cycle for this goal, but the goal has not been completed | Goal has been met   |
| <b>Recommended Actions</b>  | Students will be required to make at least one appointment with an academic counselor in the International Student Office to update their Student Educational Plans and ensure they're taking the correct courses to meet their academic goals.  |   | 0 linked SLOs<br>Resource Requests:<br>• Reorganization of International Student Program - (Status: Pending)  |
| To increase the number of students transferring to four-year colleges and universities.         | No action was taken in this cycle for this goal  | Actions were taken in this cycle for this goal, but the goal has not been completed | Goal has been met   |

| Goals and Objectives       | No action was taken in this cycle for this goal  | Actions were taken in this cycle for this goal, but the goal has not been completed   | Goal has been met |
|----------------------------|--|---|-------------------|
| <b>Recommended Actions</b> | Students will be notified when university representatives are in the Transfer Center, and especially International Admission representatives from CSU and UC campuses. Special "International Transfer Fairs" have been scheduled. Students in their last year reminded to meet with a Counselor on education plans and final Degree requirements. | 0 linked SLOs<br>Resource Requests:<br><ul style="list-style-type: none"> <li>• Reorganization of International Student Program - <i>(Status: Pending)</i></li> </ul> |                   |