

Student & Community Advancement Program Review

INTERNATIONAL STUDENT PROGRAM

I. Overview

A. Program Profile

Instructions: The program profile should contain the program name, primary objectives, funding source(s), a profile of the students or clients served, and any other information that will provide the reader with a more complete understanding of the program.

The program under review here is the International Student Program (ISP). It is a fund 11 program that serves the interests of F-1 visa students attending El Camino College. This program is responsible for the marketing and recruitment of new international students, adhering to all required United States government regulations, preparing new student orientations, assisting students with registration, academic counseling, assisting students with visa and/or I-20 issues, contacting students who have delinquent fees, maintaining SEVIS (Student and Exchange Visitor Information System), guiding international students through the transfer and graduation process, and assisting students wishing to enter Optional Practical Training (OPT). This program is a revenue generating program for the district. It is estimated that for each dollar invested in the ISP, at least eight dollars are returned on the investment.

B. Status of Previous Recommendations

Instructions: List the current status of recommendations that were provided in the last program review.

Staffing

It was recommended that a management position be created for the International Student Program. In addition, it was recommended that the support staff of one Student Services Specialist and one Clerical Assistant be expanded to include another Student Services Specialist. To date, the employee classifications in the International Student Program remain as they were in the 1990s.

Growth

It was recommended in the last program review and in subsequent reports that funding for marketing and recruitment be substantially increased. A proposal presented jointly by the Director of Community Advancement, the Director of Grants, and the Director of Admissions and Records was presented approximately three years ago. This proposal included the increase in funding for advertising and international recruitment. The proposal was rejected.

C. Continuing Recommendations

Instructions: List the recommendations that are expected to continue as a result of this program review.

New recommendations will develop out of the remainder of this program review.

II. Program Data

A. Student/Client Satisfaction

Instructions: List and analyze the results of the student or client satisfaction survey. Based upon the analysis what program improvements should be made. Assistance from Institutional Research and Planning will be necessary to create, distribute, and tally the survey.

A survey was conducted for international students; however, so few responded that it was agreed not to include the survey in this program review.

B. Student/Client Outcome Data

Instructions: This section requires the analysis of student or client program data (i.e., metrics) that has been collected over the past three years. Metrics should be thought of as program specific data such as the number of students/clients who utilized various segments of your service over a specific period of time.

Examples include the number of students who met with a counselor, successfully completed their financial aid packet, applied on-line, referred to a company for an interview, or completed training.

The table below depicts the enrollment of F-1 visa students at El Camino College since fall 1993. In comparing fall to fall, spring to spring, and summer to summer, you can find a steady increase in enrollment from the mid-1990s into 2002. Then you will find a decline. The enrollment increase can be attributed to additional funds being expended to advertise and market to international students as well as an increase in recruitment trips. The decline in enrollment was directly related to the 9/11 terrorist attacks to the requirements of SEVIS (Student Exchange and Visitors Information System), the much tougher requirements to obtain a U.S. visa at an American embassy, and the reduction in funding for the program in early 2002.

Semester	Number of F-1 Visa Students	Number of Students transferred to 4 year universities
Fall 1993	265	
Spring 1994	271	
Summer 1994	135	
Fall 1994	263	
Spring 1995	257	
Summer 1995	140	
Fall 1995	246	
Spring 1996	250	
Summer 1996	155	

Fall 1996	248	
Spring 1997	254	
Summer 1997	165	
Fall 1997	295	
Spring 1998	361	
Summer 1998	242	
Fall 1998	412	
Spring 1999	483	
Summer 1999	285	
Fall 1999	548	
Spring 2000	619	
Summer 2000	302	
Fall 2000	677	
Spring 2001	736	45 est.
Summer 2001	350 est.	
Fall 2001	750 est.	30
Spring 2002	760 est.	37
Summer 2002	300 est.	
Fall 2002	720 est.	70 est.
Winter 2003	200 est.	
Spring 2003	690 est.	80
Summer 2003	290 est.	52
Fall 2003	630 est.	85
Spring 2004	630 est.	
Summer 2004	270 est.	28
Fall 2004	580 est.	55 est.
Winter 2005	150	
Spring 2005	575	28
Summer 2005	230	
Fall 2005	630	63
Winter 2006	160	
Spring 2006	650	

SARS Appointments for a Counselor

The number of F-1 students that SARS recorded for appointments with a counselor assigned to the international student program was 1101 students. This does not include students that were seen on a drop-in basis, or students seen during the first two weeks of the semester when we are on our add and drop schedule, or students that we worked with during our new student Orientation sessions.

Therefore, using these statistics as a rough estimate, 5505 would be an approximate number of students seen on an appointment basis throughout the last five years.

The exact numbers as tracked by SARS for 2005 were:

Semester	Counselor Chun	Counselor Roper
Winter 2005	114	13
Spring 2005	335	73
Summer 2005	212	27
Fall 2005	275	52

The top five most popular majors for international students who are transferring to a university are:

- Business/Economics
- Engineering
- Computer Science
- Biological Sciences (Biology, Bio-Chemistry)
- Psychology

The top five most popular majors for international students that are completing an Associates Degree are:

- Computer Information Systems
- Business (particularly Accounting, Management and Marketing)
- Nursing
- Art
- Physical Education

Acculturation issues

Many F-1 students, during their first semester in particular, have difficulty adjusting to life in the United States without their support network of family and friends. Counselor Margaret Chun suggests that these students try to interact with their classmates and encourage their peers to join a club or get involved in some other activity on campus where they can meet other students.

Adjusting to the U.S. Education System

Most F-1 students are unfamiliar with general education requirements that are necessary to complete a degree in the United States.

During counseling sessions, counselors must have to clearly explain why general education courses exist, what their purpose and goal is and which general education pattern that they will have to follow to complete their particular educational goal.

Monetary concerns

Many F-1 students have trouble with excessive spending habits and do not realize that living in the United States and attending school in Los Angeles is expensive. Counselor Chun refers students with extreme monetary problems to the ISP to see if they qualify for financial hardship practical training.

Analyze program data. Identify and list trends found in the data.

Based upon the trends and performance indicator data (e.g., metrics) what changes, if any, should be made to improve the program? All program improvements must be tied to the data.

See Planning.

C. Campus/Community Collaboration

Instructions: List collaborative efforts with the campus and external community that are designed to benefit the program. List how the collaborative efforts should be strengthened and what new collaborations or partnerships should be pursued to improve the program.

What program functions are dependent upon external collaborations or partnerships with other programs or services on campus or in the community? Describe the effectiveness of each collaboration or partnership.

The International Student Program works in collaboration with the following areas on campus:

Admissions and Records

The ISP works in close collaboration with the Office of Admissions and Records. Although all application processing of F-1 students takes place in the ISP, Admissions will be consulted when an F-1 student changes his/her status to another visa type or becomes eligible through a change of status for California residency. Admissions will then process that change. The ISP must work closely with the Evaluations Unit of A&R when an F-1 student applies for ECC graduation and that student has a transcript from a college in another country. Also, prerequisite, overload, and PERC hold clearances must filter through Admissions.

Counseling

Counseling is at the core of all academic information and advisement to F-1 students. The international student counselor keeps the students on track and can authorize less than full time enrollment or extensions to the student's I-20 based on academics.

Cashiers & Fiscal Services

The cashiers are the key component in the processing of all F-1 student payments, resolving issues of under- or over-payment, and processing refunds. Fiscal Services determines the refund dates for F-1 students.

Purchasing

ISP, A&R, and Purchasing must work closely when reviewing the contract for F-1 student health insurance.

Information Technology Services

It is of critical importance that the ISP receive regular enrollment reports from ITS. This allows the ISP staff to monitor under enrolled students and contact them to advise them to avoid being out-of-status. The ISP must also receive delinquent payment reports from ITS to follow-up with F-1 students who have failed to meet their financial obligations. Also critical to the effectiveness of the ISP is the effective and expedient use of SEVIS and the new on-line international student application sponsored by CCCApply.

Insurance Company

ISP personnel work closely with the health insurance company. F-1 students must carry health insurance. ISP will work with the carrier on issues such as refunds, waivers, and claims.

How can program personnel strengthen these collaborations or partnerships?

It is important for ISP to continue these relationships. To strengthen these collaborations increased and improved communications should be to focus.

What other collaborations or partnerships should program personnel pursue for program improvement and why?

Local Language Schools

The ISP must expand its contact and recruitment at local language schools. These schools can serve as feeder institutions to El Camino College and can contribute to the quantitative growth of the program.

D. Program Data Recommendations

Instructions: Compile all program data recommendations from A – C.

1) It is common for students in northeast and southeast Asia to find a college, university, or language school through an educational agency. An agency usually will recommend students to

a school that pays a referral fee in return. Many public and private, four year and two year colleges from the United States, Australia, Europe, and China are paying referral/marketing fees to agents for students referred to their institutions. Foothill-DeAnza, Santa Monica and all two-year colleges in the state of Washington are among them. To remain competitive, El Camino College should begin to pay these fees if it wants to grow.

2) A peer mentor program should be established. The nature, structure, scope, goals and objectives should be discussed and established prior to a formal launching.

3) The ISP web site must be viewed as a work in progress with annual reviews. The ISP web site should be a recruitment tool for potential students and an informational vehicle for continuing students.

4) The ISP must expand its contact and recruitment at local language schools. These schools can serve as feeder institutions to El Camino College and can contribute to the quantitative growth of the program.

5) Develop a plan to market for and recruit M-1 visa students. M-1 students are those international students pursuing a vocational certificate, not a degree.

III. Program Requirements

A. Program Support

Instructions: List campus departments that are essential to the success of this program, the impact of those departments on the program, and what is being done to strengthen the partnership between each.

All programs depend upon the support of other departments on campus. What is the impact of those departments on this program and what can program personnel do to further strengthen those relations?

B. Facilities and Equipment

Instructions: Provide a summary of the current state of the program's facilities and equipment and list recommendations if appropriate.

Describe the adequacy/inadequacy of the facilities and equipment available to the program.

Until recently, the ISP was housed in the heart of the Admissions office. With the recent rearrangement of functions within the Admissions/ISP areas we have found better space utilization and we have limited student access to sensitive areas. The new ISP area now faces opposite the Copy Center with international students having a dedicated entrance. However, the space assigned for the number of staff and the number of students serviced is not sufficient.

List recommendations regarding facilities and equipment.

1) During construction of the new Student Services Center the ISP office as well as the rest of A&R will be housed in the Administration building. The very tight quarters the ISP has been experiencing is expected to continue through the construction period. In the new building it is anticipated that the ISP will have a dedicated office adjacent to Admissions. A student waiting area, front office processing, a private office, and storage space was presented in the original proposal.

C. Staffing

Instructions: Describe the adequacy/inadequacy of the program’s current staffing level and the training needs of program personnel. List recommendations based upon question responses.

1) Describe the adequacy/inadequacy of the program’s current staffing level.

The ISP is currently staffed by one F-1 visa officer who serves as the coordinator of the program. There is a Student Services Specialist, a Clerical Assistant, one temporary non-classified (casual) and one student worker.

Personnel Trend

Personnel Type	Current Level		In 3 - 5 years		Retirement	
	# of Staffing	FTE	# of Staffing	FTE	# of Staffing	FTE
Full-time Faculty (Tenure Track)	1	1	1	1		
Full-time Faculty (Non-Tenure Track)						
Part-time Adjunct Faculty	1	0.25	1	0.25		
Full-time Classified Staff	3	3	2	2	1	1
Part-time Classified Staff (Permanent)						
Part-time Classified (Temporary)						
Casual Employees	1	0.5	1	0.5		
Student Employees	1	0.25	1	0.25		
Manager	1	0.25	1	0.25		
Supervisor						
Temporary Project Administrator						
Faculty Coordinator						

FTE: Full Time Equivalent (i.e., 2 employees working at 50% would equal 1 FTE)

In the coming year, it is expected that Student Services Specialist Susan Nickle will retire.

2) *How does this data impact the program or the future of the program?*

The retirement of Susan Nickle will have a substantial negative impact on the ISP. Replacement will need to be immediate. Many of the functions she performs cannot be performed by any other employee with the exception of the coordinator (F-1 visa officer) Leo Rachman. When Mr. Rachman is on a recruitment trip, on vacation, or ill there would be no one to perform these functions.

Are program personnel current in their field? If not, describe what is needed to maintain currency and how it will improve the program.

The employees in the ISP maintain currency in new laws, regulations, and procedures. It is important for them to participate in workshops sponsored by NAFSA (National Association of Foreign Student Advisors).

List and prioritize all staffing recommendations.

- 1) Replace Student Services Specialist Susan Nickle upon her retirement.
- 2) Upgrade the position of Student Services Specialist to Student Services Advisor.
- 3) Create benchmarks in growth to staffing needs – as the program grows increase the casual support for the program.

D. Planning

Instructions: Analyze external (advisory committee input, academic/trade journal articles, or other appropriate sources) and internal information to determine changes or trends that will impact the program within the next five years. Explain how the program's planning process involves program staff, and ties into student learning outcomes.

There is continuous input on the part of ISP staff on procedural issues. ISP staff participates in overall A&R meetings and periodic departmental meetings.

1) What major changes or trends might impact the program in the next five years? What program plans are in place or will be created to respond to major changes or trends?

If another 9/11 type situation occurs, we can expect a dramatic reduction in the number of F-1 visa students applying and being accepted. Barring any extreme disaster we can expect increased competition for international students in the next few years. We are already seeing many colleges and universities increasing their advertising and marketing budgets to recruit potential F-1 students. Furthermore, many colleges are now paying agents for students referred

from these agencies. This will increasingly leave colleges that do not pay agents, such as El Camino, at an extreme disadvantage.

2) What data, not currently provided, would be needed to improve program development planning? Explain the type of data desired, why it will be useful, and list the possible sources if known.

The following data would enhance the operations of the ISP:

Real time access to reporting capabilities in the following categories:

- F-1 students enrolled
- F-1 students with outstanding balances
- F-1 students on insurance waiver

3) Describe how program personnel are made aware of what is happening in the program, future program plans, external/internal changes affecting the program, and changes that need to be made to enable the program to adapt and continue to be successful.

The majority of the changes that implement the ISP are external to El Camino College. At any given time there may be changes in regulations from ICE or new reporting requirements from SEVIS. Most of these changes are communicated to the DSOs (Designated School Officials) via email. There are annual conferences in which workshops, information updates, and a sharing of experiences benefit the employees. However, due to budget constraints, the staff has not been able to attend for the last few years.

4) Explain how program personnel are involved in the creation and implementation of program plans?

The primary program plans are marketing/recruitment and orientation/registration. The marketing/recruitment component is discussed between the F-1 Visa Officer and the Director of Admissions & Records. The orientation/registration component is spearheaded by the F-1 Visa Officer and involves all front line personnel in the ISP and the assigned counselor.

5) Describe how the program's plans tie into student learning outcomes.

The Student Learning Objective (SLO) for A&R is as follows:

“By interacting with the Admissions & Records Office students will be able to utilize web technology to accurately and successfully participate in on-line student service processes.”

This SLO will be monitored through usage rates and a survey that collects students' self-perception of competence.

The student learning outcome used by Admissions and Records will apply to the International Student Program. There will not be a separate SLO in the next year

E. Program Requirement Recommendations

Instructions: List all recommendations made in the program requirement section.

- 1) Replace Student Services Specialist Susan Nickle upon her retirement.
- 2) Upgrade the position of Student Services Specialist to Student Services Advisor.
- 3) Create benchmarks in growth to staffing needs – as the program grows increase the casual support for the program.

IV. Recommendations

Instructions: Provide a prioritized list of all recommendations made throughout this program review and list, where appropriate, the cost associated with each recommendation. List the strategies program personnel will pursue to aid in the achievement of each recommendation.

- 1) Replace Student Services Specialist Susan Nickle upon her retirement. In the long run this would be cost neutral. For the remainder of the next program review cycle it would result in a cost savings since the new supervisor would begin at a lower pay step than Ms. Nickle.
- 2) It is proposed that we immediately begin compensating agents for F-1 students referred to El Camino College. The compensation would be based on the completion of the F-1 student as a full time student (12 units or more) over the course of two semesters. It would be as follows:

For each referred full-time F-1 student El Camino College would pay the agent \$250.00 at the conclusion of the student’s first semester and an additional \$250.00 at the conclusion of the student’s second semester.

For each student referred the income and cost for two semesters would be as follows (assuming 12 units with out-of-country tuition of \$180.00 per unit and an enrollment fee of \$20.00 per unit):

SEMESTER ONE		SEMESTER TWO	
Out-of-Country Tuition	2,160	Out-of-Country Tuition	2,160
Enrollment Fee	240	Enrollment Fee	240
Gross Income	2,400	Gross Income	2,400
Less Referral Fee	250	Less Referral Fee	250
Net Income	2,150	Net Income	2,150

The gross income for the year for a 12 unit student would be \$4,800. With a paid referral fee of \$500 for the year, the net income would be \$4,300.

Assuming we receive 100 referrals of this nature in the first year, we would need to set aside \$50,000 out of the income received from the referrals. See table below.

SEMESTER ONE		SEMESTER TWO	
Out-of-Country Tuition	216,000	Out-of-Country Tuition	216,000
Enrollment Fee	24,000	Enrollment Fee	24,000
Gross Income	240,000	Gross Income	240,000
Less Referral Fee	25,000	Less Referral Fee	25,000
Net Income	215,000	Net Income	215,000

The gross income for the year for 100 students at 12 units each would be \$480,000. With a paid referral fee of \$50,000 for the year, the net income would be \$430,000. In essence, an investment of \$50,000 has the potential of netting a return of over \$400,000.

Our goal over the next three years is to grow from 600 F-1 visa students to 1,000 F-1 visa students. If this proposal is implemented this semester, we are projecting 700 students by fall 2007, 850 students by fall 2008, and 1,000 students by fall 2009. We would pay particular attention to Indonesia and Hong Kong, two countries that rely heavily on agents.

The table below shows projected income at 100, 200, 300, and 400 students at 12 units per student.

	100 Students	200 Students	300 Students	400 Students
Out-of-Country Tuition	432,000	864,000	1,296,000	1,728,000
Enrollment Fee	48,000	96,000	144,000	192,000
Gross Income	480,000	960,000	1,440,000	1,920,000
Less Referral Fee	50,000	100,000	150,000	200,000
Net Income	430,000	860,000	1,290,000	1,720,000

3) Upgrade the position of Student Services Specialist to Student Services Advisor. Cost: \$2412 annually.

4) The ISP must expand its contact and recruitment at local language schools. These schools can serve as feeder institutions to El Camino College and can contribute to the quantitative growth of the program. Cost would most likely be confined to the distribution of literature and promotional materials and to mileage reimbursement.

5) Web Site - the ISP web site must be viewed as a work in progress with annual reviews. The ISP web site should be a recruitment tool for potential students and an informational vehicle for continuing students. Cost: negligible.

6) Create benchmarks in growth to staffing needs – as the program grows increase the casual support for the program. Cost would be predicated upon the additional casual support.

7) A peer mentor program should be established. The nature, structure, scope, goals and objectives should be discussed and established prior to a formal launching.

8) Develop a plan to market for and recruit M-1 visa students. M-1 students are those international students pursuing a vocational certificate, not a degree. Cost negligible.

Show the linkage to the institution's goals by stating each program review recommendation as an objective statement with corresponding success indicators in the form of an action plan. Enter all action plans into the campus planning software.

The following strategic goals are cited below.

Strategic Goal One: "Support and constantly improve the quality of our educational offerings."

Strategic Goal Three: "Support innovative practices that enhance the educational experience."

Strategic Goal Five: "Support and develop effective and motivated employees."

Strategic Goal Six: "Improve and enhance internal and external communication."

Strategic Goal Seven: "Incorporate flexibility into institutional structure and process."

In the 2006/2007 Year

1. Replace Susan Nickle if she retires this year. This is linked to strategic goals three and seven.
2. Upgrade the Strident Services Specialist to Student Services Advisor. This is linked to strategic goal seven.
3. Adopt and carry out a plan to compensate agents for referring students to El Camino College. This is linked to strategic goal seven.
4. Continuously upgrade the ISP website. This is linked to strategic goal six.
5. Create student growth benchmarks that can support staffing growth in future years. This is linked to strategic goal five.

In the 2007/2008 Year

Develop a peer/mentor group for international students. This is linked to strategic goal seven.

Develop a marketing and recruitment plan for M-1 visa students. This is linked to strategic goal six.

In the 2008/2009 Year

Implement the marketing and recruitment plan for M-1 visa students. This is linked to strategic goal six.