

**EL CAMINO COLLEGE
STUDENT SERVICES
ADMISSIONS & RECORDS DIVISION
INTERNATIONAL STUDENTS:
INTERNATIONAL STUDENT PROGRAM AND EL CAMINO LANGUAGE ACADEMY**

Program Description

- 1. *Describe the program emphasizing the program's objectives and how the program supports the college's mission and vision statements, strategic initiatives, and core competencies. HSEC***

Both the El Camino Language Academy (ECLA) and the International Student Program (ISP) meet the spirit of the mission of El Camino College. Both programs offer quality, comprehensive programs and services to their students. ECLA offers a quality educational program to its students. In addition, both programs compliment the college's vision statement by offering "caring student services and open access."

The strategic initiatives that apply to these programs are: ECLA – Strategic Initiatives A, B and E and ISP – Strategic Initiatives B and E

STRATEGIC INITIATIVES for 2011-14

Strategic Initiative A

Enhance teaching to support student learning using a variety of instructional methods and services.

Strategic Initiative B

Strengthen quality educational and support services to promote student success.

Strategic Initiative E

Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.

The ECLA program adheres to Strategic Initiative A by "enhancing teaching to support student learning." The students who enter this non-credit program have little or no English language skills. These students do not qualify for El Camino College credit classes. By "using a variety of instructional methods" the faculty is able to provide the tools for ECLA students to improve their English language skills and transfer to the ISP and into the credit program of El Camino College. The ECLA program will, via Strategic Initiative B, continue to "strengthen both the "educational and support services" offered. Among the support services offered are admissions, registration, payment processing, health insurance purchasing, social events, housing referrals, immigration (visa) issues, and general support. By employing planning tools, practicing prudent budget allocation, engaging in program review, and assessing processes and services ECLA meets the intent of Strategic Initiative E.

By working with ISP students from recruitment, through admissions, through registration, to graduation and transfer the ISP continues to strive to strengthen "support services." The ISP mirrors ECLA's adherence to Strategic Initiative E. It too employs

planning tools, practices prudent budget allocation, engages in program review, and assesses processes and services of the ISP.

The El Camino College Core Competencies that most closely fit the students in ECLA and ISP are:

IV. Professional and Personal Growth: Students exhibit self-esteem, responsible behavior and personal integrity. Students are reflective and intellectually curious; they continue to improve themselves throughout life.

V. Community and Collaboration: Students appreciate local and global diversity and are respectful and empathetic during personal interactions and competitions. Students effectively collaborate and resolve conflicts. They are responsible, engaged members of society, who are willing and able to assume leadership roles.

VI. Information and Technology Literacy: Students locate, critically evaluate, synthesize, and communicate information in various traditional and new media formats. Students understand the social, legal, and ethical issues related to information and its use.

El Camino Language Academy

El Camino Language Academy (ECLA) is an on-campus intensive English program for international students who do not have a TOEFL score or whose English level is too low for the academic ESL program (established in 1998). Since ECC has a written policy (refer to school catalog) regarding a required TOEFL score, this program offers students an opportunity to transfer to ECC through ECLA's 5 core classes of: Intensive Reading, Intensive Grammar, Intensive Writing, Conversation and TOEFL Preparation and TOEFL Test. Intensive English, by definition, means instruction and curriculum is specifically designed for a students' level of (usually) 6 competencies (i.e., reading, grammar, speaking/listening, writing, and grammar). A student's level of English can be determined through ECC's Testing Center and ECC's English placement tests (i.e., Reading Test or LOEP). During ECLA's Orientation, the students will take a writing exam and will have a speaking assessment with ECLA's instructors. Therefore, a student can be assessed at 3 Levels: (1) Basic to High Beginning Level (a reading score of 69 or less); (2) an Intermediate Level (a reading score of 70-90) or, (3) a High Level to Advanced Level (a reading score of 90 – 120).

At the end of the semester all ECLA students will take the TOEFL test (Test of English as a Foreign Language). This is an internationally recognized test for international students. The scores are used as part of the application process for universities across the United States.

ECLA's mission is to provide intensive English classes that will prepare the students to transfer to the academic ESL program at El Camino. The students who wish to transfer to ECC for the next semester will take the following placement tests at the end of their first semester with ECLA: Reading placement, Math placement and Speaking/Writing

placement. In addition, all of the ECLA students will take the TOEFL test at the end of their first semester with ECLA to see if they have reached ECC's required TOEFL score of 450. These transfers add to the total number of international students at ECC.

International Student Program

The International Student Program (ISP) serves F-1 visa student population. F-1 visa is a non-immigrant student visa that allows the pursuit of education in the United States. The International Student Program (ISP) is designed to assist new and continuing F-1 Visa students with their academic goals consisting of degree and/or certificate attainment as well as transfer. The program enhances student success by offering a comprehensive three-day orientation, academic counseling, and assistance to each student with immigration issues, medical insurance, and housing. ISP uses a personal approach in working with each individual student for the duration of their attendance at El Camino College (ECC). By effectively performing these functions, the ISP Program meets the spirit and intent of the college's mission by offering comprehensive...services to ensure the educational success of students..." Further, the program offers each student the necessary tools to monitor their class schedule, academic transcripts, and registration for classes. As so the ISP Program supports Strategic Initiative B, "strengthen quality educational and support services to promote student success." The ISP Program also adheres to the concepts contained in the Vision Statement. The staff in the program strive to "work together to create an environment that emphasizes people, respect, integrity, diversity and excellence."

- 2. Describe the student population served by the program using available data. (Data sets may be available from Institutional Research upon request.) HSEC**

El Camino Language Academy

There are approximately 650 international students on campus. Of that number about 95 ECLA students are now at ECC and 48 students are attending ECLA for fall semester 2012.

Since its founding in 1998, ECLA has registered over 1,973 students. Of these students we have the following geographic breakdown:

GEOGRAPHIC REGION	STUDENT COUNT
Asia	1722
Latin America	110
Europe	40
Africa & Middle East	29
United States	22

Below is a summary of the ECLA students transferred to ECC – presently there are about 95 former ECLA students at ECC (they are part of the 602 total number of international students on campus).

YEAR	ECLA TO ISP TRANSFERS
2007	90
2008	85
2009	90
2010	80
2011	76
2012	72

International Student Program

The ISP provides services to F-1/M-1 Visa (non-immigrant visa) students. During the last three years (2009 – 2011) the program serviced 600+ international students each semester.

The student population of ISP in 2011 consisted of 45.5% female, 54.5% male.

Category	Characteristic	Fall 2009		Fall 2010		Fall 2011	
		n	%	n	%	n	%
<i>All Students</i>		602	100.0	607	100.0	602	100.0
Gender	Female	322	53.5	305	50.2	274	45.5
	Male	280	46.5	302	49.8	328	54.5

In 2011 over 88% of the students participating in ISP were from Asia, almost 6% of the students were from Europe, 2.2% were from Latin America and 1.2% were from Africa.

The program has witnessed some geographic shifting over the past four to five years. Japan is no longer the lead feeder country. The economic stagnation that has plagued Japan for more than a decade, the international downturn in 2008, and the 2011 earthquake and tsunami have had severe economic effects on the Japanese people. Accordingly, less Japanese students can afford to attend college in the United States. On the other hand, there has been a surge in enrollment from the People's Republic of China. We expect this trend to continue for the foreseeable future. The decision of El Camino College to expect F-1 students to pay up front and to no longer bill embassies for their students has resulted in a reduction in enrollment from Saudi Arabia, Kuwait, and the United Arab Emirates.

Geographic Region	Fall 2009		Fall 2010		Fall 2011	
	n	%	n	%	n	%
Asia	509	84.6	536	88.3	535	88.9
Africa	14	2.3	6	1.0	7	1.2
Latin America	22	3.7	18	3.0	13	2.2
Europe	36	6.0	30	4.9	35	5.8
Two or more	1	0.2	0	0.0	0	0.0
Unknown	19	3.2	17	2.8	11	1.8

3. *What happens after students participate in the program's activities? If applicable, address whether students are successful in meeting their educational goals. HSEC*

El Camino Language Academy

By having ECLA's students participate in various campus activities (they have been models for ECC's yearly fashion show and have been volunteers for other campus events) these students begin to feel part of the American educational and cultural experience. After completing the ECLA program along with participating in various activities, the students transfer to the academic ESL program at El Camino with a better understanding of American culture and the ability to participate at an American college. In addition, these transfers add to the total number of international students at ECC that far surpasses the number of students recruited from student fairs. Presently there are approximately 95 former ECLA students who are attending ECC for fall 2012 / spring 2013. If those students stay 2 semesters at ECC, approximately \$600,000 is added to the general fund.

International Student Program

F-1 visa students who attend the International Student Program (ISP) Orientation and meet with the International Academic Counselor are able to achieve their educational goals. In 2011 F-1 Visa students receiving an AA or AS degrees totaled 79, 14 acquired certificates and 159 transferred to a four-year college or university. Each year approximately 50 F-1 visa students apply for Optional Practical Training (OPT), a one year optional work program that provides opportunity to gain valuable work experience after completing a program at ECC.

4. *List notable achievements that were linked to the College's Strategic Initiatives that have occurred since the last program review.*

El Camino Language Academy

1) Student Service

One notable and successful achievement is the level of service to the students. We begin the semester with an Orientation. The next step is for the ECLA staff to visit each level during the first week of school and present a brief review of the initial Orientation that was presented a week before school. This gives the

students an opportunity to ask questions they may not have asked during Orientation. This is also important to student success – we want the students to understand what is expected of them in terms of attendance, participation, and grades. We have also prepared an attractive Orientation booklet that can be used as a school and community resource for the students. This can be linked to *Strategic Initiative B – “Strengthen quality educational and support services to promote student success.”*

2) Transfer

Another important achievement of the ECLA program is a defined “transfer process” for those students who want to transfer to ECC for the academic ESL program. This transfer process includes an initial session with the students on the overall procedures for transfer. The second session will include important dates, handing out the ISP application and ISP transfer form, and a short review on how to complete the application. The third session consists of a presentation by the international student counselor. The fourth session consists of advising the students on their testing dates, counseling session dates, and registration dates. This can be linked to *Strategic Initiative B – “Strengthen quality educational and support services to promote student success.”*

International Student Program

1) Student Service

ISP continues to offer excellent support services to the F-1 visa student population. Our phones are answered within the second ring and all the emails are answered within 24 hours. All the students’ requests are fulfilled within ten working days. The ISP Coordinator communicates with overseas students and agents via email and Skype between 8 pm and 11 pm on a daily bases. Many F-1 visa students know and recognize staff by name.

This can be linked to former *Strategic Goal Six - “Improve and enhance internal and external communication”* and to current *Strategic Initiative B – “Strengthen quality educational and support services to promote student success.”*

2) Compliance with SEVIS

ISP is constantly improving the monitoring of students’ enrollment and their academic progress through a variety of electronic systems such as Datatel Colleague and SEVIS. ISP continues to send an average of one email per week to notify F-1 visa students of important events taking place at El Camino College. Placement of current flyers in the ISP Center address issues of housing, college transfer workshops, and calendar of events, scholarship information and event deadlines. ISP communicates daily with academic counselors and faculty to help them answer students’ questions and solve problems.

This can be linked to former *Strategic Goal Six - “Improve and enhance internal and external communication”* and to current *Strategic Initiative B – “Strengthen quality educational and support services to promote student success.”*

3) Student Services Specialist

Since the last program review in 2006/2007 academic year, ISP was able to replace the Student Services Specialist who had retired.

This can be linked to former Strategic Goal Five – “Support and develop effective and motivated employees” and to current *Strategic Initiative B – “Strengthen quality educational and support services to promote student success.”*

4) Language Schools

ISP continues to maintain and expand relations with local English language schools. We are in the process of signing agreements with two English schools. One of the language schools is Kings College, an East Coast English school with a new location in West Hollywood, and Kaplan International Centers one of the largest English schools in the United States. (The ISP Coordinator met Representatives of these schools while on his trip to Moscow). Close relations with these and other language schools will help bring additional F-1 visa students to El Camino College.

This can be linked to former Strategic Goal Three – “Support innovative practices that enhance the educational experience” and to current *Strategic Initiative B – “Strengthen quality educational and support services to promote student success.”*

5) Housing Agencies

ISP works very closely with a number of housing agencies, one of which is Global Student Services. This is an established housing agency located in San Pedro and places from 15 to 20 of ECC’s F-1 visa students with local families in Torrance, Hawthorne, Lawndale and Gardena each semester. Each F-1 visa student pays from \$630 to \$780 rent per month to a local landlord.

This can be linked to former Strategic Goal Three – “Support innovative practices that enhance the educational experience” and to current *Strategic Initiative B – “Strengthen quality educational and support services to promote student success.”*

6) Other Local Agencies

Another local agency which actively assists El Camino’s F-1 visa students is International Student Incorporated. It is a non-profit community based organization that helps international students adjust to the local environment. It offers student activities such as holiday events and dinners, game nights, outings and occasional airport pick-ups. Since the ISP office has very limited resources, this agency is playing an important role in the lives of international students. During the last ten years International Student Incorporated has become an integral part of the ISP.

This can be linked to former Strategic Goal Three – “Support innovative practices that enhance the educational experience” and to current *Strategic Initiative B – “Strengthen quality educational and support services to promote student success.”*

7) Medical Insurance

El Camino College requires all F-1 visa students to purchase comprehensive medical insurance. LA based medical insurance provider, Student Insurance, offers ECC's F-1 visa population a medical insurance plan which covers all students' basic medical needs.

This can be linked to former Strategic Goal Three – “Support innovative practices that enhance the educational experience” and to current *Strategic Initiative B – “Strengthen quality educational and support services to promote student success.”*

8) International Educational Agents

Since the last program review in 2006/2007 academic year, ISP was able to adopt and carry out plan to compensate educational agents for referring students to El Camino College. In fall 2012 agents from 35 different educational agencies referred 93 F-1 visa students to El Camino College.

This can be linked to former Strategic Goal Three – “Support innovative practices that enhance the educational experience” and to current *Strategic Initiative B – “Strengthen quality educational and support services to promote student success.”*

9) Orientation

With an ever-changing F-1 visa population, ISP continues to improve its orientation by addressing newly arising issues such as security, academic dishonesty and medical issues. These orientations are carefully planned covering a wide variety of topics such as, immigration, academics, personal safety on campus and within the community, student conduct, health issues and medical insurance coverage, banking and finance, and personal issues. During the last two semesters ISP decided to expand its presentation on some of these issues within the orientation.

The ISP staff and El Camino College Police Department decided that a comprehensive campus security presentation was necessary after the USC incident in which two Chinese foreign students were killed. The Chief of ECC's police and his staff stressed to F-1 visa students the importance of staying safe.

Academic dishonesty became an issue for the ISP with an increase in the lack of understanding of the policy regarding plagiarism. The ISP addressed this issue by creating a separate paragraph in the ISP agreement signed by all F- 1 visa students. In addition to the agreement, the Director of Student Development came to the ISP orientation to discuss plagiarism and plagiarism related issues.

The ISP asked the medical insurance personnel to enhance the medical insurance presentation with a Power Point presentation. It was necessary due to a lack of understanding of the inner workings of American healthcare by F-1 visa students. Since students' health is one of the major concerns of the ISP, students spent considerable time during orientation learning about medical insurance coverage and

usage while in the US. The ISP Survey indicated that 82% of the F-1 students visited the medical insurance website and 57% of the student used their insurance. At least 37% of surveyed students stated they have visited the El Camino College Health Center in the past.

During the 2011-2012 academic years, the ISP conducted a post-orientation F-1 Visa student survey to find out what students learned during the orientation as well as what they did or did not like about the orientation. The survey showed that the ISP orientation was attended by 92% of all the respondents. 76% of these students found orientation useful. During the ISP orientation an overwhelming majority of these students learned where to find and how to make an appointment with an academic counselor.

This can be linked to former Strategic Goal Three – “Support innovative practices that enhance the educational experience” and to current *Strategic Initiative B – “Strengthen quality educational and support services to promote student success.”*

10) Recruitment

The current recruitment budget permits 3 to 4 recruitment trips per year. At least 75% of the budget should be allocated for recruitment in South and North East Asia. The rest of the funds should be allocated within East and West Europe and the Middle East.

This can be linked to former Strategic Goal Three – “Support innovative practices that enhance the educational experience” and to current *Strategic Initiative B – “Strengthen quality educational and support services to promote student success.”*

11) International Student Center

During the 2011-2012 academic year, ISP opened ECC’s first International Student Center. The Center will soon have computers which will permit F-1 visa student to access their MyECC account, register for classes, and make on-line counseling appointments.

12) ISP Website

ISP constantly updates its website to make sure that students have the latest available information regarding ISP events, deadlines and ISP services. During 2011-2012, the ISP successfully underwent the SEVIS recertification processes.

1) *What prior program review recommendations were not implemented, if any, and why? What was the impact on the program and the students?*

El Camino Language Academy

1) Dedicated Counselor

One component of the overall recommendations is to have 3 dedicated classrooms for the ECLA program (classes meet in the afternoon). ECLA would

then provide the technology to modernize the classrooms. Apparently, it has been difficult to find 3 dedicated classrooms due to the construction on campus.

2) Recruitment Trips

It has been recommended and will continue to be recommended that 1-3 recruitment trips per year that would target a general international audience from those countries that have the most number of students on campus (Korea, China, and Vietnam).

3) Virtual Fairs

It has been recommended and will continue to be recommended that ECLA/ISP participate in more virtual fairs – they are cost effective. ECLA participated in the Vietnam Virtual Fair (October 2012) and as a result ECLA received 3 new applications for spring 2013.

4) Advertising Materials

It has been recommended and will continue to be recommended that there is coordination of advertising materials between ISP and ECLA. ECLA has provided ISP with attractive print advertising used by a few overseas educational agencies in their advertising.

International Student Program

From the last program review in 2006/2007, the following recommendations have not been implemented by the ISP:

1) Position Upgrade

“Upgrade the position of Student Services Specialist to Student Services Advisor.”

The rationale for this recommendation was that Advisors can facilitate orientations for students, but Specialists cannot. This recommendation was rejected as the district does not upgrade or promote.

This request had been linked to Strategic Goal Seven: “Incorporate flexibility into institutional structure and processes.”

2) Benchmarks

“Create benchmarks in growth to staffing needs – as the program grows, increase the staff support for the program.”

This recommendation could not be fulfilled. With budget cuts in the last few years any increase in staffing would not be approved.

This request had been linked to Strategic Goal Five: “Support and develop effective and motivated employees.”

3) Enrollment Goal

“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 2013, 850 students by fall 2014, and 1,000 students by fall 2015.”

The ISP student population did not grow due to a number of factors. The main factor has been the lack of available classes for incoming students. Other factors were the shortage of full time personnel and the increase in the number of tasks related to assisting F-1 visa students due to increased governmental regulations, district policies, increased competition from other countries as well as from American colleges and universities trying to increase recruit efforts, and the lack of funds necessary to advertise in a number of foreign and domestic publications.

Under the prevailing conditions mentioned above the enrollment ceiling expected for this program are 700 students.

This request had been linked to Strategic Goal Seven: “Incorporate flexibility into institutional structure and processes.”

Student Learning Outcomes (SLO)

- 1. Describe how program personnel are engaged in the creation, discussion, and review of SLO - statements, assessment results, and reports.***

El Camino Language Academy

Language academy students will be able to successfully transfer to El Camino academic ESL program after attending one semester at ECLA.

ECLA’s SLO – to provide a quality, comprehensive educational program and services to those international students who do not have a TOEFL score. ECLA’s staff and instructors consistently assess the programs’ strengths and weaknesses in such areas as: curriculum, textbooks, other materials, guest speakers and semester activities. These on-going assessments create a program that is unlike any other intensive English program.

International Student Program

ISP’s SLO - Students will be able to successfully matriculate while attending El Camino College by attending the international student program (f-1 visa student) orientation.

ISP Program personnel is constantly evaluating and changing the ISP orientation by adding new information and changing the format of the information presented to the students. During the 2011-2012 academic year the ISP, with help from the Counseling Office, changed its presentation format to help students better understand American education. During the same year the ISP added to its orientation two additional speakers; the Chief of Police and Director of Student Development were invited to give special presentations on campus safety and academic dishonesty.

The ISP SLO was created by the ISP classified staff. Discussion and review of the SLO has occurred. However, the analysis and assessment has focused on issues that have arisen during the ensuing terms. The issue of "successfully matriculate"

has never been addressed. This deviation from the original intent of the SLO was primarily attributable to the very limited impact the program has on matriculation and secondarily on the challenge to extract data from the El Camino College system and then subsequently find a correlating nexus between the program and matriculation.

With that said, the ISP SLO has unofficially migrated from matriculation to the impact or effect orientation has on F-1 students in areas such as counseling, remaining in status by maintaining a minimum of 12 units, health insurance usage, and behaviors that speak to assimilation in the culture of the United States and Southern California. In the past two years the ISP has noted two developments that have impacted F-1 students. Off campus, F-1 students have been victims of crime: two female students have been sexual assaulted, a male student was assaulted, battered, and robbed, and other F-1 students have experienced robbery. This has led to an enhanced presentation by the campus police in the orientation.

2. *How does the program ensure that SLO's are assessed consistently?*

El Camino Language Academy

ECLA administrative staff and instructors work together to constantly assess the program's SLO (as stated above). The student learning outcomes can be summarized as follows: (1) students can easily complete the application; (2) being able to follow directions; (3) being able to adhere to deadline dates; (4) and, achieving a higher level of English in order to successfully transfer to ECC.

International Student Program

During our orientation, students are scheduled to meet with the academic counselor to develop an education plan that will help them complete their program in a timely manner. In the F-1 agreement between students and ISP, the students are required to meet with the academic counselor once per semester to make sure they are on track to matriculate and graduate to a four-year college or university. Students are encouraged to visit the Transfer Center, participate in annual Career Day Activities and College/University workshops. The ISP conducted a post-orientation survey during the 2011-2012 academic year to determine student satisfaction with the format and information provided at the orientation.

Another development has been the increase in cheating and plagiarism among the F-1 students. The El Camino College code of conduct has always been provided to new F-1 visa students at orientation. A line on the F-1 visa student contract has been added that specifies cheating and plagiarism.

In the coming year the ISP SLO on orientation will officially change to match the reality of an SAO.

The classified staff in the ISP, the counseling faculty, and the director of admissions & records shall engage in discussion on a second SAO outside of orientation.

3. *Have the SLO assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?*

At this point, the most important change is to modernize the classrooms ECLA uses so that the students can be in a “smart” classroom (be able to use CD’s, internet access, LCD projectors, etc.).

Last year’s survey showed that the ISP orientation was attended by 92% of the F-1 visa students. 76% of these students found the orientation useful. During the ISP orientation an overwhelming majority of these students learned where to find and how to make an appointment with an academic counselor.

Since student health is one of ISP’s major concerns, during orientation students spent considerable time learning about how to use their medical insurance while in the US. The survey indicated that 82% visited the medical insurance website and 57% of the student used their insurance. At least 37% of surveyed students visited El Camino College health center in the past.

Program Improvement

Explain what changes need to be considered to improve the program.

1. *What activities has the program engaged in to improve services to students?*

El Camino Language Academy

ECLA makes sure the students participate in all campus activities; they join clubs, they attend transfer fairs, they attend the career & major fairs, they go on a field trip and there is a lunch party and a graduation party at the end of each semester. All of these activities help them to gain confidence in managing a new cultural and educational experience. ECLA continues to provide transfer students with a “transfer packet”, setting up the testing schedule, counseling schedule and registration appointments.

International Student Program

The ISP increased the rate of communication with students via emails, phone calls and in person. Due to constant changes with SEVIS policies, the program has increased the monitoring of student files. The ISP is constantly improving its orientation for newly arriving students. The ISP staff will continuously examine its orientation for improvement.

2. *How have program personnel used metrics to improve program services? (Provide metrics from the last four years).*

El Camino Language Academy

It is difficult to provide metrics because ECLA’s program (intensive English) is a semester-by-semester program. This means that about 90% of the students will be in our program for one semester and then they transfer to the academic program at

El Camino. About 5-7% of the students will stay for 2 semesters because of low language skills. Another 3% will transfer to other schools for a variety of reasons. Assessment results (Reading, Writing/Speaking) have indicated that most students need only 1 semester of intensive English and then they are ready for an academic program. ECLA's curriculum can change from semester to semester based on the students' overall English competency; however, using a specific metric for English skills is not a reliable measurement for this type of program due to the various levels of English.

International Student Program

The ISP Program does not use metrics to improve services. Metrics and the ISP survey are used as a tool to gauge the work volumes. The quantitative data provides insight into peak periods and student's needs. It is in the qualitative data – the comments found on the survey or through other inquiries from students that staff are provided an opportunity to review and assess services that can be improved while not compromising academic standards.

ISP PROGRAM FUNCTIONS					
Program Function	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012
Applications and Files Prepared and Processed	325	196	305	265	309
Other Documents Prepared (Letters, Verifications, etc.).	1,308	819	1,582	1,419	2,709
Files Pulled for Counseling Appointments	1,028	864	1,099	811	734
Students (Current, New & Prospective) or Visitors Assisted	5,181	3,836	4,514	4,194	3,424
Transfers or Terminations – SEVIS & Documents	206	66	160	91	140

- 3. If applicable, explain any patterns in student success, retention, and persistence in terms of student characteristics and program objectives and discuss planned responses or changes.**

El Camino Language Academy

For student success and persistence, the ECLA students have successfully followed directions to transfer to El Camino College. This transfer process may seem easy but for students from another country this process is completely different from what they know from their universities. They have to successfully complete the assessment process, meet with a counselor, and register for classes. Through the ECLA curriculum and guest speakers the students learn to set personal, educational, and career goals. ISP and ECLA work together on counseling appointments and class registration appointments.

International Student Program

Although the International Student Program does not have a direct impact on student success, retention, and persistence, the support functions offered by the program alleviate some of the challenges faced by the general student population by removing barriers, facilitating services, and offering benefits not afforded to others. Therefore, the benefits to veteran students are of a supportive nature.

ISP Students – Average GPA

The students in the International Student Program have consistently maintained a higher GPA than the general ECC population over the past six years.

ISP STUDENTS – AVERAGE GPA				
Year	Fall		Spring	
	ISP	ECC	ISP	ECC
2004-2005	2.1	1.9	2.5	2.4
2005-2006	2.7	2.4	2.5	2.3
2006-2007	2.5	2.4	2.6	2.4
2007-2008	2.6	2.3	2.6	2.3
2008-2009	2.6	2.3	2.6	2.3
2009-2010	Unavailable	Unavailable	2.6	2.4

ISP Students – Success Rate

ISP students have maintained a success rate of at least 66% over the last seven years with almost three out of four ISP students experiencing success in the 2008-2009 academic year. The two subsequent years came very close to meeting that target. For each of the years in which data was available, the ISP students outperformed the general population.

Year	ISP Students		ECC
	Fall	Spring	All Terms
2004-2005	70.7%	66.4%	Unavailable
2005-2006	68.2%	68.1%	64.5%
2006-2007	68.3%	68.3%	64.9%
2007-2008	66.4%	67.0%	64.8%
2008-2009	73.5%	72.1%	66.1%
2009-2010	71.6%	70.9%	68.3%
2010-2011	70.1%	69.7%	Unavailable

ISP Students – Retention Rate

ISP students have consistently exceeded the retention rate for the overall ECC population. In the table below we see a slow increase for all ECC students from 78.6% in 2005-2006 to 82.4% in 2009-2010. This 3.8% averages to a 0.95% increase per year. The ISP students over the same period witnessed an increase in fall retention from 81.6% to 88.2%. This results in a 6.6% increase with a 1.65% annual average. For the spring terms the ISP students' retention rate grew from 80.2% to 86.6%. The 6.4% differential equates to a 1.6% increase per year.

ISP Students - Retention Rate			
Year	ISP Students		ECC
	Fall	Spring	All Terms
2004-2005	84.0%	79.3%	Unavailable
2005-2006	81.6%	80.2%	78.6%
2006-2007	78.6%	78.6%	78.6%
2007-2008	86.4%	83.3%	79.3%
2008-2009	89.1%	88.3%	82.1%
2009-2010	88.2%	86.6%	82.4%
2010-2011	97.2%	87.6%	Unavailable

Program Environment

- 1. Discuss the program environment, including the relationship among program staff and students and involvement with other programs or support areas.***

Both Programs

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. Fiscal Services, ISP and ECLA work closely on all budget and contractual issues.

Purchasing

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

Insurance Company

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

Counseling

Counseling is at the core of all academic information and advisement to F-1 and ECLA students. The international student counselor reviews educational goals with F-1 students and students from ECLA. Academic counselors help to maximize student potential to graduate from El Camino College or transfer to 4-year colleges or universities. Counselors also help ECLA students to transfer to academic programs.

During counseling sessions, counselors must clearly explain why general education courses exist, the purpose and goals of these courses, and which general education plan the student will have to follow to complete their individual educational goal.

El Camino Language Academy

The ECLA students, instructors, and staff have been excellent resources in providing feedback on course curriculum, textbooks, classroom materials, and campus activities. The ECLA office maintains an “open door” policy for students and instructors to come to our office at any time. In addition, ECLA staff can assist ISP staff during their peak times with international students. ECLA maintains good working relationships with the Testing Office, Counseling, ISP, Accounts/Payable and other departments on campus.

International Student Program

Admissions & 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 has a transcript from a college in another country and when an F-1 student applies for ECC graduation. Prerequisite, overload, and PERC hold clearances must filter through Admissions.

Information Technology Services

It is of critical importance that ITS set up the system to monitor under enrolled students. 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.

Local Language Schools

The ISP Coordinator works closely with local language schools. The ISP Coordinator makes regular visits to these schools during the academic year. These schools serve as feeder institutions to El Camino College and contribute to the quantitative growth of the program.

Community

The ISP works closely with local home-stay agencies. Homestay is a program that allows the ISP F-1 Visa student to rent a room from a local family to better learn the local lifestyle as well as improve their language ability. Homestay scenarios can range from a completely immersive family experience, to a very basic room rental.

In the immersive family experience a homestay student lives, eats, and shares the majority of their time in the host country with the hosts and their family. The student is invited to participate in Holiday festivities (Thanksgiving, Christmas, etc.) and family events (weddings, birthdays, etc.)

At the other end of the spectrum, students may simply be renting a room within a private home with minimal supervision from a host or family.

The ISP also works closely with a non-profit, community-based organization that provides friendship and activities for international students in the context of genuine and unconditional hospitality and friendship.

2. Describe the number and type of staff and faculty (include current organizational chart).

El Camino Language Academy

ECLA staff consists of:

- One Program Manager (Special Services Professional)
- One Program Assistant (hourly employee)
- Five Instructors (hourly employees)
- Two Substitute Instructors (hourly employees)

International Student Program

The ISP consists of the following:

- One F1 Visa Officer (Coordinator)
- One Student Services Specialist
- One Clerical Assistant
- Two Casual Employees
- One Student Worker

One full time Counselor is assigned to the program. The Counselor reports directly to the Dean of Counseling and Student Services and indirectly to the Director of Admissions & Records.

The ECLA Program Manager and the F1 Visa Officer report directly to the Director of Admissions & Records.

3. *Describe facilities or equipment needs for the next four years.*

EI Camino Language Academy

Since moving from the Community Education bungalow in 2011, ECLA has designated office space adjacent to the ISP and the International Student Center. The space and equipment provided meets ECLA's current needs. Consideration will need to be given to ECLA's needs in the design of the new Student Services Center.

The ECLA needs to have three permanent classrooms that are modern and clean designated for its use. The program's classes frequently are moved around campus and there are times designated rooms are reassigned at the last minute. A long term solution is needed.

International Student Program

In fall 2011 the ISP moved into its current location. The rooms once occupied by the copy center were remodeled. The back room which once housed the copiers and other equipment now hosts two classified, two part-time, and one student worker. The front copy center room is now used as an international student center where F-1 students in both ECLA and ISP can congregate and meet with staff.

One of the major disappointments has been the failure of ITS to install four computer terminals in the international student center. Three terminals are for student use and one for staff use. These terminals were set aside by community advancement in 2011 when the Inglewood center closed. To date, after numerous written and oral requests, inclusion in plan builder, and meetings with ITS management there has been no movement on providing these terminals. Therefore, F-1 students have none of the equipment they need.

4. *Describe how well the scheduled hours of availability meet student demand and indicate the specific hours the program operates. HSEC*

EI Camino Language Academy

ECLA's office is open Monday – Thursday from 8:30am to 5pm (students can call us from the Student Services lobby if they need to speak with us before 10am or on Fridays').

ECLA Program Manager visits the classes every Friday to see if the teachers or students have any questions.

International Student Program

The ISP's office hours are Monday through Thursday 10:00 a.m. to 12:00 p.m. and 2:00 p.m. to 4:00 p.m. In the first week of the fall and spring semesters the ISP is open Monday through Thursday from 8:00 a.m. to 4:00 p.m. and Friday 9:00 a.m. to 1:00 p.m.

- 5. *Describe the influences that external factors such as state laws, changing demographics, and the characteristics of the students served have on the program and services and how the program addresses these factors.***

El Camino Language Academy

International students fall under federal guidelines as issued and enforced by USCIS (United States Citizenship & Immigration Services). The students are kept up-to-date on federal guidelines through Orientation and in-class presentations as needed. International students have different school requirements; for example, intensive English students must attend 19-20 hours per week in class. One changing demographic of the ECLA student is the age of the student. Four years ago the average age was 19-21 years old. Now the average age of the students is 21-24 years old. Another change is the increase in the number of ECLA students who are university graduates from their own countries. This means the student is interested in learning English only or taking a "time-out" before returning home and starting a career.

There have been less international students from Japan due to a profound global recession and the tsunami (as noted on the latest "Open Door's report – the number of Japanese applicants has decreased about 15% for all colleges and universities in the U.S.). However, there has been a gradual increase in the number of students from China, Vietnam, and Morocco. This increase has not substantially replaced the number of Japanese students lost because there is still a high denial rate of student visas from all 3 countries.

International Student Program

Due to the strong competition from other American, Australian and British colleges, ISP is finding that it is becoming increasingly more difficult to attract international students in large numbers. While El Camino College is paying agents a fee for the recruitment of F-1 visa students, other colleges are paying agents a much higher fee which now makes El Camino College less competitive. Another negative impact which has a factor in attracting prospective F-1 visa students is ECC's lack of available classes. Difficulty in registering for needed classes causes frustration among the majority of newly arriving students.

The ISP is challenged by the ever changing student demographics. Due to the decreasing birth rate in Japan over the last 25 years, the ISP has lost two thirds of its Japanese student population in the last 5 years. During the same time the ISP increased its Chinese student population from 50 to 200. This was a result of an emerging middle class and easing of F-1 visa restrictions in China. Working with

agents in China and Hong Kong has helped the ISP increase our Chinese student population.

The ISP is interested in diversifying its international student population. This academic year (2012 – 2013) the F-1 Coordinator participated in a college fair in Russia and is planning to go to Israel for the purpose of recruiting more students from the former Soviet Union, Israel and Palestine.

The ISP is anticipating moving from the current SEVIS system to paperless SEVIS in the next 18 months. At this time, we do not know how it may affect the program, but we are anticipating a higher efficiency as a result.

Customer Service

- 1. *Administer a customer service survey and list the major findings. Describe exemplary services that should be expanded or shared with other programs. HSEC***

The survey for the ISP students focused on four main areas: orientation, counseling, registration, and student health/insurance. The quantitative results and some of the comments have been analyzed and will result in a follow-up survey. In addition, the survey will be used to create relevant SLOs (SAOs) for the ISP.

The same focus on orientation, counseling, registration and student health/insurance was applied to ECLA. However, with only eleven students participating in the survey a realistic analysis cannot be made. A comment can be made about four out of the eleven students indicating “not sure” to many questions.

Orientation

Question: “Did the student orientation answer most of your questions?”

Out of the 236 students who answered the question, 171 students answered the question “yes,” 10 answered the question “no,” and 55 students answered the question “not sure.” This results in 28% of the student respondents (more than one in four) contending they either did not get their question answered in the orientation or were not sure.

Question: “Was the student orientation useful?”

A total of 237 students responded to this question. The outcome was 180 students (76%) answered “yes,” 11 (5%) answered “no,” and 46 (19%) answered “not sure.” Therefore, 26% had a less than positive response to the orientation.

Analysis of the orientation questions on one hand points positively that approximately three out of four students who attend orientation walk away with the knowledge and information the program presents. On the other hand, about one quarter of the attendees to the orientation are not finding value. Therefore, a re-assessment of orientation needs to take place and with a restructured orientation SAO and continuous student feedback, analysis, and We can achieve higher positive responses to orientation questions.

Counseling

Question: "Do you know where to find the international academic counselor?"

Out of the 238 students who answered the question, 231 students (97%) answered the question "yes," 7 students (3%) answered the question "no."

Question: "Was it easy for you to make an appointment with an international academic counselor?"

Out of the 238 students who answered the question, 189 students (79%) answered the question "yes," 23 students (10%) answered the question "no," and 26 students (11%) answered the question "not sure."

Question: "Did the international academic counselor give you helpful information?"

Out of the 238 students who answered the question, 171 students (72%) answered the question "yes," 22 students (9%) answered the question "no," and 45 students (19%) answered the question "not sure."

Question: "Did the international academic counselor answer all of your questions?"

Out of the 237 students who answered the question, 177 students (75%) answered the question "yes," 19 students (8%) answered the question "no," and 41 students (17%) answered the question "not sure."

Analysis of the counseling questions begins on a very positive note that 97% of the students polled knew where to find the international academic counselor. The other questions regarding the ease of making a counseling appointment and getting helpful and useful information is close to the quantitative results for orientation. A follow-up with the

Registration

Question: "Do you understand how to register online?"

Out of the 234 students who answered the question, 211 students (90%) answered the question "yes," 23 students (10%) answered the question "no."

Question: "Please describe your experience with the registration process."

Out of the 232 students who answered this question 147 students (63%) answered "it was easy," 75 students (32%) answered "it was somewhat difficult for me," 10 students (4%) answered "it was very difficult for me."

Question: "Were the classes available that you needed for the Spring 2012 semester?"

Out of the 235 students who answered the question, 184 students (78%) answered the question “yes,” 51 students (22%) answered the question “no.”

The results of the registration questions are not surprising. Traditionally aged students (18-25) find online applications easy. The experience in maneuvering from screen to screen may be more difficult for F-1 students whose English skills are still developing. It is not at all surprising that 22% of the respondents did not find the course they needed in spring 2012. With reductions in budget and course offerings all students are challenged in this area.

Health Insurance

Question: “How often have you visited the Health Center?”

Out of the 235 students who answered this question 163 students (69%) answered “never,” 37 students (16%) answered “once,” 24 students (10%) answered “two or three times,” and 11 students (5%) answered “more than three times.”

Question: “Do you know how to find information about your insurance coverage?”

Out of the 238 students who answered the question, 98 students (41%) answered the question “yes,” 140 students (59%) answered the question “no.”

Question: “Have you visited the Student Insurance web site?”

Out of the 234 students who answered this question 191 students (82%) answered “never,” 27 students (12%) answered “once,” 12 students (5%) answered “two or three times,” and 4 students (2%) answered “more than three times.”

Question: “Do you use the health insurance provided by El Camino College?”

Out of the 233 students who answered the question, 133 students (57%) answered the question “yes,” 100 students (43%) answered the question “no.”

The results of the questions regarding health insurance and the health center are disconcerting. 59% of the students did not know how to find information about insurance. 82% of the students have never gone onto the web site. This issue needs to be addressed. However, ISP and ECLA do not necessarily have to lead the way on this issue. ISP and ECLA can partner with the insurance company and with the offer of health and safety.

2. What aspect of the program’s service needs improvement? Explain how the program will address service improvements.

ECLA

1) Dedicated Classrooms

Having classrooms assigned to ECLA would improve service to students. Moving from building to building and room to room sometimes within a term, sometimes within a week does not lend to an ideal learning environment.

2) Marketing

Enhancing marketing could diversity the program. A diversified international student body enhances the student experience. This will be covered in greater detail in “conclusions and recommendations.”

ISP

1) Communication

Improving communication will take place with a new marketing plan and approach, revising orientation, and monitoring the effectiveness of current communiques to students.

2) Hardware and Software

Hardware and software needs of the ISP have been identified in this report and are addressed in “conclusions and recommendations.” When these needs are adequately addressed this issue will no longer be classified in the “needs improvement” category.

Conclusions and Recommendations

Present a brief summary of the program’s strengths and areas for improvement. List all recommendations in a prioritized manner for subsequent placement into the program’s annual plan.

1. Summarize the program’s strength and areas that need improvement.

STRENGTHS

Both Programs

1) A One Stop Philosophy

Students in the ISP and ECLA programs have an advantage over many other students. Their admissions, registration, visa status, health insurance, tuition payment status, preparation for graduation and transfer and referrals to local housing and agencies can be found in the ISP or ECLA.

2) An International Student Center

The International Student Center had its official opening in November 2011. For the first time these students had a common place to congregate and wait for assistance from a staff member. Upon installation of the long awaited computer terminals in the center, the students will have another resource to work with in the presence of the staff.

El Camino Language Academy

1) The Faculty

ECLA's main strength has been and will continue to be its instructors. The ECLA instructors have contributed to curriculum changes, textbook recommendations, and various class activities. Their commitment and loyalty to the program and the students is the cornerstone of ECLA's success.

2) Student Service

Another area of strength for ECLA has been attention to "customer (student) service" by the administrative staff (and instructors). Students have ready access to ECLA staff for any question or concern they might have concerning the transfer process, F-1 visa regulations, scholarships, health insurance, registration, counseling, testing, and classes.

International Student Program

1) Program Longevity

The International Student Program has been an active program at El Camino College for over thirty years. It serves the needs of F-1 visa students, provides a positive cash flow to the district, and adds a dimension of international diversity to the campus community.

2) Dedicated and Trained Staff

A dedicated and trained staff provides the service component of the program. An F-1 visa officer, a student services specialist, a clerical assistant, and two part-time employees who are fully trained and committed to the program comprise the core of the ISP structure. This is supported by at least one student worker each term.

3) Dedicated and Trained Academic Counselor

The academic advising part of the program is served by a full-time academic counselor who is trained in the visa regulations, the degree and transfer requirements of El Camino College, and the English as a Second Language program.

4) Primary Contact

The ISP is the first contact for F-1 students and remains the primary contact point for F-1 students as they matriculate through their programs and graduate and/or transfer.

5) One-on-One Service

Through one-on-one contact the employees in the ISP can fully explain federal visa requirements, ECC policy and procedure, student success processes, and information that can assist students in their assimilation into the community.

WEAKNESSES

1) Software Support

Software support weaknesses can be found in the following areas:

- a) SEVIS integration and its software compatibility with Datatel Colleague has been an issue for a decade. ISP and ECLA will need to work with ITS to find a final solution to this issue.
 - b) The ISP needs to find a more efficient way of monitoring an ISP student's reduction in enrollment from full time to below 12 units.
 - c) Data tracking is critical if the programs are to collect accurate metrics, integrate these metrics with ALOs, and use this data for planning and program review, and using this data for budget projections and requests.
 - d) Providing ISP and ECLA staff with the ability to generate reports without the intervention of ITS or the Office of Research
- 2) Hardware Support
Once the computer terminals designated for the International Student Center are installed and functional, this will no longer be a weakness.
- 3) Limited Resources to Support Growth
For the last few years, it has been El Camino College goal to grow ISP to 1,000 students. However, the current staffing level does not support such growth.

Our survey revealed one of the major student concerns is limited access to office personnel. To meet the demands of compliance issues and student requests, the ISP staff is available to students only during set times.

- 4) Availability of Classes
One of the greatest challenges has been the availability of classes for the incoming students. This issue has grown as a challenge as Sacramento has reduced the district's budget

2. List prioritized recommendations. (Provide proposed organizational chart if appropriate).

Both Programs

1) Marketing and Recruitment Plan

Develop a comprehensive plan to improve marketing, advertising, and recruitment to attract more international students. The competition to recruit international students, who are not FTES based, is growing as an increasing number of community colleges are seeking to offset the decline in enrollment among California residents. With this in mind the ISP and ECLA must look at all facets of recruitment, marketing and advertising.

Recommendation: the ISP and ECLA offices will consider for discussion and possible implementation the following:

- a) ISP and ECLA will work with Institutional Research to produce a report that identifies the top 12 countries represented on campus by International students.

- b) As part of the new marketing plan, ISP and ECLA will create, maintain, and publish an international student newsletter that will be available on ECC's web site twice each semester (fall and spring semesters).
- c) As part of the new marketing plan, ISP and ECLA will work with Public Relations to create and maintain a "new look" to their respective web sites.
- d) As part of the new marketing plan, ISP and ECLA will create an international student packet and PowerPoint presentation that can assist international students from the application process to the approval process of the student visa to becoming a student at El Camino College.
- e) As part of the new marketing and recruitment plan, ISP and ECLA will research and review future virtual fairs that are cost effective and that connect ECC with U.S. Consulate offices, reputable educational agencies, and students.
- f) As part of the new advertising plan, ISP and ECLA will review the current print and internet advertising to determine what other venues that can be utilized in promoting our international program. Presently, about \$9,000 is spent on internet and printed advertising and this could be increased to \$18,000. Some examples of printed advertising are: StudyUSA Magazine and Korean (KAMC) Study Abroad Magazine.
- g) As part of the review for international recruitment/travel, ISP and ECLA need to review the current schedule to determine if it serves those countries that send the most students. Since there is almost no recruitment for the Language Academy program there exists a need to omit some countries (Malaysia, Kuala Lumpur) and add in China, Vietnam, Korea, and perhaps Morocco since the applications from these countries have increased by 25%-30% each semester since 2010. Additional funding for the revised recruitment/travel could be shared with the Language Academy.

Recommendation: incorporate into upcoming plans a marketing, advertising, and recruitment plan similar to what is discussed here. The plan should be a multi-year plan (up to five years).

This recommendation is linked to Strategic Initiative E - Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.

2) Technology

Work with ITS and other constituencies to address and improve hardware and software in ISP and ECLA. Among the technological issues that need to be addressed are:

- a) Fulfilling the hardware needs in the International Student Center. The four computer terminals (three for students, one for the staff) have been discussed in person, through emails, via work orders, and in PlanBuilder since 2011. To date, there has been no action on the part of ITS.

- b) SEVIS integration and its software compatibility with Datatel Colleague has been an issue for a decade. ISP and ECLA will need to work with ITS to find a final solution to this issue.
- c) The ISP needs to find a more efficient way of monitoring an ISP student's reduction in enrollment from full time to below 12 units.
- d) Data tracking is critical if the programs are to collect accurate metrics, integrate these metrics with ALOs, and use this data for planning and program review, and using this data for budget projections and requests.
- e) Providing ISP and ECLA staff with the ability to generate reports without the intervention of ITS or the Office of Research

The above examples are not exhaustive and may be modified, added to and otherwise addressed as the needs of the students and programs change and as new federal statutes or regulations and board policies apply.

Recommendation: ISP and ECLA staff will work with the Director of Admissions & Records on modifications to the existing SLO and the creation of a new ALO.

This recommendation is linked to Strategic Initiative F - Support facility and technology improvements to meet the needs of students, employees, and the community.

3) Staffing and Staff Development

Review the staffing requirements of ISP and ECLA.

With an increase in personnel we can increase staff availability to our students and permit the ISP to have a more realistic approach in meeting the goal of 1,000 F-1 visa students annually.

ECLA and ISP need to participate in NAFSA conferences (NAFSA is a good resource for training)

4) Facilities

The opening of the International Student Center in Fall 2011 marked a new era in the El Camino College programs that serve international (F-1, M-1, and J-1) students. It is a point of congregation for these students and once it is fully equipped with computer hardware and software it will be a true one-stop for international students complementing the programs goal to achieve student service and success.

Recommendation: within the coming years discussions will begin on the design of the new Student Services Building. The staffs of the ISP and ECLA will need to be engaged in the preliminary phase and in the subsequent planning stages with the chosen architect.

This recommendation is linked to Strategic Initiative F - Support facility and technology improvements to meet the needs of students, employees, and the community.

El Camino Language Academy

- 1) If possible, reserve 3 classrooms for ECLA and ECLA can modernize the classrooms

International Student Program

- 1) Develop New or Replacement SAOs

The current SLO in the ISP does not adequately complement the program. It has also proved difficult to monitor and assess. An unofficial SLO regarding the understanding of the material in orientation, and not matriculation, has developed. This can be assessed as a possible SAO. A second SAO should be developed. The specific area or function in the program is yet to be determined.

Recommendation: modify and more formally assess the orientation ALO by the next orientation cycle (Fall 2013). Develop a new SAO during the Spring 2013 semester for review in the subsequent academic years.

This recommendation is linked to Strategic Initiative E - Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.

- 2) Conduct a Functional Analysis

In the past decade an increasing number of functions have been added to the ISP. Among the functions are: SEVIS, medical insurance, the collection of payments, and international agents processing. SEVIS requires that all F-1, M-1, and J-1 students adhere to its conditions. Here at El Camino College the staff in the ISP must double enter all student data: first into Datatel Colleague and then into SEVIS. This has doubled the admissions function for the staff. When the El Camino College Board of Trustees required international students to carry health insurance, the workload for the staff was not anticipated. The staff must now explain the insurance program and its benefits, process waivers, create lists for the insurance company, and serve as an intermediary between the student and the insurance company. When the district made the decision to drop for non-payment, the staff acquired additional duties such as coding, un-coding, notifying students, follow-up payment deadline reminders, processing requests for extensions, reviewing incoming wire transfers, and other due diligence duties. Finally, now that the El Camino Community College district contracts with international agents, the staff has to generate contracts, follow-up on contracts, process payment packages, and conduct follow-ups on payments.

Recommendation: Consideration must be given to reassign some of these functions to more appropriate fiscal related departments or divisions. The SEVIS component should be revisited by ITS within the next two years with the elimination of work redundancy and the adoption of a compatible and simultaneous data entry module to both Datatel Colleague and SEVIS.

This recommendation is linked to Strategic Initiative E - Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.

3. X Continue Program

_____ Discontinue Program (Explain how the program's services could be handled by other services on campus if the program has been declining or is no longer fully utilized)

Revised: May 5, 2010

DEFINITIONS

Student and Exchange Visitor Program (SEVP)

The Student and Exchange Visitor Program (SEVP) is a part of the National Security Investigations Division and acts as a bridge for government organizations that have an interest in information on nonimmigrants whose primary reason for coming to the United States is to be students. On behalf of the Department of Homeland Security (DHS), SEVP manages schools, nonimmigrant students in the F and M visa classifications and their dependents. The Department of State (DoS) manages Exchange Visitor Programs, nonimmigrant exchange visitors in the J visa classification and their dependents.

Both SEVP and DoS use the Student and Exchange Visitor Information System (SEVIS) to track and monitor schools; exchange visitor programs; and F, M and J nonimmigrants while they visit the United States and participate in the U.S. education system.

Student Exchange Visitor Information System (SEVIS)

SEVIS is the Internet-based system where DHS maintains information on SEVP-certified schools, as well as the international students who come to the United States to study in F or M status and attend those schools. SEVIS also maintains information on DoS-designated visitor program sponsors and J-1 visa exchange visitor program participants.

SEVIS launched in the summer of 2002. It converted a previously complicated, cumbersome and decentralized manual procedure into a centralized, user-friendly automated process. SEVIS improves data collection and reporting, enhances customer service, facilitates compliance with regulations and helps ICE better monitor schools and exchange programs, as well as F, M and J nonimmigrants.

SEVIS grew from a pilot program – the Coordinated Interagency Partnership Regulating International Students (CIPRIS). The former Immigration and Naturalization Service developed CIPRIS in partnership with the DoS Bureau of Educational and Cultural Affairs (formerly the United States Information Agency), the Department of Education, and members of the educational and exchange program community. This multi-agency effort incorporated into SEVIS information and lessons obtained from the CIPRIS pilot program.

SEVP is currently working to develop the next generation of SEVIS. This new system, SEVIS II, will continue to serve the same basic purpose as SEVIS, while introducing new functionality to improve ease of use.

F-1 VISA

An F1 Visa is issued to international student wishing to pursue academic studies and/or language training program at a United States college or university. An applicant for a US student Visa must come to the United States to pursue an academic program in an institution recognized by the United States government. The foreign citizen must be a full time student, and can stay in the United States for as long as he/she is enrolled in school. The F-1 student Visa is normally issued at a U.S. Embassy or Consulate in the student's home country.

Foreign students may enter the United States multiple times if they hold a valid F1 Student Visa. While on an F1 Visa a student may work on campus, apply for Curricular Practical Training (CPT) to gain work experience in their field of study, and take advantage of Optional Practical Training (OPT). Many students obtaining a bachelor or master's degree in the United States go on to be sponsored by their employer for an H1B Work Visa.

M-1 VISA

The M-1 visa is a type of student visa reserved for vocational and technical schools. To obtain an M-1 visa for traveling to the United States, a student must present a signed Form I-20 at a United States embassy or consulate in his home country. The I-20 is issued by a designated school official, typically the international student adviser, after the student has fulfilled a school's admissions requirements and presented proof of financial resources.

M-1 students are admitted into the United States for a fixed time period. When they cross the border, their I-94 departure cards are stamped with a date, unlike students with an F-1 visa. They may stay for the length of their training program plus any Optional Practical Training, plus a thirty-day grace period at the end of their training. Their stay may not exceed one year unless they are granted an extension for medical reasons. If a student violates his status by, for example, not maintaining a full course of study, he is not eligible for the grace period.

Students in M-1 status may not work on or off campus while studying, and they may not change their status to F-1.

J-1 Visa

A J-1 visa is non-immigrant visa issued by the United States to exchange visitors participating in programs that promote cultural exchange, especially to obtain medical or business training within the U.S. All applicants must meet eligibility criteria and be sponsored either by a private sector or government program.

J-1 visitors may remain in the United States until the end of their exchange program. Once a J-1 visitor's program ends, he or she may remain in the United States for an additional 30 days, the visitor may not re-enter with the J-1 visa.

The minimum and maximum duration of stay are determined by the specific J-1 category under which an exchange visitor is admitted into the United States.

A J-1 visa holder and his or her dependents are required to leave the United States at the end of the duration of stay.