STUDENT SERVICES PROGRAM REVIEW

SELF STUDY TEMPLATE

G R O S S M O N T
C O L L E G E

Revised: July 2017

DEPARTMENT/PROGRAM
STUDENT SERVICES PROGRAM REVIEW

SECTION 1 – MISSION

Name of Program:	International Student Program

PURPOSE OF SECTION 1.1 & 1.2: To help the committee understand how the department/program supports the mission of GC.

> **College Mission:** *"Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential, and to developing enlightened leaders and thoughtful citizens for local and global communities."*

1.1 Program Mission: What is your program's mission statement? Please explain how the program's mission relates to the mission of GC.

Program mission:	International Student Program Mission Statement: ISP strives to foster international awareness and an appreciation of all cultures by promoting social and cultural exchanges between Grossmont College's domestic and international populations through International Student Club activities.
	Grossmont College student population is comprised of a diverse group of students that include 600+ international students from over 50 nations. International Student Program (ISP) offers variety of services to students inclusive of facilitating international student admission, orientation and counseling to assist students' transition to life in the United States.
	Our goal is to support and promote the success, wellness, and personal growth of international students through expert advising and counseling, intercultural programming, and advocacy.
Mission's relationship to College mission:	Consistent with its mission, Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential and to developing enlightened leaders and thoughtful citizens for the local and global community.
	In direct support of this commitment, our international student program provides a broad spectrum of support services, both in-person and online, to assure student success, progress, learning and success to its diverse student body. By default, with a focus on international students from around the world, the ISP has a global focus. We provide experiences and services designed to bring out the full potential of the international student as well as develop their leadership. A host of events and activities on and off campus are scheduled by both International Counseling throughout each semester to engage our diverse international student population, encouraging their retention and success.

	Students are made aware of the many services and resources available to them through multiple outlets, including the international student website, social media outlets such as ISP facebook, twitter, monthly newsletter.

1.2   Mission statement improvement plan: Identify any plans your department/program has to change or revise its mission (when applicable).

Plan:	ISP will review its mission statement in a three year cycle.

SECTION 2 – DEPARTMENT OVERVIEW & PREVIOUS PROGRAM REVIEW RECOMMENDATIONS.

PURPOSE OF SECTION 2.1: **To help the committee understand the history of the department/program, what your department/program does and your overall place in the college.**

2.1   Introduce the self-study with a brief department history (limit to 1 page). Include changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and edit).

History:	The beginning of the International Student Program dates back to the early 1990s. The full time international counselor, Drew Massicot, was hired in 1995. The international student population then was approximately 50 to 100 students. Program growth necessitated the addition of both staff to address the paperwork needed for international students as well as staff to provide advice and counseling. The first international adjunct counselor, Narges Heidari, was hired in July 1997. Additionally, over time two admissions and records specialists focused on international students were hired and a student services specialist that provides coordination and support for orientations and international student activities. Current international student population as of Fall 2017 was 598 students.
	Program growth has been by word of mouth. The program has never invested funding for marketing or recruitment. From Spring 1994 through Spring 2002, enrollment grew from 488 students to peak of 793 students. Enrollment then steadily dropped until Fall 2005 where it bottomed out at 542. Enrollment peaked again in Spring 2008 at 720 and has hovered around 600 students consistently since.
	Programatically, the ISP has not be structured as one continuous department. Staff focussing on paperwork reside in A&R. ISP counselors reside in the Counseling Department where the student services specialist focuses on orientation and activities also resides. This had led to split leadership as the changes occured in both the A&R and Counseling leadership over the years.

PURPOSE OF SECTION 2.2 & 2.3: **To help the committee understand your department/program and key services provided through your program and the population it serves.**

2.2 What population does your department or program serve and what are their needs? (Use bulleted list and limit to ½ page.)

Population Information:	Population: As of Fall 2017 - Approximately 600 (six hundred) International students from approximately 50 (fifty) countries on F-1 International Student visa given by Department of State.
Needs:	- Special Admission process - English proficiency, financial responsibility, sponsor information, proof of High School graduation, immigration status and passport copy must be verified by the International Student Specialist in the Admissions and Records office. Admitted applicants from home country must receive a document I-20 from Grossmont College, and apply for International Student visa, F-1 visa, at U.S. Consulate/Embassy. Admitted applicants who continue studying in the U.S. on F-1 visa need transfer their I-20 records to Grossmont College. - Reporting to Immigration - Once admitting a qualified student, the International Student Specialists (A&R), who are Designated School Officials (DSO) certified by SEVIS (Student and Exchange Visitor Information System), must create a student record in SEVIS, provided by DHS (Department of Homeland Security), issue I-20 document to students, and monitor and report students' enrollment, on/off campus employment & personal information in SEVIS every semester, and as often as necessary. - Educate International Students about Immigration guidelines and policies - International students must be full-time during course of study, not be allowed off-campus employment without authorization, notify A&R of current address and contact information, practical training application, economic hardship application, and completion of study. - Orientation and advising - Every semester, the International Student Specialist must organize two to three two-day orientation sessions, and continue to offer counseling every semester prior to registration. - Social / Cultural adjustment programs - activities are planned and executed designed to help international student transition and understand United States of America and San Diego culture as well as U.S. Educational structure and culture. - On/off campus Employment - students who are eligible for employment must consult and notify International Student Specialist.

2.3 Please list and describe the key services provided through your program.

Service:	Description:
International Admissions	A&R International Specialists review and assess International applications, and accept qualified applicants under guidelines and requirement of Department of Homeland Security(DHS) and Grossmont College. Dean of Admissions & Records and Financial Aid office serves as Primary Designated School Official (PDSO) and several Specialists and International Specialist, Seniors serve as DSO of the college.

	A&R International Specialists, also educate and consult F-1 students on immigration policies and guidelines to ensure their lawful immigration status while studying at Grossmont College.
Reporting to Dept. of Homeland Security through SEVIS	PDSO is responsible for overall SEVIS (Student and Exchange Visitor Information System) operations and School Certification, I-17, and DSOs monitor and maintain SEVIS records of the students. The Specialists issue document I-20, register them upon arrival and enrolment, and report personal information to DHS every semester, and throughout academic year. DSOs create student records and issue form I-20 of admitted students, and continue reporting in SEVIS on students' status, personal information, enrollment, and on & off-campus employment. DSOs maintain SEVIS procedures and reporting only on ACE (American Collegiate English) Program students, while not involved in admissions and operation of the program.
Social / Cultural Programing	Transitional programming to assimilation to US culture. Programs include a "coffee break" to allow international students to engage with U.S. Residents / citizens and converse about world issues. Programming also includes trips to museums, zoo, lunar new year celebrations, Cinco de Mayo festivals, halloween celebrations, Christmas celebration, Thanksgiving celebration, International Student Graduation celebration / ceremony, bus trips to Los Angeles and the desert, and formal dances like prom. We utilize the diverse area in which we are in and take trips to the wonderful San Diego beaches as well as hike in the areas of Torrey Pines, Iron Mountain, Mt. Woodson so that our students are able to experience the resources that San Diego and surrounding communities have to offer.
International Counseling	Inclusive of new student orientation and assessment, academic advising/ counseling, personal counseling, crisis counseling, career counseling, and Outreach Counseling teaching component includes Transfer application workshops, Optional Practical Training workshops, under-enrollment workshops, Disqualification / probation workshops, Career and academic information workshops for ACE students. All with the goal of student retention and student success.

PURPOSE OF SECTION 2.4 & 2.5: **To help the committee understand what the last program review recommendations were, and how your department addressed and implemented them.**

2.4 Your last program review contains the most recent SSPR Program Review Committee recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review. (Be sure to use the committee recommendations and not your own). Include the recommendations from the last program review in this section.

SSPR Recommendations:	**ACTIVITY**
	1. Proposal for a classified assistant to provide support with student housing, event coordination and staffing the international office
	2. More ambassadors to assist with new international student orientations as well as our outreach efforts to our local language schools and their home country
	3. New computer terminals for the front desk for students to utilize, especially during orientations and registration
	4. Attending Conferences/Meetings such as PIER and NAFSA to stay informed on current immigration rules & regulations and effective practices
	5. Support & funding for bus trips to UC & CSU campuses for the purpose of supporting and facilitating international students' transfer transition to the four year universities
	6. International Club activities to promote cross-cultural exchange and communication; to support student engagement and retention
	7. Full time international counselor as well as adjunct counselors in ensuring consistent coverage and services to our students
	8. Counseling classes/workshops for new students to help ease and support their transition to the American educational system, and being proactive in identifying under-enrolled and potential probation students by providing timely interventions
Department/Program Response to Recommendations:	Items # 2, 3, 4, 5, 6 proposals have been integrated into the program
	Items # 1, 7 involve staffing and are still under consideration pending funding and resources
	Item # 8 Multiple workshops were offered for the affected students, low student participation has been a concern. Proposed plans are to offer the workshops earlier at the onset of semester as well as mid-semester.

2.5 If relevant, please provide a brief summary of any audit or compliance review conducted by your department/program or an outside agency. This may include an audit of state and federal mandates related to department/program funding sources. If the audit/review is conducted by an outside agency, please include that information.

Comments:	Every semester, the SEVIS representative from DHSI visits our campus and has a one hour meeting to discuss current issues and topics.

	DHS mandates recertification every two years. PDSO (Primary Designated School Official), currently Dean of Admissions & Records and Financial Aid

SECTION 3 – DEPARTMENT/PROGRAM GOALS & IMPROVEMENT

PURPOSE OF SECTION 3.1 – 3.4: **To describe the main goals and objectives for the program (goals might include objectives for a specific or focused area of student support, a combination of support elements for a specific target population, state or federally mandated activities or other activities directed at providing support to students).**

3.1 What were your goals in the last program review cycle, and did the program achieve those goals?

Comments:	**Goal 1**: Better serve students in historically underserved populations
	Goal 2: Provide exceptional learning environment to promote student success
	Goal 3: Promote Student Success for historically underserved populations
	Goal 4: Develop and maintain an exceptional learning environment

3.2 Make a rank ordered list of priority goals and objectives for your department/program for the next three year cycle. (When developed be sure to keep in mind "SMART" Goal standards, and Grossmont's Achieve the Dream strategic plan).

Goal:	Description:	Action Plan:
To increase international student population	We wish to increase the number of students who are enrolled at Grossmont College and target certain countries around the world to help supplement the numbers we currently have now.	1. Create a marketing plan 2. Partnerships with outside agencies through EducationUSA 3. Recruitment at local Language schools, 4. Recruitment abroad via contracts with agencies

Address staffing concerns	To provide the capacity and services necessary to provide variety of social and cultural experiences for the purpose of student engagement and retention To provide dedicated counseling capacity that can focus on the specialized needs of international students. Assisting with bi-weekly communication with students in notify them about deadlines, workshops, activities and such	1. Need for a full time international counselor and dedicated international adjunct counselors to supplement 2. Need for a part time classified assistant to support International Student Specialist 3. Clarify International Budgeting concerns 4. Determine additional international counseling capacity requirements
Creation of International Student Center	Create a space conducive to international students needs to interact with each other as their transition into the United States	1. Submit a proposal to the facilities committee.
Develop an international student tracking process	Tracking of international students retention and success	1. Evaluate various strategies for collecting and aggregating international student data

3.3 Please reflect on the "Institutional Capacity" (IC) of your goals. (IC = use of Information Technology & Institutional Research; Process for identifying achievement gaps; Process for formulating and evaluating solutions; Commitment to and capacity for data-informed decision making).

Comments:	Staffing
	   1. Having a classified assistant would dedicate more time in finding adequate housing options for international students as well as provide consistent support in the front office
	   2. Having enough ambassadors at new international student orientations provides peer support and guidance to ease transition of new students to our educational system and allows classified staff to conduct orientations more efficiently
	   3. A full time tenure track counselor will ensure consistent schedule of services and support for students regarding academic planning, career and personal counseling
	   4. Having sufficient number of adjunct counselors to assist with coverage, and orientations
	Technology
	   1. We need to determine data needs for tracking student success and retention as well as monitoring intra-semester process.
	   2. Access to the appropriate technology to acquire the information, process the information and access the data will need to be obtained or purchased
	   3. Training on optimal utilization of above technology will be required.
	Facilities
	   1. If the International Program is to grow in order to accommodate more students, facilities will become a limiting factor. Space for the additional staff that will be

	needed to support a larger program as well as space for international students to interact will be come vital.

3.4   Identify your most successful goal. Describe how this goal was a success (including activities, supporting data).

Comments:	## 1. Hiring of international students to serve as ambassadors The number of student ambassadors went from 0 to 9 to serve over 300 new students throughout the academic year. It improves services to students in our new international student orientations, daily office functions, outreach to our local language schools, offering campus tours, communicating to prospective students who are abroad, as well as serving the 600+ current international students.

3.5   Identify your least successful goal. Describe how this goal was unsuccessful (include challenges or obstacles encountered and any changes to this goal and why).

Comments:	## 1. Hire a full-time tenure-track counselor serving international students as well as adjunct counselors to supplement The demands of having a student population of over 600+ students needs to be met with sufficient counseling capacity to meet the special needs of international students. This would include a dedicated international counselor that is 100% assigned as well as dedicated adjunct counselors.

*PURPOSE OF SECTION 3.6 – 3.11***: The committee wants to gauge department/program efforts as they relate to quality, vitality, and responsiveness to student needs. Similarly, to review how these efforts inform department improvement and refinement.**

3.6   Please describe any programmatic changes to services in your department/program (i.e. accomplishments, changes in service, etc.) during the last 3 years.

Service:	**Process(es) used to support programmatic change(s):**
Reassignment of International Student Specialist from Counseling to Admissions and Records	Changed the reporting structure for the International Student Specialist to be more clear so that the process to get paperwork signatures for off-campus events, budgeting issues, and direction could be clarified. This also allows for better communication and teamwork between A&R and counseling.
Assigned leadership of ISP to Dean of Admissions and Records & Financial Aid	Assigned leadership of operational decisions to the Dean of Admissions and Records & Financial Aid to review budget impacts, and to operationalize policies

Setting up an International Student Programs operational meeting	The staff with management of the department meet weekly to discuss the goals as well as plans to address challenges international students face

3.7 How does the population you serve assess the department/program?

Comments:	A new student orientation post evaluation survey is collected following each new student orientation. Once a year student counselor evaluations are completed after students meet with a counselor in an appointment
	International Admissions has a comment box available for students to leave suggestions.

3.8 Explain how external factors (e.g. state budget, local economy, local job market, changes in technology, similar program or service at neighboring institutions) influence your department/program, and describe any measures that have been taken to respond to these factors.

Comments:	Federal immigration laws influenced by our current political atmosphere on entry have negatively impacted our enrollment numbers. We have had several students affected by the travel ban who were stopped at the airport and turned away. Grossmont College responded by supporting the impacted students by remaining in contact with them as they came up with plans for the student to try to enter the country once a judge had overruled the ban.
	F-1 visa denials by Department of State at U.S.Consulate and Embassy often influence number of International Students enroll at Grossmont College.
	The state of global economy also tends to impact our students in regards to affordability of education abroad. Additionally regional conflicts and wars directly impact international student participation in education abroad.

3.9 Describe how your program coordinates with other programs on campus and how improved coordination could enhance institutional effectiveness.

Comments:	Our new international student orientation brings together programs of health services, English as Second Language department, CAPS, San Diego Sheriff's Department, Admissions and Records, Counseling, and Assessment offices.This collaboration helps students to identify with the support services and resources available on campus as they get an opportunity to interact with representatives from different offices, this exposure helps students with the process of matriculation. It helps the institution by ensuring that students can fully matriculate in less than two days and makes the process efficient for students to have the tools necessary to be successful.

3.10 If there are any other measures or considerations you would like to include regarding your program's vitality, please explain.

Comments:	A budget sufficient to properly support and grow the international program. This would consists of funds for sufficient staffing i.e. increasing number of adjunct counseling, Student Services Assistants, Marketing/ Recruitment officer, engagement events both on and off campus, sufficient classes for incoming and currently enrolled students for a variety of majors and English abilities, workshops on student success subjects.

In order to stabilize and grow the program, we propose that a percentage of the funds generated by the international program be earmarked for investment back into the program. This would allow the program properly staff and develop outreach and marketing efforts. With the changing immigration and economic climates around the world, such a funding mechanism would be critical for future success.

3.11 If applicable, briefly explain your department/program plans for improvement and refinement.

Identify any plans your department/program has to:		**Details:**
☐	Change or improve services.	We hope to improve the International Student Program Website for easy access of the home page, user-friendly with multi-language pages for non-English readers, and include comprehensive service and information for prospective, new and continuing International students.
☐	Change or improve department/program assessment.	We hope to institute an end of the semester survey that is done online which will allow students to evaluate the services they are provided during the past semester. It will cover topics of counseling services, admissions processes, intercultural programming, and allow for comments/feedback on anything in general. We hope to improve reports and data collection on our International population including, but not limited to, enrollment history, enrollment trends, transfer in and out rates, graduation rates, and retention rates.
☐	Improve involvement with the community.	Our department also hosts the International Club on campus that is open to All Grossmont and Cuyamaca College students. There is a membership of 150 - 200+ every semester. Having international students interface with U.S. resident students enriches their personal experience as well as the quality of education provided at Grossmont College. We use this club as a way to market the college and program to our language school partners to improve our enrollment.
☐	Improve coordination with other programs on campus.	We work with a variety of departments as we prepare for our orientation, but one in particular that we are aiming to work with deeper is the Student Health Services, specifically mental health. We are planning to implement a process where if a student is placed on Academic Probation, it will prompt our department to reach out to the international student and enroll them into a program which may include workshops on study skills, time management, and a mental health counseling appointment. We also work in close collaboration with the ACE program aimed at effectively transitioning prospective

		international students to Grossmont upon improving their English language skills.
☐	Other	

SECTION 4 – INSTITUTIONAL LEARNING OUTCOMES & CAMPUS STRATEGIC PLAN

PURPOSE OF SECTION 4.1: **To describe how Institutional Learning Outcomes (ILOs) are supported by your department/program.**

4.1   Check each ILO supported by your department/program and corresponding area of Integrative and Applied Learning.

ILO:		Integrative and Applied Learning:
X	Knowledge of Human Cultures and the Physical and Natural World.	Broad, Integrative Knowledge. **X** Specialized Knowledge.
X	Intellectual and Practical Skills	**X** Communication (written and oral) fluency X Use of information resources X Critical and Creative inquiry X Teamwork and problem solving
X	Personal and Social Responsibility	**X** Productive citizenry (civic knowledge and engagement) X Intercultural knowledge and competence X Ethical reasoning for action X Foundations and skills for lifelong learning

PURPOSE OF SECTION 4.2 & 4.3: **Please demonstrate how your department/program links into GC's strategic plans of Outreach, Engagement, Retention and Institutional Capacity (IC).**
(IC = use of Information Technology & Institutional Research; Process for Identifying Achievement gaps; Process for formulating and evaluating solutions; Commitment to and capacity for data-informed decision making).

4.2   Summarize your program strengths in terms of (limit to ½ page):

Strategic Goal:	Strength(s):
Outreach	We recruit heavily from local language schools, there are approximately twenty (20) schools in San Diego, and we accept more than 65% of new students transfer from Language schools and other colleges. Grossmont College's International Program receive high regards both from school officials and students. Most of new applicants heard of GC by word of mouth. This word of mouth has been sufficient to began to build brand awareness of

	Grossmont College abroad. We intend to leverage this utilizing a marketing plan.
Engagement	The International Student Programs provide workshops and activities as well as partners with the International Club where we do programming bringing educational, acculturation, social aspects of learning, and leadership development. The club has attracted a membership of over 150 each semester with events occuring 3-4 times a month. The 150 + membership is a mix of international students and U.S. Resident / Citizens. On campus events have included program events like prom, coffee breaks, and movie nights. Off campus events included program events like bus trips: to CSU Fullerton, CSU Long Beach, UC Irvine, UCLA, California Science Center, Graduation Party, lunar new year festival, cinco de mayo, San Diego Zoo Safari Park, San Diego Zoo, and many others. Programmatic workshops have included Probation, Academic Disqualification, Optional Practical Training, SDSU supplemental application, CSU application, SDSU admitted students
Retention	The International Student Programs runs a series of workshops that assist students affected by being in an academic probation or Disqualification status. These workshops are intended to be an intervention to help students persist through their current challenges. For example, having an academic probation workshop to work on study skills or time management. Additionally, international students are encouraged to participate is all support services and activities offered by the college.
Institutional Capacity	The International Student Program currently serves about 600 international students, which is the largest population in San Diego county, with a staff of three, a reassigned 70% full time general counselor, 3 adjunct counselors.

4.3   Summarize your program challenges in terms of (limit to ½ page):

Strategic Goal:	Challenge(s):
Outreach	Our international recruitment depends entirely on word of mouth, and has no component that reaches out to new applicants via advertisement, internet, recruitment fairs, and agents. Overseas recruitment is key to increase International enrollment. Proactive outreach is limited to local language schools where transfer agreements are sought to facilitate the transfer of students from local language schools to Grossmont College.
Engagement	While international students participate in mandatory orientation required for eligibility to participate, participation in optional

	workshops focused at student success can challenging. The workshops we offer range from optional practical training, to probation workshop, but these workshops are not highly attended. We provide marketing in our International newsletter, but it isn't garnering the level of participation that we desire.
Retention	International students must leave the college when they are 1) under-enrolled without authorization, 2) authorized under enrolled twice, and 3) or disqualified. We are offering workshops to assist under-enrolled and disqualified students throughout the semester. We need a systematic reporting to establish close monitoring of enrollment, early intervention and counseling to reach out under-enrolled students.
Institutional Capacity	With a goal to increase our population to 1000 enrolled international students, we need to increase the staffing in the area as well as have a 100% full-time counselor to meet the needs of the students. Our programming and service to students are the key reasons for attracting students to our institution, but we haven't been able to surpass 800 number of students because of the limited capacity due to insufficient staffing. It is the quality of services provided that has been the foundation of the international program being so well regarded. In order to continue this high level of service, staffing must grow in proportion to student growth and a financial investment to the program to sustain growth.

SECTION 5 – STUDENT LEARNING OUTCOMES & STUDENT SERVICE OUTCOMES

*PURPOSE OF SECTION 5.1***: To access practices used to achieve Student Learning Outcomes (SLOs) and Student Service Outcomes (SSOs). SLOs and SSOs allow faculty, staff, administrators and institutional researchers assess the impact of services and instruction.**

5.1 How does your program support student learning?

Comments:	There are no formal classes taught through the International Program. Student learning is supported through a combination of formal workshops targeted at various aspects of the student learning process and counseling targeted at both the academic skills needed to be successful as well as the social-emotional skills needed by international students who are studying in a foreign country, often for the first time.

5.2   Please use the table to fill in the appropriate information regarding:
   ● SLOs/SSOs measured
   ● Assessment Tool - Briefly describe assessment tool.

- Assessment Analysis - Summarize the assessment results; discuss what student needs and issues were revealed
- Next Steps - How will you address the needs and issues revealed by the assessment?
- Timeline for Implementation - Make a timeline for how you will implement the next steps outlined above

SLO/SSO MEASURED:	Under-enrolled students
ASSESSMENT TOOL:	Quarterly reports of student enrollment per semester
ASSESSMENT ANALYSIS:	Semester based aggregation of international student unit enrollment levels
NEXT STEPS:	Students who are under 12 units per semester must get approval
TIMELINE FOR IMPLEMENTATION:	Every semester

SLO/SSO MEASURED:	Number of students who violate online enrollment restrictions
ASSESSMENT TOOL:	Quarterly enrollment reports every semester
ASSESSMENT ANALYSIS:	Semester based aggregation of international student enrollment focused on enrollment restrictions
NEXT STEPS:	Email reminders prior to adjustment period of the semester
TIMELINE FOR IMPLEMENTATION:	Every semester

SLO/SSO MEASURED:	Academic Disqualified and Probation students
ASSESSMENT TOOL:	Reports every semester end
ASSESSMENT ANALYSIS:	Semester based aggregation of international student academic performance and intervention
NEXT STEPS:	Email reminder for workshops and assistance with petition for readmission and educational plans
TIMELINE FOR IMPLEMENTATION:	Every semester

PURPOSE OF SECTION 5.3 – 5.6: **To show how SLO/SSOs assessments were used to improve teaching strategies, develop curriculum, modify and/or update curriculum, and guide program planning. Applicable only to departments/programs that offer courses of instruction. Briefly answer the following questions.**

5.3   How does your department manage and follow the 6 year SLO Assessment Plan?

Comments:	N/A (International Program has no SLOs as no formal classes are taught. Annual review of service outcomes are conducted)

5.4   How does your department use SLO assessments to discuss teaching and learning in your courses?

Comments:	N/A (Service Outcome data is used to inform workshop content and program design)

5.5   How is the information from those discussions communicated to the faculty in your department/program who teach?

Comments:	N/A (Outcome data are shared at International department meetings and the implications for program modification are discussed.

5.6   What assistance is needed from the College to remove barriers to SLOs being an effective and important component of your department planning (from writing SLOs to assessments to communicating action plans)?

Comments:	N/A (As indicated above, assistance with data collection and assessment would help facilitate improvement in program SSOs)

PURPOSE OF SECTION 5.7- 5.10: **For departments that offer courses of Instruction. To describe how curriculum is maintained and/or developed.**

5.7   Describe how your course offerings have changed since the last program review. Have you added or deleted courses? If so, why?

Comments:	N/A

PURPOSE OF SECTION 5.8: **To understand your practice for reviewing outlines. For example: when you submit a new course, a course is modified, or a course update is submitted to the curriculum committee.**

5.8   Describe your department's practice for determining that all course outlines reflect currency in the field, relevance to student needs, and current teaching practices.

Comments:	N/A

PURPOSE OF SECTION 5.9: **To describe what the department does to maintain high academic standards amongst its faculty.**

5.9   What orientation do you give to new faculty (both full and part-time), and how do you maintain dialogue within your department? Consider department practices, academic standards, and curricular expectations (i.e. SLOs and teaching to course outlines)?

Comments:	Adjunct counselors receive one-on-one training over several weeks and are monitored and mentored on an ongoing basis.
	Every Tuesday, the International Student Programs meets to discuss issues that may be impacting international students.
	Participation in staff development opportunities and trainings as well as attending conferences on an ongoing basis.

PURPOSE OF SECTION 5.10 – 5.11: **To evaluate the department's success with course delivery methods in online vs. hybrid vs. face-to-face platforms.**

5.10 If applicable, provide a comparison of the retention and success rates of distance learning sections (including hybrid) and face-to-face sections. Is there anything in the data that would prompt your department to make changes? (Required data will be provided by the Program Review Data Liaison – insert here). N/A

5.11 Briefly explain your department/program plans to improve and refine SLOs.

Identify any plans your department/program has to:		Details:
☐	Change or improve your SLOs/SSOs.	The International Student Programs is in the process of establishing SSOs
☐	Change or improve how the department/program assesses SLOs/SSOs.	Given the change in the political and economic environment, we are evaluating potential student service outcomes for their relevance.
☐	Change or improve department/program services as a result of SLO/SSO findings.	SSOs were not formally established in the previous cycle.
☐	Other	

SECTION 6 – STUDENT SUCCESS & EQUITY

PURPOSE OF SECTION 6.1:

- **To have department/programs examine the effectiveness of the program.**
- **To have departments/programs explain what they have done to improve student success.**

6.1 How does your department/program contribute to student success outcomes (promote transfer, completion of educational goal, retention, and/or future success)? As compared to previous years?

Comments:	In addition to the workshops and activities described above focused on student retention, our program promotes transfer by hosting 4-year university admissions representatives in our office for international students to meet one-on-one. We promote transfer days being hosted by 4 year universities as well as do a bus trips to visit 4 year universities. We have continued this practice for several years.

*PURPOSE OF SECTION 6.2***: To have departments/programs explain what they have done to improve student equity and support to special populations.**

6.2 Please answer the following questions:

Access: How do the services you provide to students facilitate access and equity to special populations?

Support: How do the services you provide to students support special populations? How do the services support students while attending the college?

Access:	International students as a whole constitute a special population. As such, all activities previously described help facilitate access for a special population.
Support:	International students as a whole constitute a special population. As such, all activities previously described help support a special population.

SECTION 7 – STUDENT DATA

PURPOSE OF SECTION 7.1: **To use Key Performance Indicators (KPIs) to demonstrate the department/program: scale of operation, efficiency, and effectiveness. Using SARS, MIS, or department/program collected data, analyze quantity of service provided to the GC student population. If departments/programs are supplied with specific area data from the Data Liaison, use 7.2.**

7.1 If applicable, report program/area data showing the quantity of services provided the past 2 academic years (i.e. number of workshops or events offered, ed plans developed, students served, etc.)

KPI or Service:	Year 1 Quantity 2016-2017: (number of workshops)	Year 2 Quantity 2015-2016: (number of workshops)
OPT Workshops	2	2
Disqualification / Probation Workshops	2	0
Under enrollment Workshop	2	2
New Student Orientation	7	6
CSU Application Workshop	5	5
SDSU supplemental application	3	3
Accepted Applicants	176	132
New student attended	160	126
Transfer-out Students	171	163

Total number of Students	584	615

PURPOSE OF 7.2: **Summarize findings of additional data provided to your department/program by the Data Liaison.**

Comments:	International student data was provided and summarized by the International Staff with support from A&R.

PURPOSE OF SECTION 7.3: **To have the department/program examine the trends represented in the data from 7.1 or 7.2.**

7.3   What story does your data tell about efficiency, responsiveness, timeliness, number of requests, etc.? (Use bulleted list and limit to ½ page).

Comments:	The international program has added and expanded offerings as student need has been identified. While year 1 and year 2 data above may not indicate these adjustments, timing of workshops and individual communications have continually been modified in an attempt to best meet student needs.

SECTION 8 – STAFFING, FACILITIES & RESOURCE NEEDS

PURPOSE OF SECTION 8.1 & 8.2: The committee is interested in knowing about the people in your department and what they do.

8.1   Briefly describe the duties of faculty, classified staff, and hourly workers who directly work with the program. (Use bulleted list.)

Position:	Responsibilities:
International Student Specialist	● **Coordinate Housing Information** ● **Coordinate the New International Student Orientation** ● **Coordinate Programming events - both on and off campus** ● **Organize the logistics for workshops** ● **Manage the SARS grid for international counselors** ● **Outreach to our language school partners for events** ● **Recruit new international students at events** ● **Distribute newsletter by email to inform all international students of events and activities** ● **Oversee the duties of student ambassadors**
International Student Ambassadors	● **Assist at the New International Student Orientations** ● **Assist with making appointments for students to see counselors** ● **Answering the phone in the International Office** ● **Outreach to our language school partners** ● **Assist with guiding campus tours**

	● **Provide language assistance when necessary** ● **Be the liaison for students when they have questions for faculty or staff** ● **Create content for the program's social media platforms** ● **Provide assistance with registration** ● **Assist with international programming events and activities**
International Admissions Specialists	● **Review and process International Admissions** ● **SEVIS reporting, I-20 management** ● **Immigration guideline advising to new and continuing students** ● **Monitor students enrollment** ● **Review petitions on F-1 status eligibility** ● **Review and process off-campus employment, and economic hardship requests to USCIS (U.S. citizenship and immigration services)/DHS** ● **Communicate with overseas agents, local school advisors, government agents, as well as prospective students, family and friends, and community members.**
International Student Counselors	● **Personal and Academic Advising** ● **Present at specialized workshops** ● **Educational Planning for students**

8.2 How do these positions contribute to basic department function and/or the success of students in the program?

Comments:	These positions provide the direct support for entering an international student into the country, orienting an international student to the rules and regulations of both U.S. Immigration law and Grossmont College. Additionally, staff provide support services and activities designed for students to acculturate to the U.S.A. as well as be successful academically.

8.3 Are the current levels of staffing adequate? Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time faculty, classified staff, and student/classified hourlies. If available provide supporting documentation.

Comments:	Current staffing levels are inadequate to meet program long-term goals. 1. Marketing efforts can not be absorbed within the work of the existing staff. Additional staffing will be needed to help identify target areas, develop marketing plans, identify recruiters, facilite recruiter contracts and interfacing. A marketing specialist/recruitment officer will be needed. 2. Counseling Capacity is Limited. We are currently unable to provide full counseling coverage during office hours without the use of adjuncts. No counselor is actually designated 100% to the international program. After the designation of a counselor 100% to the international program, we estimate that at least 3 adjunct counselors will be needed to provide adequate counseling full

	time coverage. At the minimum students need to come meet with a counselor 2 hours per semester once at the beginning and near the end of the semester to receive an education plan for the next. With 600 students that's a need for 1200 hours of student contact. A full time counselor at 100%, according to the current contract, fulfills only 480 hours per semester. There is a gap of 720 hours missing which can be fulfilled with at least 3 adjunct counselors. 3. Student hourly support has become invaluable is support of providing services to international students. These students offer the staff and faculty the perspective of the international student and how to best serve their counterparts as well as bring about a cultural knowledge from a region of a country and the challenges they face. These students also have gone through the process of getting a visa, and going through our admissions process. The department is investigating alternative ways to utilize these resources to enhance student services.

PURPOSE OF SECTION 8.4 – 8.6: **To determine how departments utilize various campus facilities and the impact on student service delivery and access.**

8.4   List the type of facility spaces your department/program utilizes for service delivery and/or instruction. This can include on-campus, off-campus, and virtual. (Use bulleted list.)

Facilities:	- Office Space - front desk for student workers is cramped to serve 600 students where there is a lack of computer terminals and a counter space to assist with students while having the privacy to protect the information on the computers they are working on. The current desk arrangement is a half desk where students can enter behind into the work space. This brings safety and privacy into question since there is not a physical barrier from the student worker to the student. Office space for the specialist assigned to the International Student Programs also has a desk area where it is open and students can enter taking personal property and supplies for International Programs. - Lobby Area - the space currently is shared with different programs (UMOJA & PUENTE) Each of these programs should have their respective space to allow their communities to engage with their faculty and staff of their programs as well as members of their own community. The International Student Program has over 30 years of supplies, materials, files, and over 600 students cramped into an area that has now been reduced by 67%. - Storage Area for supplies - for the number of activities the International Student Programs conducts has a large need for space for the supplies necessary for these activities to be successful. - Griffin Gate - to hold on campus events like New International Student orientations, and cultural functions like hosting a prom - Virtual (zoom and canvas) - Zoom is a program similar to Skype, but more robust in the sense that we can share screens and documents to assist new students with the admissions process and provide virtual counseling - Off Campus - Provide for students an opportunity to explore San Diego and surrounding areas for a more in depth cultural experience usually to an educational facility like a museum, science center, or 4 year university. - ASGC Boardroom - Student Leadership development with our International Club officers

8.5   Are the spaces listed in 8.4 adequate to meet the program's educational objectives?

Yes ☐ No **X**

- If you checked 'yes', please explain how your department/program utilizes facility space so your department can meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are being met.

- If you checked 'no', please explain how your department/program is not meeting its facility space needs, in order to adequately meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are not being met by.

Yes:	
No:	Office Space - space was reduced by 67% with addition of the UMOJA and PUENTE programs into the space.
	Lobby is a supposed to be a space for students to engage with each other and meant to be a place of comfort, but is too cramped with large groups of students converging at the same time.
	Storage - there a 3-4 events per month that occur and the materials needed for each have accumulated. Instead of buying new supplies each time, we save money by keeping it until it is needed next time. There is not enough space to hold all of the supplies.
	Offices for international student counseling - adjuncts are limited due to lack of office space and the scheduling of counselors

8.6   What proactive steps have you taken with regards to facility and scheduling to improve the ability of your department to meet the educational objectives of your program?

Comments:	Using adjunct international counselors to support the counseling needs of the international program. Their flexibility allows for holes in the schedule to be filled to accommodate for 600+ students.

PURPOSE OF SECTION 8.7: **Please list significant resource needs that should be currently addressed currently or in near term. For each request, identify which goal guides this resource need (use identified goals from Section 3.1).**

8.7   Fill in the table with your resource needs; indicate the guiding goal, type of request, and brief description.

Indicate which goal(s) guide this need:	*Type of Request, P, T, PH, PD, O :	Brief Description:

Dedicated International Student Center	PH	Providing a dedicated center for International Students would help our students feel safer. The political climate and rhetoric from the national government tells the international community that we do not want immigrants into the country, but we as an institution do. The international students need a space where they can feel safe from these hostile messages. The national rhetoric currently sweeping America has had local action in terms of threats to our students and intimidation. We can provide a safe zone for these students where we can have counselors available, as well as resources to help students with study skills.
100% Assigned International Student Counselor	P	To keep up with the demand with formulating education plans for students to ensure student success.
Classified Assistant	P	To assist with the workload of the International Student Specialist in dividing tasks so that we can meet the demands to grow the program while maintaining high quality programming for international students.

*P = Personnel; List faculty and staff in order of priority.

T = Technology

PH = Physical; List facility resources needed for safer and appropriate delivery of services.

PD = Professional Development; List need for professional development resources in priority order.

O = Other; List any other needed resources in priority order.

PURPOSE OF 8.8: **The committee is looking to recognize department/program efforts for outside funding.**

8.8   If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time.

Comments:	N/A

SECTION 9: COMMENTS & RECOMMENDATIONS

PURPOSE OF SECTION 9.1- 9.3: **To evaluate the value of the program review process from a department/program perspective and suggestions for improvement.**

9.1   Please rate the level of your agreement with the following statements regarding the program review process:
1. This year's program review was valuable in planning for the continued improvement of our department/program

2. Analysis of the program review data was useful in assessing department/program outcomes and current status in multiple areas

Question:	Strongly Agree	Agree	Neither Agree Or Disagree	Disagree	Strongly Disagree
1. SSPR Value	☐	**X**	☐	☐	☐
2. Useful for Analysis & Assessment	☐	**X**	☐	☐	☐

9.2 How could SSPR be improved to assist your department/program in completing the self-study?

Comments:	Allowing of more time to complete the program review. We received the template late and during the holiday season, so many of the writers were not available to write and it was pushed up against a busy period for our department and serving our students is our main priority.
	Having a dedicated resource to answer questions would be nice during the process to help guide to what expectations for the finished program review to look like

9.3 Describe any concerns or possible dangers to the integrity of the department/program that may be of impact before the next review cycle such as: retirements, decreases/increases in full or part time instructors, addition of new programs, funding issues, etc.

Comments:	The volatile nature of the federal government and executive orders that may or may not be executed is a great cause for concern. Those hurt the perception that the United States is a welcoming place for all people of all races, religions, and cultures. With these executive orders, there are less students entering the United States and that hurts our enrollment numbers. That in turn hurts our financial situation. It can translate into less of the program events that make our program successful. With lack of funding for faculty, it can reduce the number of adjunct counseling hours we will be able to offer to our students. Our current staff has been tasked to do more with fewer resources and to sustain this and be successful is unlikely. The ISP does propose that there be a reinvestment of funds that derive from international students back into the program to sustain the number of students we have and to help the program grow with more services offered and more students served.

APPENDICES

Please follow these instructions when gathering appendices information.

Please place tabs in front of each appendix with the appendix # and title. Please paginate the appendix as well, continuing the page count from the rest of the report.

A. Definition of Terms (Reference for Instruction Courses Data)
B. Blooms Taxonomy & Common Verbs & SLO/SSO Cycle Diagram (References for SLOs/SSOs)
C. Enrollment Data
D. Student Success Data – Program Retention and Outcomes, Course Outcome Data
E. Checklist Documentation (SLO, Instructional Operations, Articulation Officer, Library)