

**Student Services
2008-09 Program Review
Instrument**

Department or program: International Student Programs

Name and title of preparer(s): Marilyn Cheung, Director

In providing responses in the following areas, **please provide quantitative and qualitative data to support your responses.** For the purposes of the Program Review, both departments and programs will be referred to as "program."

- I. **Description and mission of the program.** Provide a brief description of the program including any services provided and the program's mission.

- II. **Retention and growth.**
 - A. How has the program responded to the institutional goal of increased access, growth and retention?

 - B. How has the program responded to the institutional goal of increased access, growth and retention specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a, Students with Disabilities?

- III. **Student equity.** In what ways has the program worked towards decreasing the student equity gap? Has the program made progress towards or achieved these equity goals? What challenges exist in the program in reaching such goals?

- IV. **Strategic Planning initiatives (Community Collaborations, Cultural Competency, Outreach, and Individualized Attention for Retention).** Other than what was mentioned in III and IV above, what other Strategic Planning Initiatives has the program addressed and in what ways?

- V. **Budget limitations.** (Please be specific in your responses.)
 - A. Identify any limitations placed on the program based on limited funding. What increases in resources are critical to the program and what are the consequences if the program does not receive these resources?

 - B. Identify any other implications affecting your program: e.g. technology, staff, Facilities.

 - C. Describe the consequence to students and the college in general if the program were eliminated. Please be specific.

VI. **Assessment of program.** What evaluation and/or assessment practices are in place to support the program's accomplishments and findings? (provide quantitative and/or qualitative data).

VII. **Additional comments.** What additional information is important to consider when reviewing the budget of your program for possible reductions? You may include any or all of the following, or other information.

- **Relationships with other programs.** Describe any partnerships or collaborations that the program is actively engaged in, which reduce costs and/or improve service delivery.
- **State and Federal mandates.** What State or Federal mandates impact the work you do?
- **Trends.** Describe any positive and/or negative trends in the program.
- **Comparable programs at other institutions.** Provide any information that you have that would allow for a comparison of the program to similar programs at other institutions in the State.

VIII. **Program strengths/areas for improvement.**

A. Provide a summary of the program's main strengths.

B. Provide a summary of the program's main areas for improvement.

IX. **Suggestions for campus-wide change.**

A. What organizational change would you recommend to increase program effectiveness, include consolidations, collaborations, or mergers that you think the college should investigate?

B. Are there cost savings or recommended reductions to any areas of the college that you think should be investigated?

**De Anza College Student Services
2008-09 Program Review Summary**

Name of Program _____ International Student Programs _____

Name of Preparer(s) _____ Marilyn Cheung _____

Each program and department is asked to complete the following 2008-09 Program Review Summary. These Program Reviews will be used to make planning decisions for the 2009-10 year and/or address plans for 2008-09.

Service/Program Summary. Provide as much information as available.

	2007-08	2008-09	Impact of Reduction/Increase (If applicable)
Budget Total			
A budget	\$771,620	\$808,749	Additional counselor and staff would reduce student wait time, reduce the need on overload, improve student persistence such as offering more COUN 100.
B budget	\$ 67,466	\$ 62,267	Due to the lost \$50,000+ application fee (part of original B Budget), ISP had to cut back on programs and services and close admissions early. Return of funds can ensure higher number of applications processed and resulting in more tuition revenue.
C budget			
Strategic Planning			
DASB			
Grants			
* Other			
A Budget	\$60,590	\$28,316	These dollars are from Fund 15, to supplement insufficient funding in Fund 14. Despite growth in int'l student enrollment annually, the College and District did not give any additional funding to ISP for operation and staffing.
B Budget	\$32,000	\$48,497	
C Budget (12/08-1/09)	\$ 8,323	(as of 1/09)	
# Staff – Total			
Classified Contract	6.5	7.5	More students would be served if Academic Advisor position is increased to 1.0 FTE .
TEA	1.0		Seasonal
Faculty	2.0	2.0	Int'l student enrollment increased by 64% between 2001 and 2008, from 958 students to 1511. Yet, no additional counseling resources were given to ISP. Students have longer wait period to see a counselor. Personal issues requiring counselor attention has increased due to larger population.
Students	6.0	6.0	
# Students Served (unduplicated)	1,655	1,816 (incl. Sp'09 estimate)	Additional resources are needed to sustain growth. Without such resources, ISP will need to set earlier application deadlines or refer students to later quarter or to Foothill and other colleges. This will impact revenue for the District.

# Students Served (duplicated)	20,070	11,483 (July – Dec. 2008)	Student traffic has increased due to growth. These numbers are based on students who signed in at the Front Desk only. An estimated 40% increase if those students who contacted individual staff directly were included. Reduction will mean the office not able to retain current office hours since lots of document processing, data entry, and note taking need to be done.
Ratio of staff to students	1:195 1:662	1:191 1:726	<i># of FTE staff: # of unduplicated students</i> <i># of FTE Counselor & Academic Advisor: # of unduplicated students</i> The current ratio between students and counselor/advisor is far below the standards (1counselor: 300 students) recommended by the governing professional organization, the Association of International Educators.
WSCH			

***For categorical funding, please supply any additional data for clarification.**

***Demographics of Students Served (if available)**

Ethnicity	2007-08		2008-09	
	Number	Percent	Number	Percent
African American/Black				
Amer. Indian/Alas. Nat.				
Asian American				
Chicano/Latino				
Filipino				
Pacific Islander				
Other				
White				
Decline to state				

Gender	2007-08		2008-09	
	Number	Percent	Number	Percent
Female	635	49%	752	50%
Male	659	51%	759	50%

***For categorical funding, please provide all information available at this time.**

2/4/09

Student Services 2008-09 Program Review

Program: International Student Programs

Prepared by: Marilyn Cheung

I. Description and Mission of the Program

International Student Programs (ISP) is the office that is responsible for all aspect of international student programs and services at De Anza College. Its mission is to provide a user-friendly environment whereby international students on F-1 visa/status can receive the needed programs and services to ensure a rewarding educational and personal experience at this College. ISP also serves as a resource to the campus community on information and resources concerning international education and activities, and as the monitor of governmental policies and regulations concerning international students.

II. Retention and Growth

The heart of International Student Programs' (ISP) success is our mentoring approach to serving De Anza's international students and our office being "one stop shopping" for the students. ISP offers a comprehensive range of services to international students, which begins with recruitment and outreach, to application processing and admissions, New International Student Orientation Program, immigration advising, student assessment, Counseling 100 course, development of education plans, course registration, career counseling, transfer services, degree filing and graduation.

Access – ISP regards accessibility as two-way traffic: ISP access to students and student access to ISP. ISP utilizes available technology to the fullest extent possible; examples include communications with students via ISP's own listserv for its announcements, newsletters, workshops and sharing of information, such as students selling cars, looking for roommate, etc. ISP maintains its own website whereby information for prospective and continuing students is given. ISP is open five days per week, including Friday afternoons when many offices are closed on campus. The intensity of demand for services by international students is huge. For the calendar year of 2008, ISP served an estimated 21,802 students (duplicated), averaging 1,817 student per month. This represents 60% increase from the year 2005 with 1,082 students per month. This is based on statistics gathered at the Reception Counter only, not taking into account other contacts made by individual staff.

Growth – In Fall 2008, international student enrollment hit the 1500 mark. International student enrollment increased by 64%, from 958 in Fall 2001 to 1511 in Fall 2008. De Anza's international student population has been growing at a much faster rate than Foothill campus. The growth is a result of successful and proactive recruitment and outreach efforts conducted by ISP, as well as De Anza's excellent academic reputation and transfer rate, and its location and proximity to various ethnic communities in Silicon Valley. The tuition and fees received through international students represent a significant amount in the District's overall revenue. Despite the economic crisis, De Anza's international student population is expected to continue to growth since community college is more affordable.

Retention – International students are required by the Department of Homeland Security to be full-time students and must complete a minimum of 12 units each quarter. Furthermore, international students are highly motivated and goal oriented. According to Fall 2008 statistics,

- 70% of international students is registered in 12-18 units
- 20% of international students is registered in 18 or more units

To ensure a high student retention and success rate, ISP provides three Orientation Programs each year and require new students to enroll in the Counseling 100 course prior to course registration. In addition to personal counseling and advising, ISP offers numerous workshops each quarter on different topics, organize enrichment activities and outings, and even have links to various foreign news websites on the ISP homepage. ISP staff stays current on national and international best practices for students through conferences and professional developments. ISP work closely with many programs and departments on campus, such as Career Center, Tutorial Center, Skills, Writing and Reading Center, Disabled Student Services, Student Health Service, Listening and Speaking Lab, Nursing, Student Activities, and more.

Majority of international students at De Anza are transfer bound. To ensure that ISP staff receive updated information concerning transfers, the staff attends the CSU and UC transfer conferences and establish increasing linkages with transfer institution's international admissions personnel. An annual International Student Transfer Day event is organized jointly between the two international student offices at De Anza and Foothill. Annually, approximately 33% of all transferring international students transfer to a University of California campus; another 35% transfer to a California State University campus. Other top universities receiving our international students are Cornell, Yale, Purdue, University of Southern California, Columbia, New York University, and more.

III. Student Equity

ISP follows the equity plan developed by the Counseling Division. ISP works with a targeted population – F-1 visa international students. Students are admitted upon meeting the admission requirements. There are no quota on students according to nationalities, academic backgrounds, etc. To serve our international students well, ISP has multi-lingual staff and hire student assistants from different countries.

Efforts toward achieving equity goals and decrease gap. Through coordinated efforts in international student recruitment to new countries, we have seen an increase of international students from countries such as Nepal and Sri Lanka. Being one of the larger colleges in the South Bay with a broader offering of student services, ISP has seen a gradual increase in the number of international students with disabilities. Hence, the awareness within the community that De Anza offers a broad range of services to disabled students is evidenced.

The breadth and depth of our programs and services are nonpareil. In addition to providing basic counseling and immigration services, part of ISP's mission is to educate our international students that their reason for being here is more than just getting an education. We are constantly educating them on the values of being a well-rounded person. ISP's efforts have certainly increased student success. This is demonstrated by the following outcomes:

- International students are active with student government and leadership. Several of ISP's current and former staff serves as advisors to various student clubs on campus.
- ISP support adjunct study skills classes by encouraging students to take them. Example: Referral of students to MPS.
- The academic performance of De Anza's international students.
- The high transfer rate, as well as transferring to prestigious universities and institutions in California and other parts of the country, such as Cornell, NYU, Purdue, Rhode Island School of Design, etc.

IV. Strategic Planning Initiatives

In addition to the above, examples of how ISP has engaged in the college's Strategic Planning Initiatives included:

- Marilyn Cheung works closely with John Swensson on the Global Education Partnership and promote linkages with foreign institutions and study abroad opportunities, such as sister school relationship with Beijing Institute of Petrochemical Technology and summer study tours to Vietnam and China.
- ISP has been involved in some of the projects that Skip Barnes has developed for Professional and Workforce Development.
- Together with Rob Mieso of Outreach, the two offices serves an increasing number of returning U.S. citizens from abroad. We also reach out to local high schools that might have international students enrolled and participate in some of Outreach's events, such as Parent Nights.
- ISP conducted a survey among its international student population in Spring-Summer of 2007 on how students learned about and selected De Anza and their transfer goals. This survey provided additional insights to ISP on how to improve its programs and services toward student persistence, retention, and success.

V. Budgetary Limitations

A. ISP's Fund 14 B Budget was reduced significantly in 2007 when the College via Jeannine Hawk took away the \$50 application fee that international students paid when they apply to De Anza. The amount totaled approximately \$50,000+ annually and was ISP's B Budget. The application fee collected from each student was to pay for operating expenses related to application processing, admissions and orientations. This loss of this revenue has impacted our operation significantly since the funds paid for postage, printing, orientation luncheon, salaries, supplies, etc. More importantly, by taking the application fee away from ISP, the College is no longer using the funds according to the purpose it was intended for, and this may create questioning from the student body in the future.

Despite the impressive growth in international student enrollment in recent years, there has been no additional counseling resources directed to ISP. Beginning in 2005, international student counselors dropped from 2.5 to 2.0 FTE as one counselor on loan returned to General Counseling. This reduction in counseling staff has created a tremendous burden both in the delivery of daily counseling services and in teaching Counseling 100 courses. During peak periods of each quarter, students may wait 30-45 minutes to see a counselor for drop-ins and need to schedule an appointment 2 weeks in advance. This situation has resulted in students seeking counseling services more and more from the Counseling Center. The concern is that information provided by the General Counselors would not be adequate and complete due to immigration rules and regulations that go hand-in-hand with academic policies. Though an Academic Advisor was assigned to ISP for 50% time beginning in 2008, this does not replace the critical need for counselors in order to address increased personal issues that have resulted from the growth of international student population.

The standard for international student to counselor ratio as set by the governing organization, the Association of International Educators, is one counselor to every 300 international students. De Anza College is far below that standard with a ratio of 1:662 in 1007-08. This could jeopardize the college's position in the international education arena. According to the District, when a program demonstrates growth, additional resources would be given to that program. So far, no additional resources have been given to ISP in terms of counseling and administrative staffing, not to mention the \$50,000 that was taken from ISP B Budget. The District expects international student enrollment to increase due to the needed

revenue generated from tuition and fees. ISP wishes to be a team player and contribute; however, the Program is very concerned about its ability to sustain continued growth. It is recommended that an additional 1.0 FTE counselor be added by Fall 2009 and increase the Academic Advisor position to 100%. Another 1.0 FTE counselor is recommended beginning with 2010-2011 academic year since it is anticipated that international student population will reach 1700 within the next 2-3 years.

B. In addition to the above mentioned, another area needed is information technology (IT) for immigration and SEVIS needs. Since the creation of Department of Homeland Security and SEVIS, additional responsibilities have been assigned to each institution in terms of international student data management, tracking, and reporting. Institutions with large number of international students generally hire an IT person to manage these functions. Joseph Ng is currently the International Student Advisor overseeing this area, and Quan Peng is the A&R Administrative Assistant responsible for data entry. However, as more and more technology based functions are utilized, as Banner is adopted by FHDA, and online international student application (CCCApply) will be initiated next year, an IT person is strongly recommended to oversee the technology needs of this program.

ISP will be moving to a new location, LCW 102, in the Spring Quarter. This space is already tight for the current staffing and therefore cannot accommodate growth in the future. Additional space is needed.

C. If the International Student Programs is eliminated, then the key question is how will the College absorb the mirage of specialized and complex functions and responsibilities currently carried out by ISP. Or is the College planning to reduce the number of international student significantly? Employees working with international students need to possess special skills and backgrounds. International student recruitment and retention will suffer due to the lack of a centralized unit if international student services are decentralized. International students also contribute towards the diversity and overall enrichment of the campus community, as well as elevate De Anza's standing with transfer statistics since 37-40% of all international students transfer to the UCs and other prestigious universities. Among all community colleges in the United States, De Anza College has the third largest international student population (F-1 and other visas holders).

VI. Assessment of Program

Via FSA Atlas (international student data management software) and SEVIS, ISP is able to gather statistics for assessment and trend analysis. Furthermore, ISP works closely with Andrew Lamaque of Institutional Research. Together, Marilyn and Andrew oversee the annual Open Doors (national clearinghouse on international students) statistical analysis, track international student enrollment, non-resident revenue, conduct surveys, etc. ISP also works closely with Assessment Center in assessing student performance on placement test. Attached please find examples of some assessment conducted by ISP.

VII. Additional Comments

As indicated in this report, ISP works closely with many departments and programs on campus. International students' demand for courses is high since they are mandated by the U.S. government to be full-time students and because they are transfer oriented. ISP has established the necessary protocols with Cashier and A&R when students make petitions and change status to permanent residents. To attract more U.S. citizens who are non-residents during their first year, Marilyn developed the Overseas U.S. Citizen and Immigrant Assistance Program. For this Program, ISP work closely with Outreach, A&R, Financial Aid, and Counseling Center.

Any institutions enrolling international students on F-1, J-1 and M-1 visas must be certified the Department of Homeland Security (DHS) and SEVIS, which are the federal agencies governing international students in this country. Hence, the institution must comply to all laws and mandates set forth by DHS and SEVIS, as well as the Department of State. If an institution fails to comply to the parameters set by DHS, then the institution will lose its certification. This is the reason why specialized skills and trainings are required to work in international education and when hiring employees, these skills and experiences must be taken into consideration.

Though it is difficult to predict the growth rate for De Anza given the current economic crisis, regardless, it is predicted that community colleges may be in an even stronger position in attracting international students due to its affordability compared to universities and deferred transfers to universities. Revenue generated through international student tuition plays a major role in the District budget. Given the budget crisis that FHDA is experiencing, the District depends even more on the revenue generated from non-resident tuition, of which an average of 75% are from international student tuition.

De Anza and ISP's accomplishments with international students in recent years are envied by many community colleges and regarded as a model program. Students and visitors are able to access ISP five days a week, which is needed given the diversity of services provided and the size of our international student population and prospective students whom ISP serves. Having a full service international student office whereby international student counselors are housed within is another contributor of ISP success. At some colleges, the counselors are either located in the Counseling Center or work with domestic students as well. For example, the international student counselors at Foothill, Diablo Valley College, Laney, College of Marin, are housed at Counseling Center. This creates confusions among students, and counselors may not be properly trained or knowledgeable enough about international student needs. Also, the requirement of new students taking Counseling 100, or an orientation to college course, prior to registering for other courses has proven positive since students are better prepared and able to receive the necessary academic and transfer information early to be successful. At Foothill, and many colleges, including City College of San Francisco, new international students are not required to take Counseling 50 course prior to registration.

VIII. Program Strengths/Areas for Improvement

A. *Program's main strength.* The following are some of the main strengths:

- Being a one-stop center whereby services for international students are centralized is one of the biggest assets for ISP and a model for many colleges. When services are dispersed and not specialized, then student ambiguities and frustrations can be high.
- Accessibility of ISP to international students despite limitations in resources. This include extensive counseling and advising hours allowing more student contacts, Friday afternoon office hours, and well distributed counseling services during summer months.
- Frequent and informative communications with international students through ISP listserv, website, and quarterly newsletters encouraged students. These include updates on immigration and academic policies and regulations, community events, fun activities, tips on study skills, and other news.
- Highly committed team of staff that created a mentoring, caring, and user-friendly environment for our students.

B. *Areas of improvement.* The following are some areas for improvements:

- Encourage more students to see counselors when personal issues arise, and attend workshops that address these topics, such as personal safety, relationship issues, etc.
- Develop pre-arrival academic planning guidelines so new students could register for courses overseas prior to arriving in the U.S. However, the concern is that students may feel less need to attend Orientation as a result.
- Work with the college to ensure course availability so Orientation can be scheduled closer to the start of the new quarter, rather than one month prior to quarter begins. This will encourage more new international students to attend Orientation and save money on housing.

IX. Suggestions for Campus-wide Change

A. It is recommended that the College offer more General Education courses in the areas of English, ESL, Math, Biology, Chemistry, etc. There are high demands for these courses among both domestic and international students.