Chaffey College Program Review
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: International Student Program

Program Code: 6963 - INTERNATIONAL STUDENT PROGRAM

Review Type: Student Support

Does this review contain any career technical education (occupational) programs?
No

External Regulations:
Yes

Chaffey College Mission Statement

Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:
The International Student Program supports the college's mission through its efforts to diversify and strengthen campus culture. Creating the opportunity for Chaffey College students to work and study with citizens from 47 countries fosters a greater appreciation and understanding of world cultures and prepares all students to function more effectively in a global society. The International Student Program exists to address the specific needs of citizens of foreign countries who want to study at Chaffey College. Toward that end, the staff provides information to prospective students and their families or sponsors; advises students on immigration/visa matters; assists with college application and admissions processes; prepares and issues official immigration documents; complies with applicable federal laws, Homeland Security procedures and reporting requirements; provides resources and referrals as needed; and plans specific activities/programs for international students

Review Team Response

PROGRAM DATA
### Enrollment by Day, Evening, Online, Arranged

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Enrollment</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.

Retention
Retention Rate by Day, Evening, Online, Arranged ()

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Retention</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.

Success
<table>
<thead>
<tr>
<th>Measures</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.

Review Team Response

DEGREE/CERTIFICATE DATA

Review Team Response

STUDENT LEARNING OUTCOMES

Discuss how the number, type, depth, and breadth of the courses support program SLO's.

Discuss how courses in the program articulate with or complement each other.

Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).

How and when has your department assessed Program SLO's' and how have you responded to the
results?

What program or course changes have been made based on the result of the assessed outcome?

Review Team Response

Discuss how your services help maintain a high level of student satisfaction.

Discuss how you evaluate your effectiveness in meeting students' needs.

How and when has your service reviewed or revised SLO?S and/or AUO?S.

How has your program utilized SLO/AUO assessment results for program improvement?

Review Team Response

CURRICULUM UPDATE

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
</tr>
</thead>
</table>

| Programs | Last Modified |

Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:

What steps has your program taken to proactively respond to changing and emerging student and community needs?

Briefly explain:

Review Team Response

EXTERNAL REGULATIONS

Organization:
Last Review:
Recommendations:
Budgetary Recommendations:
Addressed Satisfactorily: Yes
Status of Recommendation:
Next Review:

Last Review: 01/05/2002
Recommendations: The review was part of the implementation process for SEVIS, an online reporting system developed by Homeland Security. Approval was recommended and no problems or concerns were noted.
Budgetary Recommendations: none
Addressed Satisfactorily: Yes
Status of Recommendation: N/A
Next Review: 10/10/2011

Review Team Response

NON-INSTRUCTIONAL PROGRAM INFORMATION

How does your program improve, expand, or support student learning? How do you know?

Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.)

How does your program evaluate its effectiveness?

Review Team Response

STUDENT SUPPORT - ACCESS

How do the services you provide to students facilitate access to learning? (e.g. - admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)
The International Student Program serves an average of 210 students from 47 different countries each semester. Each term we welcome 40-50 new students. In an effort to facilitate access to learning and address the unique needs of international students, the Program provides the services included in the list below.

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary Orientation</td>
<td>Assist new students in navigating My Chaffey View Website (ie. how to add/pay for classes and order parking permit), scheduling assessment test, taking TB test, and registering for medical insurance.</td>
<td>110 95 87</td>
<td></td>
</tr>
<tr>
<td>New student orientation</td>
<td>Educate students regarding college/immigration policies</td>
<td>110 95 87</td>
<td>SLO</td>
</tr>
<tr>
<td>Immigration advising</td>
<td>Help students to stay in compliance with immigration</td>
<td>450 430 395</td>
<td></td>
</tr>
</tbody>
</table>
**Prospective student inquiries**
Assist with admission inquiries and application procedure via phone calls, personal visit, and emails.

**Prepared I-20 and letters for new students**
Provide the documents required to apply for a student visa.

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**Additional information:**
* The International Student Program measures student learning via a pre/post test administered during a mandatory orientation meeting. Results have been used to modify the content of the presentation and to revise questions/response choices.
** The international student application is processed at the International Student Office. Application packets are available in the Office and on the Program's website. Once all required documents are processed, the Coordinator will prepare an I-20 (official immigration document) to enable a prospective student to apply for a student visa. Unfortunately, not all students who apply are able to secure a student visa and make the necessary arrangements to study in the United States which explains the discrepancy between the number of I-20s issued and the number of international students enrolled/served.
*** The International Student Office is the starting point for all international students and a "home-base" for continuing students. The program coordinator provides student access to learning by referring students to other services such as Transfer Center, Cashiers Office, Global Career Center, Success Centers, Counseling, Student Activities, and Health Center where they can benefit from additional services and supportive information that can help them to achieve their goals.

**Review Team Response**

**STUDENT SUPPORT - SUPPORT**

How do the services you provide to students support student learning? (e.g. 'counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)

The International Student Office understands the difficulty that international students face when they travel from their home country into a foreign place. Therefore, activities and events are strategically created to help international students assimilate into the foreign American culture. Events are put together with hopes of slowly breaking the language barrier that most often limits international students from communicating with other students. In addition, the activities are aimed to ease the feeling of homesickness, loneliness, and isolation that many international students may experience after leaving their family back home. Furthermore, these events are created not only to encourage international student involvement but also to raise awareness of the international student program in the Chaffey College community. Activities listed below are created to provide a smoother transition for international students as they embark on a new journey in America.
<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
<th>08-09</th>
<th>09-10</th>
<th>10-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese/Vietnamese New-Year Celebration</td>
<td>Chinese/Vietnamese New-Year is a campus-wide celebration to promote intercultural exchange and collaborate with other programs.</td>
<td></td>
<td></td>
<td>AUO</td>
</tr>
<tr>
<td>Spring Luncheon/Graduation celebration</td>
<td>At the end of spring semester, graduating and transfer students are honored during the Spring Luncheon. Families and friends of students are invited to celebrate student success. All the international students are invited to celebrate the success of their fellow students.</td>
<td>55</td>
<td>95</td>
<td>112</td>
</tr>
<tr>
<td>Newsletters and email</td>
<td>Regular communication via a newsletter and email announcements to remind students of important issues and deadlines, announce special activities and promote campus-wide opportunities.</td>
<td>440</td>
<td>425</td>
<td>400</td>
</tr>
<tr>
<td>Advisory Group Meeting</td>
<td>This meeting is held every last Wednesday of the month and lunch is provided. Students are encouraged to share their culture, discuss current struggles or successes, and spend some time with their fellow International Student friends.</td>
<td>30</td>
<td>42</td>
<td>50</td>
</tr>
<tr>
<td>Holiday Luncheon</td>
<td>Every fall semester, a luncheon is held for all International Students as a collaborative celebration of various holidays from different cultures. It is a way for International Students to relate to each other, talk about different ways they celebrate the holidays and spend some time with other fellow students.</td>
<td>48</td>
<td>75</td>
<td>86</td>
</tr>
<tr>
<td>Transfer Referrals</td>
<td>Refer students to the Transfer Center or a counselor to learn more about transfer.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optional Practical Training (OPT)/Transfer Workshop</td>
<td>To educate students regarding OPT process/Transfer.</td>
<td>20</td>
<td>25</td>
<td>40</td>
</tr>
<tr>
<td>Student follow up for less than 12 units</td>
<td>Coordinator meeting with the student to find out why he/she is taking less than 12 units and to complete the paperwork for the immigration.</td>
<td>36</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>First Semester follow-up with coordinator</td>
<td>To discuss first semester grades and to check how the student is adapting to the culture.</td>
<td>85</td>
<td>90</td>
<td>84</td>
</tr>
<tr>
<td>Less than 2.0 GPA</td>
<td>Meeting with students who failed to fulfill the 2.0 grade point average requirement and assist them accordingly.</td>
<td>5</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Early Alert follow-up</td>
<td>Meeting with students to discuss early alert issues and assist them accordingly.</td>
<td>5</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>International Education Week</td>
<td>International Education Week is a campus-wide celebration held every fall semester. During this event, cultures from around the world are celebrated. The event aims to raise awareness of various cultures via means of student speakers, flag parade, and students’ talent showcase.</td>
<td></td>
<td></td>
<td>AUO</td>
</tr>
</tbody>
</table>

**Additional information:**

*A primary goal for the Program is to help international students become integrated into the campus community. To measure success, the program developed an AUO (Affective Usability of Organizations) to track students' perceived sense of integration and belonging across three semesters. Because initial response rates were low, additional work is needed to increase the number of responses. Plans are also underway to add additional cohorts.**International students' academic success rates are significantly higher than domestic students; data provided by the Institutional Research Office indicates that international student success rates over the last three years average 79.75% when compared to domestic students at 65.95%. The numbers listed below also reflect the academic success of international students: Graduates: 07-08 (6), 08-09 (12), 09-10 (16) Transfers: 07-08 (11), 08-09 (13), 09-10 (13) Dean's List: 07-08 (61), 08-09 (73), 09-10 (62) ***The Chaffey College International Club sponsors a number of extracurricular activities intended to help international students experience American culture and promote a greater appreciation of cultural diversity. Membership includes both domestic and international students, the international student counselor serves as the faculty advisor, and the coordinator and student staff provide additional support to the club.****As a condition of admission, international students are required to provide proof of a negative TB test and purchase medical insurance while attending school. Students who fail to purchase their medical insurance for the semester or have not submitted their TB test results are contacted via phone and email and their records blocked until they have met the requirement.

**Review Team Response**
STUDENT SUPPORT - OTHER

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)

A major component in the International Student program is to assist students regarding any immigration requirements, and to help them to stay in compliance. Each semester, we are required to report the followings to immigration. 1. Register all the students new/continuing. 2. Report any change of address or major. 3. Report less than full-time students. In addition, during the semester coordinator meets with the students for various reasons pertaining to each student's status.

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
<tr>
<td>Each semester reporting</td>
<td>Register students with immigration</td>
<td>420</td>
<td>418</td>
</tr>
<tr>
<td>I-20 extension</td>
<td>Allow student to stay one more year to finish the program.</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>Reinstatement</td>
<td>Assistance is provided to complete the reinstatement packet and packet given back to student ready to be mailed to immigration.</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Signing I-20 for travel</td>
<td>Students’ I-20s must be signed indicating they are in good standing before they travel home for vacation.</td>
<td>35</td>
<td>45</td>
</tr>
<tr>
<td>Change of Status assistance</td>
<td>Students with a different type of visa (ie. H4, J1, F2, B1/B2 etc.) are helped to change their status to F1 visa student.</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Transfer In/Out in SEVIS</td>
<td>Students’ SEVIS records are transferred to or from other colleges/universities.</td>
<td>55</td>
<td>37</td>
</tr>
</tbody>
</table>

Additional information:
In addition to enriching the educational experiences of our campus community, international students also make a significant contribution to the college. An average of 210 students enroll each semester and take a minimum of 12 units at $239 per unit which totals $1,204,550 in direct fees. In addition, they pay materials fees, health fees, college service fees and purchase books, supplies and food on campus which provides additional revenue.
Review Team Response

VISIONARY IMPROVEMENT PLAN (VIP)

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale ‘why’ for doing so. ‘How’ you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be SMART:

- Specific
- Measurable
- Action-oriented
- Realistic
- Time-bound

All plans should improve or expand student learning.

Year Three Goal:
Increase the number and level of online services available to prospective/new international students so they will be better prepared to begin their education at Chaffey College. Currently international students can not utilize online application services; they must rely on mail, parcel delivery services or friends to get their application package to the college. Processing is not as efficient as it could be, often confuses students and is labor intensive for staff in both International Students and Admissions.

To which planning direction does this goal apply?
Flexible and continuous student support

Year 1 Steps to Success (activities) and VIP Assessment:
Expand the Program’s website to include more detailed information on college processes and community resources. Research the requirements for extending online registration services to international students; collaborate with Admissions and IT to implement as fully as possible. Prospective international students will be able to submit their application documents online.

Year 2 Steps to Success (activities) and VIP Assessment:
Develop and provide “pre-departure” topics to new students via online videos/other media to help them prepare for a successful educational experience at Chaffey. Pre-departure information will be available to new students via video or other online media to enable them to become familiar with resources and expectations related to their educational experience in the United States.

Year Three Goal:
Develop a comprehensive staffing plan to ensure competent and consistent student services and full compliance with all applicable rules and regulations. Currently, the program is staffed by one full-time classified coordinator assisted by two-three student employees. As emphasis on successful completion continues to increase, staff need and want to provide additional support and follow-up for all students which is not possible with the current staffing model.
To which planning direction does this goal apply?
Flexible and continuous student support

**Year 1 Steps to Success (activities) and VIP Assessment:**
Study staffing models at other institutions with similar size international student programs; develop list of duties/responsibilities required to address student needs, comply with applicable laws and reporting requirements and Program goals for improving cultural awareness.
Program staff will have gathered examples from at least six similar-sized program, reviewed any staffing recommendations available through NAFSA (professional organization) and developed a comprehensive list of duties and responsibilities required to support the Program’s vision.

**Year 2 Steps to Success (activities) and VIP Assessment:**
Complete a draft of revised staffing plan. Examine available resources and determine a timeline for implementation. A draft of a detailed staffing plan will be completed and submitted to the Dean for review. Possible sources of funding will be identified and evaluated.

**Year Three Goal:**
Integrate the benefits of an international student program within the college’s educational environment by collaborating with student services and instruction to design activities to foster a greater appreciation and understanding of world cultures.

**To which planning direction does this goal apply?**
Excellence in teaching and learning
Flexible and continuous student support
Connectedness

**Year 1 Steps to Success (activities) and VIP Assessment:**
Create a student-friendly space in our new location in Campus Center East (move planned for fall 2011) to promote a sense of community and encourage international and domestic students to meet for conversation. Host mixers and other informal activities to introduce international students to faculty, staff and students.
The International Student Program will be relocated and settled in Campus Center East. Furnishings will be arranged to create a student-friendly environment where all students feel welcome.

**Year 2 Steps to Success (activities) and VIP Assessment:**
Develop and circulate a speakers list of international students and staff members willing to sharing their respective cultures with interested classes, student groups and college personnel. In collaboration with language faculty, create conversation groups to support both international students and domestic students learning second languages. International students and staff will be invited to share cultural experiences with classes and other campus groups as a means of increasing our understanding of cultural differences.

Review Team Response

PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM
**List Recent departmental professional development activities connected to student learning.**

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUO Training, January 8, 2010 (Jenny)</td>
<td>Masters Degree in Counseling May, 2010, (Saba)</td>
<td>NAFSA Annual Conf., May 09, did evaluations, also presented a session at regional conference (Saba)</td>
<td>NAFSA Region XII Southern District Leadership Team, 2009-2011, (Jenny)</td>
</tr>
<tr>
<td>PSR Training January 14, 2011 (Jenny &amp; Saba)</td>
<td></td>
<td></td>
<td>NAFSA Membership (Jenny &amp; Saba)</td>
</tr>
</tbody>
</table>

**How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?**

The highest priority for our professional development is keeping current with immigration regulations governing the enrollment of international students. Utilizing effective strategies for educating students and managing required processes is an ongoing challenge.

**Discuss departmental engagement on campus in connection to student learning.**

<table>
<thead>
<tr>
<th>Governance committees</th>
<th>Other college-related committees</th>
<th>Other campus participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Accreditation Self-Study Committees (Jenny &amp; Saba)</td>
<td>Regular volunteers for PAWS booth (Jenny &amp; Saba)</td>
</tr>
<tr>
<td>Curriculum Committee (Jenny)</td>
<td>President's Equity Council (Jenny)</td>
<td>Collaboration with various student services and instructional programs for cultural celebrations</td>
</tr>
<tr>
<td>Enrollment Management Committee (Saba)</td>
<td>Early Alert (Saba)</td>
<td>Collaboration with student services and academic support programs for new student orientations</td>
</tr>
</tbody>
</table>

**How does your program benefit from your campus engagement?**

Our participation on committees and projects outside of our Program creates opportunities to introduce the Program and our international students to others on campus. Through our interaction with students and colleagues across the campus, we have been able to develop supportive working relationships, create new partnerships, share resources, and promote a better understanding of the unique needs of international students.

**Teaching/Years of Service**

0-5 years 6-10 years 11-15 years 16-20 years 21+ years
Given the data how has your program been impacted?
Saba (coordinator)---17 years at Chaffey, 14 with International Students and Jenny (director)---35 years at Chaffey, 8 with International Students. Having staff with extensive experience with the program has helped to ensure consistent service to students and maintain compliance with applicable laws and immigration regulations.

Does your program anticipate retirements within the next 3 years?
No

Review Team Response

PROJECTED NEEDS

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.
International students pay a $40 fee that helps to fund activities planned for them such as cultural celebrations and holiday receptions.

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

FT Faculty:
Year 1:
Hiring Criteria:
Year 2:
Hiring Criteria:
Year 3:
Hiring Criteria:

STAFF
Year 1
Year 2
Year 3

EQUIPMENT
TECHNOLOGY

Year 1
Two computers and a printer are needed for the student area. Cost estimate per IS for two standard workstations is $2,055.80; cost for one standard printer is $1,146.50.

Year 2

Year 3

SOFTWARE

Year 1

Year 2

Year 3

OTHER

Year 1
CC apply has a separate application for international students; and additional annual fee of $9,000 is required to use the service

Year 2
$9,000---ongoing fee for international application

Year 3
$9,000---ongoing fee for international application

Review Team Response
Are the software requests for new or existing applications?

Review Team Response
The reviewers commend the program for a very comprehensive and thoughtful PSR.