College of the Canyons Program Planning and Review

Year(s): 2011/2012 to 2013/2014

Program Information for: ISP
Year(s): 2011/2012 to 2013/2014

College of the Canyons' Mission Statement

College of the Canyons offers an accessible, enriching education that provides students with essential academic skills and prepares students for transfer education, workforce-skills development, and the attainment of learning outcomes corresponding to their educational goals. To fulfill its mission, College of the Canyons embraces diversity and engages students and the community in scholarly inquiry, creative partnerships, and the application of knowledge.

Program Description

Describe the Department's Mission (e.g. services offered and functions performed by this department).

The mission of the International Students Program (ISP) is to reach out to the local and global community to attract international students to attend College of the Canyons, and to expand our international footprint by promoting global collaboration in all aspects of education. The ISP connects international students with campus services and resources, while providing them with the tools to maintain their student status and achieve their educational goals in the U.S.

Who are the customers/recipients of the services and functions?

The ISP program serves prospective, current, part-time, transfer, and alumni students from around the world. We also serve faculty and staff, community members, government entities, recruitment representatives, and interested family members. We provide answers to inquiries, documents and resources, referrals, regulatory information, cultural experiences, academic advisement, and transportation and housing referrals.

Provide a current organizational chart for the department, including all full-time and part-time staff. Show the full-time equivalent of each staff member. Also, you may want to include a proposed organizational chart if you are proposing changes.

Chart #1: [2012SP Organizational Chart.pdf](https://intranet.canyons.edu/offices/FiscalServices/APRBudget2010/ANPRForm.asp?Prog... 3/28/2014)
Chart #2: [orgcharts_2014 Organizational Chart.docx](https://intranet.canyons.edu/offices/FiscalServices/APRBudget2010/ANPRForm.asp?Prog... 3/28/2014)

Provide a short description of the history of your department, including how it has changed over the years.

The ISP program was created in 1997 by Dr. Bruce Pelkey, who served as the Director and counselor for the department with Naomi Taniguchi assisting as a student worker. The eleven
international students attending on I-20s issued from Admissions & Records department and became the first ISP students. All international student inquiries were then directed to the emerging ISP program. Dr. Pelkey went on his first recruiting trip to Sweden in fall 1997. There have been 36 recruitment trips since 1997. The eleven students grew to our high of 222 in FY 2000/01, but have since gradually decreased as a result of September 11, 2001 to our number today of 126 students. Staffing levels have fluctuated over the years. At its apex, when we had the most students, the program had a full-time director, a full-time counselor, two full time staff, two adult hourly staff and seven college assistance.

Our services began with recruitment, counseling and INS information and advice. Since that time we have added, cultural events, orientation, housing and transportation referrals, SEVIS, an international students program website, health insurance consultation, tax workshops, employment and internship advisement, and staff development through NAFSA and the College.

### Administrative Unit Outcomes

**Administrative Unit Outcomes (AUOs) Assessment Model:**
The purpose of this assessment process is to improve the unit's service.

<table>
<thead>
<tr>
<th>Department Goals (Overarching AUOs)</th>
<th>Specific Objectives</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
<th>Next Assessment Cycle (Month, Year)</th>
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<tbody>
<tr>
<td>As a result of participation in the Intensive English Program (IEP), student enrollment numbers in the International Student program will increase.</td>
<td>The IEP classes will now also include advanced ESL, along with beginning and intermediate as was offered in summer 2013. After summer 2013, we will assess how many new students have entered the International</td>
<td>Of the 26 students enrolled in summer 2012, 14 participated in the IEP program. All 14 were the only new students to the program in summer. Of the 36 new students enrolled in fall 2012, 23 came from the IEP program. Thus, of the 50 new students enrolled in fall and summer 2012, 37</td>
<td>After the success of the summer program in 2012, the department has agreed to offer two additional sections of ESL in the IEP program in summer 2013. Previously, we offered beginning ESL (070 &amp; 071) and intermediate ESL (080 &amp; 083). In summer 2013 we will also offer advanced ESL (085 and 100). We expect the</td>
<td>- - - 2014</td>
<td>- - - 2014</td>
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As a result of participation in the Intensive English Program (IEP), student enrollment numbers in the International Student program will increase.
The International Student Program will promote strategic goal #2 by creating an Intensive English Program for prospective students with below college level English Proficiency to increase student enrollment in the ISP program.

Student Population as a result of the IEP classes. Level of Success It is expected that the number of students enrolled in the ISP program will increase by 50% by the fall 2013 semester as a result of the summer IEP program. Students came to us for the IEP program. This is a 75% increase over summer and fall 2011.

ISP program to increase 50% at the end of fall 2013 as a result of the IEP program.

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<tr>
<th>Student Population as a result of the IEP classes. Level of Success</th>
<th>After summer 2013, we will assess how many students have completed their IEP classes in all levels of ESL with a passing grade and how many persist to the next semester, fall 2013. Level of Success</th>
<th>Of the 7 students who completed both ESL 070 &amp; 071, there were 12 passing grades and 2 non passing grades; 86% of these students passed their classes. Of the 7 students who completed both ESL 080 &amp; 083, all 14 grades were passing; thus 100% of students passed their intermediate ESL classes. This means of the 14 students, 93% of them earned</th>
<th>To ensure students complete the IEP program successfully and persist to the subsequent term, the department will begin a proactive approach to student success by requiring new summer IEP students to meet with an ISP counselor at least once during the term to review their progress in class. Counselors will refer any struggling students to appropriate</th>
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| As a result of participation in the Intensive English Program (IEP), students will successfully move to the next level of ESL classes preparing them to be successful in college level coursework. Student enrolled in the first cohort of ESL (ESL 070 and 071) will persist to | After adding a proactive counseling approach to student success in | Of the 7 students who completed both ESL 070 & 071, there were 12 passing grades and 2 non passing grades; 86% of these students passed their classes. Of the 7 students who completed both ESL 080 & 083, all 14 grades were passing; thus 100% of students passed their intermediate ESL classes. This means of the 14 students, 93% of them earned | To ensure students complete the IEP program successfully and persist to the subsequent term, the department will begin a proactive approach to student success by requiring new summer IEP students to meet with an ISP counselor at least once during the term to review their progress in class. Counselors will refer any struggling students to appropriate |
the next level of ESL (ESL 080 and 083). Students enrolled in the second cohort of ESL (ESL 080 and 083) will persist to the next level of ESL (ESL 100 and 081). Students enrolled in the third cohort of ESL (ESL 085 and ESL 100) will persist to College level coursework.

summer IEP classes, it is expected that 80% of the students will successfully complete the IEP classes in ESL with a passing grade in summer 2013 and will persist to fall 2013.

a passing grade in their classes. As far as persistence from summer to fall 2012, of the 14 students who started the program in summer, 10 persisted to the fall 2012 for a 71% persistence rate.

support services and assist students to enroll in the subsequent term for IEP classes. It is expected that 80% of students will successfully complete their classes in summer 2013 and 75% will persist to the fall 2013 semester.

Objectives

Status of Objectives. (Review College Strategic Goals)

Open Objectives

1). Create a community outreach plan that reaches new students through our local high schools, campus community and community at large.

   Goal: Financial Stability
   Status: In progress
   Add'l Comment: Offered two information meetings to the community in 2012.

2). Upgrade and update the current ISP website to be easily accessible, relevant and user friendly to international inquiry, community members and the current student population.

   Goal: Technological Advancement
   Status: In progress
   Add'l Comment: Basic structure has been made and has replaced a previous website. We
have also added a e-brochure to the website for recruiting purposes.

3). Create and implement local outreach plan, materials and website to increase our current student population.

**Goal:** Financial Stability  
**Status:** In progress  
**Add'l Comment:** A program flyer has been designed, printed and distributed to interested parties inside and outside the USA. Learning Community (IEP) program flyers have been designed, printed and distributed each term inside and outside the USA. The basic structure of the program website has been developed.

4). Consolidate data into a central repository to better anticipate the needs of our International population, prepare for trends, and assist in future program planning.

**Goal:** Institutional Advancement  
**Status:** In progress  
**Add'l Comment:** An applicant data system has been developed to collect useful data. A new category has been added to the existing continuing students data system. Planning to merge two data systems to one central data system.

5). Hire Full-Time Counselor for IE Program

**Goal:** Student Support  
**Status:** Yet to be started

Completed Objectives

1). Create an Intensive English Program for students who don't have the required English proficiency for college level work, and a counseling class to introduce students to the college experience.

**Goal:** Teaching and Learning  
**Status:** Completed  
**Add'l Comment:** The first IEP program was designed and offered in Summer 2012 which became the base for the Learning Community-Intensive English Program. This program has been attracting new population groups to COC ISP and we have been expecting to recruit more students into this program.

2). Create an intensive ISP learning community that includes English/ESL classes, GE classes, a cultural enrichment class plus a weekly activity.

**Goal:** Teaching and Learning  
**Status:** Completed  
**Add'l Comment:** The first ISP Learning Community Program has been offered in the Fall 2012 semester and has been continuing into Spring 2013 semester. This program has been attracting new population groups to COC ISP.

3). Create and implement Intensive Language Program to prepare students for college level work.

**Goal:** Teaching and Learning  
**Status:** Completed  
**Add'l Comment:** Students who had participated in the Summer and Fall 2012 Intensive
English Program had advanced into the college level degree program in the subsequent semester.

4). Create and Implement an Academic Cultural Experience cohort to assist students to maintain 12.0 units of enrollment and move efficiently towards their academic goals at the same time gaining an understanding of the American Culture.

   **Goal:** Teaching and Learning  
   **Status:** Completed  
   **Add'l Comment:** The ISP Learning Community program has been designed with Humanities class, Counseling class and Cinema class. This program assists students to maintain 12 units of enrollment and meet their academic goals efficiently while they become accustomed to the American Culture and Education system.

5). Cover Claudia Reassign Time  

   **Goal:** Cultural Diversity  
   **Status:** Completed  
   **Add'l Comment:** Claudia now has her own budget and program review.

6). Print Outreach Materials IE program  

   **Goal:** Cultural Diversity  
   **Status:** Completed  
   **Add'l Comment:** A program flyer has been designed, printed and distributed to interested parties inside and outside the USA. Learning Community (IEP) program flyers have been designed, printed and distributed each term inside and outside the USA.

7). Bring key campus constituencies interested in global affairs to research how can increase international awareness on campus.

   **Goal:** Institutional Advancement  
   **Status:** Completed  
   **Add'l Comment:** Planning a Flex presentation. April 2014 a FLEX presentation was presented at the classified development day. We will continue to do inreach.

8). Review current procedures to improve efficiency and increase workflow.

   **Goal:** Institutional Effectiveness  
   **Status:** Completed  
   **Add'l Comment:** The work manual for the ISP admission procedure has been created and all staff has received a series of staining.

**Additional Accomplishments. (Review College Strategic Goals)**

1). Classified Staff have taken on additional administrative duties as the Director position is currently vacant. (Goal: Human Resources)

2). A new recruitment plan has been created to increase the current population and provide additional revenue for the General Fund of the College. (Goal: Financial Stability)

3). An intensive language learning community has been created and has been offered beginning summer 2012. (Goal: Teaching and Learning)
4). Redeveloped the ISP New Students Orientation to have new students understand the complicated immigration issues and the academic system with more interactive design to motivate their active participation in the orientation. (Goal: Student Support)

5). Two adjunct academic counselors have been added to the program. (Goal: Student Support)

6). An adult hourly receptionist has been hired to assist prospective students, community members, current students and other ISP staff as well. (Goal: Student Support)

7). Participated in Study CA website to strengthen the exposure to global community. (Goal: Cultural Diversity)

8). Participated in Study America Workshop in Tokyo, Japan by having an ISP alumni distributed our flyers and giveaways and talked with high school students at the COC booth displayed with pictures and COC logo. (Goal: Cultural Diversity)

9). The creation of the e-brochure was completed in March 2014 prior to the Director's trip to Asia. She will present this e-brochure to 8 different schools to assist in recruitment. (Goal: Institutional Advancement)

10). Staff and counselors participate in two in person full day orientations for all ISP students. This provides valuable information and service to students at the beginning of each term. For students unable to make one of the two orientations, counselors meet individually with the students to ensure each ISP student receives the information. (Goal: Student Support)

New Objectives. Please list new department objectives. These should follow from the needs listed above. Also, they should be specific and measurable. Also, identify the Strategic Goal to which the objective relates.

1). Serve current international students by ensuring the compliance of the law per their visa status and by providing advising and counseling services to promote academic success. (Goal: Institutional Effectiveness)

2). Expand the ISP by recruiting locally and globally. (Goal: Institutional Advancement)

3). Promote cultural diversity on campus and in the community as well as internationalization of campus culture. (Goal: Cultural Diversity)

4). Develop a strategic plan for exchange programs for faculty and staff. (Goal: Institutional Advancement)

Other External/Internal Factors

Positions in your department. What changes have occurred in the last three years and what changes are expected in the next three years within your department/program?

In the past years, many changes have taken place with staffing as a result of the full-time administrator moving to a part time status. Our part-time administrator dedicated to international recruitment trips and functioned as the funding coordinator for the program. The person in this position recently retired and the position now remains vacant as the ISP program is pursuing a new recruitment strategy. The Student Services Technician II was reclassified to Program Specialist II with additional duties to make up for the loss of a full time administrator. The Student Services Specialist I was also reclassified to a Student Services Coordinator because she also assumed some of the duties of the full-time administrator. We have three
adjunct counselors dedicated to ISP student in total of 35 hours per week. We have an adult hourly working 10 hours per week dedicated to event planning and providing campus & local event information for ISP students, which is vital to cultural awareness. We have an adult hourly working 20 hours per week as a receptionist assisting prospective students and their local representatives, community members, continuing students, and other ISP staff with their clerical duties.

Our two year recruitment plan is ambitious; we plan to double our current student population. When this occurs we will need additional staff, within the next three years, we should hire a new ISP Director. In the next year, we need to hire a full-time counseling position and still keep the current adjunct position also. In the next three years, we need a full time classified staff event planner and a full-time classified staff clerical support. The part time staff budget will need to increase by $10,000 to accommodate the new influx of students.

**Technology.** How is technology being used for service delivery? What specific changes in the use of technology should be implemented? Please indicate the hardware and software (including version if known) needs for department. Also, indicate if a budget augmentation is needed.

Use of SEVIS, the NAFSA website and NAFSA online advisor’s manual assists staff in maintaining federal student visa regulations. Vital federal information is entered in Datatel to ensure state and federal reporting requirements are met. An Access database and Excel spreadsheet are used to access and maintain student data to ensure students have the latest information regarding their enrollment requirements and status. The USCIS Website is used as a resource regarding immigration issues, updates, forms, and regulations. The State Department’s website http://educationusa.state.gov/ will be used as a recruitment tool in order to reach prospective students at no cost to the college.

**Interdisciplinary Collaboration.** Describe any relationships with other departments/programs.

Collaborations with Admissions & Records assist ISP students to complete graduation requirements and inform them of rules and regulations guiding admission, registration, and transcripts. The ISP counselor attends weekly Counseling department training sessions to ensure ISP students have the most accurate information in educational planning and transfer options. We are working closely with numerous departments across campus (CWEE for internships, TLC for assistance with coursework, health center for medical assistance) to ensure students are healthy and progressing towards their educational goals.

**Challenges.** Please indicate any challenges your department or program has faced which may affect services. Also, please indicate how you plan to address these challenges.

The department has numerous challenges largely due to federal enrollment requirements and insufficient staffing levels. The recent economic downturn has resulted in insufficient course offerings to ensure 12.0 units of enrollment in the current priority registration system. With only an adjunct counselor there are not enough counseling hours available to current students; as we increase the population this will become a much larger problem. There is currently no Director of International Student program; thus, staff is taking on additional administrative functions. We have no staff dedicated to recruitment; all staff assists in planning recruitment efforts and overseas budget allocation for recruitment needs to be redirected. There is a challenge in coordinating numerous sources of data to track and generate reports on ISP population. A central database would allow for more effective planning and evaluation of current practices and population needs. It is difficult to provide adequate housing assistance to our students. We need additional funding to prove meaningful cultural events for our students to assist them to gain an understanding of the American Experience.
broader academic discipline/program area) that require changes in the department or program structure, focus, or emphasis.

The loss of the Director of International Students due to retirement allowed the department to review its current practices and analyze how to proceed without this position. As a result, we are changing our recruitment strategy for the next two years to have a local focus as 70% of our current population was referred by personal contact within the Santa Clarita Valley. As a result, the department plans to increase local recruitment efforts within our community. We have an ambitious recruitment target of doubling our population in two years which would increase revenue to the district by about $400,000. To assist this effort, we plan to offer learning communities to allow an untapped population to come to the college to complete an Intensive Language program in summer and then move to ISP learning community that includes ESL, a counseling course and one general education to ensure 12.0 units of enrollment in fall and spring.

Canyon Country Campus and a possible Westside Campus. Please describe your department’s services that are available at the Canyon Country Campus and any plans for changes. Also, please include plans for offering services at a possible Westside Campus. We currently have a liaison in Admissions & Records that specializes in assisting ISP students who attend the CCC campus. If funding was available, we could meet with ISP students attending there weekly. We currently have 18 students attending at CCC. Any future campus would also have the same level of service. We plan to hold bi-annual meetings with the student services CCC staff to assist them in understanding the enrollment issues surrounding ISP students.

Connection to Educational and Facilities Master Plan. How is the department progressing in implementing plans identified in the Educational and Facilities Master Plan? Also, please list any 10-year goals your department has created.

We would like a dedicated international student center to provide a sense of community where international students could congregate, study in groups, use smart classrooms for cultural classes, workshops and counseling classes. We would like to provide both day and evening hours in the center. We hope to double our student population every two years. This would provide additional funding for the center, increased levels and increased services to students. It would help the campus to become more culturally rich and connected globally. We would like to expand our learning community offerings in both CTE and transfer majors. Our most popular majors are: Accounting, Business, Nursing, Liberal Arts, Biological Science, Computer Science, Early Childhood Education, and Art. We plan to analyze our new recruitment strategy every two years and revisit the idea of international recruitment and the use recruitment agents in the next two years. We plan to create and implement an alumni organization which will assist with recruiting, housing, and additional outside support for ISP students.

Other Information. Summarize any other relevant information. This could include, but is not limited to, the following: surveys, general trends in how people do business that might have implications for your department; Comparison of your department with similar departments, including strengths and weaknesses; Externally imposed regulations; Partnerships with industry, community-based organizations, government, or other entities.

Analysis of our current student population and how they came to the program showed us that 70% of our population was referred by a personal contact already connected to the SCV or the College. We discovered 22% of students found the program on their own and only 2% enrolled as a result of an overseas recruitment. WE also discovered that 46% of our current population is Korean. Based upon the data, the center point of our recruitment strategy for 2012-2013 will focus on developing local relationships. We plan to boost our community outreach to local high schools and other community based organizations, especially in the Korean community. We
also have determined that we turn away large numbers of students because the English language skills are not yet at college level. We will create an Intensive Language program to admit these students and move them towards college level English. This will also boost our numbers and increase our revenue in the general fund.

**Use of Data.** Describe department trends, including measures identified in the Administrative Unit Objectives and other data described above. What are the specific implications of the data collected? State each result and the implication.

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<th>Data Result</th>
<th>Implication</th>
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<tr>
<td>1). Our current transfer rates indicate that 31% of students transfer to the CSU system, 13% transfer to the UC system, 8% transfer to private in-state colleges, and 11% transfer to colleges out of state. Interestingly, 15% of our population transfer to Language schools underscoring the need for our planned Intensive Language program. Transfer data indicates we should begin to establish relationships with the colleges to which ISP students transfer. We can also use the transfer information in marketing materials to attract additional students.</td>
<td>We will use the data from our current SLO and AUO to ensure our Intensive Language program and subsequent learning communities will in fact increase our population and assist students to be more successful in their College level courses. We currently use information from our application form to inform our existing recruitment plan.</td>
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**Departmental Strengths.** Describe the department’s strengths or unique features. This should principally include information from the data summarized above.

The department's number one strength is our personal approach with students. We offer a personal touch that includes direct access to ISP staff. We provide resource information, guidance to maintain student status, responsiveness to student academic and personal issues, and empathy that assists students to adjust to life in America. The ISP program is strength to the college at large because it provides a way to connect our campus with international organizations and populations in our community. This allows globalization of the campus through ISP events such International cuisine, fund raisers, and demonstrations of different cultures.

**Departmental Challenges.** Describe the department’s challenges. This should principally include information from the data summarized above.

One of the challenges facing the ISP program is the difficulty providing courses to assist students to maintain 12.0 units of enrollment, a requirement for them to continue study in the US. However, the biggest weakness is inadequate funding levels for support services for students.

**Budget Planning**

[Click Here for Budget Planning]

**Program Needs**
Describe the needs in each of the following areas that will be necessary to meet the program objectives described above:

**Supplies and Services**
Increase the budget in the following areas: website design and software, advertising budget for brochures, and giveaways to assist in recruitment. Increase adult hourly staffing budget to assist in Learning Communities. We will need additional funding for counseling to support the Intensive Language Program and Learning Communities. Staff needs training in Access to create and manage student demographic and program data.

**Equipment**
We need to purchase document Imaging for student records we are running out of storage space and order paper shredding service; Our six computers are more than five years old and need to be updated. We need second monitors for each counselor and adviser. We need one networked color printer, and a copy machine with data input. We need to update our student Access database to include more functionality and the ability to do simple research and run simple queries. We need to update the website with appropriate software to aid in recruitment efforts.

**Facilities and facility modification**
We need to convert the two classrooms into smart classrooms so we can use them for our Intensive Language program and Learning Community classes. In the future, we would like to modify our current space to become a full International center where we receive international student visitors, assist incoming students with admission and enrollment, create a space for student groups, two private offices for counselors, a conference room, and a kitchen for event preparation.

**Personnel**
Our first priority is to hire a full time counselor and increase funding for adjunct counseling. When funding permits, we need to replace the Director's position. As the student population grows, we will need additional clerical staff for events, housing, and record keeping.

**Who do you need to coordinate with to make this happen? (e.g. other departments on campus, four-year college, high school, local business or other community colleges)**
We will need to coordinate with the following departments to reach our goals: Computer Support, Facilities, Office of Instruction, Department of ESL, Humanities Division, Curriculum committee, faculty, staff from across campus, CCC staff, Outreach director, Counseling, Admissions & Records staff, CWEE.

### The following staff participated in conducting this program planning and review.

The following staff participated in the ISP program review: Deborah Rio and Naomi Taniguchi. Jasmine Ruys completed the 2013-2014 program review with input from ISP staff and Jia-Yi Cheng Levine.