



Student and Support Services

2022 - 2023 Self-Study

Three-Year Program Review Template

International Student Center (ISC)

Enrollment Services

Statement of Collaboration

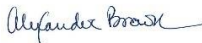
The program staff listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program staff involved in the self-study.

Participants in the self-study

Alexander Brown, Interim Manager
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Maria Tran, Adjunct Counselor
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Authorization

After the document is complete, it must be signed by the Principal Author, the Department Manager, and (when appropriate) the Dean or appropriate Immediate Management Supervisor (IMS) prior to submission to the Program Review Committee.

Alexander Brown		Manager	01/04/23
Printed name of Principal Author	Signature	Title	Date
Alexander Brown		Manager	01/04/23
Printed name of Department Manager	Signature	Title	Date
Albert Abutin		Dean	1/13/23
Printed name of Dean or Immediate Management Supervisor (IMS)	Signature	Title	Date

1.0 Mission and Goals

Mission, Vision, Core Values and College Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the Mission, Vision, Core Values and College Goals. Summarize how your program supports each area.

Mission:

In direct alignment with the Fullerton College mission, the mission of the International Student Center (ISC) is to provide support and assistance for F-1/F-2 visa students to achieve their educational goals and to ensure Fullerton College's compliance with federal regulations. We provide comprehensive academic and personal guidance to assist students in becoming successful learners in college, while also becoming thriving participants in the local and global community. The goal of the program is to provide educational opportunities for international students and to promote cross cultural experiences on campus and within the local community.

The diverse population of international students at Fullerton College come to the campus with a varied set of goals and aspirations. Through a holistic approach, F-1/F-2 visa students are supported and engaged throughout their educational journey. The ISC is a full-service office, from the point of inquiry to transfer/graduation, providing comprehensive academic, career, personal, social, and cultural support to assist students in becoming productive and successful participants in the local and global community. We provide prospective and current F-1/F-2 visa students with accurate admission information, academic counseling, F-1/F-2 visa regulations guidance, and personal assistance. We encourage student engagement and leadership development through the International Club, as well by connecting international students to programs/organizations beyond the department. In this way, we prepare students to become successful learners, responsible leaders, and engaged community members.

Vision:

When our students first arrive in the U.S., they are faced with the challenge of navigating their way through uncharted territory—a new country, a new community, a new culture – and primarily communicating in a foreign language. The ISC delivers services and offers resources to aid them in the transition, in addition to field trips to local attractions and various acculturation events throughout the year. With help and support from our services, students gain confidence in communicating their needs as well as developing intercultural skills. With the increasing globalization of the world, our students provide a bridge connecting Fullerton College to the international landscape. This bridge supports the exchange of ideas and customs, thereby inspiring a positive effect around the world.

Core Values:

Community

We are committed to making students feel welcomed, respected, and appreciated by giving them a sense of community (essentially a home away from home) when they visit our office. We further promote connectedness to the campus and local community through the International Club, and by hosting field trips and various events each semester. We have created an environment where F-1/F-2 visa students feel safe, appreciated, and part of a greater community that values their contributions. Through the support of and collaboration with our colleagues on campus, we promote cross-cultural experiences on campus and within the local community. We will continue to develop and strengthen these relationships so that we may best serve our international students at Fullerton College.

Diversity

The ISC staff is committed to supporting the needs of our diverse student population while promoting the understanding and support of our students by the Fullerton College community. We serve students from more than 45 different countries and ranging in age, gender, sexual orientation, ability, religious beliefs, socioeconomic background, and life experiences. While some of our students come to us having lived in the U.S. for some time, a larger portion of our students are new to the country as well as new to being a college student. Not unlike our domestic student population, there is no set approach to serving all these students. Through hard work, dedication, and commitment to diversity, the ISC staff has been successful in creating an environment that reflects the value we have for our students and their contributions to our greater campus community. We appreciate their cultural differences and embrace the opportunity to learn as much as we can about them during their time at Fullerton College.

Equity

In keeping with the culture of Fullerton College, the ISC believes that all students deserve equal access to high quality education and student support services. Given the diversity of backgrounds from which the international student population is comprised, we cannot assume that all have been afforded the same opportunities in terms of academics and finances. Like their domestic counterparts, international students are not always prepared to enter the four-year university directly or do not have the means to pay for four years at the university. Fullerton College is a more affordable and accessible option for students to continue their pathways to university transfer.

Excellence

Fullerton College has a more than 100-year history providing stellar educational opportunities to the local community. Since its inception in 2001, the ISC has been directly focused on connecting international students to the college's outstanding academic programs. Committed to providing them with the resources they need to achieve their goals, international students receive counseling and support services to ensure their success through degree completion and/or transfer to the four-year university. We take pride in the fact that our students take full advantage of all that Fullerton College has to offer including programs such as the Honors Program, STEM Program, Associated Students, and campus clubs. We have also had international students honored in Robotics competitions at the UC, the FC Students of Distinction Award, and various scholarships, including the Jack Kent Cooke Scholarship.

Growth

Professional development is critical for ISC team members to continue growing and learning so that we may best serve international students at Fullerton College. Through the National Association for Foreign Student Advisors (NAFSA) and the International Association for College Admissions Counseling (International ACAC), staff attend national and regional conferences, webinars, and professional trainings each year. Additionally, adjunct counselors attend transfer conferences hosted by the UC and the CSU systems as well as those offered by local four-year institutions including CSUF, CSULB, and USC. Attending these conferences allows the counselors to stay up to date on admissions policies and practices for community college transfer students. Additionally, staff and adjunct counselors take advantage of the various workshops offered through Staff Development each semester to hone skills on FC technology enhancements, Growth Mindset/Mindfulness initiatives, and other opportunities related to intercultural communication and diversity. Participation in campus workshops supports professional growth but also allows staff to engage with colleagues to increase awareness of international students on campus. .

Inclusivity

The ISC staff members have frequent, open discussions with colleagues and students to continually improve our programs, processes, and procedures for the benefit of our students and campus community. We value all input and believe that collaboration is the key to assisting students in achieving their goals. To this end, we hold regular staff meetings to perpetuate an environment where innovative ideas are welcome. In addition, we encourage F-1/F-2 visa students to complete questionnaires as part of the annual ISC Satisfaction Survey. Their recommendations and ideas are used to enhance student experiences at the ISC and at Fullerton College.

Integrity

The ISC staff provide student support services with the highest level of moral excellence and character. Our decisions and actions are carefully considered with F-1/F-2 visa students' best interest in mind. We aim to protect our students' safety, security, and privacy by being compliant with FERPA as well as provide accurate guidance on F-1/F-2 regulations from the Department of Homeland Security (DHS) and the Department of State (DOS).

Responsibility

With 36 countries represented by our international students, the ISC acts as a bridge to the international community. By welcoming and encouraging F-1/F-2 visa students to study at Fullerton College, we offer them a life changing experience that will assist them in growing personally, inter-culturally, academically, as well as prepare them for their future careers. In return, our international students provide our campus with the invaluable benefits of ethnic and cultural diversity, allowing our domestic students to interact and learn from citizens of countries they may not have the means to visit.

College Goals:

College Goals 1 and 3

Goal 1: Promote success for every student

Objective 1: Create a clear pathway for every student

Objective 4: Increase completion of courses, certificate and degree programs, and transfer readiness

According to the 2022 Open Doors Report written by the Institute of International Education, 948,519 international students attended post-secondary institutions in the US during the 2021-2022 academic year. This is down from a record high of 1,095,299 international students from the 2018-2019 academic year. While the numbers dropped by 15% for the 2020-2021 academic year – most certainly due to the COVID-19 pandemic – the most recent reporting cycle is encouraging, as the US saw an increase of 3.8% in international student enrollment compared to the previous year.

Within this population, 49,099 of these students were attending Associate's Colleges, a decrease of 12.5% from the year before. Math and Computer Science, Engineering, and Business and Management continue to rank as the top 3 field of study for international students. Physical and Life Sciences, as well as Social Sciences and Fine and Applied Arts round out the list as the fourth, fifth, and sixth most popular major choices.

Fullerton College F-1/F-2 visa students reflect similar trends, with transfer in Business and Engineering and Computer Science fields to prestigious four-year universities a primary goal. In the 2021-2022 academic year, ISC department data showed that 51% of F-1/F-2 who completed their program of study in Fall 2021 or Spring 2022, transferred to the UC, CSU, private colleges, or out-of-state institutions. The remaining percentage of students either completed their studies and returned home, changed their immigration status, or desisted from their program due to COVID-19 related issues (which mostly affected their financial support).

F-1/F-2 students also benefit from dedicated counselors who are specialized in the F visa student requirements, and who have established a strong and lasting connection with the students. Due to this connection and support by the counselors, international students routinely all have Complete Ed Plans (around 92-95%) and those with Comprehensive Ed Plans fall in the mid-70% range.

California continues to be one of the top states in the US to host the largest number of international students – 1 out of 4 international students studied at an institution in California or New York in 2021/2022. USC, UCLA, and UCI ranked number four, 10, and 18 (respectively) in the US with regards to number of international students hosted in 2021/2022. Given that California is a top destination for international students, we would like to capitalize on the opportunity to increase the population of F-1/F-2 visa students at Fullerton College so that they may graduate and/or transfer to California universities—including USC, UCLA, and UCI.

Goal 3: Strengthen connections with our community

Objective 1: Create and expand partnerships with local K-12 and higher education institutions

Objective 2: Create and expand relationships with local businesses and civic organizations

Objective 3: Be a cultural hub for the local community

The ISC has agreements with local intensive English language schools to recruit prospective applicants. These include: The American English College, English Language Academy and LASC American Language and Culture, Kaplan International Centers, Language Systems International College of English, and POLY Languages Institute. These institutions routinely transfer students to Fullerton College who then complete requirements for graduation and transfer to university. In addition to English language schools, we have established connections and collaborations with Anaheim Discovery Christian High School, Bethel Baptist High School, the Placentia Yorba Linda Unified School District, and the Anaheim Union School District in order to increase the number of F-1/F-2 visa students applying to Fullerton College. The ISC routinely provides presentations, application assistance and tour options to the international students spread across all schools listed above in order to maintain connections to our local schools and partners.

International admission representatives from CSU Dominguez Hills, CSU San Bernardino, CSU Northridge, Cal Poly Pomona, Westcliff University, and UC Riverside visit the ISC during the semester to meet with prospective applicants. Students are able to ask questions and receive assistance with transfer decisions, while counselors are able to directly connect with school representatives to further clarify or create connections to assist them in their advising throughout the year.

NAFSA conducted a statistical analysis on the economic benefits of international education to the US for the 2021/2022 academic year. They found that international students and their dependents contributed approximately \$33.8 billion to the US economy – an increase of more than \$5.5 billion (19%) compared to the prior academic year and supported more than 335,000 jobs. For every three international students, one US job is created/supported. For Community Colleges, specifically, international students contributed \$1.3 billion and supported 6,095 jobs. California continued to see the largest amount of economic activity from international students: The net contribution (tuition, fees and living expenses) to the California state economy by foreign students and their families was \$5.4 billion—an increase of \$800 million since the previous school year. F-1/F-2 visa students at Fullerton College generate approximately \$1.5 million in tuition fees each year.

Fullerton College F-1/F-2 visa students support local businesses and stimulate the US economy with their spending on tuition (over 8.5 times the amount that citizens and permanent residents pay), school supplies, housing costs, communication devices, transportation, entertainment, tourism, travel, and other expenses.

The ISC provides resources on our website and in the international students' handbook (received at orientation) which include information on setting up a bank account, driving in California, utilizing public transportation, and finding local hotels, apartments, home stay and roommates. If we continue to accept F-1/F-2 visa students to Fullerton College, they will continue to have contact with local businesses and industries. Fullerton College's recent partnership with Disney will also play a part in the expansion of international students' relationship, as the ISC works to collaborate with Disney for expanded opportunities for work and opportunities for international students.

2.0 Program Description/Data & Trends Analysis

2.1 Describe the purpose, components, and staffing of this program.

The ISC was created in September 2001 with the hiring of a fulltime Project Coordinator and providing a designated space to support F-1 visa students. Until that time, the 90-student program was coordinated by an Admission and Records Office classified staff member who provided admission processing and limited personal services.

The ISC has since developed into a full-service center for all F visa students, from the point of inquiry to graduation or transfer. Due to the ongoing effects of the COVID-19 pandemic, current enrollment has been drastically affected with a nearly 70% drop in matriculated students as compared to pre-pandemic enrollment. The ISC currently supports approximately 160 fulltime and part-time F visa students from 36 different countries. A portion of the enrollment fees generated by F visa students provides funding for all staffing and services of the ISC. For the 2022-2023 academic year, it is estimated that F visa students will generate close to \$1.5 million in tuition and fees.

Support for F-1/F-2 visa students is divided into four categories detailed below:

1.) Admission

- Prospective student inquiries: email, mail, phone, walk-in, referral
- Application processing for:
 - Out-of-country students
 - Transfer students
 - F-2 status students
 - Change of nonimmigrant status students
 - Out-of-status students
 - Part-time F-1 students from other schools
- International application processes include:
 - Managing applications and admission documents
 - English proficiency evaluation
 - Financial certification
 - F-1 visa eligibility
- Issue acceptance documents and SEVIS I-20 Form
- Marketing and Recruitment
 - Memorandums of Understanding (MOU) and Agreements with local intensive English language schools as well as foreign institutions and organizations
 - Detailed ISC website outlining admission guidelines and requirements

- Social Media posts
- International brochure and flyers
- Recruitment fairs: local and international/in-person and virtual
- Ads placed in international student publications
- Live presentations in conjunction with schools and EducationUSA via the Department of State
- Study in the USA: online marketing
- Study California: marketing and recruitment consortium
- Center for Global Advancement of Community Colleges: targeted advocacy, marketing, and recruitment

2.) F-1/F-2 Visa Advising

- F-1 visa and campus services orientation
 - F-1 visa regulations
 - I-20 Form
 - SEVIS Record
 - SEVIS Registration
 - Reduced Course Load Authorizations
 - F-1 Employment options
 - Travel
 - Transfer
 - Violation of F-1 Status and Reinstatement
 - Health/Accident Insurance
 - Fullerton College Health Services
 - Campus Safety
 - International Friendship Council: community volunteers who organize events and provide friendship to F-1 students from Fullerton College, CSU Fullerton, Hope International University, and Chapman University.
 - Library and Academic Support Center tour
 - Campus tour
- F-2 visa advising
- Walk-in and scheduled appointments
- Transfer procedures and change of status applications
- Student and Exchange Visitor Program (SEVP), Student and Exchange Visitor Information System (SEVIS), Department of State, and Department of Homeland Security (DHS) compliance
 - Maintain I-17 Form: Petition for Approval of School for Attendance by Nonimmigrant Students
 - SEVIS recertification application with DHS
 - Mandated SEVIS reporting
 - Disseminate current, new, and revised F-1 visa regulations and implications to students and staff
- Reinstatement Advising and Applications
- Employment
 - F-1 Employment appointments
 - Social Security Card authorization
 - On-campus employment authorization
 - Off-campus employment applications
 - Economic Hardship Employment applications

- IRS and income tax information, forms, and resources
- Transfer Authorizations
- Travel Authorizations
- I-20 Extension procedures
- Reduced Course Load authorization
- Visa application and renewal advising
- Enrollment verification
- General F-1 visa status issues

3.) F-1/F-2 Academic Counseling

- F-1 Academic orientation
 - CA higher education system
 - Fullerton College options: Certificate, AA/AS, Transfer
 - Fullerton College Catalog and Schedule of Classes
 - Certificate, Associate Degree, CSU, and IGETC requirements
 - Transfer process
 - UC Transfer Admission Guarantee (TAG) Program
 - Fullerton College Registration and MyGateway
 - Individual appointments
- Walk-in and scheduled appointments
- Prospective student advising
- F-2 student advising
- Current student advising
 - Academic, career, personal, email, and Zoom counseling
 - Course selection
 - Major selection
 - Student Educational Program Plan
 - I-20 program end date extension
 - Reduced Course Load Authorization determination
 - Transfer guidelines
 - Unofficial transcript evaluation
 - Pre-requisite clearance
- Academic support services referrals
- Student advocate with instructors and College administrators
- Academic reminders and announcements
- Graduation application assistance
- University application assistance
- University and scholarship letters of recommendation

4.) Student Services

- Welcome events each semester
- Social and cultural field trips throughout the year
- Cultural programming in collaboration with various departments across campus
- On campus meetings with international admission representatives from local and national universities and colleges
- On-campus and off-campus referrals
- Personal appointments and counseling
- Health/accident insurance resources and claim processing assistance

- International Club
 - Advisor: ISC Coordinator and one ISC counselor
 - Educational, social, cultural events
 - Canvas page
 - Meetings
- Housing resources
 - Roommate and home stay information and referrals
 - Local housing options information and suggestions
- ISC Library
 - ISC and various Admissions and Records forms
 - Campus and community resources
- Comprehensive ISC Website providing academic, immigration, personal and social resources/opportunities
- Social network via ISC Instagram page for current students and alumni
- Advocate for students with instructors and college administrators
- University letters of recommendation
- Friendly lounge/communal space for international students
 - ISC provides food, snacks, drinks, coffee/tea
 - Study space
 - Cultural programming (movies/television shows/music)

2.2 Staffing – complete the table below. Please list the total number of personnel in each type of position in the department/program. Within each classification in the first column, please list the position titles. For confidentiality, **do not** include the names of any people in the position.

CURRENT STAFF					
Classification (Include position titles)	# of staff in each position title	Percent of employment	Months per year of employment	Source of funding (General / Categorical)	FTE
Managers (currently interim)	1	100%	12	Non-Res Fees	1
Classified (currently interim)	1	100%	12	Non-Res Fees	1
Faculty (fulltime)					
Faculty (Adjunct) (8 hours/week)	1	12.5%	12	Non-Res Fees	0.5
(15 hours/week)	1	25%	12	Non-Res Fees	

Coordinator and Manager begin increasing recruitment and outreach, which will require them to be out-of-the office for extended periods of time. Increased hours per week for student assistants will be needed to answer prospective student inquiries, handle fulltime and part-time admission forms, and to process requests for continuing students' regarding personal, academic, and travel needs.

2.5 How many students are served? How has this number changed since the last review?

The ISC currently supports approximately 160 fulltime F-1 visa students, part-time F-2 visa students, part-time F-1 visa students, and students who are in the process of changing to F-1 status with US Customs and Immigration Service. The various categories of F visas are explained later in this section. During the last review (2018), the ISC supported about 320 F-1 visa students (fulltime and part-time) and change of status students. Over the years, F-1 visa student numbers consistently increased, however, numbers began to decrease with the new US Presidential policies that took effect starting in 2016, as well as the lack of dedicated recruitment and outreach specifically targeting international students. The COVID-19 pandemic has only worsened the downward trend of our enrollment.

Fulltime F-1 visa students are required to register and complete 12 units each semester and abide by several other federal regulations, including that they cannot enroll in more than one online/virtual class per semester. As Fullerton College continues to offer more online/Zoom classes through at least the Spring 2022 semester, our ability to increase enrollment is hampered as international students will not always be able to find enough in-person classes. This leads them to either not apply or choose to attend another school who is offering more in-person classes.

Part-time F-2 visa students, on the other hand, are the spouses or children of F-1 visa students. They are eligible to register in a maximum of 11 units each semester, and do not have any online class restrictions. As of May 29, 2015, the Department of Homeland Security amended regulations allowing F-2 visa students to study part time at post-secondary institutions. Prior to this date, F-2 students were authorized to participate in avocational or recreational studies, such as hobbies. Since 2015, the ISC accepts 2 – 5 F-2 visa students per semester. These students normally continue for two or more semesters. Children on the F-2 status are only eligible to remain as a dependent until the age of 21; F-2 students who age out either change their immigration status to F-1 and continue as a fulltime student at Fullerton College, or they typically change to a permanent resident before they age out of dependent status.

Part-time F-1 visa students are fulltime F-1 visa students at CSU Fullerton, other community colleges, or local English language schools. They are eligible to register in classes so long as they receive authorization from an advisor at the institution that holds the I-20 (Certificate of Eligibility for Nonimmigrant Status). Their numbers began to slowly drop since 2018, as the vast majority were Middle Eastern students who were being sponsored to study abroad through their home country's study abroad scheme. Those programs were drastically reduced or cut starting in late 2017, as the numbers of eligible students and institutions they could attend was greatly reduced. We still saw the continuing students who were here before the changes, but as they graduated, their numbers were not replaced. Then, with the COVID-19 pandemic in 2020, we saw a much more significant drop of part-time students for the Fall 2020 semester. There are 5 part-time students currently registered at FC, where previously the average was 20 part-time students.

We are excited at the opportunity to serve a wider variety of F visa students. These students enhance the learning experiences for college constituents. Research indicates that there are many benefits to having F-1 visa students on college campuses. In the classroom, F visa students contribute diverse perspectives during

class discussions. As a result, they can assist domestic students in developing global awareness, cultural sensitivity, cross cultural communication, and appreciation for diversity. Outside the classroom, F visa students provide learning experiences for the college community by interacting with department staff and by participating in campus sponsored events. In addition, F visa students' non-resident tuition provides millions of dollars in revenue each year to Fullerton College and to the local economy. These funds benefit all programs and departments on campus as well as local businesses. Please refer to section 1.0 regarding our response to College Goal 1 and 3 to read discussion on the benefits of international students attending Fullerton College. The ISC staff are eager to work toward increasing the population of F visa students on campus to assist in achieving College and department goals.

However, despite our feelings and benefits that increased international student enrollment brings to the campus, the total number of students served has decreased and we have not been able to grow our enrollment as quickly as other local community college international programs. Many changes have taken place since 2016, including national policies that actively discouraged international student enrollment to the US, various foreign government complications (such as internal political disruptions, military coups, etc.), the COVID-19 pandemic and its ongoing effects, and now a growing threat of global recession and devaluations of foreign currency as compared to the US Dollar.

As we continue to explore the creation of more online/Zoom class and learning opportunities for students, we must also keep in mind that F-1 international students are limited to only taking one online/Zoom class per semester. Exceptions to this rule were made from the federal government to accommodate the COVID-19 pandemic, however, these exceptions will be expiring at the end of the Spring 2023 semester. Many, if not most, other community colleges have returned to a fully in-person class schedule, while Fullerton College continues to offer a higher percentage of virtual classes; we must ensure that all classes offered for every program have an in-person option. Too many classes being offered only online, or not enough in-person sections for classes will hamper the ability of international students to remain in-status which would jeopardize their immigration status and/or force them to change schools or not apply to Fullerton College.

2.6 Since the previous Program Review Self-Study what significant changes have occurred that impact the services of this program?

Staffing

The Student Services Specialist position has since been reclassified to that of an International Student Services Coordinator position. This reclassification was long overdue and acknowledges the increased workload and expectations of the position. However, while this reclassification is a good first step, historically, staffing this position has been a challenge, with turnover every 2 years on average since 2009. These staff members moved on to become a fulltime faculty counselor, a director of a non-profit, and an interim manager. Training for the Coordinator typically requires at least one year due to learning detailed information regarding F visa regulations, ISC admissions processes, College policy, NOCCCD Board Policy, USCIS regulations, SEVP guidance, SEVIS procedures, BANNER navigation, Admissions and Records procedures, and various events that must be coordinated throughout the year. Currently, the ISC has no permanent classified staff support (the coordinator currently serving in an interim capacity. Counseling staff are only adjuncts).

The current Manager previously worked as the Specialist/Coordinator for the department and worked alone in the interim role for 8 months. An interim coordinator was eventually brought on, however, they came from a different department and had to learn the day-to-day operations, how international admissions functioned, how to coordinate ISC events, among many other things. Despite the current situation, the ISC has been able

to continue providing excellent service for students, including being open and available for in-person assistance since August 2021, well before many other departments on campus were opening back up to the public.

While the permanent positions of the department are being finalized, there is still a need to bring on at least one more classified staff – ideally, another Specialist. As the enrollment numbers increase and we return to pre-pandemic enrollment numbers (and more), the office will be constrained with only two fulltime staff. Prior to the pandemic induced enrollment decline, the ISC was working with a little over 300 international students; at the time, this was reaching the capacity that two fulltime staff could handle. As the ISC is a full-service student center, managing a caseload of 300+ students between two people left little opportunity for recruitment due to the inability for any one staff to be out of the office for an any amount of extended time. Adding a third, permanent employee is critical for the growth and continued success of the ISC as it increases student enrollment and all associated advising, activities, events, and recruitment and marketing that is required.

Academic Counseling

The ISC academic counselor has been an adjunct position since the office's inception 21 years ago. However, as mentioned earlier, the F-1/F-2 visa student population has increased from 90 fulltime students to approximately 350 fulltime and part time students (pre-pandemic). Although the Counseling Department Chair has been instrumental in recommending and training excellent adjunct counselors, the selection process is very stressful for all involved due to conflicting deadlines and new student orientation needs. Additionally, the pool of available adjunct counselors may become limited due to the needs of other program's students and budget constraints; thus, making it more difficult to arrange consistent counseling support for international students.

Student success initiatives and requirements necessitate increased counseling support, particularly during peak registration times and transfer admission periods. International students require high touch support to navigate the complex processes for transfer and graduation. The adjunct counselors are extremely involved in planning the content for new student academic orientations and in supporting students' ability to maintain satisfactory visa status. They have also been instrumental in their work to bring the total number of Complete Ed Plans to around 95% for international students. Furthermore, the counselors contribute to program improvement, event planning, and hourly staff supervision.

Expanding the counseling position to fulltime faculty would greatly benefit the campus as well as current and prospective F1/F2 visa students. International students require a high touch support, with increased counseling time. Currently, due to staffing issues, we are only able to offer counseling three days per week and each of these days is mostly booked. International students prefer continuity and want to see the same counselor throughout their educational career; the ISC counselor creates a strong bond with each student and does specialized follow up with the students throughout the semester, including GPA review and early intervention. A fulltime counselor is necessary to keep the consistency students want/need, as well as to ensure less volatility with scheduling year-to-year due to adjuncts unpredictability with schedules.

- 2.7 Describe any laws, regulations, trends, policies and procedures or other influences that have an impact on the effectiveness of your program.

SEVP Certification

All schools in the United States that enroll nonimmigrant students must be certified by the Student and Exchange Visitor Program (SEVP). As part of the Department of Homeland Security (DHS), SEVP manages

schools, nonimmigrant students in the F-1 visa classifications, and their F-2 visa dependents. DHS delegated the school certification process to US Immigration and Customs Enforcement (ICE) and SEVP manages this responsibility for ICE. It is through certification by SEVP that Fullerton College has permission to admit F visa students. Certification requires submitting information such as institution type, state licensing, accreditation, programs offered, degrees available, distance education, and the number of semesters needed for degree or certificated completion, and other items. Schools petition for certification using the Form I-17, "Petition for Approval of School for Attendance by Nonimmigrant Student," in the Student and Exchange Visitor Information System (SEVIS). By accepting SEVP certification, a school makes a legally binding commitment to comply with certain federal laws and regulations and DHS requirements. In Spring 2021, Fullerton College was required to undergo its bi-annual recertification by SEVP. We were approved and recertified to continue accepting F visa students in December 2021.

California Marijuana Law

Beginning January 1, 2018 California has legalized the possession and use of marijuana. However, US Federal Law continues to enforce marijuana possession and use as a crime. F visa students are required to follow the federal law, not the state law. They are prohibited from using marijuana for medical purposes or for recreational purposes. The Immigration and Nationality Act states that any alien who has been convicted of a violation of the law is deportable. Consequently, for visa students, there are serious and lifelong consequences under US Federal Law for using or committing an offense related to marijuana.

New students are informed of this regulation during the F-1 Visa Orientation and provided with a copy of the article titled "Immigration Consequences of Marijuana Use for Green Card Holders and Non-Immigrants: Don't Let Your Dreams and Hard Work Go Up in Smoke/Vapor" (Wolfsdorf Rosenthal, 2016). In addition, each semester all new students are added to a Canvas F-1 Visa course where they are provided with a downloadable PDF of the article. They are urged to read it and to visit the ISC to ask questions as necessary. We strive to make students understand the severity of failing to follow the law.

USCIS Unlawful Presence Policy

Beginning August 9, 2018, USCIS changed their policy on accrued unlawful presence by nonimmigrant students and exchange visitors. F-1 visa students who fail to maintain satisfactory status will begin to accumulate days of unlawful presence. Specifically, the new policy states that "Individuals who have accrued more than 180 days of unlawful presence may be subject to 3-year or 10-year bars to admission. Individuals who have accrued more than one year of unlawful presence are permanently barred. Those subject to the 3-year, 10-year, or permanent unlawful presence bars to admission are not eligible to apply for a visa or adjustment of status."

Typically, F-1 students who fail to maintain satisfactory status either drop classes without authorization in hopes of maintaining their high GPA or they do not complete 12 units during the semester due to unexpected personal troubles. Sometimes, however, students are dropped by a professor without request or advanced notice, due to the professor thinking it is better for a struggling student. When this happens, and the drop causes the student to fall under 12 units, they risk falling out of status and accruing unlawful presence.

Prior to August 9, these students could choose to depart and re-enter the US or apply for reinstatement with USCIS. Both options, if approved, would return the student to satisfactory status. It was an uncomplicated process and an easy decision. However, because departure from the US could trigger a three or ten-year ban on reentry, travel is no longer a "simple" solution to a status violation as it once was. As a result, students are advised to consult with an immigration attorney and are given a list of attorneys compiled by NAFSA (National Association of Foreign Student Advisors).

New students are now notified of this regulation during the F-1 Visa Orientation and are provided with a copy of the article titled “USCIS Changing Policy on Accrued Unlawful Presence by Nonimmigrant Students and Exchange Visitors”. The document is also available via their Canvas F-1 course for download.

- 2.8 Provide any other data that is relevant to your self-study, for example, if you collected data to assess an outcome.

The political climate in the US has made advising F-1/F-2 visa students much more complex and stressful than in prior years. It has become imperative for the ISC Manager to stay in close contact with colleagues in the field, to regularly engage appropriate list serves, and to participate in relevant training webinars provided by NAFSA. Similar to other student services offices, these necessary activities are in addition to an already full workload. The field of international student advising has drastically changed and will continue to evolve. Hiring an additional Student Services Specialist in a timely manner is crucial, as we continue to increase our enrollment to above pre-pandemic numbers.

Given these difficulties and stresses placed upon potential and current international F visa students, the ISC continues to survey and assess the satisfaction level of our students regarding the process from initial contact with our office, through their application and matriculation to the school, and through their entire time at Fullerton College. The ISC strives to make all points of contact and the process as streamlined, simple and understandable as possible for students. We believe that by ensuring we connect with students in a quick, detailed, and friendly manner, we can help eliminate some of the potential uneasiness and anxiety they may already be facing from a combination of unknowns – be it the challenges of applying to a school abroad, the political and social issues of their country and the US, or just the challenges of being away from home in a foreign location.

Data is collected in surveys that range from initial satisfaction surveys for new students in their first semester at Fullerton College, to an exit survey that is provided to students who either finish their program and return home or to those who are transferring. By collecting this data, the ISC utilizes responses and suggestions from students to continually improve our services, looking for patterns or themes where we may be able to improve, but also identifying areas where we excel. The data also provides us opportunities to highlight things we had not considered students felt was helpful or of special importance, again assisting us to better understand our student populations’ needs and how those change over time.

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

- 3.1 Based on your analysis in 2.1 through 2.8, what are the strengths of your program?

- Significant support for F-1/F-2 visa students by the FC administration
- Collaborative colleagues in various departments at FC, Cypress College, and the District
- Highly competent classified staff, student assistants, and adjunct counselors
- Commitment to serving all with respect and compassion
- Excellent service to staff and faculty
- Commitment to utilizing technology
- Encourage ideas and suggestions for program improvement

- Open communication and personal support among staff members
- Data driven decision making and procedures
- Welcoming environment
- Excellent reputation
- Office location
- Strong connections to international administrators across the CSU, UC, out-of-state institutions, and multiple Community Colleges in and out of California
- International connections with colleagues at high schools and other public and private institutions
- Local ethnic communities and religious institutions for student support

3.2. Based on your analysis in 2.1 through 2.8, what are the weaknesses of your program?

- Classified staff turnover
- Limited ability to increase recruitment and outreach due to understaffed office
- COVID-19 pandemic limitations and restrictions across the globe

3.3 Based on your analysis in 2.1 through 2.8, what opportunities exist for your program?

- Technology such as FormStack and CCCApply Online Application to limit data entry errors and increase efficiency
- Utilize high reputation to recruit students and increase F visa population
- Continue to collaborate with local schools to recruit students
- Increased events and services at the ISC for students which creates a strong sense of belonging for current students

3.4 Based on your analysis in 2.1 through 2.8, what challenges exist for your program?

- Consistent classified support
- Scheduling adjunct counselors to provide more days of counseling
- Revamping the ISC website to be more user friendly
- CCC Apply challenges that require changes to help applicants be less confused when answering questions about citizenship/visa status
- Providing adequate front desk coverage considering student assistants' class schedules

4.0 Outcome Assessment

Note: Sections 4.9 and 4.10 are new. Please review before filling out your outcome tables below.

4.1 List your outcomes and complete the expandable table below.

	What are your program outcomes?	When was the Assessment Completed?	When did you analyze the data?	When were changes made?	Number of Cycles Completed
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1.	Increase the number of F-1 visa students from Japan by 50%	This is a new outcome being implemented for Fall 2023	To be reviewed annually	N/A	This is a new outcome
2.	Increase Academic and F-1 Visa Orientation participation in students aged 17-19 to 90%	This is a new outcome being implemented for Fall 2023	To be reviewed semesterly	Fall 2022	This is a new outcome. Initial review cycle will be Fall 2023

4.2 Assessment: Complete the expandable table below.

	Intended Outcomes	How will you determine if the outcome is met?	How will you collect the data?	Can this data be disaggregated at the student level?	What will the results show?
1.	An increased number of Japanese students will be studying at Fullerton College on the F1 student visa	If the number of Japanese students enrolled as F1 students has risen by 50%, as compared to Fall 2022 Japanese F1 student enrollment	The ISC keeps a database of all current and past F1 students and will review enrollment numbers for each Fall intake	Yes – based on country of citizenship	If successful, results will show a doubling of enrollment from Japanese students studying at Fullerton College on the F1 visa
2.	Increased participation in new student orientations will hopefully increase success rates for new students in understanding academic policies and procedures, as well as reduce chances of losing immigration status due to visa violations due to not understanding rules and requirements of the visa	If 90% of new students who are admitted and confirmed their attendance are present for both orientations	Admission and confirmation of attendance are recorded for each admission cycle, and attendance is taken for each orientation	Yes – based on age	Results will show that fewer students are confused about registration, the importance of creating Ed Plans, and have a reduced incidence of being dropped or falling out of status, which affects their immigration status
3.					
4.					

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4.3 How has assessment of program outcomes led to improvements in services provided to students by this program?

These outcomes are new and have not been fully assessed, at this time.

4.4 How has assessment of outcomes led to improvements in student learning and achievement?

These outcomes are new and have not been fully assessed, at this time.

4.5 What challenges remain to make your program outcomes more effective?

Lack of dedicated recruitment and outreach to increase international student enrollment has remained a challenge. Coupled with turnover and being short staffed of classified positions, dedicated recruitment and outreach has been hampered, and has contributed to the college's overall decrease in enrollment as compared to other local community colleges. Day-to-day operations of running and operating a student center take precedence over long term planning for enrollment.

For increasing student participation in orientations, the challenge is timing. International students must schedule appointments at US embassies and take visa interviews – often they may need to wait months to get the appointment time, and even then, they may be requested to return for second appointments - schedule flights to the US, as well as find housing. Not all students also have the means to enter the country in advance due to costs, so many only arrive a week or two before school starts.

4.6 Describe how the program's outcomes are linked to the college's goals.

College Goals 1 and 3

Goal 1: Promote success for every student

Objective 1: Create a clear pathway for every student

Objective 4: Increase completion of courses, certificate and degree programs, and transfer readiness

F-1 visa students consistently earn degrees and transfer at a high rate. Assessing whether students maintain satisfactory F-1 visa status is critical to the success of the ISC and our students. By promoting increased attendance at orientations, the ISC is working to set students up for success before they even begin classes by providing them the information and assistance they need to avoid falling out of status and complete their program of study and transfer, if that is their goal. The ability of Fullerton College to admit F-1 visa students is based upon the ISC maintaining the highest standards when advising students. The office is routinely evaluated by the US Department of Homeland Security on our ability to assist students to fulfill their goals to graduate and/or transfer in a timely manner while simultaneously abiding by visa requirements.

4.7 Describe how the program's outcomes support the achievement of the institution level SLOs.

The ISC's program outcomes support the following ISLOs:

2. Critical Thinking and Information Competency: Students will be able to think critically by analyzing data in addressing and evaluating problems and issues in making decisions.

A. Analysis: Students will be able to apply rules and principles to new situations; discover rules and apply them to solve problems, use logic to draw conclusions from data, and differentiate between facts, influences, assumptions, and conclusions.

D. Solve Problems: Students will be able to recognize whether a problem exists, identify components of a problem or issue, create a plan of action to resolve an issue, and monitor, evaluate and revise the plan as necessary.

3. Global Awareness: Students will be able to demonstrate an understanding of the world.

B. Global Systems and Civic Responsibility: Students will be able to interface with people from a variety of backgrounds and analyze different cultural beliefs and behaviors; and will be able to recognize important economic and political issues in the local community, the state, the country, and the world.

F-1 visa regulations require students to think critically and solve problems to maintain satisfactory status. In addition, they must use these same skills to transition successfully to a new culture and environment (e.g. find housing, open a bank account, create their own meals, apply for a driver license). Furthermore, F-1 visa students gain an understanding of various ethnic groups and their beliefs by moving from their home countries to the U.S. Learning to survive on their own in a foreign country provides students with a personal context to identify local, state, U.S., and global economic and political issues.

4.8 A. What methods are used to assess the program's success in serving the student population that interacts with your program?

The ISC began evaluating student satisfaction with our services beginning Fall 2004. Each semester data is collected using various questionnaires and then used to write an annual ISC Satisfaction Report. All questionnaires ask for students' recommendations and these suggestions are used for program improvement.

Please see the survey methodology below:

New students are asked via email to complete a First Semester Transition Survey through SurveyMonkey. Each student completes only one online survey and responds to questions regarding his/her application experience, college concerns, and student involvement.

Continuing students complete a Satisfaction Survey. They respond to questions regarding adjustment, interactions with instructors, ISC staff and domestic students, and perceptions of satisfaction with ISC services.

An Exit Survey is collected when students visit the ISC to submit admission letters for transfer. They respond to questions regarding their educational attainment, college experience, and their perceptions about ISC and Fullerton College services.

Furthermore, since Fall 2010, Fullerton College and Cypress College have collaborated to determine students' satisfaction with using the mandatory health/accident insurance. Each semester continuing F-1 students at both colleges complete a questionnaire regarding their experiences with purchasing the insurance, finding a doctor, using the insurance, and visiting the Health Center.

Ongoing communication is essential for the ISC to maintain efficient processes. Along with suggestions from the ISC satisfaction reports, we regularly communicate with the Dean of Enrollment Services, the Director of Admissions and Records, various Admissions and Records staff, Counseling Division staff, and Transfer Center staff to discuss

challenges and improvements to admission and registration processes. We also collaborate with the Assessment Center Coordinator regarding ESL testing for prospective and new F-1 students.

Additionally, the student assistants have innovative ideas on admission processing changes that affect the international student population, and their opinions are solicited as part of the overall review process. These recommendations are then used to revise our ISC Procedures Manual.

B. What do the results of the above methods of assessment indicate about the effectiveness of the program?

The most recent ISC Satisfaction Survey data indicated that while students transitioned well to Fullerton College and that they were comfortable asking Fullerton College instructors and ISC staff members for help, when necessary, many were dissatisfied with communication with professors for online/Zoom classes. They cited a lack of timeliness in getting responses from professors and an inability to set in-person meetings when requested. Given that F-1 visa students also must take in-person classes to maintain their student visa status, many expressed concerns with the limited number of in-person classes being offered. They cited friends at other community colleges which offered more in-person sections. Some of our students said they had contemplated if they needed to change schools to get their in-person classes to stay in compliance, but without having to take unnecessary classes that were not related to their major or required for transfer.

Regarding the ISC, students were very satisfied with the assistance provided by the ISC and thought the information provided was accurate and timely. They mentioned that they felt ISC staff were consistently available, even after hours, to answer questions. Nearly all students would recommend Fullerton College to a prospective student. Surveys from students transferring out showed that they had a good experience at Fullerton College, that they received a high-quality education, and that they would recommend Fullerton College to others. However, they indicated that they wished the ISC had offered more events and snacks/drinks.

C. How were the assessment results used to make improvements to services provided by this program? Please provide examples.

- Based on previous feedback, the ISC updated its specific admission process to a fully online application. This allows for all documents to be uploaded directly into the application and moves away from applicants needing to complete fillable PDF's, which were cited as being troublesome to access by some students.
- The ISC has increased the number of events it sponsors for students and has collaborated with Associated Students to do group events to help both international and domestic students meet and get to know each other. The ISC is also collaborating with the Natural Sciences Department to explore possible joint events for the spring.
- The ISC has increased snacks and drinks at the ISC to encourage more students to visit the center and utilize services, such as counseling and as a space to meet with friends and others.
- Continue to improve day-to-day operations and to update the ISC Procedures Manual using suggestions from student assistants, classified staff, and adjunct counselors

4.9 At least one outcomes listed in 4.1 should address the following:

A. List the outcomes that focuses on individual student learning or actions.

Outcome 2 focuses on individual student actions of attending both academic and F-1 visa orientations, specifically for new students aged 17-19.

B. Identify methods to assess outcomes in such a way that the data can be disaggregated.

Attendance is taken for each orientation and will be cross referenced with newly admitted students who confirmed they would be attending. Attendance logs will then be compared to BANNER biographical data for each new F-1 visa student admitted for each semester.

C. Identify a process for using outcome assessment data to improve student services programs

Based on the assessment data, the ISC will review the percentage of attendees in the 17-19 age group who were not in attendance at one or both orientations and follow up directly with a questionnaire asking why they were unable to attend. Based on questionnaire responses, the ISC will try to identify and improve its services regarding orientation.

D. Identify a process for assessing outcomes and collecting data that can be used to build dashboards (where applicable).

Dashboards may not be applicable for this assessment, however, the ISC collects and maintains a database of all students, as well as records attendance at each orientation. Utilizing our own internal data collection and logs, we will be able to assess and analyze success of proposed outcomes.

4.10 Outcomes Equity Analysis

A. Looking at the one outcome from 4.9, do you find significant differences by race, ethnicity, gender, and other categories? Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?

As this is a newly created outcome, we are not yet able to determine if any significant differences exist. The COVID-19 pandemic also altered the way in which orientations were administered, which saw orientations move to an online format, different from the in-person offerings. Moving to an online format saw mixed results in completion, which is why a return to in-person orientations is being implemented as the school moves back to in-person services. Assessment will be made each semester, after each of the orientations.

5.0 Evaluation of Progress Toward Previous Strategic Action Plans

5.1 List the goals from your last self-study/program review.

- Increase F-1/F-2 visa student population to 500
- Increase student transfer from intensive English language schools
- Hire fulltime Academic Counselor for F-1/F-2 visa students

5.2 Describe the level of success and/or progress achieved in the goals listed above.

Completion of the first two above mentioned goals has been delayed due to staffing difficulties and the COVID-19 pandemic. As indicated earlier in this report, the classified position in the ISC becomes vacant after only 2-3 years due to staff moving on to higher level counseling or administrative positions. Typically, new classified staff do not have experience with international admissions or F-1/F-2 visa regulations. Therefore, training normally takes at least 3 semesters to learn the detailed application requirements, understand and utilize federal regulations, gain proficiency using SEVIS, understand the duties of being the International Club advisor, understand the needs of international students, and juggle multiple responsibilities while supporting day to day office operations. In both Fall 2016 and Fall 2018, just as the Specialist was poised to implement in-country recruitment activities, plans were halted due to their transfer to a different position and department on campus. A new Specialist was not brought on until March 2019 and just as they were in training, the COVID-19 pandemic hit and all plans were again put on hold. Since then, the original hiring Manager of the program has retired, and an interim Manager has currently been in place. An interim Coordinator is currently still in the process of training. As a result of the above combined occurrences, progress on the first two goals have been postponed until permanent staff are selected and fully trained, as well as COVID-19 restrictions have been more broadly removed, globally.

Completion of the third goal continues to be delayed in achievement due to various constraints and conflicting priorities in hiring fulltime counselors for multiple programs across the campus. Due to other programs having higher enrollment numbers, the ISC's request for a fulltime counselor has most likely been lowered in priority to accommodate the needs of the other programs.

5.3 How did you measure the level of success and/or progress achieved in the goals listed above?

The level of progress was measured using the goal description and the extent of implementation that occurred. Thus far, the interim ISC Manager analyzed data regarding best practices for marketing and recruitment, determined the necessary financial support, created a marketing and recruitment proposal, and received feedback and recommendations from the Dean of Enrollment Services. In addition, the previous Manager revised previous MOUs and developed agreements with new English language program partners. While some progress has been made, it is anticipated that regular collaboration with private high school counselors and meeting face-to-face with students at English language programs will increase the number of students who choose to attend FC. Support from the International Student Services Coordinator will be instrumental in this endeavor once they are fully trained, and hopefully, no longer in an interim position.

Given the effects of the COVID-19 pandemic, as well, any progress or success that had begun to materialize, has been cut back or eliminated. The pandemic has reduced any progress towards meeting the first two goals, as student enrollment at schools across the country has declined rapidly, in addition to the travel and visa restrictions that have plague all countries since 2020. The reduction of enrollment of international students only continues to hamper the ISC's ability to compete with other program's requests for a fulltime counselor, as their enrollment numbers have declined at a less steep pace due to the fact that they are only working with local students who are subjected to less variables affecting their ability to enroll or attend college.

5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

Reviewing research regarding best practices for marketing and recruitment as well as revisiting past MOUs with intensive English programs provided a reminder that strong opportunities exist to capitalize on in-country recruitment. However, given that the COVID-19 pandemic has greatly reduced the number of international students enrolled in high schools and language schools, the prospects of significant recruitment through these channels has diminished. It has now become very apparent that an increase in out-of-country recruitment and branding must take place to regain and increase international student enrollment.

Although goals from the last cycle have not yet contributed to continuous quality improvement, it seems likely that increased international recruitment, the building and strengthening of partnerships with international institutions, and the creation of innovative short-term programs that capitalize on the strengths of the school and its faculty, will have an extremely positive impact on the program.

5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

No resources were required.

5.6 If funds were not allocated in the last review cycle, how did it impact your program?

No resources were required.

6.0 Strategic Action Plans (SAP)

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Strategic Action Plan Name:	Increase F-1/F-2 visa student population to 500 – 5 year plan
List College goal/objective the plan meets:	College Goal # 2: Cultivate a culture of equity Objective # 3: Increase outreach to and recruitment of students from underserved populations College Goal # 3: Strengthen connections with our community Objective # 1: Create and expand partnerships with local K-12 and higher education institutions Objective # 3: Be a cultural hub for the local community
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Create a 5-year recruitment plan that includes local, regional, and international plans to recruit students, as well as potential partnerships with language schools and international schools. Responsible Person: ISC Manager Timeframe: 2022 - 2027

What <i>Measurable Outcome</i> is anticipated for this SAP?	BANNER data will show 500 registered F-1 and F-2 students.	
What specific aspects of this SAP can be accomplished without additional financial resources?	Creation of the plan and local recruitment can be accomplished without additional financial resources. Communication with potential partners can be initiated without additional funds.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other	\$75,000/yr (increase to recruitment and outreach budget)	Non-resident fees
Total Requested Amount	\$75,000/yr	

STRATEGIC ACTION PLAN # 2	
Strategic Action Plan Name:	Fulltime Student Services Specialist and Fulltime Academic Counselor for F-1/F-2 visa students
List College goal/objective the plan meets:	College Goal # 1: Promote success for every student Objective #1: Create a clear pathway for every student Objective #4: Increase completion of courses, certificate and degree programs, and transfer-readiness Objective #5: Encourage completion of degrees for students enrolled in Career Technical programs College Goal # 2: Cultivate a culture of equity Objective # 3: Increase outreach to and recruitment of students from underserved populations Objective #4: Foster a sense of belonging where all are welcome and student basic needs are addressed College Goal # 3: Strengthen connections with our community Objective # 1: Create and expand partnerships with local K-12 and higher education institutions Objective # 3: Be a cultural hub for the local community
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	A fulltime counselor is needed specific to international students for continuity of counseling and relationship building. International students seek out and feel comfortable with the same counselor, and they have very specific, specialized requirements that a fulltime

	counselor can provide without needing to retrain when adjuncts leave or are not available. A fulltime Student Services Specialist is needed to allow for constant coverage and assistance with running the ISC and admissions, as this will allow the coordinator and manager the ability to be away from the office to conduct more intensive recruitment and outreach. The ISC also does not have an admin, so the specialist will also help to handle the additional workload that is typically handled by an admin that other departments have, but that the ISC manager is currently also responsible for processing. Responsible person for both positions: ISC Manager and Dean of Counseling Timeframe: Fall 2023	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Fulltime international student counselor and Student Services Specialist will be hired.	
What specific aspects of this SAP can be accomplished without additional financial resources?	None.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	Specialist - \$72,108/yr Counselor - \$81,303/yr	Non-resident funds
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$153,411	

STRATEGIC ACTION PLAN # 3	
Strategic Action Plan Name:	Increase ISC space/size of office and/or remodel the current space to accommodate the growing number of students who utilize the ISC for both lounge, study space, and various on-campus events sponsored by the ISC in the center.
List College goal/objective the plan meets:	College Goal # 2: Cultivate a culture of equity Objective #4: Foster a sense of belonging where all are welcome and student basic needs are addressed

	College Goal # 3: Strengthen connections with our community Objective # 3: Be a cultural hub for the local community	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Obtain a larger space for the ISC to provide a dedicated lounge and study space for international students, as well as members of the international club. Currently, the space is too small to accommodate the number of international students that spend time at the ISC, as well as still serving as an office space for staff and counseling. Short term plans would be an office remodel to make better use of the layout/space. Person responsible: ISC Manager Timeframe: Fall 2023	
What <i>Measurable Outcome</i> is anticipated for this SAP?	The ISC will have an additional space added to it for a larger footprint or have changed to a new location in the 200 building that provides more room.	
What specific aspects of this SAP can be accomplished without additional financial resources?	None.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other	\$25,000	COVID/school funds for general maintenance
Total Requested Amount	\$25,000	

7.0 Long Term Plans

Describe the long-term plans (four-six years) for your program. Please consider future trends in your narrative. Identifying financial resources needed for these plans is optional.

7.1 Describe in detail your need for additional resources as listed above (if applicable)

Staffing

As the COVID-19 restrictions begin to be removed and embassies and travel begin to open and return to pre-pandemic operations, we plan to begin implementing targeted recruitment for international students. When the F-1/F-2 student population increases sufficiently, the ISC will require additional staff to support them. As mentioned in section 2.4, the office will need an additional fulltime student services specialist and to increase

the number of hours for student assistants working at the front desk. We envision that the Student Services Specialist would focus on admission, programming, and daily office responsibilities, while the Coordinator would focus on marketing, recruitment (inside and outside the U.S.), social media, and some student events. Increased hours per week for student assistants will be needed for day-to-day operations: answer prospective student inquiries, handle fulltime and part-time admission forms, process requests for continuing students regarding personal, academic, and travel needs, etc. Similar to the current practice, financial resources for ISC operations and personnel would be provided by revenue generated from non-resident tuition fees; no additional cost to the institution.

Space

Additionally, the ISC needs more space. Currently, the space is at capacity with students who are utilizing the space as intended – a lounge, hangout, and study space. In addition to current students using the space, we also have prospective students and their families visiting and asking questions and receiving help with the application. Students also visit the center for their academic counseling appointments. While the ISC is a designated student center, it is also an office where administrative work and counseling take place. As the international student population increases, the number of students visiting and using the student center will also increase; the current space is not capable of accommodating much more as it is at capacity already, which makes it difficult to conduct general office business and can be a detractor for welcoming others who may be unable or do not wish to enter due to too many people in a small space. The ISC could either expand to utilize the room next to it, or, ideally, move into an overall bigger office space in the 200 building. The 200 building is an ideal location for international students as it is central to the campus and allows them to easily visit the center while also keeping them engaged with the main campus. These students need their own space, but also want to be a part of the bigger campus community, so remaining in the 200 building is the best choice.

Enrollment

The ISC is looking to increase fulltime enrollment numbers to at least 500 students over the next 5 years. While most schools have relied on China to boost numbers, future trends indicate that we will need to diversify our recruitment plan to not rely on China only. The ISC should be an international hub, with as many different nationalities represented on our campus as possible. The more diversity we have in our international population, the more exposure to new ideas and perspectives our international and domestic students will have to learn from. As the global economy moves more towards a recession, we will also work on developing scholarships and funding (partnering with the Foundation) that can be used to assist our recruitment of international students who are not able to access grants, financial aid, or other funding for higher education.

8.0 Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key segments of the self-study. It should not include new information that is not mentioned in other sections of this document.

Program Description/Data & Trends Analysis

The ISC was created in September 2001 with the hiring of a fulltime Project Coordinator and providing a designated space to support F-1 visa students. Until that time, the 90-student program was coordinated by an Admission and Records Office classified staff member who provided admission processing and limited personal services. The ISC has since developed into a full-service center for F-1 visa students, from the point of inquiry to graduation or transfer. The ISC currently supports approximately 160 fulltime and part time F visa students from 36 different countries. A portion of the enrollment fees generated by F visa students funds all staffing and services of the ISC. For the 2022-2023 academic year, it is expected that F visa international students will generate approximately \$1.5 million in fees.

Services provided to F visa students are divided into four categories: admission, F-1/F-2 visa advising, F-1/F-2 academic counseling, and student services. The office is maintained by one fulltime manager, one fulltime International Student Services Coordinator, two part-time adjunct counselors, and 3 assistants who are typically F-1 students.

The ISC has been evaluating student satisfaction with support services since Fall 2004. Each semester data is collected using various questionnaires and then used to write an annual ISC Satisfaction Report. All questionnaires ask for students' recommendations which are used for program improvement. New students are asked to complete a First Semester Transition questionnaire responding to questions regarding their application experience, college concerns, and involvement levels. Continuing students complete a Satisfaction Survey to indicate their levels of adjustment, interactions with instructors, ISC staff and domestic students, and perceptions of satisfaction with ISC services. An Exit Survey is collected from students transferring out to another institution. The questionnaire asks about their educational attainment, college experience, and perceptions about the ISC and Fullerton College services.

Ongoing communication is essential for the ISC to maintain efficient processes. Along with suggestions from the ISC satisfaction reports, we regularly communicate with the Dean of Enrollment Services, the Director of Admissions and Records, various Admissions and Records staff, Counseling Division staff, and Transfer Center staff to discuss challenges and improvements to admission and registration processes. Often, student assistants have innovative ideas on admission processing changes that affect the international student population. These recommendations are frequently used to revise our ISC Procedures Manual. The ISC Manager routinely discusses program administration processes with the international student program administrators at other colleges in and out of California.

Internal and external changes and trends have impacted the program:

Staffing

Consistent International Student Services Specialist/Coordinator staffing has been a challenge, with turnover every 2 years on average since 2009. These staff members moved on to become a fulltime faculty counselor, a director of a non-profit, an interim manager, and a department coordinator. Training for the classified positions typically requires one year due to learning detailed information regarding F visa regulations, ISC admissions processes, College policy, NOCCCD Board Policy, USCIS regulations, SEVP guidance, SEVIS procedures, BANNER navigation, and Admissions and Records procedures. Currently, the ISC has no permanent classified staff support (the Manager is the sole permanent employee). While awaiting the next replacement, the Manager must concurrently train and supervise the interim coordinator, as well as student staff, oversee day-to-day operations, plan future admission cycles, coordinate ISC events, attend meetings, etc. Not only does this situation cause high levels of stress, but it severely hampers the office's ability to develop and maintain innovations and make progress toward strategic action plans.

Academic Counseling

The ISC academic counselor has been an adjunct position since the office's inception 17 years ago. However, as mentioned earlier, the F-1/F-2 visa student population has increased from 90 fulltime students to approximately 350 fulltime and part time students, and is currently at 160 due to the COVID-19 effects on international enrollment across the country and globe. Although the Counseling Department Chair has been instrumental in recommending and training excellent adjunct counselors, the selection process is very stressful for all involved due to conflicting deadlines and new student orientation needs. Additionally, the pool

of available adjunct counselors may become limited due to the needs of other programs and budget constraints; thus, making it more difficult to arrange consistent counseling support for international students.

Also, student success initiatives and requirements necessitate increased counseling support, particularly during peak registration times and transfer admission periods. International students require high touch assistance to navigate the complex processes for transfer and graduation. The adjunct counselor is extremely involved in planning the content for new student academic orientations and in supporting students' ability to maintain satisfactory visa status. Furthermore, the counselor contributes to program improvement, event planning, and hourly staff supervision. Expanding the counseling position to a fulltime faculty would greatly benefit the campus as well as current and prospective F1/F2 visa students.

SEVP Certification

All schools in the United States that enroll nonimmigrant students must be certified by the Student and Exchange Visitor Program (SEVP). As part of the Department of Homeland Security (DHS), SEVP manages schools, nonimmigrant students in the F-1 visa classifications, and their F-2 visa dependents. DHS delegated the school certification process to U.S. Immigration and Customs Enforcement (ICE) and SEVP manages this responsibility for ICE. It is through certification by SEVP that Fullerton College has permission to admit F visa students. Certification requires submitting information such as institution type, state licensing, accreditation, programs offered, degrees available, distance education, and the number of semesters needed for degree or certificated completion, and other items. By accepting SEVP certification, a school makes a legally binding commitment to comply with certain federal laws and regulations and DHS requirements. FC's international student program was recertified in December 2021.

USCIS Unlawful Presence Policy

Beginning August 9, 2018, USCIS changed their policy on accrued unlawful presence by nonimmigrant students and exchange visitors. F-1 visa students who fail to maintain satisfactory status will begin to accumulate days of unlawful presence. Specifically, the new policy states that "Individuals who have accrued more than 180 days of unlawful presence may be subject to 3-year or 10-year bars to admission. Individuals who have accrued more than one year of unlawful presence are permanently barred. Those subject to the 3-year, 10-year, or permanent unlawful presence bars to admission are not eligible to apply for a visa or adjustment of status."

Typically, F-1 students who fail to maintain satisfactory status either drop classes without authorization in hopes of maintaining their high GPA, they do not complete 12 units during the semester due to unexpected personal troubles, or they are dropped by professors who believe it is better for the student due to poor grades in their class. Prior to August 9, these students could choose to depart and re-enter the U.S. or apply for reinstatement with USCIS. Both of these options, if approved, would return the student to satisfactory status. It was an uncomplicated process and an easy decision. However, because departure from the U.S. could trigger a three or ten-year bar on reentry, travel is no longer a "simple" solution to a status violation as it once was.

International Student Advising

The political climate in the U.S. has made advising F-1/F-2 visa students much more complex and stressful than in prior years. It has become imperative for the ISC Manager to stay in close contact with colleagues in the field, to regularly engage appropriate list serves, and to participate in relevant training provided by NAFSA and other international education organizations. Similar to other student services offices, these necessary activities are in addition to an already full workload. The field of international student advising has drastically changed and will continue to evolve.

Outcome Assessments

ISC outcome assessments are linked to College Goals 1 and 3:

Goal 1: Promote success for every student

Objective 1: Create a clear pathway for every student

Objective 4: Increase completion of courses, certificate and degree programs, and transfer readiness

F-1 visa students consistently earn degrees and transfer at a high rate. Assessing whether students maintain satisfactory F-1 visa status is critical to the success of the ISC and our students. By promoting increased attendance at orientations, the ISC is working to set students up for success before they even begin classes by providing them the information and assistance they need to avoid falling out of status and complete their program of study and transfer, if that is their goal. The ability of Fullerton College to admit F-1 visa students is based upon the ISC maintaining the highest standards when advising students. The office is routinely evaluated by the US Department of Homeland Security on our ability to assist students to fulfill their goals to graduate and/or transfer in a timely manner while simultaneously abiding by visa requirements.

The ISC's program outcomes support the following ISLOs:

2. Critical Thinking and Information Competency: Students will be able to think critically by analyzing data in addressing and evaluating problems and issues in making decisions.

A - Analysis: Students will be able to apply rules and principles to new situations; discover rules and apply them to solve problems, use logic to draw conclusions from data, and differentiate between facts, influences, assumptions, and conclusions.

D - Solve Problems: Students will be able to recognize whether a problem exists, identify components of a problem or issue, create a plan of action to resolve an issue, and monitor, evaluate and revise the plan as necessary.

3. Global Awareness: Students will be able to demonstrate an understanding of the world.

B. Global Systems and Civic Responsibility: Students will be able to interface with people from a variety of backgrounds and analyze different cultural beliefs and behaviors; and will be able to recognize important economic and political issues in the local community, the state, the country, and the world.

Evaluation of Progress Towards Previous SAP

Below are the goals from the previous self-study/program review:

- Increase F-1/F-2 visa student population to 500
- Increase student transfer from intensive English language schools
- Hire fulltime Academic Counselor for F-1/F-2 visa students

Completion of the first two above mentioned goals has been delayed due to staffing difficulties and the COVID-19 pandemic. As indicated earlier in this report, the classified position in the ISC becomes vacant after only 2-3 years due to staff moving on to higher level counseling or administrative positions. Typically, new classified staff do not have experience with international admissions or F-1/F-2 visa regulations. Therefore, training normally takes at least 3 semesters to learn the detailed application requirements, understand and

utilize federal regulations, gain proficiency using SEVIS, understand the duties of being the International Club advisor, understand the needs of international students, and juggle multiple responsibilities while supporting day to day office operations. In both Fall 2016 and Fall 2018, just as the Specialist was poised to implement in-country recruitment activities, plans were halted due to their transfer to a different position and department on campus. A new Specialist was not brought on until March 2019 and just as they were in training, the COVID-19 pandemic hit and all plans were again put on hold.

Since then, the original hiring Manager of the program has retired, and an interim Manager has currently been in place. An interim Coordinator is currently still in the process of training. As a result of the above combined occurrences, progress on the first two goals have been postponed until permanent staff are selected and fully trained, as well as COVID-19 restrictions have been more broadly removed, globally.

Completion of the third goal continues to be delayed in achievement due to various constraints and conflicting priorities in hiring fulltime counselors for multiple programs across the campus. Due to other programs having higher enrollment numbers, the ISC's request for a fulltime counselor has most likely been lowered in priority to accommodate the needs of the other programs.

Reviewing research regarding best practices for marketing and recruitment as well as revisiting past MOUs with intensive English programs provided a reminder that strong opportunities exist to capitalize on in-country recruitment. However, given that the COVID-19 pandemic has greatly reduced the number of international students enrolled in high schools and language schools, the prospects of significant recruitment through these channels has diminished. It has now become very apparent that an increase in out-of-country recruitment and branding must take place to regain and increase international student enrollment.

Strategic Action Plan (SAP) Goals

The ISC has three SAP goals which align with College Goals 1, 2 and 3:

1. Increase F-1/F-2 visa student population to 500
2. Hire a fulltime Student Services Specialist and a fulltime Academic Counselor for F-1/F-2 visa students
3. Increase the ISC space/size of office and/or remodel the current space

Long term Plans

Staffing

As the COVID-19 restrictions begin to be removed and embassies and travel begin to open and return to pre-pandemic operations, we plan to begin implementing targeted recruitment for international students. When the F-1/F-2 student population increases sufficiently, the ISC will require additional staff to support them. As mentioned in section 2.4, the office will need an additional fulltime student services specialist and to increase the number of hours for student assistants working at the front desk. We envision that the Student Services Specialist would focus on admission, programming, and daily office responsibilities, while the Coordinator would focus on marketing, recruitment (inside and outside the U.S.), social media, and some student events. Increased hours per week for student assistants will be needed for day-to-day operations: answer prospective student inquiries, handle fulltime and part-time admission forms, process requests for continuing students regarding personal, academic, and travel needs, etc. Similar to the current practice, financial resources for ISC operations and personnel would be provided by revenue generated from non-resident tuition fees; no additional cost to the institution.

Space

The ISC needs more space. Currently, the space is at capacity with students who are utilizing the space as intended – a lounge, hangout, and study space. In addition to current students using the space, we also have prospective students and their families coming in to ask questions and receive help with the application. Students are also coming to the center for their academic counseling appointments. While the ISC is a designated student center, it is also an office where administrative work and counseling take place. As the international student population increases, the number of students visiting and using the student center will also increase; the current space is not capable of accommodating much more as it is at capacity already, which makes it difficult to conduct general office business and can be a detractor for welcoming others who may be unable or do not wish to enter due to too many people in a small space.

The ISC could either expand to utilize the room next to it, or, ideally, move into an overall bigger office space in the 200 building. The 200 building is an ideal location for international students as it is central to the campus and allows them to easily visit the center while also keeping them engaged with the main campus. These students need their own space, but also want to be a part of the bigger campus community, so remaining in the 200 building is the best choice.

Enrollment

The ISC is looking to increase fulltime enrollment numbers to at least 500 students over the next 5 years. While most schools have relied on China to boost numbers, future trends indicate that we will need to diversify our recruitment plan to not rely on China only. The ISC should be an international hub, with as many different nationalities represented on our campus as possible. The more diversity we have in our international population, the more exposure to new ideas and perspectives our international and domestic students will have to learn from. As the global economy moves more towards a recession, we will also work on developing scholarships and funding (partnering with the Foundation) that can be used to assist our recruitment of international students who are not able to access grants, financial aid, or other funding for higher education.

9.0 Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs are required to document their publications (websites, brochures, magazines, pamphlets, etc.) that are used to promote programs and services to the campus community and community at-large. This review should specify when the publication was last reviewed, if the information in the publication is accurate, and if the information correctly represents the college's mission, programs, and services.

Information on the college's graphic standards is available here: <http://news.fullcoll.edu/campus-communications/web-help/graphics/>.

In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please provide a sample of the publication with your program review self-study. If you have any questions about what type of publication should be included, please contact Lisa McPherson, Director of Campus Communications at lmcpheron@fullcoll.edu.

For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

Publication	Date last reviewed	Is the information accurate?	URL of publication
ISC Webpage	01/04/2023	Yes	https://isc.fullcoll.edu/
International Brochure (paper)	01/04/2023	Yes	

Routing & Response Page

Originator → IMS → Program Review Chair → Appropriate President's Staff Member

Originator: *Electronically submit completed Program Review to Division Dean/IMS for review.*

Appropriate Immediate Management Supervisor (IMS): *Select one and provide response if necessary. Forward electronically to appropriate Vice President's Office.*

RESPONSE

Albert Abutin

Printed name of IMS

Dean, Enrollment Services

Title

1/13/23

Date



I concur with the findings contained in this Program Review.



I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):

Area of exception:



I do not concur with the findings contained in this Program Review (include a narrative explanation):

Appropriate President's Staff Member: *Print Program Review, sign, and route both hard copy and electronic version to Program Review Chair.*

ACKNOWLEDGING RECEIPT

Printed Name

Signature

Title

Date



Fullerton College Mission Statement

MISSION

Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

VISION

Fullerton College will transform lives and inspire positive change in the world.

*Approved by Fullerton College
President's Advisory Council and
accepted by President Schulz
May 2017.*

VALUES

Community

We promote a sense of community that enhances the well-being of our campus and surrounding areas.

Diversity

We embrace and value the diversity of our entire community.

Equity

We commit to equity for all we serve.

Excellence

We honor and build upon our tradition of excellence.

Growth

We expect everyone to continue growing and learning.

Inclusivity

We support the involvement of all in the decision-making process.

Innovation

We support innovation in teaching and learning.

Integrity

We act in accordance with personal integrity and high ethical standards.

Partnership

We work together with our educational and community partners.

Respect

We support an environment of mutual respect and trust that embraces the individuality of all.

Responsibility

We accept our responsibility for the betterment of the world around us.