

Comprehensive Student Services Program Review Criteria- 2014/2016

Note to Preparers:

Please complete this form that includes the Program Review criteria for the comprehensive student services program review. One of the major functions of Program Review is to ensure that all work units of Evergreen Valley College are aligned with its goals. The college's goals are set forth in its Mission and Strategic Initiatives, which are expressed in the narrative below.

College data- 3 years- is provided in this template. If you need additional program relevant data, please email the Dean of Research, Planning and Institutional Effectiveness.

Additional information, including a submission timeline (**Due December 1st for feedback**) and samples of recent Program Reviews, are available on the college website <http://www.evc.edu/discover-evc/institutional-effectiveness/program-review>. If you have any questions, please feel free to contact any member of EVC's Institutional Effectiveness Committee (IEC).

After your submission to IEC, members of the committee will provide feedback to assist you in preparing a final version. The review committee will consist of IEC members and an optional external reader of your choice. The review committee will make a recommendation and your Program Review will precede to College Council and the EVC President for his/her final approval. Completed/approved Program Reviews will be eligible to participate in resource allocation through the College Budget Committee.

Evergreen Valley College's Mission:

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.

Strategic Initiatives:

1. Student-Centered: We provide access to quality and efficient programs and services to ensure student success.
Areas of focus are:
 - Access
 - Curriculum and programs
 - Services
2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.
Areas of focus are:
 - Increase visibility
 - Develop strategic partnerships
 - Building campus community
3. Organizational Transformation: We create a trusting environment where everyone is valued and empowered.
Areas of focus are:
 - Communication
 - Employee development
 - Transparent Infrastructure

Department/Program Name: International Student Program (ISP)

Year of Last Comprehensive Review: N/A

Year of Last Mini Review, if applicable: N/A

Preparers' Name(s): Liz Tyrrell and Alla Markevitch

Area VP: Adela Swinson

Overview of the Department/Program

1. Provide a brief summary of your program, including program components, function and purpose. Please include a brief history and discuss any factors that have been important to the program's development.

The International Student Program, as formally recognized program, was established in Fall 2014. Prior to that date, while Evergreen Valley College had an individual who assisted international students with SEVIS/visa issues and compliance, the college actually had no programming around this student population. After much lobbying on behalf of international students from the now Director of International Students Program, the then President of EVC decided that international students are a population that EVC wants to actively attract, retain, and increase. With the Presidential and San Jose Evergreen Community College District Board of Trustees approval, the International Student Program was recognized as an official student program under the Student Services Department in Fall of 2014.

The International Student Program at EVC is governed by a strict set of regulations set forth by the Federal U.S. Immigration and Customs Enforcement Agency (ICE). The Student and Exchange Visitor Program is part of the National Security Division under the Department of Homeland Security and is a bridge for educational institutions to invite nonimmigrant international students to study in the U.S. Evergreen Valley College hosts students primarily under the "F-1" student visa status, but is also approved for "M-1" vocational school student visas.

Each applicant to EVC's International Student Program (ISP) must meet a set of qualifications that are set forth by the SEVP and the corresponding ICE/Department of Homeland Security database, Student and Exchange Visitor Information System (SEVIS).

The ISP was created specifically to ensure that international students who attend EVC have a positive academic, cultural, and campus experience while on our campus. To that end, we have grown the program from simply processing visa documentation to include a holistic approach that embraces a whole variety of student needs.

In starting a program from the inception, every process, procedure, and interaction with international students had to be reformatted and reimagined. The ISP has done just that and in a few short years has transformed itself from being simply a visa and paperwork processing

office to a full service program that successfully serves students from their application through graduation and transfer. In order to serve students and welcome them our program looked at every aspect – starting with our application. Our application guidelines were streamlined and simplified into a format students could easily understand and follow. We took the best application guidelines from community colleges around the state and made what ISP thinks are the clearest, most straight forward application procedures. Additionally, we created ISP webpages that help international students apply, answer questions, and attend campus International Student Association (ISA) events.

ISP needed to have guaranteed funding to ensure that the program could grow and greatly assist EVC with funding through our students generating FTES. To address that issue, the Director worked with the Dean of Enrollment Services, then EVC President, Director of Fiscal Services at the District, and the Vice Chancellor of Fiscal Services. At the time, the District was keeping all international funds being generated and those funds were not coming back to the college. EVC strongly advocated to keep our funding generated from our international student units taken and was able to lobby the District Office to accept a funding model that would allow ISP to grow and appropriately serve international students. The District agreed to retain its' EVC international student base revenue of \$177,214 and agreed that revenue earned from international students over and above the base would be split 75% to EVC's International Student Program and 25% to the District Office. The funding amount would be based on year prior international student revenue generated by all the units taken at EVC by our international students. It was this advocacy on behalf of EVC that actually allowed ISP to flourish and fund dedicated EVC staff members to serve international students within ISP.

After ISP received funding, we were able to appropriately serve international students attending EVC. Our program has multiple purposes and functions that address each step along the way that international students and our office must take, including: recruitment, application, SEVIS, academic and counseling services, international student experience, and graduation and transfer.

Recruitment

One of the primary functions of the Director of the International Students Program is to actively grow the ISP Department and Services. To that end, the Director has employed a four prong approach to recruitment that works to attract international students to EVC. The first is to work directly with the international students who are already attending EVC to ensure they have a positive experience. While each student's experience is different and each comes with different expectations, our office serves each student and their needs individually. The ISP Staff spend time with each student to ensure that their needs are not only met, but exceeded. The growth of our program indicates that our recruitment efforts, which really amount to serving students with excellence, has amounted to huge growth of our student population within a few short years. Many of our students came from referrals from family and friends who attended EVC.

ISP also works to recruit students in the San Jose/Silicon Valley area. Once our program officially opened, we had a large number of students who lived in the area and wanted to come to EVC. We will continue to work within different communities in the local area to attract and recruit international students to EVC through our marketing efforts.

Another strategy is to work with international agents. Agents are based in their home country and are intermediaries between the educational institution and the student. It is of vital importance to establish relationships with reputable agents who have the best interest of the students and the educational institutions in mind. Agents are an established way to recruit students since they know their students and the local market where they live. Agents receive a referral fee for their work in advising students from their home country, helping them with the application, and answering questions related to study abroad. EVC has just developed relationships with agents, since to match with them we needed to have an established campus international program.

Another method to recruitment is participate in recruitment trips with educational tour companies that facilitate meetings between students, schools, and EVC through in-country visits, educational fairs, and in-country presentations. This is a very common way for international student programs to recruit and attract students, especially when an institution like EVC is relatively unknown abroad. In fact, the benefits of the community college system abroad are widely either misunderstood or not known about at all. Community college as a pathway into higher education is not well-known in most countries outside the U.S. since this system of education is not prevalent in most other countries.

Social media and online recruiting are a very important way to reach students from all over the world. To that end, the ISP is now working with iXplore to have a more robust online presence. Based on the writing and information provided by the Director, iXplore made an interactive ebrochure and App that international students can click on to receive EVC information about our institution, application, San Jose/Bay Area, multiple videos, and student life on campus and beyond. This also links with Study in the USA website and helps us to stand out when students are learning about study in the U.S. The App and ebrochure is also translated and formatted for SEO in China, Brazil, and Spanish Speaking Latin American countries.

Application

As mentioned, the application process was synthesized to ensure that international students have a very clear set of instructions for our application process. Students can apply either in-country or out of country to be an international student at EVC. We receive application questions via email, phone, from friends and relatives, and in person in our office. The application clearly outlines and follows the SEVP/SEVIS regulations to ensure that we are compliance with all of the federal requirements. Every single part of the application must be complete and reviewed before we issue a Letter of Acceptance and an I-20 from SEVIS. We

communicate with all students who have incomplete applications we assist them with questions, but they must submit all required information and documentation to receive their I-20 documentation for the visa applicaiton.

SEVIS

Every institution who accepts international students must be registered through the SEVP/SEVIS system. SEVIS is the database system that tracks all potential and current international students coming into the U.S. This system was developed in response to 9-11 attacks and is the formalized process for ensuring every international student is tracked and every institution who hosts students is responsibly managing their program and adhering to federal regulations. At EVC we have a PDSO (Primary Designated Service Officer), our Dean of Enrollment Services, who works to ensure that all students issued an I-20 and F-1 under EVC's name are appropriately qualified international students. We have two DSO (Designated Service Officers) as well, the Director of International Programs and the Coordinator of International Programs. These individuals are ultimately responsible for ensuring the authenticity of documents, validity of documents, qualifications of the applicant, and ensuring that EVC's entrance standards are met. We are also responsible for ensuring academic progress and that students take the required 12 units each semester, or qualifies for reduced course load exceptions.

Academic and Counseling Services

To ensure that international students are matriculating through EVC and meeting our academic standards, ISP has staff and an International Counselor to ensure that students understand EVC's academic expectations. In the years 2014-2016, EVC did not have a full time International Counselor and as more funding became available to pay for a dedicated counselor to assist students with each step of our academic and transfer process, we were able to hire a full time counselor in 2017. Since almost all of our international students plan to transfer to 4 -year universities and colleges, having an international counselor is vital to our students and to our program.

EVC International Student Experience

At the time when the program began in 2014, there were no international student specific information sessions or events. That changed to include an orientation for each and every incoming international student to ensure they understood the requirements of ISP and their responsibilities as F-1 visa holders. Additionally, as the program has grown, so has our capacity to serve students with fun activities and events that highlight cultural traditions from around the world and involve international students in campus life. With the establishment of the International Student Association in 2015, we were able to institutionalize ISA as part of the Associated Student Government and help international students get involved in EVC to help them not only have a great experience at EVC, but in the U.S. and with Americans as well.

Graduation and Transfer

Since so many of our international students are transfer bound, our counselor plays an integral role in ensuring that our students are prepared for transfer. That means not only academically prepared with coursework, but also that every international student understands the pathway to transfer and which 4-year institution is the right choice for them. As our program has become more established with permanent staffing and our international counselor, so has our connections and opportunities for our international students to experience transfer opportunities and make informed choices about their transfer institution.

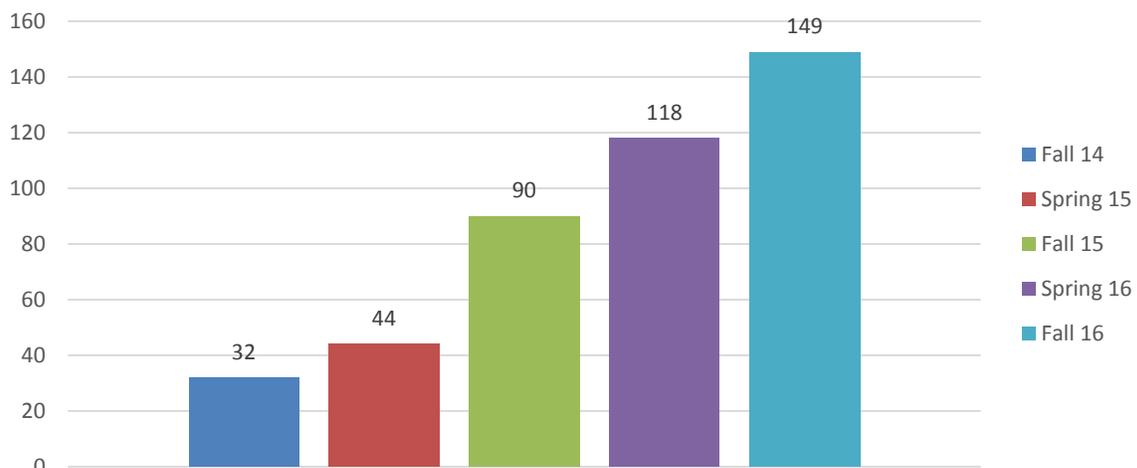
2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.

This program review is the first for EVC's ISP program. We opened officially in Fall 2014.

3. Please state any recent accomplishments for your program and show how it contributes to the College's mission and success.

Student Centered – Access and Community Engagement – Increase Visibility. The F-1 student program enrollment has grown from 32 (in Fall 2014) to 150 (in Fall 2016) students. This increase of 469% students enrolled in ISP in just two years is a testament to the hard work and excellent program service our program provides. We are becoming known in our local community as well as worldwide for having a well-respected and friendly International Students Program. The total unduplicated count of EVC F-1 students served over period of 5 semesters is 201.

ISP Enrollment Changes Fall 14- Fall 16



Student Centered – Services. The International Students Program has been working on steadily increasing our transfer rates. To date, 36 EVC F-1 students have transferred to institutions. With the hire of our International Counselor, and our focus on transfer events and visits, we expect that number to continue to increase.

Student Centered – Program. ISP contributes greatly to EVC's FTES as every international student must be enrolled in at least 12 units as per the SEVP regulations. Therefore, as the program grows, so too does the growth of EVC's FTES.

Community Engagement – Increase Visibility and Develop Strategic Partnerships. The majority of our students are planning to transfer to a 4-year school in future and therefore we will continue to develop strategic partnerships such as our transfer agreement with UC Santa Cruz. UC Santa Cruz has agreed to provide a letter of conditional admittance for our international students applying from abroad. For some students who face Consular Offices Abroad who may not fully understand the benefits of community college or who have not heard of Evergreen Valley College, this letter can be of great assistance to an Officer approving an F-1 student visa.

Organizational Transformation – Employee Development. As part of the major duties as an Administrator, I believe that employees who are intelligent and motivated should be given room to expand and grow their professional capabilities. The team that is now working in ISP had no prior international program experience, and yet we have grown the program together at pace that is remarkable. It is gratifying to give excellent employees the room and ability to expand their professional expertise and grow with a new program.

4. Please describe where you would like your program to be three years from now (**program goals**) and how these support the college mission, strategic initiatives and student success.

ISP has many goals that are achievable within the next three years.

- **Enrollment.** ISP will continue to grow our enrollment numbers over the next 3 years. Each year we would like to grow the program at a manageable pace to ensure that the students we have are appropriately served and that we have right sized staffing to handle incoming students. As an enrollment target, we would like to grow the program by 15% year over year to ensure the growth of the program and its continued development. Addresses the Strategic Initiatives: Student Centered/Access and Community Engagement/Building Campus Community.
- **Diversity.** Due to the location of our institution and the word of mouth within the Vietnamese community, our program is predominantly Vietnamese. Additionally in Vietnam, as opposed to most other countries, many people understand what community college is and the benefits of community college. Therefore, it is very easy for EVC to grow our Vietnamese population. However, rather than just recruiting students, our program is committed to having a robust and diverse international program that

represents students from all over the globe. That is why the Director is focused on new markets such as Central and South America and India so that the program's diversity can be increased. It is our goal to attract students even beyond those markets to have people from all over the world as part of ISP at EVC. Addresses the Strategic Initiatives: Student Centered/Access and Community Engagement/Building Campus Community/Visibility.

- **Book Payments.** The most common question when traveling abroad is, "what scholarships does EVC offer?" It is very challenging to state that EVC does not offer scholarships when most other institutions offer international students scholarships, including SJCC. To that end, our program works with the bookstore to assist students with the cost of books each semester. Addresses the Strategic Initiatives: Student Centered/Access/Services.
- **Quality Programming.** Our every intention is to continuously improve the quality of services provided to F-1 students. That includes student trips and student engagement on and off campus. We know that the more students are engaged, the better college experience they have. That is especially true for international students who don't have family with whom they live. Addresses the Strategic Initiatives: Student Centered/Services.
- **Counseling Class.** We are working on developing a specialized counseling class that is part of Counseling 14, which addresses many of the acculturation issues that international students face when they arrive here in the U.S. This type of course is common on many campuses to assist international students with adjusting to American academic, popular, and social culture. Addresses the Strategic Initiatives: Student Centered/Curriculum and Programs.
- **Mentors.** Similar to the CalWORKs Program, we would like international students to mentor and take new students under their wing to assist them in feeling comfortable from a student perspective – student to student. Addresses the Strategic Initiatives: Student Centered/Services.
- **ISA Club.** The International Student Association has done a nice job of increasing its activities and involvement on campus. They plan many on and off campus activities for students to participate in. We want to continue to expand ISA and our program's involvement with campus activities that ensure international students have a meaningful American study experience at EVC. We will be hiring a Community Engagement Specialist who will greatly assist us in managing increased student activities and involvement. Addresses the Strategic Initiatives: Student Centered/Services.
- **Internationalization of EVC's campus.** While EVC's campus is diverse, international students bring a unique perspective, especially to those students who have not traveled abroad. To domestic students who may not have had the opportunity to travel, having international students on campus brings the world to them. Since we live in Silicon Valley it is vitally important for our students to be able to communicate and learn from people who offer different perspectives and alternative worldviews. Addresses the Strategic Initiatives: Organizational Transformation/Communication.

- **Distance Education.** Once EVC is able to get Assessment online, or partner with international assessment centers, students from around the world will be able to enroll at EVC for their classes. This is also an excellent pipeline for students who want to try courses first while at home and then transfer to us after taking a semester or two online. If possible, this will have major consequences for our international student enrollment and pipeline for students coming to EVC. Addresses the Strategic Initiatives: Student Centered/Access/Curriculum & Programs and Community Engagement/Building Campus Community.
- **Staff.** The staff in the International Student Program have to have detailed and specialized knowledge from ICE/DHS/SEVIS. Therefore, both the position levels and the required knowledge should be thoroughly examined to ensure that staff are placed at the proper range and level. Additionally, the Director manages 2 disparate programs (International and CalWORKs) and only works in International at .75, this should be a .91 FTE position. Addresses the Strategic Initiatives: Organizational Transformation/Employee Development.

5. Describe current program staffing by listing the current number of positions currently in the program. If the position is vacant, please indicate the vacancy.

Position type	Number of positions
Full time faculty	1
Part-time faculty	
Full time Classified	2
Part-time Classified (permanent)	
Part-time Classified (hourly)	
Administrators	.75
Student workers	

A. Program Quality

1. Describe the impact of the program's service offerings to the students and the campus.

Our program personnel work very closely with each applicant, student, and/or potential student who is interested in our program and contacts us in person, by mail, or via social media.

To promote ISP, we have:

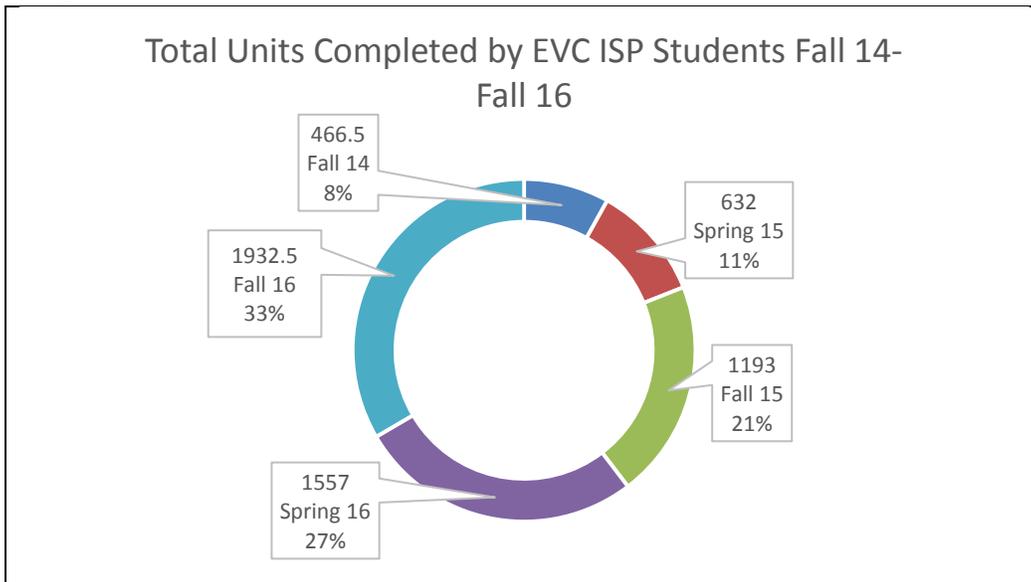
- A webpage on EVC website that includes major program information, dates and facts, students testimonials
- Electronic EVC brochure (the link is placed at the ISP webpage and Facebook account) accessible from other parts of the world. This e-brochure is through a relationship with

iXplore and will track student contact and clicks via various social media and marketing efforts

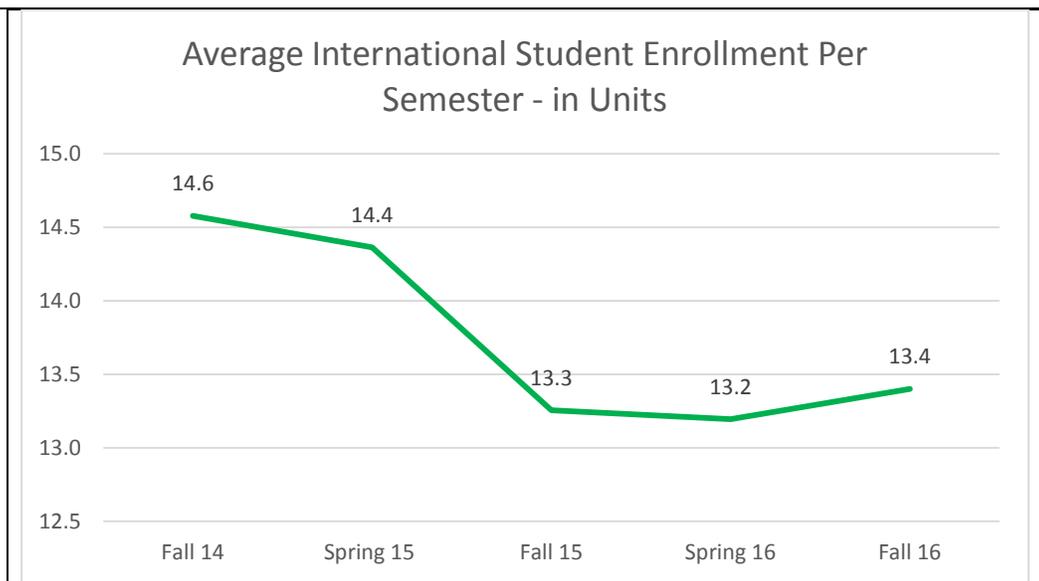
- An application downloadable to mobile devices
- Various flyers, targeted marketing brochures, and promotional items
- Social media representation: Facebook, Twitter, Instagram accounts

To EVC campus, the International students has contributed:

- Cultural activities and events. ISP has brought International Week to our campus, a nationwide week celebrating International cultures and people on campuses throughout the U.S.
- Revenue (ISP students pay the international tuition of \$228 per unit), total units completed: 5781.



- FTES numbers (per program regulations EVC F-1 students must be enrolled in at least 12 units per semester); average enrollment of the EVC ISP student is 13.8 units per semester, way above the average units taken by EVC students.



- Diversity - over the period of program review we had F-1 students from countries such as: Nepal, Tajikistan, Ukraine, UK, India, El Salvador, Singapore, Columbia, Italy, Pakistan, Taiwan, Philippines, Mexico, China, Russia, Japan, Indonesia, Taiwan, etc). Our students come from 19 countries. ISP also contributes to the diversity and cultural richness of our EVC community, ensuring that domestic students have more interactions with people from different countries.
- A lot of cultural exposure for the U.S. students who participate in ISA (International Student Association) Club activities.

2. Describe recent local, State and/or Federal changes that significantly impact the services to students.

EVC is one of 1,162 California schools certified by Student Exchange Visitor Program (SEVP), which is a part of U.S. Immigration and Customs Enforcement (ICE) within the U.S. Department of Homeland Security (DHS). California is the most popular state for international student enrollment. According to the *SEVIS BY THE NUMBERS*, Biannual Report on International Student Trends, June 2017, there were no changes in the California enrollment numbers since the last year other than an 8 percent increase in the number of students enrolled in bachelor's degree.

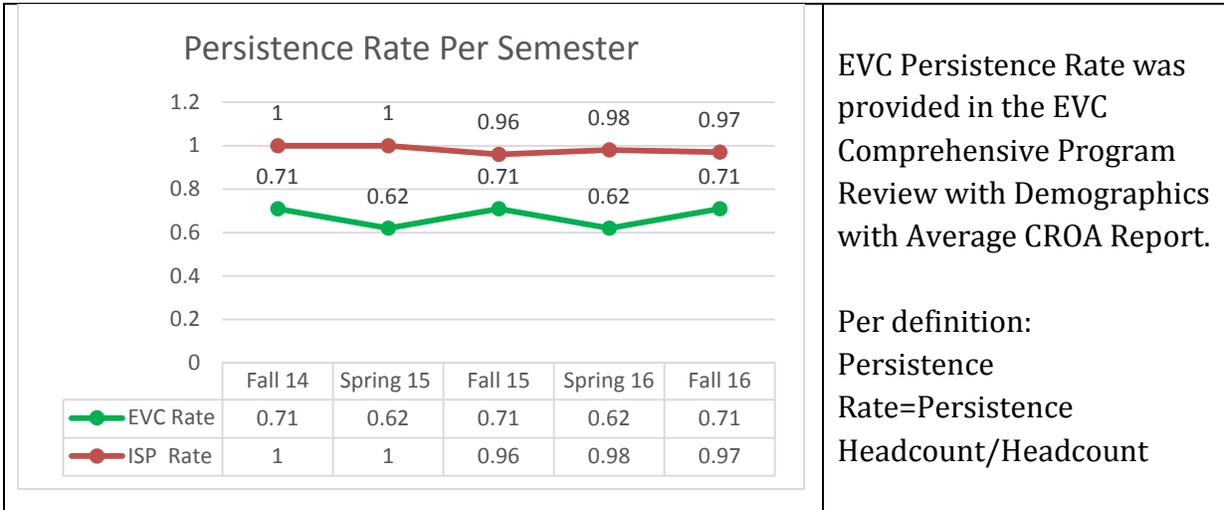
3. If applicable, describe a change in specific program compliance requirement with state, federal or accreditation agencies and how your program shifted their processes to ensure compliance.

There were no major program compliance changes since Fall 2014. Our program personnel have been attending the Annual NAFSA Conferences in 2015, 2016 and 2017 to stay informed and properly trained on the latest updates of policies and regulations to ensure the F-1 program compliance with the government regulations.

4. Describe how the program measures success.

- a. For example, tracking and improvement in the number of educational plans completed for students.

The success of our program is related to the fact that majority of international students have clear educational and career goals when they come to us. They are prepared to study and transfer or graduate in the shortest time possible.



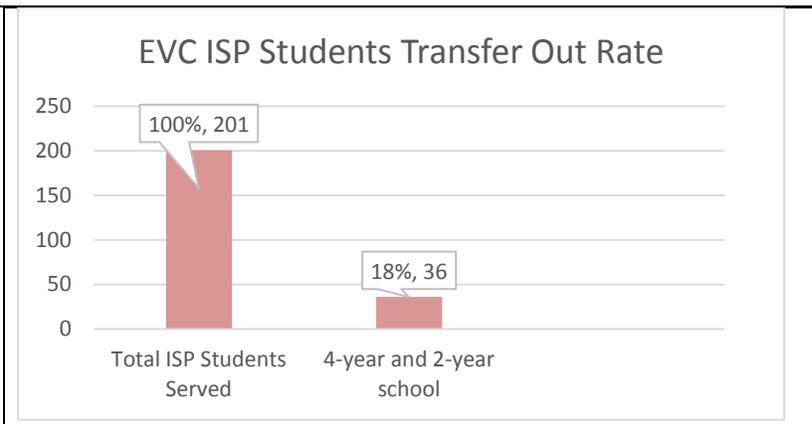
EVC Persistence Rate was provided in the EVC Comprehensive Program Review with Demographics with Average CROA Report.

Per definition:
 Persistence Rate = Persistence Headcount / Headcount

Our academic counselor starts working on a students’ educational and the transfer plan from the first meeting. The student is encouraged to contact the counselor for any academic problems, questions, and major choice advice. This strategy proves to be very beneficial to the students’ success, but brings more work to the ISP counselor’s load.

As regular community college students, all ISP students have to comply with SSSP requirements. The program staff makes sure that each student has attended the school orientation (we have it scheduled before fall and spring semester), had an assessment test or a multiple measure assessment placement, and has the educational plan created before they start taking classes at EVC. As per SEVP regulations and SSSP mandates, all ISP students must have an educational plan.

The ultimate program success is the number of students that have transferred/graduated to a higher level of education. For the Fall 2014 through Fall 2016 period, 22 ISP students (11%) had transferred to a 4 year school and 14 students (7%) to other 2 year schools (the main reasons were the relocation to other states or a searching for a degrees not available at EVC).



However, over 95% of transfer-ready students transfer to 4-year university degree programs. That means that our international students come here with every intention to transfer to 4-year universities and actually do transfer when they have completed at least 60 transferrable units.

Additionally, the Cumulative Average GPA of EVC ISP students for the period of this Program Review is 3.1 (please note, this calculation doesn't include the grades for remedial English and Math classes).

5. Please review program information reported in MIS and shared with the community through the website, catalog, schedule of classes, brochures, etc. Is the program information accurate and consistent? What actions does your program take to ensure accuracy and consistency?

EVC ISP program is not required to provide MIS data through the State; however, to ensure the program information accuracy and consistency we keep and maintain multiple reports. Additionally, the Program Coordinator keeps very detailed spreadsheets on units taken per semester, GPA, student status, payments, and makes appropriate notes in case files.

To stay in compliance with F-1 the program requirements, we update each student's enrollment in SEVIS (Student Exchange and Visitor Information System), the web-based system DHS uses to maintain and manage information on nonimmigrants whose primary purpose for coming to the United States to study. Each student's record has to be closely monitored and updated in SEVIS since EVC is responsible for a student's visa until the completion of the F-1 program and/or transferring out of EVC. Our program is audited by an ICE/DHS Representative and has to be re-certified every 2 years. EVC has not had any issues with our SEVIS audits and is in full compliance.

For EVC ISP tracking purposes, the main reports we create are:

- The Combined List of Students Unduplicated Count (Enrolled each semester since Fall 2014)
- Enrollment by Semester (Units Enrolled, Reduced Course Load if applied, Major, Transfer In/Out School, Contact Info, Visa/Status Changes, SEVIS updates, Notes and remarks)

ISP has consistent messaging across many social media and web platforms including Instagram, facebook, Twitter, and EVC's website. Additionally, the marketing campaigns that have been developed are cohesive so that all ISP requirements, representations of the college, and printed materials handed out here and abroad present a similar feeling and message.

6. Describe how the program addresses the needs of the diverse student body, including students with disabilities and providing services by alternative delivery methods (for distance education students).

The ISP students' population experiences multiple academic, cultural, and mental challenges. Because of the program requirements, we admit applicants who have completed the high school education in another country and have demonstrated English proficiency. However, each student needs time to adjust to living in the U.S. and succeeding in an American academic context. The rules of the F-1 visa require ISP students to be enrolled full time and demonstrate academic success. SEVP wants to ensure that F-1 students are in the U.S. to study, but this requirement also is an additional stress factor for our students. To address this issue, we are recommending the tutoring services to all our students to assist them with their studies and cultural adjustments here. To ensure that our students have a cultural basis for understanding our expectations for academic success, we are working on creating a modified Counseling 14 course that will specifically address the issues and concerns of incoming international students.

We also encourage them to join the International Student Association (ISA) club to get to know and help each other to help with acculturation. The ISP strongly supports ISA club activities and students, and helps students to organize events throughout the year.

We work to advocate for students and ensure that all student's individual academic and even some personal needs are met. We work internally to refer to services and programs that are beneficial to the student and their academic and personal growth.

7. Describe the communication within the program, with the students served and with other departments including Academic Affairs. What is working well and what can be improved?

All EVC ISP staff, management, and faculty personnel work in the same office and communicate very closely about all students' challenges, questions, and requests. This approach has proven itself to work very well. While all of us have different areas of expertise, strengths and weaknesses, we try to focus on each student's needs in timely manner. In ISP we have short meetings because we are in conversation throughout the day on any issues, concerns, and/or celebrations that come up. The staff in this department has worked together for many years in different capacities and have actively chosen to work each and collaborate with each other.

Assistance from the Admission & Records staff is crucial to our success and without their generous support, it would be very difficult to serve our students as we do. What is challenging for our staff is that we are often asking A&R to perform tasks that we could be doing ourselves, this is inefficient and should be improved.

Additionally, we work closely with Assessment to get all of our students scheduled when they arrive to our campus just before the semester starts. This requires us to work closely with Assessment; however, the process should be better automated so that students or ISP can schedule these appointments directly.

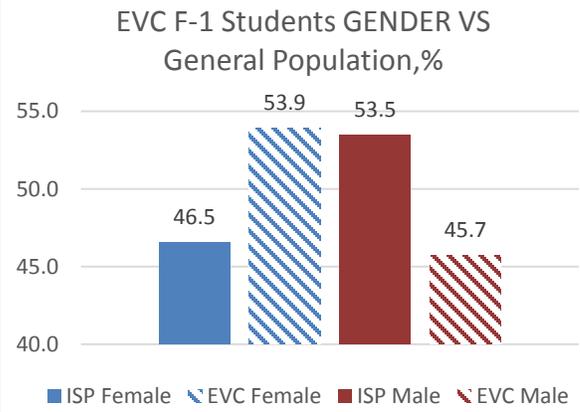
We also need the assistance of our District IT Department but have not been able to successfully get what we need. With the addition of students being required to buy medical insurance in 2017, we have not yet been able to get IT's attention to fix the billing tables. This has lead to a host of issues including holds on students who are exempt, late registration, lack of payment because the billing is incorrect, and countless staff hours trying to fix a process that should be automated. Now it is also affecting Business Services because the amount held in our accounts does not match the system. We are working with SJCC International and A&R to be in agreement about our strategy and then will involve higher level administrators to help us fix this process.

We also need IT's assistance in data collection, as their data is not correct for ISP. We keep our own very detailed records and their data does not match our data, and we have no idea how they are getting their numbers.

Program Access

1. How many students received program services between F13 – F16? Use the table below to review the demographics of students served and how these compare to campus demographics?

Program Demographics F13-F16		% change year to year	
Gender	ISP Students served	ISP , % of Total	EVC Headcount/% Total
Female	94	46.5	4,748/ 53.9%
Male	107	53.5	4,029/ 45.7%
No Value Entered	NA		31/ 0.4%



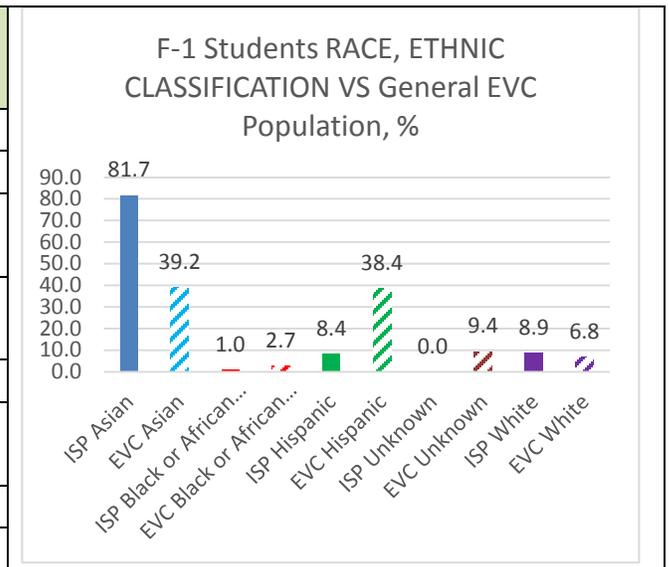
In terms of gender composition, ISP demographics are different than the general EVC school population. ISP has a higher percentage of males in our program, 53.5% in ISP to 45.7% general population. This is most likely due to the fact that males are slightly more likely to have the opportunity from their families to study abroad from the countries that compose our highest percentages. Females who are general students at EVC comprise 43.9% of EVC’s population and international females are 46.5% of the international students.

Since the beginning of the program in Fall 2014, and for the program review period (Fall 2016) our program had enrolled 201 unduplicated EVC F-1 students who enrolled full time each semester and 30 F-1 Visitors who are the international students enrolled in other schools taking part time courses at EVC. The actual number of applicants and their friends/relatives who inquiries about our program is much higher.

Age	ISP Students served	ISP, % of Total	EVC Headcount/% Total
17 & Below	1	0.5	474/ 5.4%
18-24	136	67.3	5,262/ 59.7%
25-39	63	31.7	2,071/ 23.5%
40 & Over	1	0.5	998/ 11.3%
Unknown	NA	NA	11/ 0.12%

In terms of age, the ISP student body is younger than that of general EVC students. EVC serves 59.7% of its population between ages 18-24 and ISP serves 67.3% of its' program between those same ages. ISP has a significantly younger international population. Many international students come straight or almost straight from high school in their home country. In the next age group, 25-39 years old, ISP has 31% of the program population in this age range, while EVC has 23.5%. ISP has virtually no students older than 40 years old, and EVC has 11.3% of its students over age 40. It is unusual to have older students come to ISP and study abroad. Usually by this age, individuals have families and obligations that makes it a challenge to have a study abroad experience.

IPEDs (Race Ethnic Classification)	ISP Students served	ISP, % of Total	EVC Headcount/% Total
American Indian	0	0	47/ 0.5%
Asian	164	81.2	3,453/ 39.2%
Black or African American	2	1	239/ 2.7%
Hawaiian/Pacific Islander	0	0	44/ 0.5%
Hispanic	17	8.4	3,380/ 38.4%
Two or More Races	0	0	220/ 2.5%
Unknown	0	0	826/ 9.4%
White	18	8.9	600/ 6.8%

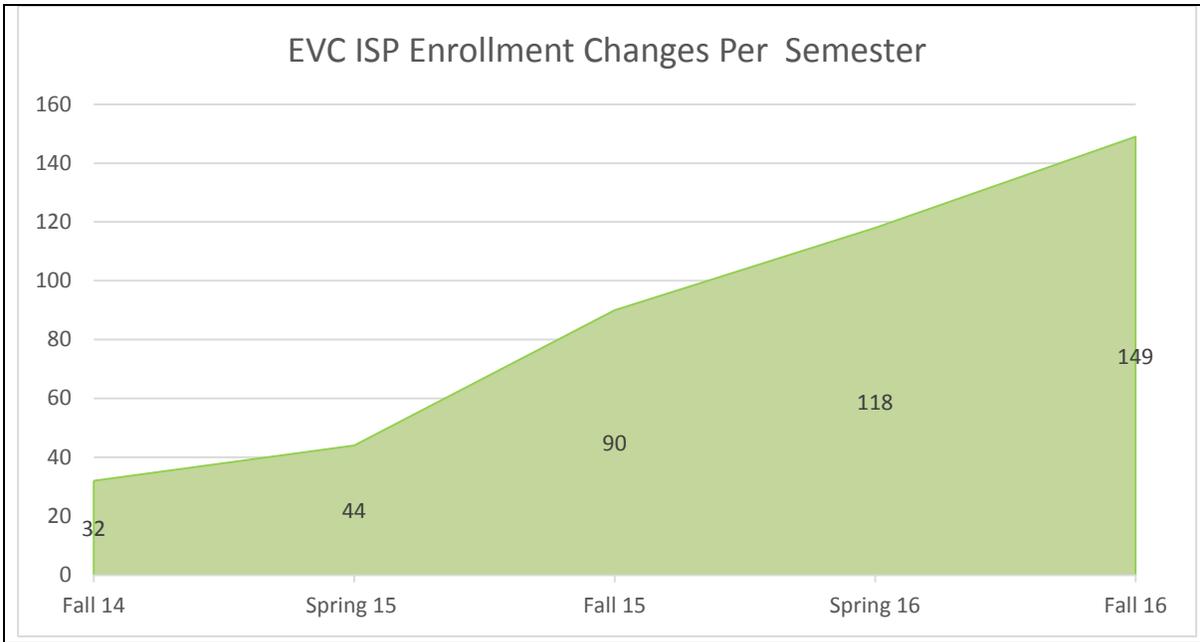


In terms of our ethnic composition, the International Student Program has a significant variance from EVC’s population. In fact Asians constitute 81.2% of ISP’s student body versus only 39.2% of EVC’s population. While China is the #1 sending country to the U.S., at EVC the primary sending country for international students is Vietnam. Although it must be noted that the EVC data collection of Asian also includes students from South Asia, including India. Due to our location in East San Jose and because of the large Vietnamese immigrant population, EVC has become a very popular college for Vietnamese students. This is due to the robust reputation that we have developed within the community and with our current and previous students.

Because it is vitally important to have diversity within our international program, the Director is consciously recruiting from other areas of the world such as South and Central America. The Director is also actively recruiting from India because India will be surpassing China in population within the next 20 years and does not have enough universities to serve its population. As ISP grows, so too must its breadth of represented countries. Having a students from more countries only serves to make both ISP a stronger program on campus, but also makes EVC a more culturally rich campus.

ISP has a 8.4% Hispanic population while EVC has a 38.4% Hispanic population. ISP has more work to do in this area to attract students, which will include recruitment efforts both within San Jose in specific communities and also recruitment efforts abroad that target student populations from other countries such as Colombia and Ecuador and places in Central America such as El Salvador.

- a. Based on the **students served** and Pct change year to year, is the program growing or declining? If so, what do you attribute these changes to and what changes will the program implement to address them?



Based on the program enrollment numbers, the EVC ISP program has been growing at a rapid rate. The significant rise in our students numbers can be attributed to:

- **Quality.** The quality of service that ISP provides is above and beyond. All students who make inquiries at EVC ISP receive undivided attention and have their questions and concerns addressed with a caring staff member. Each person in ISP truly does make a personal connection with the students who come in. This is a large part of why we have grown the way we have.
- **Location.** The location of EVC in the local Vietnamese community has helped us to grow rapidly once our reputation was established. Many families who are either first or second generation still have significant ties back to Vietnam and help students with housing, and acculturation, and safe keeping while attending college.
- **Structure.** EVC ISP was able to grow so fast because we have the correct structure within our program, and this was verified by our SEVP/ICE/DHS Representative upon his visit to EVC. We have a very clear functions within our program that work well to usher students through the entire process. Meaning that we have a Director who handles all personnel issues, recruitment, marketing, and strategy for the program. The Coordinator handles the data, student inquiries and students questions. The Program Assistant works on budgetary items, student inquiries and issues, and processing of paperwork. Our newly hired International Counselor works with students on their academic plan and all transfer related issues. The PDSO, Dean of Enrollment Services, is solely for SEVIS verification and compliance. This structure allows each staff member to focus in on their part and contribute to a program that is working very well.

C: Curriculum- If applicable

1. Identify any updates to curriculum since the last comprehensive program review, including any new programs and indicate the six year timeline for scheduled course outline revision.

The ISP Director saw an opportunity to grow an ESL Program at EVC that focuses in on college bound 4-year transfer international students to get them to English proficiency. The Director worked closely with the ESL Department and Dean to develop a curriculum that was experiential and interactive for international students. These meetings took place over the course of 2015 and mostly in 2016 to develop a new English Training Institute that would attract and retain EVC students throughout their ESL instruction and 2 year college studies with us and would prepare them for transfer. Part of what we were developing was a pipeline for EVC international students from ESL student to EVC college student and beyond. While the curriculum that ISP paid for was developed, the curriculum is not being revised to go through the curriculum review process at EVC. So unfortunately it seems that the curriculum that was already paid for and developed in collaboration with ISP is currently stuck in the process.

2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline and real life experiences for students. Please include the list or diagram (program major sheet) of the courses reflecting course sequencing in the major and how often the courses within the program have been offered.

3. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?

4. Discuss plans for future curricular development and/or program (degrees & certificates included) modification.

5. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs...)

6. If external accreditation or certification is required, please state the certifying agency and status of the program.

To stay in compliance with F-1 the program requirements, we update each student's enrollment in SEVIS, the web-based system DHS uses to maintain and manage information on nonimmigrants whose primary purpose for coming to the United States is to study. Each student's record needs to be updated since a student's application until the completion of the F-1 program and/or transferring out of EVC. Our program is audited and has to be recertified every 2 years. We are in the process of recertification with SEVP, have already met with our SEVP Representative, and are in good standing based on our meeting with him.

PART C: Student Learning Outcomes and Assessment

1. List the Program SLOs, and how they relate to the GE/ILOs (<http://www.evc.edu/discover-evc/student-learning-outcomes-%28slos%29>).

The first year that ISP completed a full SLO cycle was in the academic year 2015-16. The SLOs that were measured are as follows:

	Core Activity or Service	Target Population	Student Learning Outcomes Acquired from core activity Assessment	Assessment Tool Pre/post test or survey; focus groups; student transfer rates...	Evaluation Timeline Assessment	Assessment Results Summarize collected data including how data were collected and number of students.	Analysis/Action Plan and Timeline What changes will be made to program, service or SLO and when?
1	Transfer	International Students	To transfer international students to 4 year universities and colleges	The number of students requesting a transfer of their F-1 visa to a 4 year school	Fall 2015 and spring 2016	We had 6 people transfer to 4-year college/university. 5 out of 6 students who transferred were international students at EVC before the creation of the International Programs and Services Department. 2 students transferred in Fall 2015 (UC Santa Cruz and SJSU) and 4 students transferred in spring 2016 (2 SJSU, Berkeley, and Ottawa University).	We will work to specifically address our transfer rate for international students, as this is an important component of the program. Because we started with 27 students and then increased to 43 students for Spring 2015, our transfer numbers are still low based on a 2 year cycle of students because we started with few students. We will work closely with our international student counselor to encourage students to participate in university campus tours, transfer days, and transfer information. We will track this number for the coming year to see how it increases and what interventions work best for transferring our students.

2	International Student Involvement on Campus	International Student Association	Increase international student involvement on campus through new International Student Association events	The number of events and student participation	Fall 2015 and Spring 2016	<p>Event 1. Soccer Tournament with fund raiser for International Student Association. 55+ students participated, both international and domestic students. Successful event for the Club.</p> <p>Event 2. Tech Trip. International Student Trip to Google, Facebook, and Computer Museum.</p> <p>Event 3. Thanksgiving Fundraiser. Sold all items and raised campus wide awareness of the International Student Association.</p> <p>Event 4. Valentine's Friendship Celebration. Raised money for the International Student Association and increased goodwill for international students.</p>	Based on the success of the events both hosted by the ISA and the International Program, we will plan to host additional field trip to educate and help acculturate international student population.
3	Growth of International Programs and Services	International Students	The Program Learning Outcome was to increase international student population year over year to raise the profile of the International Programs and Services Department within the college.	The number of F-1 students enrolled in full time (12 units) of study and visiting students enrolled in part time coursework.	Spring 2015 to Spring 2016	In Spring 2015 EVC had 43 Full time F-1 students in our International Programs and Services Department. We had 15 visiting international students (part time). In Spring 2016 we had 118 full time F-1 students and 16 visiting (part time) students. Our program grew by 274% year over year spring to spring.	We will continue to grow our program year over year; however, we will work on adequately staffing the program to ensure that student needs continue to be met.

Our SLOs are closely tied to the ILOs and CTAs of the District and college. The SLOs completed in 2016-17 reflect our growth as a program. The Institutional General Learning Outcomes are also a part of our SLOs. For example, our focus on transfer as a program SLO clearly relates to ILO Information Competency. Students must make informed choices based on their set of circumstances to transfer and while we help them with options, we ultimately have to assist in preparing them to make their own transfer decision.

2. Since your last program review, summarize SLO assessment activities and results. Please include dialogue regarding SLO assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes...)

This is the first International Student Program review.

3. What plans for improvement or changes have been implemented to your program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.

EVC ISP will work to continue to make linkages to 4 year institutions through our newly hired Counselor and will schedule 4 year campus visits and coordinate with other programs, including the transfer center. Also, we now have hosted SJSU and visited UC Santa Cruz in the Fall of 2017. We will be visiting SJSU on their campus and are coordinating other transfer events such as to UC Berkeley.

To help students feel welcome and at home at EVC we will work to host events to ensure that students are welcomed and feel integrated into our campus community. ISA hosted 23 events in the 2016-17 academic in conjunction with ISP staff. We continually added to the kinds of events and breadth of events offered to our international students. This greatly assists our international students to have a positive experience at EVC and during their time in the U.S. We are also hiring a Community Engagement Specialist to assist us with student events for international students.

PART D: Faculty and Staff

1. List current faculty and staff members in the program, areas of expertise, and describe how the positions contribute to the success of the program.

ISP Director. The Director has a Master's degree in International Educational Development and is very committed to growing the capacity of the staff internally and the capacity of the program. The Director handles all aspects of ISP program management, staff management, strategic initiatives, recruitment strategies, marketing direction, and budget supervision. The Director is

managing two disparate programs – International Student Program and the CalWORKs Program. The Director is also a Designated Service Officer within the SEVIS system.

ISP Academic Counselor. The Counselor has a Master’s degree in Educational Counseling and provides educational planning and revisions, transfer planning, academic interventions, and transfer workshops.

ISP Program Coordinator. The Coordinator has a Master’s degree in Computer Technology and manages the data tracking, applications processing, SEVIS reporting, program compliance, and communications with applicants. The Coordinator is also a Designated Service Officer within the SEVIS system.

ISP Program Specialist. The Specialist handles all application processing, communication with applicants, and budget processing.

Our structure works well and is the preferred structure from SEVP, according to our SEVP Representative, Ron McPeak. We have clearly defined and designated roles within the department with each person clearly understanding their role and responsibility. We have grown the program because of our ability to work together and develop strong structures and programming around our student population.

2. List major professional development activities completed by faculty and staff over the last six years. In particular with regards to students success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies. Please also discuss department orientation/mentoring of new and adjunct faculty.

During the period of this program review, EVC ISP staff attended the Annual NAFSA Conference in Denver, CO and Regional Conferences in Portland, San Francisco, and Palm Springs to stay updated on the latest changes in program compliance and students’ trends. We have participating in online SEVIS Webinars and have the e-mail subscription to F-1 program alerts.

Staff have also been involved in Student Success and Equity, with the Director sitting on the Student Success Committee for the entire time of this program review (2014-2016). More than sitting on the committee, our program has worked closely with Early Alert to ensure that our students’ issues in the classroom are addressed early in the semester. Additionally, we employ Progress Reports to ensure that students are making good progress and/or we are assisting students who have been identified by their instructors as needing additional assistance. All of our students meet with the Counselor if they are flagged for Early Alert or Progress.

All of our students follow the SSSP mandates including assessment, orientation, and ed planning. Each student has to follow this process both for EVC and to fulfill the program requirement of ISP.

For Distance Education, the Director also is part of that committee as well. The link between international education and EVC could be very strong if we are able to assess students into the correct class level and allow students to take courses overseas. This provides a very clear pathway to then transfer to EVC and complete their AA/AS for transfer.

PART E: Budget Planning

1. With your Dean, review the department Fund 10 budget and discuss the adequacy of the budget in meeting the program's needs.

The International Student Program, because of the way it is structured and the agreement made with the DO in our funding, has had the opportunity to grow. Because ISP is one of the only income producing student programs, the District and EVC have sought to fund it such that growth is not only possible but stimulated through appropriate staffing and expenditures.

In the future, 2017-18 year we will be hiring a Community Engagement Specialist who will specifically handle engaging our students on many levels. This position will work closely with our International Student Association to have monthly events, in addition to specialized and holiday events, to further assist our students in their cultural and campus adjustment. Additionally, this position will handle all the social media portion of our marketing efforts so that we are actively represented internationally through different social media platforms.

Additionally, I plan to hire a Job Developer in 2018-19 to guarantee that students make full use of their OPT (Optional Practical Training) as part of their F-1 Student Visa. OPT is a major contributor to students choosing the U.S. over other destinations because students are allowed to work for 1 year under OPT while still on their student visa. Students can work on OPT for 1 year each time after they receive a degree (AA/AS, BA/BA, MA/MS, and PhD). Additionally, if a student is under a STEM degree program, they can extend OPT for 2 years, to total 3 years. Students earn money while on OPT and employers receive a percentage off their employee taxes for hiring an OPT student. OPT in Silicon Valley is a major selling point when recruiting abroad and increased placement would greatly increase our ability to attract and retain students to EVC ISP.

Additionally in the next year 2017-18, we will be identifying a Customer Resource Management system (CRM) such as Salesforce to more efficiently handle student inquiries and lead students through an online and automated application process. This is vitally important to attracting and maintaining interest after recruitment events and with general student inquiries. Currently our staff is required to respond to each inquiry in an inefficient manner and there is no systemized way of handling a large amount of inquiries to our program.

2. Identify an external (fund 17) funding the department/program receives, and describe its primary use.

N/A

PART F: Technology and Equipment

1. Review the current department technology and equipment needed and assess program adequacy. List any changes to technology of equipment needs since the last program review.

N/A

PART G: Additional Information

Please provide any other pertinent information about the program that these questions did not give you an opportunity to address.

There are multiple issues particular to international students that should be addressed by EVC and the District:

- **Housing.** One of the main concerns expressed by parents (and students) is EVC's lack of housing. If EVC was able to provide adequate housing the numbers of international students could be significantly increased. This is a win-win for our college and District. More international students means more money, and at the same time we would be doing something positive and very visible in the community. At the highest level housing for all students should be a top priority. EVC has land and should strongly advocate to build housing for all students, including international students.
- **Scholarships.** The number one question the Director is asked when recruiting abroad is what scholarships does EVC offer? Even though our tuition is lower compared to other institutions, international students still want a scholarship. SJCC has scholarships but EVC does not. This is not equitable and makes it harder for EVC to recruit international students.

- **Study Abroad for EVC Domestic Students.** Studying abroad changes the lives of students. For some students it changes their whole trajectory and outlook. Many other community colleges (such as Cabrillo) have had study abroad as part of their course offerings and institutional fabric. Instead of looking at study abroad as a “risk”, I would like ISP to assist in subsidizing study abroad and play an active role in creating and institutionalizing study abroad for our domestic EVC students. I believe this would also greatly engage EVC faculty in participating in and teaching courses that are experiential and location based.
- **Distance Education.** As stated briefly in before in the program review, if EVC is able to offer an online Assessment, we could significantly increase our international student enrollment from abroad. Many students have asked me if it is possible to take online courses from their home country. This then becomes a pipeline for students to transfer to EVC and take courses onsite as well. This could dramatically increase the revenue earned from international students.

PART H: Future Needs and Resource Allocation Request:

Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next two years. Please provide rationale on how the request connects back to SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.		
<p>Faculty and staffing requests</p> <ol style="list-style-type: none"> Community Engagement Specialist From .75 to Full Time International Director OPT Job Developer 	<p>Ongoing Budget Needs: Yes</p> <p>One-time Expenditure:</p>	<p>Request linked to: SLO/PLO #: All requests linked to student centered and organizational transformation Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard for student success: Enrollment growth of ISP. Starting OPT linkage for EVC students to have a robust tprogram.</p>
<p>Facilities</p> <p>N/A</p>	<p>Ongoing Budget Needs:</p> <p>One-time Expenditure:</p>	<p>Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard for student success:</p>
<p>Technology</p> <p>Customer Resource Management Database</p>	<p>Ongoing Budget Needs: Yes – 20,000 – 40,000/year</p> <p>One-time Expenditure:</p>	<p>Request linked to: SLO/PLO #: Expanding our ISP Strategic Initiatives (student centered, organizational transformation, community engagement): Linked to student centered community initiatives Improving Student success rates: We will improve our recruitment efforts and cut back on poorly utilized staff time for emails that could be automated. Achievement of program set standard for student success: Increased enrollment of 15% year over year</p>
<p>Equipment/Supplies</p> <ol style="list-style-type: none"> Recruitment 	<p>Ongoing Budget Needs: Yes \$50,000 - \$70,000/year</p> <p>One-time Expenditure:</p>	<p>Request linked to: SLO/PLO #: Expanding our ISP. Linked to all initiatives – student centered, organizational</p>

<p>2. Marketing – both online and in print. Includes memberships to websites, such as iXplore, Study USA, etc.</p>		<p>transformation, and community engagement Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Improves program perception and brand recognition Achievement of program set standard for student success: Increased enrollment of 15% year over year</p>
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