**Bakersfield College**

**Program Review – Annual Update 2016**

**International Student Affairs Office (ISA)**

**I. Program Information:**

Program Name: **International Student Affairs**

Program Type:  Instructional  Student Affairs  Administrative Service

***Bakersfield College Mission****:* Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

Describe how the program supports the Bakersfield College Mission:

The Office of International Student Affairs (ISA) is a full-service student center that is responsible for all needs of international students at Bakersfield College. Students served include: prospective, current and former students on visas, enrolled recent immigrants with international issues such as the foreign college transcripts evaluation and advice, and DACA students (Differed Action for Childhood Arrivals) and AB 540 students. In 2015-16 international students on visas, from more than 25 countries, enrolled at Bakersfield College in pursuit of Associate’s degree or/ and seeking to transfer to a four year institution.

The Mission of the ISA is in direct correlation with the mission and core values of Bakersfield College in that it addresses the needs and success of diverse student populations. ISA contributes to the educational enrichment of all students, promoting greater appreciation of world cultures as it prepares students with the skills necessary for increasingly global society and workforce.

ISA services include:

* **Enrollment Services** – Pre-arrival and information for new F-1 students, admission of F-1 students and F-1 application processing, develop and maintain ISA website, unofficial interpretation of foreign credentials and referral to the official sites
* **Orientation** – Two orientations for incoming F-1’s (an online and an in-person orientation). The in-person orientation is offered (two 8 hours days) a week prior to the start of the semester and covers: academic (college policies and procedures) and cultural aspect, and the online orientation covers F-1 visa and Federal regulations
* **Counseling** – Academic, career and personal counseling. All students are recommended to participate in many retention activities throughout the semester, registration and enrollment workshops, complete Student Educational Plan (SEP) during the first semester of attendance
* **Immigration** – Advising (SEVIS records) and USCIS regulations, unit requirements and follow up weekly, on and off campus employment, housing referrals, USCIS regulations, and forms
* Cultural activities and events throughout the year
* Referral to Off-campus financial, legal, and other services

**ISA Mission Statement:**

The mission of the International student Affairs is to steadily increase the number of international students enrolled at Bakersfield College while offering quality services to support student’s academic success and personal growth.

ISA staff maintains professional competencies, institutional compliances, monitors governmental policies, and foster cross cultural learning. The International Student Affairs office will:

* Create opportunities for student, faculty, staff, and the community to meet people from other cultures and develop global perspective through personal contacts.
* Support student development and personal growth.

An increase in the number of international students will provide college with:

* Additional revenue sources for the general funds to support BC programs and services.
* Provides campus and the community with global and intercultural skills necessary to think critically, communicate effectively in a global environment.

**II. Progress on Program Goals:**

1. List the program’s current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

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| **Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** | **Progress on goal achievement**  **(choose one)** | **Comments** |
| 1. Improve the comprehensive “one- stop- shop” services and programs designed to meet the unique need of international students on visas. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: 2015-16\_\_\_\_\_\_\_\_ (Date) | Continue to updated the current ISA Forms, ISA website, improve online and in-person F-1 orientation, increase SEP sessions, increase the # of F-1 regulatory sessions, respond quicker to the student application for I-20 |
| 2. Hire a full- time, 12-month knowledgeable and skilled clerical position, DA II to support International Student Program | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: 2015-16 (Date) | Continue to support the position for a full time assistant, DAIII, to oversee all incoming applications and documents, initial communication with perspective students,  In 2015-16, ISA received a part-time/ temp DAII. This has lifted some pressure from the ISA director; however, there is a need for full time personnel. |

**B.** List new or revised goals (if applicable) 2016-2017

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| **New/Replacement Program Goal** | **Which institutional goals will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| Assess housing options for new students | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Establish link on ISA website directing students to housing option in Bakersfield. Develop relationship with local apartment complexes to provide rentals to students. Establish information board in BC Counseling Center to assist students with transportation and housing needs.  Check the possibilities of Host Family Program  Connect with Friendship Partners in Bakersfield  Results: Assist 10% of students in securing housing upon arrival |
| Develop recruitment strategies to increase enrollment of international students at Bakersfield College. | **1: Student Learning**  **2: Student Progression and Completion**  **3: Facilities**  **4: Oversight and Accountability**  **5: Leadership and Engagement** | Increase ISA population by 50 %  each academic year  Research available recruitment options/resources.  Contact institutions for recruitment best practices.  Develop partnerships with area language programs to facilitate international student transfers to Bakersfield College. Develop Marketing materials to be used in outreach activities.  Redesign the existing International Website translating it into foreign languages |

**III. Trend Data Analysis:**

Highlight ***any significant changes*** in the following metrics and discuss what such changes mean to your program.

1. **Changes in student demographics (gender, age and ethnicity).**

Demographic trends in international student enrollment are constantly fluctuating due to economic, social, and political factors worldwide. Because Bakersfield is not located in an urban area, it is highly difficult to recruit and market international students to Bakersfield College without direct recruitment from our existing students. This often causes issues with gender and ethnicity gap. For example, our data shows that Saudi students are more likely to enroll in college/universities because of recommendations of friends as opposed to any other factor.

In 2015-16, ISA served 165 students representing 25 different countries. The majority of F-1 visa students at BC are Saudi Arabians male students. The reason being, Saudi Government has certain requirements which limits the chances of female student studying overseas small. This will cause an appreciable gender and ethnicity gap in our data.

1. **Changes in enrollment (headcount, sections, course enrollment and productivity).**

ISA program and services was established and started a one-stop-shop operation on January 9th, 2013 and has nearly doubled every year. The table below shows a four year comparison of all registered F-1 visa students. In 2015-16, ISA estimate a total of 165 headcounts from over 25 different countries. The chart below indicates an enrollment increase of 36% headcount from 2015-16 academic year.

1. **Success and retention for face-to-face, as well as online/distance courses.**

International students are required by the Department of Homeland Security to be full-time students and must complete a minimum of 12 units each semester. According to the F-1 visa regulations, students on a visa are generally not recommended to enroll in online courses.

In 2015-16, ISA students had over 96% retention and success rate. Out of 70 students in the fall 2015, only 3 students were under 12 units at the end of the semester. In that same semester:

* 76% of F-1 students enrolled in 12-18 units
* 20% of F-1 visa’s enrolled for 18 or more units
* 4% F-1 visa’s enrolled in less than 12 units

To ensure high rate of student success and retention, ISA provides a 2-day orientation prior to start of classes which covers student success skills as well as US culture and Federal regulations regarding international students. In addition, F-1 students were encouraged to attend other CAS workshops.

Hence, ISA staff stays current on national and international best practices for students by attending conferences and visiting other campus regularly.

ISA works very closely with other departments such as EMLS, Math Lab, Math Department, Student Health Center, and student activities to ensure our international students succeed. Since majority of BC international students are transfer bound, the ISA counselor receives updated information concerning transfer and attends UC and CSU transfer conferences and communicates regularly regarding students with the Transfer Director.

1. **Changes in the achievement gap and disproportionate impact (Equity).**

ISA works with a targeted population of international F-1 visa students who come from 25 different countries. Students are admitted upon meeting certain admission requirements – there is no quota on the number or nationality of admitted students. In the ISA office, we have hired multilingual staff including student assistants from different countries to serve and service our students. There is no disproportionate impact or achievement gap. In addition to providing our students with basic counseling and immigration services, our mission in the ISA is always to educate young minds from other countries for lifelong skills.

Indicators that ISA student services have increased international student success:

* International students are active with the SGA and were highly active in club activities on campus
* ISA supports EMLS department and encourages students to enroll in those courses
* ISA supports tutoring and CAS workshops by encouraging students to take advantage of services
* Many international students are on the Dean’s List
* The high transfer rate to other colleges/ universities

**E. Other program-specific data that reflects significant changes *(please specify or attach).* All Student Affairs and Administrative Services should respond.**

In addition to enriching educational experiences of students on BC campus, international students made a significant contibutions to Bakersfield College general funds.

In 2016-17 academic year, we expect to generate over $1,000,000 revenue.

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| **Semester** | **# of Students** | **Course Units/semester** | **Fees/Unit+ capital Outlay** | **Total Revenue** |
| 2012-2013 | F26+ S32= 58 | 12+12=24 | $193.00+$46 =$ 239 | **$332,688** |
| 2013- 2014 | F37+45=82 | 12+12=24 | $193.00 +$46= $239 | **$470,352** |
| 2014-2015 | F51+Sp55=106 | 12+12= 24 | $193.00 +46 = $239 | **$608,016** |
| 2015-2016 | 70+95=165 | 12+12= 24 | $200.+ $42 = $242 | **$958,320** |

**IV. Program Assessment (focus on most recent year):**

1. **How did your outcomes assessment results inform your program planning? Use bullet points to organize your response.**

A satisfied international student is the best marketing strategy for our international program. Supporting international students after they arrive on campus and during the year is critical to ensure student satisfaction and success. During the academic year 2015-16, ISA provided:

* **International Admission Support** – ISA received and processed over 300 applications from international students for the fall 2016 semester. The admission process for F-1 visas requires back and forth communication with potential students and collection of many support documents such as passport pages, visa, financial statement, high school transcripts etc.
* **International Student Orientation (2 days)** – Prior to each semester ISA offered a two- day comprehensive mandatory orientation to new F-1 students. In total, 24 students completed orientation in fall 2015 and 27 in spring 2016.
  + An online F-1 visa orientation was also provided and required prior to arrival to the US.
* **Housing Assistance** – This academic year we were fortunate to partner with an apartment complex manager who was willing to rent to the newly arrived BC students without ID card or social security card.
  + **Host family** – This fall, two of the F-1 students are housed with our own BC staff members and our hope is to find more staff/faculty members to host international students.
* **International Student counseling and Advising** – International students are required to meet with the counselor twice a semester to ensure that they are adjusting well academically, personally, and culturally and making a good progress towards the stated goals.

1. **How did your outcomes assessment results inform your resource requests? The results should support and justify resource requests.**

ISA Coordinator requested to hire a full time DAII, however, a part-time temp DAII s was hired. Since last year, not only ISA has increased services to students, it has also doubled the size. With this additional support staff, we are able to regularly monitor student’s enrollment and make recommendations. With the list serve that was created, it makes it easier to disseminate information to students on a timely manner.

**C. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response** **(SLO/PLO/ILO).**

ISA Counselor does not teach courses at this time

**D. How does the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.**

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| --- | --- |
| **International Programs Student Learning Outcomes**:   * By participating in the New F-1  **Orientation** and completing an SEP during the orientation,F-1 visa students will comprehend the requirements necessary to reach their educational goals * International students maintain satisfactory F-1 status by participating in New Student **Immigration Orientation.** Results indicate very few student’s fall out of status by either having GPA of less than 2.0 or/and under 12 units. * Students will maintain satisfactory grades in courses and continue upward in their educational Journey as indicated on their SEP      * F-1 students participate in classroom activities and in extra- curricular activities with the SGA and International club with other students, faculty, and staff etc. | **BC Institutional Learning Outcome:**   * Think critically * Demonstrate competencies * Communicate effectively in both Written and oral forms * Engage productively another in person and globally |

***Institutional Learning Outcomes***:

*Think: Think critically and evaluate sources and information for validity and usefulness.*

*Communicate: Communicate effectively in both written and oral forms.*

*Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.*

*Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.*

1. **Describe *any significant changes* in your program’s strengths since last year.**
2. The program coordinator/ counselor is a foreign born individual with experiences similar to the population. She is professional and knowledgeable of immigration regulations as well academic counseling and capable of accurately advise prospective and continuing students..
3. Developed Pre-arrival Academic Planning Guidelines so new students could register for courses overseas prior to arriving to the US
4. Newly updated F-1 Student Orientation promotes student success by providing incoming students with information regarding college programs and services, immigration regulations, and US culture.
5. Added two new bilingual student assistants and a half- time bilingual office assistant
6. Created a list serve to communication with international students weekly
7. Training a committed team of staff in the ISA office that creates a mentoring and caring environment for student success
8. **Describe *any significant changes* in your program’s weaknesses since last year.**
9. Availability of math courses upon arrival of F-1 visa students to US. F-1 visa students arrive a few days prior to start of the semester due to visa issues in home

Country and once here, unable to enroll in math courses.

1. Lack of available housing for international students is a deterrent for potential students. Housing options for F-1 visa students must be explored by the administration.
2. Lack of implementation of recruitment strategies necessary to increase enrollment of F-1 visas
3. Adequate number of student jobs on campus for F-1 visas
4. **If applicable, describe any unplanned events that affected your program.**

* F-1 students often arrive late to register for classes due to issues involving visa processing. Once here in Bakersfield, they find it difficult to find math and major related courses. This has a negative impact on their success during the semester and results in students dropping out and returning home or transferring out of BC sooner than expected.
* Because BC does not provide dormitories or housing assistance to students, they must do so upon arrival to Bakersfield. Due to lack of proper documents such as Driver’s License and SS#, students have trouble finding rental units and sometimes they end up staying in a hotel for weeks. Not finding stability, students are discouraged and in some cases effect their studies.
* The most difficult challenge has always been dealing with student’s unexpected financial problems. Even though students arrive in the US with adequate resources to cover a year of expenses, world events and events in their home country affect some student’s ability to receive funds from home (example, Yemen and Syria). International students are not allowed to work off campus and on-campus jobs are usually rare. We need jobs on campus for international students.

**V. Assess Your Program’s Resource Needs:** To request resources (staff, faculty, technology, equipment, budget, and facilities), please fill out the appropriate form. <https://committees.kccd.edu/bc/committee/programreview>

1. **Human Resources and Professional Development:**
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. Include upcoming retirements or open positions that need to be filled.

International program at Bakersfield College must have appropriate staffing to deliver comprehensive student services, meet the unique needs of international students, market the program, enhance the experiences of our students, and maintain full compliance with Federal Immigration regulations and reporting requirements.

Currently, the staffing level is inappropriate. A 20 hours/ temporary DAII, is not enough for a program that reviews over 300 applicants every semester. Hence, we are proposing that BC hire a permanent full-time DAII for the ISA by utilizing percentage of the funds generated by international students. The international students must be monitored weekly for attendance, dropping courses below the 12 units, and maintaining F-1 status. The program assistance ensures the compliance with the Federal regulations on behalf of Bakersfield College. This compliance only is possible if there is an assist to work closely with the Director.

1. **Professional Development:**
2. Describe briefly the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last year, focusing on how it contributed to student success.

International Student Affairs office in conjunction with the International Student Organization provided a weeklong activities during the International Education Week 2015 to celebrate the benefits of international education and the importance of the role of education in promoting equity and opportunity for people around the world. The Country and Culture workshop was greatly appreciated by a room full of students and interested faculties.

1. What professional development opportunities and contributions can your program make to the college in the future?

Workshops on:

The following workshops are scheduled by the International Student Affairs to all students during the International education Week November 16-25:

* + - International Stories
    - Culture and Country presentation
    - Passport to the World- what it takes to get a passport?
    - International Student Faculty Appreciation Dinner- November 17,2016

1. **Facilities:**
2. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?

Air conditioning was fixed and the ISA center is more conducive to study.

1. How will your Facilities Request for next year contribute to student success?

Currently, the office assistant has a large desk that has taken most space from the center. For future planning, it would be ideal to get a light and narrower desk.

1. **Technology and Equipment:**
2. Understanding that some programs teach in multiple classrooms, how has new, repurposed or existing technology or equipment affected your program in the past year as it relates to student success?

The requested laptop has made it easier to work with the population at home and elsewhere.

1. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success?

At this time, BC requires many documents to admit F-1 visa students. I am requesting that the F-1 Admission Form be converted from Word Documents to a form that may be electronically submitted from overseas.

1. Discuss the effectiveness of technology used in your area to meet college strategic goals.

* The office currently has four computers and one printer with the scanning function necessary to send I-20 and other regulatory documents to students and transfer campuses. Two of the computers are for students, one for the Coordinator/ counselor and the forth one for the assistant to the department. They are adequate for the size of our program and are constantly utilized by generating reports, use of SARS, Banner, and students use the student computers for admission purposes and class assignments.

**D. Budget: Explain how your budget justifications will contribute to increased student success for your program.**

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International Student Affairs goals cannot be completed without the appropriate funds for staffing.

The International Student Affairs at Bakersfield College was created in January 2013 with the reassignment of a counselor as a full time program counselor/ coordinator and a designated space for F-1 visa student services. The program has since developed into a full-service center for all F-1 visa students and prospective F-1 visa’s, from the point of inquiry to graduation and transfer. ISA currently, fall 2016, supports 87 F-1 visa students from 25 different countries. ISA counselor also responds to 360 prospective student inquiries per year.

We are requesting that a portion of the enrollment fees generated by F-1 visa students funds all staffing and operations of the ISA office. In 2015-16 academic year, F-1 visa’s generated approximately **$ 958,320.00** in fees.

Services provided to F-1 visa students are divided into four categories: F-1 visa Admissions, F-1 visa/ immigration advising, F-1 visa academic counseling, and student services. The office is maintained by a full time counselor/coordinator and a 15 hour student worker.

With a full service unit, and as we increase the number of F-1 visa student on our campus, we will need more staff to:

* Provide accurate, timely and effective information to prospective student during the admission process and throughout their studies
* Contribute to student success through collaboration with other campus departments and retention strategies
* Participate in various campus committees and activities to support international students and their cause
* Continue to communicate with the community
* Continue to increase F-1 visa students

**VI. Conclusions and Findings:**

Supporting international students once they arrive on campus and throughout their enrollment at Bakersfield College is critical to ensure students satisfaction as well as our program reputation overseas. A satisfied student is the best marketing tool for increase enrollment. There are many benefits to having international students on our campus, in the classroom. International students will contribute to the diversity of class discussions and as a result, our domestic students will have an opportunity to develop global awareness, cultural sensitivity, and finally an appreciation of diversity.

In addition, each year, F-1 visa students provide much needed funds for Bakersfield College and add to the economy of our local community. As the number of international students increase, the income generated from these students also will increase. With the increase in the number of students, there will be more retention issues that must be addressed and a one person office is no longer able to support the needs of our growing international student community.

We must:

* Develop recruitment strategies that include advertising with established international recruiting firms
* Increase budget to allow for group activities and workshops to assist students in their transition to the American
* Hire a full time- 12 months Assistance
* Hire a Program Director (12) months