**El Camino College**

INTERNATIONAL STUDENT PROGRAM

**Program Review Spring 2021**

# Program Description

1. **Describe the program. How does the program link to the College’s mission statement, or statement of values, and local vision goals?**

**Overall Program Description**

The International Student Program at El Camino College is made up of two programs that serve international students studying at the College. The academic program, referred to as the International Student Program or ISP, and the non-credit intensive English language program, called the El Camino Language Academy or ECLA. These programs work alongside one another but as separate entities to support their own programs’ students.

Both ISP and ECLA are full-service offices which recruit, admit, and provide comprehensive support services for prospective, new, and continuing international students on the nonimmigrant F-1 visa. Specialized support services include admissions and registration processing, orientations , dedicated academic counseling, visa-related regulatory advising, employment authorization processing, cultural adjustment programs, student success workshops, and comprehensive support navigating a new educational and cultural environment.

ISP and ECLA each hold their own separate immigration permissions which allow for each program to accept students to enter the United States and study at their unique programs. Each are required to comply with United States Citizen and Immigration Services (USCIS) and SEVP (Student Exchange Visitor Program) to maintain their own populations of student immigration status during their duration of study.

**F-1 Non-Immigrant Visa Background**

An F-1 student visa is a non-immigrant visa which allows individuals to pursue education in the United States. To obtain an F-1 visa, a student must apply to an educational institution to receive a Form I-20 to be permitted to interview the visa. For an educational institution to host F-1 visa students on their campus and provide Form I-20’s, those institutions must follow regulations set by the United States Citizen and Immigration Services (USCIS) and the Student and Exchange Visitor Program (SEVP). Details of each school’s academic program are provided in a document called the I-17 which is housed within the electronic database operated by SEVP. This database is called the Student and Exchange Visitor Information System (SEVIS). All F-1 visa records are held in the SEVIS database. Staff who have been identified and trained under immigration law to be Designated School Officials (DSO) are obligated to help maintain a student’s status as an F-1 visa holder. If a student fails to follow immigration regulations, they fail to maintain their immigration status and DSO’s are obligated to terminate the student’s I-20 at the school where they are studying. Overseeing all DSO’s is one Primary Designated School Official (PDSO). The PDSO must ensure that all regulations are followed and monitor policies at all levels. It is the PDSO’s responsibility to update USCIS and SEVIS with changes to the I-17 and provide regular certification of information.

**Program Summary - El Camino Language Academy (ECLA)**  
Created in 1998, El Camino Language Academy (ECLA) is an on-campus intensive English language program created for international students who do not meet the minimum English proficiency requirements of El Camino College. The ECLA program operates as a non-credit, non-degree bearing program. El Camino College requires its F-1 visa students to provide a minimum English proficiency score for admission. This enables international students to succeed in their academic careers and integrate into campus and American life with the basic English proficiency needed. If an F-1 visa student does not meet this English requirement, they may enroll in the ECLA program with conditional admission to El Camino College. At the end of the ECLA program, students take an English proficiency exam which allows the successful admission into the college.

Federal regulations require F-1 visa students studying at language schools to be enrolled in a minimum of 18 hours per week to maintain their status. ECLA offers 20 hours a week of intensive English language lessons which include Reading, Grammar, Writing, Conversation, American Culture and TOEFL (Test of English as a Foreign Language) Preparation.

Since the ECLA is a noncredit program, other visa holders and permanent residents can participate in classes. The courses are not limited solely to the F-1 visa student.

ECLA’s classes run alongside the El Camino College schedule with open admission throughout the semester. This improves enrollment and allows for flexibility with domestic transfer students. At the end of each term, the TOEFL is proctored by ECLA staff and students may test directly into the academic ISP program to transfer. All students passing the most advanced ECLA level have the option of transferring into the academic program at the end of the semester.

Each ECLA semester begins 1 week after ECC classes and consist of:

* Fall – 14-16 weeks
* Spring – 14-16 weeks
* Summer – 8 weeks

**Prior to COVID-19**

ECLA held all orientations, placement testing, classroom instruction, final exams and cultural programming on El Camino College’s campus. However, due to COVID-19, on-campus instruction and all associated activities were converted to an online platform. This has limited the intake of any new student due to immigration regulations surrounding online learning and language schools. For students to be issued an F-1 visa to study at a language school, the language school must be conducting in-person classes. The ECLA program has been operating entirely online since March 2020. This includes all placement testing, orientations, classroom instruction, programming and graduations. As a result, the intake of new students has declined significantly. The program is in danger of pausing for lack of any new enrollment into the virtual program. Since F-1 visas will not be granted for language study of virtual programming, ECLA will not have any students approved for a visa until on-campus classes resume.

**Program Summary - International Student Program (ISP)**

The International Student Program has been a part of El Camino College since 1993. ISP serves the F-1 visa student population studying at El Camino College and operates as the program center for development, recruitment and marketing, admissions, onboarding and orientation, academic advising, immigration advising, student support, and global citizenship. The program offers comprehensive support services to F-1 visa students which allow them to successfully complete their academic goals. An overview of the major services include:

1. **Program Development/Partnership Development**  
   ISP develops strong relationships with high schools, language schools and recruitment agencies to build a connection between ECC and potential students. These partners act as representatives of El Camino and refer students to El Camino College. ISP develops and fosters each personal contact with agents, issues initial partner contracts or MOUs, provides the liaison support for invoicing and payment processing and continues to maintain the relationships with each partner. All communication with students, agents, colleagues, and campus partners are done through the ISP office. ECLA also has a strong connection with agents. In addition, the ECLA program often develops specialized programming for partner schools, universities, and organizations to create short term intensive English training.
2. **Recruitment & Marketing**

All recruitment and marketing efforts are done within the ISP office. Outreach includes both local and overseas. This may come in the form of high schools, colleges, and language programs in the U.S., as well as overseas travel for recruitment fairs and student networking. Recruitment takes place across several time zones whether it is virtual, in-person or via email/phone. ISP strives to recruit a diverse student population to provide a global presence from many different cultures across the globe at ECC. Due to COVID-19, all overseas travel was grounded, and fairs converted to a virtual platform. Outreach has continued to be a large portion staff time and recruitment webinars; fairs and meetings have all taken place online throughout the stay-at-home orders. The unique relationship with long time staff and overseas partners is a particular asset to the ISP program.

1. **Admissions**

ISP provides all admissions within the program’s office. International students submit a separate application to the ISP office where immigration documentation is processed (the Form I-20) and the acceptance letter is issued. Students are manually entered into the system and acceptance packets with new student information is sent directly to the student from the ISP office. Each acceptance packet includes personalized information regarding the student ID number, email address, pre-departure information, ESL testing and next steps in the onboarding process.

1. **Onboarding New Students/Orientation**

All new student orientation is done through the International Student Program. The orientation is mandatory for all new students and includes lecture, immigration check in, ESL placement testing, registration, and academic counseling appointments.

1. **Academic Counseling**

The International Student Program has a dedicated academic counselor who specializes in F-1 visa rules and regulations. The counselor works very closely with staff to create education plans for all new students, maintain the academic progress of continuing students and answer any questions for potential applicants. The counselor is housed inside the ISP office which allows for students to find all resources within the ISP office.

1. **Immigration Advising**

From its initial contact with a student, ISP provides in-depth immigration advising for students to obtain and maintain their F-1 student visa. Staff must stay up to date with new regulations and policies to correctly advise potential and active students. Immigration visits with various government partners and oversight often occurs throughout any given year.

1. **Continued Student Support**  
   All maintenance of student immigration status, monitoring student progress and processing of ongoing student documentation is done within the ISP office. The staff supports all student needs – academic, financial, employment, immigration, as well as personal concerns. The office is the primary point of contact for emergency situations. To support students, the office facilitates workshops and special programming throughout the year. The summary of ISP’s office continued student support include:

* Frequent communication by email blasts regarding workshops, campus events, holidays, and other community updates. Individual communication for other urgent notifications.
* Keep student contact information up to date: local address, telephone number, email.
* Provide ongoing immigration support to ensure proper F-1 status. This includes tracking registration and approval of under enrollment authorization for eligible students.
* Monitor the student’s SEVIS record to confirm that they are studying with a valid and active I-20. Notify students or ISP if there are any discrepancies with the student’s record. Communicate with students if their program is ending and educating them on their options for continuing their studies with ECC or assist them with transferring to another institution or to apply for post-completion work authorization.
* Assist eligible students with obtaining off-campus work authorization by offering workshops to educate students on the application process for Post-Completion Optional Practical Training (OPT). Offer one-on-one support for students seeking workshop authorization that is pre-completion – Curricular Practical Training (CPT), Pre-Completion OPT, economic hardship.
* Help students ending their F-1 status by explaining their next steps after completing their program. Ending the SEVIS record and closing the F-1 cohort in Colleague for students that have changed immigration status or have returned home.
* Process the SEVIS record for students that will be studying with a new school for the following term. Confirm that the student’s SEVIS is being released to the correct school code within SEVIS and notify the students that their release has been processed. Make any necessary updates within Colleague.
* Supply enrollment verifications for students upon request which include:
* Semester specific verifications
* All semesters attended verifications
* Fee verifications
* Wire transfer
* Enrollment verification for DMV
* Designated School Official letter for Social Security Administration
* Status verification for transferring students
* Ensure students are protected from being dropped for non-payment. Communicate with students to notify them of fees due and their options for making payment: MyECC, bank transfer, Flywire. Support students with obtaining any refunds.
* Maintain health insurance roster for insurance company. Work with Fiscal Services to remove health insurance fee for students with waiver and make updates to the health insurance roster.

1. **Global Campus Citizenship**

The International Student Program builds cross cultural awareness and global citizenship across the campus through partnerships and programming facilitated by office staff and student workers. By creating opportunities for local students/staff to connect with international students, ISP helps foster global understanding. Programs such as the student leadership/ambassador program connects international students within the campus with one another through their shared experience of studying and navigating culture in the U.S.

**Prior to COVID-19**

The International Student Program conducted all programming on campus prior to March 2020. When the stay-at-home orders were announced, ISP quickly adapted its practices to an online environment. ISP continued to function and support students through several virtual services including:

* Morning staff meetings Monday-Thursday to communicate any issues daily (internal for staff)
* Online chat available on the website with a live staff member
* Weekly Townhalls open to all students
* Semester well-being surveys and check-ins
* Virtual programming including academic and immigration support
* Online forms routed to staff members to process
* Google phone numbers to reach staff by telephone
* Accessible virtual counseling meetings for academic advising
* Conversion of the Form I-20 to an electronic format
* Expansion of the Flywire online payment to allow overseas students to pay tuition
* Full communication integration – texting, social media, emailing and phone calling
* Constant and routine communication with immigration and SEVIS regarding ISP’s virtual plan and online course for students

**Links to Mission Statement**

According to ECC’s mission statement, “El Camino College makes a positive difference in people’s lives. We provide innovative and excellent comprehensive educational programs and services that promote student learning, equity, and success in collaboration with our diverse communities.”  
  
The presence of El Camino College’s international student programs enriches the classroom environment and campus community by adding diversity and promoting cross-cultural experiences for others. This directly relates to helping “promote student learning and success in collaboration with our diverse communities.” Graduating students will need to communicate with an ever-changing global face. The presence of international students enhances domestic students’ understanding of a one world society. International students serve as a human resource for class conversations and campus activities while providing unique insights to global perspectives. This becomes the foundation for friendships that filter into future social, political and economic partnerships.   
  
The ISP and ECLA programs are directly connected to the mission of El Camino College by providing excellent services to help students learn and succeed while studying in the United States. The ISP staff consistently “provide(s) excellent comprehensive educational programs and services that promote student learning and success.” From the point of acceptance to the completion of the students’ educational goals, ISP is in constant communication to help students navigate through their experience as an international student at El Camino College.   
  
Some examples of student-centered support include:

* Mandatory orientation reviewing academic expectations, student code of conduct, resources and academic counseling
* Curriculum and education planning through a dedicated counselor housed in the ISP office
* Communication sent via email, social media and, if necessary, texts regarding important information, deadlines, upcoming academic workshops and other assistance on campus
* Transfer/OPT/employment assistance to complete educational and career goals
* Peer mentor and programming to assist students’ mental and physical well-being
* Personal support through staff for all concerns related to student life throughout time at ECC

The program aligns with the open access mission of the California Community College system as it provides students from around the world with access to college and universities who may not have access to higher education.

**Links to Local Vision Goals**

**Completion**

F-1 visa students historically have had a high completion rate due to their immigration restrictions and strong support of the ISP office. Students must maintain 12 units each semester and make progress towards their degree requirements to fulfil immigration regulations. ISP supports them through workshops, academic counseling and programming to support and remind students of campus resources.

**Transfer**

F-1 visa students have few options after completing their degree or certificate at El Camino College. Due to immigration regulations, they have only 60 days to decide to transfer to another school, apply for a change of status, take on a post completion work authorization for one year or return to their home countries. Due to the strict timeline, ISP is in constant communication about any transfer planning with students.

**Units Earned**

F-1 visa students must take a minimum of 12 units each semester with very few exceptions. If they are to drop below 12 units, their immigration status is in jeopardy. Due to the strict immigration regulations regarding 12 units, the ISP office provides a strong oversight for each student to maintain units each semester.

**Workforce**

F-1 visa students have very few opportunities to work while attending school. They may only work on campus during their study and for a limited amount of time post-graduation. To help prepare students for the workforce, several employment workshops are administered throughout the year. Cover letters, resumes and mock interviews are all provided as resources to students. The ISP office also hires international student workers every semester to gain valuable experience in office. In addition, a group of students form leadership positions in an ambassador program called the ‘International Warriors’. There are several volunteer positions offered as work alternatives. These positions and workshops help prepare students to enter the global workforce.

**Equity**

Students are recruited from around the globe. There is a consistent and conscientious push to diversify the international student population to provide a global face to the program.

1. **Describe the student population served by the program using data.**

**El Camino Language Academy (ECLA)**

The ECLA program has been decimated by the COVID-19 pandemic. Students currently studying at language schools prior to the pandemic’s start could continue taking classes online while in the U.S. ECLA converted all classes to a virtual platform in March 2020. This included training teachers on Zoom, Google Docs and sharing sites. This also included allowing only electronic textbooks and adapting the schedule to fit the needs of all students and staff. ECLA continues to operate in an online environment only.

However, new international students are not permitted to obtain an F-1 visa to study intensive language in the U.S. unless the program is conducted in person. As a result, there has been zero new students entering the ECLA program in summer 2020, fall 2020 and spring 2021. Students have been successfully transferring out or completing the language program at a normal rate, however due to visa limitations, no new students have begun their program at ECLA from summer 2020 to spring 2021. All data has been collected in-house within the ECLA/ISP office.

**ECLA Student Enrollment**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Summer 2018 | Fall 2018 | Spring 2019 | Summer 2019 | Fall 2019 | Spring 2020 | Summer 2020 | Fall 2020 | Spring 2021 |
| 25 | 43 | 39 | 25 | 33 | 44 | 6 | 14 | 10 |

The students remaining in the spring 2021 program have all stayed in the U.S. from previous semesters. The students originate from the following countries: Nicaragua (2), Japan (2), Columbia (2), Vietnam (1), China (2), Thailand (1). All students are between the ages of 23-30 years old and 40% have dependents with them in the U.S.

This is the last semester for the remaining 10 students who will transfer into the academic program for fall 2021. ECLA will need to pause its programming with zero new enrollment for summer 2021. The program is an income generating program and will not be able to continue funding staffing unless there is income generated to support the budget.

**International Student Program**

From 2016-2019, the number of enrolled F-1 visa students consistently reached over 500 students each academic year. In the 2018- 2019 academic year, 503 F-1 visa students enrolled in the fall 2018 semester and 534 F-1visa in the spring 2019. However, due to COVID-19’s impact on student enrollment, the 2019-2020 academic year’s enrollment fell to 459 students by the end of spring 2020.

**F-1 Visa Enrollment Decline Spring 2020**

|  |  |
| --- | --- |
| Beginning Spring 2020 | 533 |
| Ending Spring 2020 | 459 |

The F-1 visa enrollment continues to decline due to economic, geo-political and safety concerns. The data described in this review was taken from Institutional Research’s data and reports fall 2019, the semester prior to COVID-19’s impact on El Camino College’s F-1 community. Full data from Institutional Research was not available for the 2020-2021 year. However, ISP’s in-office data collection for the 2020-2021 academic year has been provided as a comparison in some data points.

During fall 2019, the F-1 population was 54% male and 46% female. The student body was primarily 18–24-year-old individuals (74% fell into that range). Of the total student body, 81% participated in a full course load (12+ units). The program included over 75 different countries of origin. However, only 10 countries had 5 or more students originate from those regions. Those countries include Japan (148 students), China (60 students), South Korea (55), Vietnam (63), Brazil (16), Hong Kong (9), Russia (9), Taiwan (6), Philippines (7), India (6). The remaining 101 students were represented by 65 various countries with only 1-3 students originating from any single nation. Business related subjects dominated student choice of majors with art fields (film, art, dance, etc.) and computer science following closely behind. Students studying on an F-1 visa typically have a high course completion and success. In fall 2019, they exhibited 93.6% course completion (not dropping registered classes) and 82.1% successful course completion (successfully passing those classes they enrolled into).

The impact of embassies closed for visa processing worldwide has severely damaged F-1 visa enrollment across the United States. In April 2021, the U.S. Immigration and Customs Enforcement reported the overall number of international students declined by nearly 18% across the U.S.[[1]](#endnote-1) This same report also noted that in Fall 2020, there was a 92% decrease in new F-1 visa students beginning their studies. F-1 visa students at ECC have continued to make progress towards their academic goal, however, there have been limited new students entering the program to replace exiting students. This normal melt of students, coupled with the few new students entering the program, reflects the same decline. Transfer students have contributed to some enrollment, however the decline in F-1 visa enrollment from Spring 2020 to Spring 2021 was a just over 19%, much like the national average.

**F-1 Visa Enrollment**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | **Fall 2016** | **Fall 2017** | **Fall 2018** | **Fall 2019** | **Fall 2020** |
| **Term Enrollment** | | 557 | 533 | 503 | 483 | 393\* |
|  |  |  |  |  |  |  |
|  | | **Spring 2017** | **Spring 2018** | **Spring 2019** | **Spring 2020** | **Spring 2021** |
| **Term Enrollment** | | 534 | 540 | 534 | 459 | 370\* |

\*Not reported by Institutional Research. Internal data from ISP office

\*70 other countries make up 1-5 students outside of the top ten

**F-1 Visa Characteristics Fall 2016-Fall 2019**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | **Fall 2016** | **Fall 2017** | **Fall 2018** | **Fall 2019** |
| **Gender** | Female | 47.0% | 49.5% | 48.9% | 45.8% |
| Male | 53.0% | 50.5% | 51.1% | 54.2% |
| **Race/Ethnicity** | African-American | 2.5% | 1.5% | 1.8% | 1.9% |
| Amer. Ind. or Alask. Native | #VALUE! | #VALUE! | #VALUE! | #VALUE! |
| Asian | 85.1% | 85.2% | 86.1% | 81.4% |
| Latino | 4.7% | 4.1% | 4.6% | 7.2% |
| Pacific Islander | 0.4% | 0.4% | 0.2% | 0.2% |
| White | 6.8% | 6.9% | 5.8% | 8.5% |
| Two or More | #VALUE! | #VALUE! | #VALUE! | #VALUE! |
| Unknown or Decline | 0.5% | 1.9% | 1.6% | 0.8% |
| **Age Group** | Under 18 | 2.3% | 1.5% | 1.2% | 0.6% |
| 18 to 24 | 78.5% | 79.5% | 76.7% | 73.7% |
| 25 to 29 | 12.7% | 11.1% | 14.3% | 14.5% |
| 30 to 39 | 4.7% | 4.9% | 5.2% | 7.9% |
| 40 to 49 | 1.4% | 2.3% | 1.8% | 3.1% |
| 50 to 64 | 0.4% | 0.6% | 0.6% | 0.2% |
| 65+ | #VALUE! | 0.2% | 0.2% | #VALUE! |
| **Day/Eve Student** | Daytime | 98.4% | 98.3% | 97.8% | 95.7% |
| Evening | 1.3% | 1.7% | 2.0% | 3.5% |
| Unknown | 0.4% | 0.0% | 0.2% | 0.8% |
| **Class Load (in Units taken)** | <6 | 2.5% | 1.7% | 4.6% | 6.6% |
| 6-8.5 | 4.3% | 4.1% | 2.8% | 3.3% |
| 9-11.5 | 8.4% | 9.8% | 7.2% | 8.9% |
| 12+ | 84.6% | 84.4% | 85.5% | 80.3% |
| Not enrolled or N/A | 0.2% | #VALUE! | #VALUE! | 0.8% |

**F-1 Visa Popular Majors Fall 2016-Fall 2019**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Major** | **Fall 16** | **Fall 17** | **Fall 18** | **Fall 19** |
| Business Management | 34 | 46 | 58 | 74 |
| Business Administration | 124 | 77 | 46 | 32 |
| Computer Science | 29 | 28 | 27 | 26 |
| Film/Video | 19 | 21 | 29 | 21 |
| Pre-Engineering | 22 | 20 | 23 | 18 |
| General Studies | 25 | 19 | 21 | 16 |
| Marketing | 9 | 20 | 13 | 16 |
| Biological Sci/Microbiology | 9 | 11 | 15 | 16 |
| Pre-Dentistry or Medicine | 7 | 9 | 12 | 14 |
| Accounting | 19 | 11 | 12 | 13 |
| Childhood Education | 9 | 15 | 13 | 13 |
| Computer Information Systems | 8 | 7 | 10 | 12 |
| Art (Various Majors) | 16 | 13 | 10 | 11 |
| Fashion Design and Production | 13 | 13 | 13 | 10 |

1. **Describe how interaction with the program helps students succeed or meet their educational goals.**

**El Camino Language Academy**

ECLA creates a strong connection with the instructors and students from their first day at El Camino. Orientation prepares students for cultural, educational and immigration adjustments. The language program takes place five days a week for four hours each day – providing a consistent, immersive language experience that supports the student. American culture class and regular cross-cultural workshops help students acclimate into American life and education systems. Prior to COVID 19– students participated in on-campus cultural events and off-site learning regularly. During COVID, learning was shifted online, and workshops and field trips were accessed virtually.

Students enter ECLA with various academic goals. Some students will attend for language acquisition, some for a transfer pathway into ECC and others for a cultural experience. The support services set up by ECLA helps each student achieve their academic goals. There is a network of support by staff, instructors and fellow students that allows the students to succeed in their goals.

**International Student Program**

The ISP staff operates a center that supports international students through every phase of their academic life. From the first day of orientation, students are guided through immigration regulations, El Camino College policies, testing and assessment, academic counseling, campus tours and registration. The orientation helps students prepare themselves for the challenges of a new education system and cultural adjustment. COVID-19 transitioned the orientation online with students attending an online component through Canvas as well as a live virtual orientation. Registration help workshops are put on by student workers via Zoom and the counselor is available throughout in addition to the individual counseling sessions.

The academic counselor is specifically trained in F-1 visa regulations and works from an office inside of the ISP International Center. This allows for better communication between staff, counseling and students.

Throughout their time at ECC, students are monitored by ISP to ensure they stay in immigration status and meet academic progress. Students meet with their international counselor once a semester, attend workshops throughout the semester and are updated regularly through email and social media messaging.

Weekly ‘Townhalls’ are offered as an open forum for to students to discuss current topics with ISP staff. Wellness surveys, phone calls and emails are conducted at the beginning of each semester to check in with students and provide additional resources. Social media, YouTube tutorials and online cartoons that walk students through any trouble shooting are also updated and provided to students at the start of the semester. Each student has contact with ISP at least once per semester as a routine check-in.

While on campus or virtual, ISP has created a strong calendar of events for students to gain support. Each month, an academic, personal growth and immigration workshop is facilitated by staff and student workers. During the campus closure, all workshops have been accessible through Zoom with information posted the ISP calendar on the website.

Students often will approach the ISP staff with additional personal, emotional and/or financial issues. Through developed resources and on-campus partnerships, students are referred to the proper channels. ISP has tried to develop strong partnerships across campus so that students can easily be referred to another resource with a warm hand off. This may be library services, police services, student health center or the Office of Title IX, Diversity, and Inclusion. This helps students continue their academic pathways without disruption through supportive on-campus networks while still maintaining that relationship with the student.

1. **How does the program interact with other on-campus programs or with off-campus entities?**

**Admissions and Records**

ISP was traditionally a part of the Admissions and Records area since all intake and processing of applications and documentation was done in the ISP offices. Due to this unique parallel, ISP works closely with A&R to provide transcripts, correct errors, enroll students with late adds, assist with referrals for intent to graduation as well as other processing functions.

**Library Services**

Every semester ISP partners with Library Services to provide tours and workshops of their resources. A librarian will present the information to students and answer questions about research and resources. In addition, the Library has partnered with ISP to provide a live chat option on the website which connects staff to students in a live environment. This has been vital to communication during COVID.

**Human Resources**

Human Resources provides all onboarding support of temporary non classified and student workers in addition to full time staff. HR is a close partner every year when hiring for those student worker positions and supplying employment authorization for the Social Security Numbers.

**Student Health Services**

Student Health Services offers specialized workshops for F-1 visa students as well as referrals to outside health services for international students. The Health Center is a hub for international students to access all areas of health care and there is a strong communication between the staff of the Health Center and the ISP office. In addition, the Health Center presents at orientation every semester and is a strong link to student well-being.

**DMV**

The local DMV provides up-to-date information regarding required documents for F-1 visa students to obtain drivers licenses. Paperwork is required by the DMV to show proof of address and immigration status from the ISP office.

**Social Security Offices**

Documentation is required by the Social Security Offices for F-1 visa students to obtain an authorized Social Security Number. The Social Security Office will provide up-to-date information about the required documentation needed to process the SSN.

**Food and Catering Services**

Catering services was utilized by ISP and ECLA for events and workshops on campus as well as specialized menus for ECLA’s summer programming. Food services would work with the ISP office to create affordable menus for orientation, workshops, campus events, summer camps and staff development sessions.

**Facilities**

Facilities works closely with the ISP office for set up of events and programming throughout campus.

**Education Testing Services (TOEFL Testing)**

ETS is used as an outside vendor for ECLA to purchase institutional TOEFL tests which are proctored by ECC staff either on campus or virtually. The scores are used to transfer students into the academic program at the end of each ECLA semester.

**Fiscal Services**

The cashiers are a vital component in processing the International Student Program payments, resolving payment issues, and processing refunds. When reviewing student wire transfers and payments, ISP and ECLA works closely with Fiscal Services to determine payments and student holds. The programs work closely to issue agent payments for student referrals. Referring agencies are provided student commission for students who attend El Camino College. All agent contracts, payments and processing are done in conjunction with Fiscal Services, Purchasing and the Board of Trustees for approval.

**Risk Management**

ISP, ECLA, Admissions and Records and Purchasing work closely when reviewing any contracts for agents, health insurance and oversea travel. All health insurance waivers are processed through Risk Management in collaboration with issuing coverage.

**Health Insurance Providers**

International students studying at El Camino College must have appropriate health insurance to study at the college. The protects the student in case of emergency or illness. ISP works with Risk Management to agree upon a health insurance provider for coverage. Health insurance providers give annual rates which are Board approved. Each semester, student lists are sent to the provider for coverage. ISP works with providers on workshops, communication, and tutorials to provide information regarding health and safety. Health insurance providers present at orientation every semester.

**Academic Counseling**

The International Program has its own dedicated international student counselor who specializes in immigration regulations, as well as academic planning. During the counseling sessions, counselors clearly explain why general education courses exist, the purpose and goals of these courses, and which general education plan the student will have to follow to complete their individual education goal. The academic counselor currently is staffed within the ISP office and is an integral part of the program from beginning to end.

**Warrior Welcome Center/Assessment and Testing Center**

The ISP and ECLA program both administer placement tests through the Assessment and Testing Center. During orientation, staff administers placement testing for all incoming students. All testing is coordinated with the staff with thorough follow up.

**Information Technology Services**

When working with data, Colleague or other information related to the F-1 visa cohort, Information Technology Services (ITS) is the primary contact.

**Campus Police**

The ISP and ECLA program have a solid working relationship with Campus Police. The ISP program will use police support to resolve difficult situations involving international students. The ECLA program utilizes the cadets to open classrooms when classes are conducted on campus. Both programs will have the police attend orientation to introduce police to international students as a friendly and helpful resource on campus.

**Overseas Recruitment Agencies**

Both the ISP and the ECLA program utilize overseas agents to recruit students. All partnerships between agencies and El Camino College are issued contracts that are approved through the Board of Trustees every five years. Agents are issued commission fees, which are paid through Enrollment Services and Fiscal Services, under most circumstances as wire transfers. The programs have built strong relationships with overseas agents and this continues to be a major asset to the program. Agents also host several recruitment fairs for potential students overseas. Since March 2020, all international travel has been grounded and converted to a virtual environment. Partner/agent meetings, recruitment fairs and information sessions have continued to take place.

**Student Development Office**

The ISP program works closely with the Student Development Office (SDO) on student discipline and dishonesty. The ECLA program works closely with the SDO to issue student ID cards. Since ECLA students are not enrolled in classes, the ECLA staff must accompany student to obtain ECC photo ID’s. In addition, ISP provides volunteers to work at the Warrior pantry every month.

**Academic Divisions**

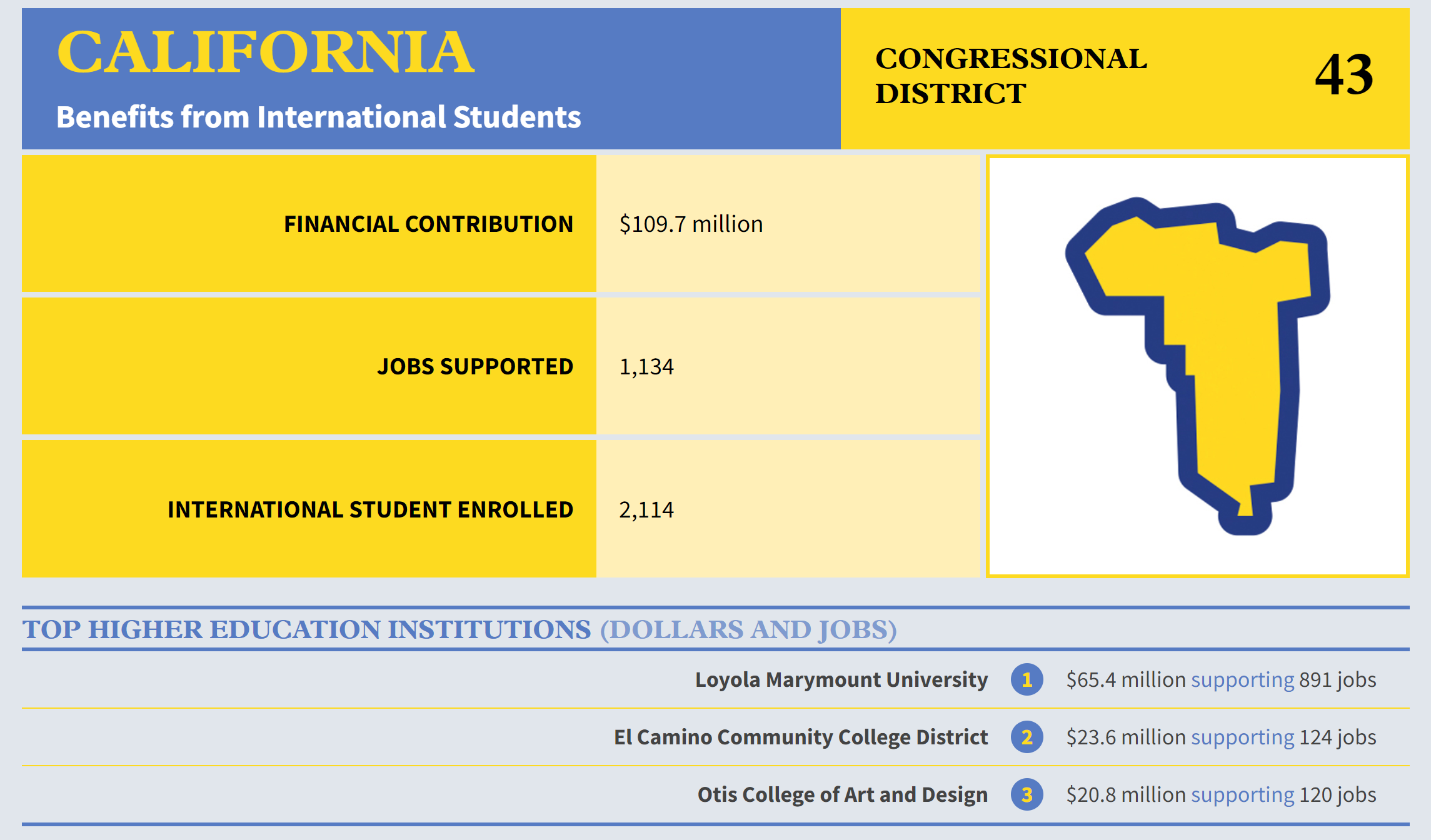
The ISP program works alongside Academic Divisions to resolve academic, behavior, or miscellaneous issues related to international students. In addition, specific courses for the ISP program have been established to meet international student needs. For example, in the fall 2021 term, a class (Human Development 101) will take place on campus for new international students to satisfy requirements established by immigration regulations of on campus course loads. The ECLA program works closely with different Academic Divisions to reserve classrooms and establish a partnership to introduce new international students on campus.

**Local Language Schools/High Schools**

ISP continues to maintain and expand relations with local English language schools. ISP staff meets with various language schools and local high schools regularly to promote transfers to El Camino College. These meetings are now being conducted as virtual zoom room for recruitment.

**Community Economic Impact**

The ISP staff is in contact with local community members. The presence of international students in a community brings economic value in the form of housing, employment, shopping and tourism. In the 2018 year, El Camino College is reported by NAFSA (Association of International Educators) to bring in $23.6 million for the Congressional District #43[[2]](#endnote-2).



1. **List notable achievements that have occurred since the last Program Review**

**ECLA & ISP Integration**

The two programs joined together in one office to provide a cohesive, integrated international student-centered program that includes ECLA students and ISP student populations.

**Conversion of SSP ECLA Manager into Director role overseeing both programs**The International Program Manager position was converted to a Director position which oversees both programs. This provides a unified umbrella and program cohesion. The programs continue to develop new ways to collaborate and improve student success and team building.

Other notable achievements:

* Successful office move into new Student Services Building
* Academic counselor integration into ISP office with location inside ISP Center
* Conversion of Student Services Technician position into Student Service Specialist
* The overseas referring agent commission was increased to reflect a more competitive rate in line with other colleges
* Integration of Flywire online payment processing site to complete overseas payments
* ECLA new program offerings– business ESL course, art English partnership with OTIS, summer bridge program for high school students
* Paper forms transferred to online format using Formstack
* Development of video tutorials explaining student service functions (how to make a counseling appointment, for example)
* Online Canvas orientation that can be accessed anywhere at anytime
* Group registration with group counseling presentation when conducting on-campus orientation
* Live virtual chat feature on website staffed Monday-Friday from 9am-6pm
* Development of the International Student Warrior Program – a student leadership mentor program that creates student centered programming
* Use of enhanced inter office technology
* Human Development 101 course specific for F-1 visa students
* Successful conversion of office functions into virtual online services while maintaining immigration compliance during COVID-19’s global pandemic
* Integration of monthly workshops and ongoing programming for students

1. **What prior Program Review recommendations were not implemented, if any, and why? What was the impact on the program and the students?**
2. **Marketing and Recruitment Plan**

“*Develop a comprehensive plan to improve marketing, advertising and recruitment to attract more international students.”*

This recommendation contained several specific objectives which, although some have been successfully met, some have not been achieved. A need for a comprehensive marketing plan and advertising is needed to promote international students at ECC. More highlights on the F-1 community is also needed.

1. **Technology**

*“Work with ITS and other constituencies to address and improve hardware and software in ISP/ECLA.”*

All of the recommendations within the Technology heading have not been met due to the lack of technology on campus that is compatible with the program needs.

1. **ECLA Classroom Reservations**

*“Reserve 3 classrooms for ECLA every semester.”*

The ELCA program is dependent upon revenue from its student tuition to operate. When on campus, there was a shortage of classroom space for ECLA to utilize. The increased projects being built on campus severely limited the amount of classroom space available. To continue the program, dedicated and stable classrooms will be needed.

# Program Environment

1. **Describe the program environment. Where is the program located? Does the program have adequate resources to provide the required programs and services to staff and students? If not, why?**

**International Student Program**

The ISP program resides in the Student Services Building on the first floor. There is a dedicated office space for the program which is welcoming to new. continuing and potential students. The ISP Student Center has printing services, computer services, academic and immigration resources and a space welcoming for students to walk in and ask questions or visit with friends. The office houses all ISP staff and the academic counselor, so it is a one-stop shop for the F-1 visa community. There are adequate resources within the office and center for F-1 visa students, however there can be some additions to strengthen the environment:

* Beverage station for students
* Television in the center for news/information

**El Camino Language Academy**

**Lacks Classroom Space**

There is currently very limited space available on campus for ECLA classroom use. The program classes are often assigned in low-tech rooms and are frequently moved throughout campus last minute. This creates a hectic and unprofessional program at certain times.

**Software Grading Program**

Classes at the ECLA program are currently not connected to online grade books, roster or attendance resources. The lack of a central system for students and instructors to access is problematic for processing timelines and archiving. Because the program is non-credit, it cannot access El Camino College’s web-based platform for faculty. Alternatives have been researched and recommended at affordable costs.

1. **Describe the number and type of personnel assigned to the program. Please include a current organizational chart.**

The Director of the International Student Program oversees both the El Camino Language Academy and the International Student Program. This position reports directly to the Dean of Enrollment Services. ECLA and ISP both include separate staff. These programs are made up of 3 full time classified employees (1 F-1 visa officer and 2 student service specialists), 1 temporary non-classified employee, 5 educational professionals and 8 student workers/student leaders.

An F-1 Visa Officer supervises all recruitment, program development with outreach, initial visa and immigration assistance, issuing of the I-20 and acceptance letter as ongoing support for student visa and immigration issues. This position creates, monitors, and registers new students in SEVIS and every semester as well as providing extensions and deferrals. This position is a full time classified.

One Student Service Specialist will onboard and process all new applicants into the Colleague system and provide all coordination of new students enrollment at El Camino College. This includes manually processing applications, data tracking, orientation (both online and in-person), placement testing liaison, academic counseling coordination and facilitating registration workshops for new students.

Once a student has registered for their first semester, the other Student Service Specialist will work to maintain the students’ status while at El Camino. This position has a breadth of knowledge in immigration requirements and ECC specific policies and procedures. The functions include all necessary oversight to ensure students successfully meet their academic goals while maintaining their immigration status. This includes document processing (work authorization, enrollment verification, etc.), immigration monitoring for units enrolled, monitoring of fees and nonpayment, health insurance liaison, transferring and end of program, employment workshops and email communication to students.

In addition to the permanent staff mentioned above, one International Student Counselor serves all international students. This position is directly managed by the Dean of Counseling and Student Success. This position is paid from the International Student Program budget and the counselor resides in the ISP office to best service students. The counselor will assist in workshop development and program planning as well as help potential students.

Student workers vary from semester to semester; however, they are an essential part of the ISP office. They act as front desk staff, mentors, translators, ambassadors, and program assistants. The student workers are broken into two groups – student workers and Intenrational Ambassadors. The student workers will work within the office as administrative support (filing, answering questions, making counseling appointments, answering phone calls, etc.). The International Warriors serve as international ambassadors. They are a group of dedicated students that lead innovative student developed programs in and outside the office. All students working in the ISP office assist with translations, student assistance, registration, orientation, and various workshops.

The ECLA office is managed by the Director of the International Student Program. The Director manages recruitment, enrollment, program facilitation, course development, administration and immigration record keeping. One temporary classified staff had assisted the program 3 days a week. However, due to economic difficulties with COVID-19 and declining enrollment, this position is vacant. The ECLA program currently staffs five instructors who teach as educational professionals.

**International Student Program and El Camino Language Academy Organizational Chart February 2021**

**Dean of Counseling**

**Dean of Enrollment Services**

**International Student Counselor**

**Director of International Student Programs**

**International Student Warrior Student Workers (x6)**

**Student Workers (x2)**

**Temporary Non Classified (x1)**

**Student Services Specialist**

**Student Services Specialist**

**F-1 Visa Officer**

**El Camino Language Academy Staff**

**International Student Program Staff**

**Instructors (x5)**

**Temporary Non Classified (x1) (Vacant)**

1. **Describe the personnel needs for the next four years.**

* Permanent front desk staff to provide consistent customer service for students and help to maintain administrative functions and filing of the office.
* The international student program frequently accepts students from other colleges within the United States. El Camino College should provide an evaluation of transcripts from the start of the program by evaluators so that students can understand which courses will be accepted by El Camino College to meet degree and certificate requirements prior to submitting a degree petition.
* Faculty coordinator to create academic programs for the program such as developing and teaching curriculum for F-1 students.
* ECLA will need a full-time staff to continue the program. Currently, the Director of ISP runs all aspects of the Language Academy. For program to maintain, additional assistance will be necessary.

1. **Describe facilities needs for the next four years.**

The new international office space is an incredible resource for the program. The space has a center for students and ample room for ISP staff. Permanent application records are still housed in the Admission and Records vault due to limited filing storage. As long as this space in A&R is available, the facilities are more than adequate for the International Program.

1. **Describe the equipment (including technology) needs for the next four years.**

* International Student Program-Online application for new students that connects to Colleague and possibility SEVIS
* El Camino Language Academy**-** software to allow for a program-wide roster, grading and attendance tracking is necessary
* Wall mounted television set to display notices and updates for students waiting to talk to staff
* Wall art and plants are also desirable to have an inviting and welcoming space as well
* Beverage station in the Center

1. **Describe the specific hours of operation of the program. Do the scheduled hours of operation meet the needs of staff and students? Describe your results from the customer service survey regarding hours of operation.**

During COVID-19, all services were transferred online. An online live chat was set up to answer questions Monday-Friday from 10am until 6pm. Staff work Monday-Friday from 8am until 4:30 make themselves available throughout that time for student support. Counseling is available Monday-Thursday from 8am until 4:30 and Fridays for drop in from 8am until 1pm. There is one night per week that an adjunct academic counselor is available for students from 3pm-7pm.

While on-campus, the office was open Monday, Tuesday and Thursday from 9am-4pm, Fridays from 9am-1pm and Wednesdays from 9am- 7pm. The office hours allow a balance for staff to maintain files and process reporting requirements while still being available for students. During the closed times, students may make emergency meetings with staff. Students have been supportive of the office hours while on campus. The late night is especially appreciated for students with heavier daily schedules.

1. **Describe the external factors that directly affect the program. Take into consideration federal and state laws, changing demographics, and the characteristics of the students served by the program. How does the program address the external factors?**

There are a number of external factors that impact the F-1 visa program. The entire program is based on visa approvals to recruit students. Although COVID-19 created an extreme impact on enrollment, the external factors of visa approvals and renewals has always been present. Below is list of other significant factors:

* U.S. Embassy and Consulate closures – visa processing and renewals
* Immigration regulations and restrictions
* Current travel restrictions
* Individual and personal financial difficulty for students
* Global recessions or country specific economic issues
* Climate change and extreme natural disasters in a students’ home country
* Geo-political issues and warfare in students’ home countries
* Language barriers
* Increase in nonresident fees
* Refund problems
* Safety concerns within the U.S.
* Global health concerns

Many external factors are outside of the control of the ISP office. However, with each political, economic or natural disaster, the ISP office makes a concerted effort to contact any continuing student to do a welfare check. The health and safety of the international students does not stay within the United States, students are travelling in and out of the country and crossing borders multiple times a year. The ISP office must be able to address any global concerns and identify resources for students if needed.

# Service Area Outcomes (SAOs)

1. List the program’s SAOs.

*SAO #1) Admissions and onboarding:* After attending the International Student Orientation, students will have a better knowledge of immigration regulations and educational goal setting.

*SAO #2) Accessibility to services:* The International Student Program will provide an increase in accessibility to program services.

*SAO #3) Retention:* Participants will show an increase in student knowledge of immigration regulations and academic resources through ongoing ISP workshops

1. How were the SAOs developed? Who was engaged in the creation of the SAOs?

The International Student Program met together as a group and discussed the history of the Service Area Outcomes and developed new ones together that fit with the goals of student success in ISP and ECC. All full time, part time and student worker staff were together on the SAO workshop.

1. How often are the SAOs assessed and who is engaged in the discussion?

There has not been a set schedule to assess the SAO. Moving forward, the ISP team discussed annually examining the current SAO’s and benchmarks towards their success.

1. What has been done if the SAO assessment results were not as anticipated?

There would be a conversation with the target audience and how the goal was not met. As a result, there will be a shift in the anticipated result, the method of delivery or the SAO.

1. Where are the SAOs assessment results shared with staff, students, and the public?

They are posted on the ISP website under “About Program” and will be placed in the ISP Student Center.

1. Have the SAO assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?

Regarding SAO #1) Admissions and Onboarding. There was a need to make the orientation more accessible, so it was adapted to a pre-departure online format using Canvas.

Another change was related to SAO #2) Accessibility to Services. There was a need to make items more accessible to students. For example, forms were not accessed anywhere but physically in the ISP Center. This was shifted to an online format using Formstack.

# Program Improvement

1. What activities has the program engaged in to improve services to students?

* Orientation – an online, pre-departure orientation was developed via Canvas to assist students in preparing for El Camino from their home country. This allows students to understand what to expect prior to departure. There is still an in-person component, this is only for a pre-departure preparation.
* Workshops – monthly workshops that focus on academic, social and immigration issues are facilitated via zoom and made available on the ISP website calendar
* ISP website has been updated to become the central hub of connecting potential, current and past students to the ISP office and staff.
* Live Chat was borrowed from the Library Services to talk to students throughout various time zones in real time by staff and student workers
* Communications Platform has been expanded to include email, text and social media
* International Warriors Program has been expanded to provide social engagement for international students and collaborate with offices on campus for workshops
* Zoom meetings take place weekly on Thursdays as an open forum for students to ask questions

1. How have program personnel used metrics to improve program services? Provide metrics from the last four years. How have you reflected on your last program review?

Due to COVID-19, many of our metrics were not applicable because of the need to shift to a virtual environment. However, some metrics that were still applicable and considered were:

High seasons/low season: Metrics from various highs in the academic year for certain functions have been considered to offer services prior to the time to decrease traffic and student anxiety for last minute requests. For example, offering transfer workshop FAQ prior to the busy season of transfer to walk students through the process to better prepare them in advance. This scheduling has adapted the less busy times with more workshops to decrease the busy season’s workload.

1. If applicable, explain any patterns in student success, retention, persistence, graduation, and transfer in terms of student characteristics and program objectives and discuss planned responses or changes.

As mentioned previously, COVID-19 has been particularly difficult on the F-1 visa population studying in the United States.

There has been a noticeable shift decreasing rates of student completion due to COVID-19. In spring 2020, once the stay-at-home orders were place in L.A. County, nearly 1/5 of the F-1 population studying on ECC’s campus chose to return to their home countries to be with their families. This was 92 of the 533 choose to end their program and return to their home countries. Per immigration and ECC guidance, students who returned to their home countries were permitted to continue studying virtually at ECC from abroad, however many opted to take leaves of absence due to difficulties with time zones, internet access, or economics. This decline is reflected in the course completion and retention in more recent semesters.

**Spring 2020 Enrollment Numbers\***

|  |  |
| --- | --- |
| Total Beginning Semester | 533 |
| Returned home to continued program progress March 2020 | 74 |
| Returned home and terminated status March 2020 | 18 |
| Entered OPT after June 2020 | 24 |
| Transferred to another school after June 2020 | 88 |
| Completed program and ended F-1 Status after June 2020 | 6 |
| Total Enrollment Post Spring 2020 (after graduation/transfer/OPT) | 323 |

**New Student Enrollment for Fall 2020\***

|  |  |
| --- | --- |
| Returning/reinstated students who ended program Spring 2020 | 15 |
| New Students (studying from overseas/transfer/rejoining program) | 55 |
| Total Enrollment Added to Post Spring 2020 | 70 |

**Fall 2020 Enrollment Numbers\***

|  |  |
| --- | --- |
| Total Beginning Semester | 393 |
| Returned Home and continued program progress during fall 2020 | 7 |
| Returned Home and terminated status during fall 2020 | 11 |
| Entered OPT after December 2020 | 24 |
| Transferred to another school after December 2020 | 15 |
| Completed Program and Ended F-1 Status after December 2020 | 8 |
| Total Enrollment Post Fall 2020 (after graduation/transfer/OPT) | 328 |

**New Student Enrollment for Spring 2021\***

|  |  |
| --- | --- |
| Returning/reinstated students who ended program Spring 2020 | 0 |
| New Students (studying from overseas/transfer/rejoining program) | 42 |
| Total Enrollment Added to Post Fall 2020 | 42 |

**Spring 2021 Enrollment Numbers\***

|  |  |
| --- | --- |
| Total Beginning Semester | 370 |

\*Internal numbers from International Student Program data

**F-1 Course Completion (Formerly retention rate)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Fall 2016** | **Fall 2017** | **Fall 2018** | **Fall 2019** |
| 94.0% | 93.1% | 94.5% | 93.6% |
|  |  |  |  |
| **Spring 2017** | **Spring 2018** | **Spring 2019** | **Spring 2020** |
| 93.3% | 93.4% | 94.8% | 89.4% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Awards and Transfers** | | | | |
|  | **2016-17** | **2017-18** | **2018-19** | **2019-20** |
| ADT | 18 | 32 | 35 | 29 |
| AA or AS | 101 | 108 | 94 | 78 |
| Certificates | 25 | 17 | 35 | 27 |
| Transfers | 65 | 58 | 88 | *Updated August 2021* |

The high success and completion rate of the F-1 community may be attributed to several factors. Immigration requirements require students to enroll in a minimum of 12 units a semester. If a student falls below 12 units, they are at risk of having their visa status terminated. In addition, nonresident tuition is very expensive. F-1 visa students have financial motivation to complete their course of study as quickly as possible to limit tuition expenses. A final contribution to F-1 student success is the strong support network provided by the International Student Program. This network includes support services, workshops, guidance, and academic counseling.

1. Review and determine if your program serves any disproportionately impacted (DI) groups listed in the Local Vision Goal #5.

Not applicable to the F-1 visa community.

# Customer Service

1. How was the survey conducted? Please include a copy of the survey to the appendix.

Staff were requested to submit questions. Once the questions were received, the Director of the program edited the requested items and added each to the survey in addition to others pre-established. The survey was compiled on Qualtrics which is accessible overseas (Google Forms and Formstack is not available in certain countries). The survey was sent to current, active international students using their El Camino and personal email address. Students were given 14 days to complete the survey.

1. What were the major findings of the customer service survey?

There were 28 unique responses to the survey. The survey asked questions about the student experience at El Camino College in general and, more specifically with the ISP program and academic counseling. Students showed an overall positive review of ECC, the ISP program and the academic counseling. The major improvement fell on accessibility to academic counseling with ‘Strongly Agreeing’ and ‘Somewhat Agreeing’ to all positive affirmations. A full copy of the survey is found in the appendix.

When asked why they chose to apply to El Camino College, students reported a variety of reasons ranging from family living next to the college to the high transfer rate into 4-year universities to a general friend recommendation. When generalizing the answers into basic categories, friend/family recommendation and the location of the college were most popular responses.

Out of the 28 responses, 19 students applied solely to ECC while the remaining 9 applied to other colleges in addition to ECC. A total of 95.5% of students were happy with their decision to attend ECC with the remaining 4.5% having no opinion.

|  |  |
| --- | --- |
| **Did you apply to other schools (when applying to ECC)** | |
| Yes | 32.14% |
| No | 67.85% |

|  |  |
| --- | --- |
| **Are you happy with your decision to study at ECC?** | |
| Definitely yes | 60.71% |
| Probably yes | 35.71% |
| No opinion | 3.57% |
| Probably not | 0.00% |
| Definitely not | 0.00% |

Students were asked to rank three areas of El Camino College. The general campus, the academic counseling and the ISP office specifically. Below are the results based on those areas.

**Area #1- El Camino College Campus**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **Strongly Agree** | **Somewhat agree** | **Neither agree nor disagree** | **Somewhat disagree** | **Strongly disagree** |
| I feel safe on campus | 57.14% | 28.57% | 14.29% | 0.00% | 0.00% |
| I am happy with my interactions with instructors | 42.86% | 39.29% | 17.86% | 0.00% | 0.00% |
| Instructors are easy to contact | 50.00% | 25.00% | 21.43% | 3.57% | 0.00% |
| instructors are approachable | 50.00% | 39.29% | 10.71% | 0.00% | 0.00% |
| I feel valued at ECC | 64.29% | 32.14% | 3.57% | 0.00% | 0.00% |
| I can easily find resources to help me with my studies (library, tutoring, etc.) | 53.57% | 39.29% | 7.14% | 0.00% | 0.00% |

Students had positive or somewhat positive remarks for all campus questions except for the ease of contacting instructors. There was a small number of students who disagreed that instructors were easy to contact. This may be due to the virtual climate and online teaching and only represented a small number of students. Overall, 75% agreed they were easy to contact and 79% easy to approach.

**Area #2- Academic** **Counseling**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **Strongly agree** | **Somewhat agree** | **Neither agree nor disagree** | **Somewhat disagree** | **Strongly disagree** |
| I am aware that a counselor is available to meet with me to discuss and create my education plan | 57.14% | 35.71% | 3.57% | 3.57% | 0.00% |
| I can make an appointment to see a counselor to create & discuss my education plan | 57.14% | 25.00% | 14.29% | 3.57% | 0.00% |
| I prefer to see an academic counselor in person | 32.14% | 25.00% | 32.14% | 7.14% | 3.57% |
| It is easy to use the online system to schedule counseling appointments | 46.43% | 39.29% | 10.71% | 0.00% | 3.57% |
| I am aware I must see the academic counselor at least once per semester | 64.29% | 21.43% | 10.71% | 3.57% | 0.00% |

Academic counseling also had majority positive remarks, although a small number of students did disagree with all questions across the area. One area that stands out is the preferring to see an academic counselor in person. A little more than 57% strongly agreed or agreed to preferring in-person appointments. Since March of 2020, all counseling has been held virtual with students making virtual appointments and doing virtual drop ins. It would be beneficial to keep virtual appointments an option for accessibility. Other areas of improvement are to provide more instruction on how to access the counselor through the online appointment system and what services they offer.

**Area #3 - International Student Program**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **Strongly agree** | **Somewhat agree** | **Neither agree nor disagree** | **Somewhat disagree** | **Strongly disagree** |
| Do you find ISP staff approachable? Are you comfortable talking to them? | 75.00% | 21.43% | 3.57% | 0.00% | 0.00% |
| Are staff easily accessible? Can you contact them and receive a response within 24 hours? | 53.57% | 35.71% | 10.71% | 0.00% | 0.00% |
| Do you feel valued at the ISP program? Do you feel that ISP cares about you as a person? | 75.00% | 21.43% | 3.57% | 0.00% | 0.00% |
| Can you easily do tasks in the office? For example, have documents signed, receive immigration verification and support letters on campus? | 60.71% | 28.57% | 7.14% | 3.57% | 0.00% |

The International student program received positive feedback for all areas of the questionnaire except for the ease of doing tasks in the office. Since March 2020, all forms were transferred online with a front desk chat option on the ISP webpage. In order to maintain accessibility to those items, it would be recommended to continue having forms available online as well as in person when the transition back to campus occurs.

Another area that was surveyed was the awareness of programming on campus by ISP. ISP has created a robust calendar of workshops and events that assist with academic, personal and social concerns on campus. Of the surveyed students, 85% are aware of this programming and support available to them

|  |  |
| --- | --- |
| Are you aware of the programming and workshops ISP provides to students? (Calendar of Events, Warrior Programs, Monthly Game Nights, etc.) | |
| Yes | 85.71% |
| No | 14.29% |

Other questions asked on the survey were open ended to identify ISP strengths and needs for improvement. For improving the program, students asked to increase the number of weekly Townhalls (multiple days) and to continue online services when back on campus (i.e. online forms and chat). The strengths were programming, kindness and helpfulness of staff and availability to students by staff.

A final question was asked about how the ISP office has handled the transition online and continuing services through the global pandemic. There was an overwhelming positive response in favor of ISP’s handling of the pandemic

1. **Describe exemplary services that should be expanded or shared with other programs.**

**Care for Students**

The ISP office makes itself available on a personal level to each student. Each staff member goes above and beyond to completely understand a student issue and provide the best resolution for that student. This genuine concern and care for students is a strength of the program.

**Resource Referral**

The ISP office goes out of its way to assist students in finding El Camino’s resources. The staff is accessible and willing to work outside of their service area to find the correct response to a student inquiry. From academic counseling being easily accessible in office to strong partnerships across campus, students are referred to comprehensive support services throughout their time at ECC. This assistance in navigating their academic career helps them continue successfully in their education plan.

**Virtual Townhalls/Open Office Hours**

Since March 2020, ISP has held weekly Townhalls where students could drop in to learn updates and discuss issues happening. This open forum with all staff members has helped ISP be available in some personal capacity to see students.

**Live Chat**

Since April 2020, ISP has been utilizing a live chat function on the website which allows students to contact staff immediately during the weekly work hours. This has allowed our students to stay in contact and receive quick responses to questions or concerns.

**Calendar of Events**

The workshops being offered monthly by ISP help students promote their social, academic and mental wellbeing. Each workshop targets a specific area and meets the students’ needs.

1. **What aspect of the program’s service needs improvement? Explain how the program will address service improvements.**

ISP can improve its access to online documents and communication when it returns to campus. Certain functions that were solely done in office may still be available online. For example, online forms will continue to be processed online with access to computer terminals in office to complete the forms in office. Other areas are continuing to communicate with students in a variety of means to identify resources available from the office and across campus.

# Conclusions and Recommendations

1. Summarize the program’s strengths.

* Care for Students – ISP has a genuine concern for each student which is an integral part of the program. From application to graduation, ISP works with students to achieve their educational goal. This is done at a personal level.
* Communication with Students– ISP utilizes several platforms to communicate with students. These include email, phone calls, wellness checks, text messaging and social media.
* Communication with Campus Partners – ECC resources are shared often with students and the ISP staff collaborates with other areas campus wide. Examples include guest speakers across areas, workshops with the Health Center, Library Services and use of live chat function with Library services, among others. Strong partners across campus allow for easier resource sharing enabling students to feel comfortable accessing help when they need it.
* Comprehensive Services from the Beginning – ISP offers comprehensive support services from the initial start of a student’s education at ECC and continues to offer services and resource referrals throughout their time at ECC. This continued support and maintenance help students achieve their educational goal with success as well as builds a strong relationship with the student themself.
* Professional Growth and Networking – the ISP staff continuously try to network and build professional growth opportunities outside of El Camino College. This may be in the form of NAFSA, LAPIER or campus visits. Networking in this way with colleagues across the area helps staff keep up to date with the ever-changing immigration regulations, share ideas for office systems and build partnerships for student recruitment.
* Campus Workshops and Student Leadership – ISP promotes students to become leaders at ECC and beyond by facilitating several workshops monthly that help build students personal, professional, and mental wellbeing. ISP created a group of student leaders called “International Warriors” to develop and promote different programming. This group of students act as mentors for others and help assist students in acclimating to American culture and academics.
* System Processing – the ISP office is a one stop shop from recruitment to application to graduation. The systems that have been put in place guide students smoothly through the process while each staff is designated tasks to keep the multitude of office work functioning. There is a large amount of document processing that goes on behind the scenes and one of ISP’s major strengths is a smooth workflow and communication.
* Welcoming environment – ISP has tried to create a welcoming environment for its F-1 community to feel at home on campus. The ISP office and student center provides a safe space for students to come and share problems, issues and find solutions. The office tried to listen to student voices to incorporate their needs into the office space. For example, free assignment printing and computer use for F-1 students. The office takes student concerns into account when developing programming and office operations.

1. Summarize the program’s areas that need improvement.

* Staff should continue to develop professional development and growth to talk to students and empathize with their changing needs when they study at El Camino. There is always room to improve the quality of care for individuals.
* Recruitment and marketing will need to continue to grow in innovative ways in order to increase enrollment. Current recruitment has adapted to an online environment through a presence at virtual fairs, social media blitzes and an increase in partnerships with other schools. However, once the campus re-opens and visas begin normal processing, there should be a concentrated recruitment plan to help restore enrollment.

1. List the program’s recommendations in a prioritized manner to help better understand their importance to the program.

* An online application is needed for students to automatically be processed into the Colleague system. This will provide a smooth workflow and prevent bottlenecks due to any manual entry procedures. The online application must be able to allow for document attachments, provide clear instructions for students and be an easy one step process (rather than multiple step process).
* ECLA will need to hire a full-time staff member to continue the program effectively. At this moment in time, the program will need to be paused until enrollment can be opened. However, once this happens, it is recommended that a full-time staff oversee the ECLA program.
* Collaborative campus marketing to recruit and celebrate the F-1 community at El Camino College. At this moment, there is not a comprehensive, cohesive marketing strategy campus-wise. The marketing and recruitment is all done within ISP office.
* The international student program frequently accepts students from other colleges within the United States. It would be helpful for El Camino College at the start of the student’s time at ECC provide an evaluation of transcripts from the Admissions and Records evaluators. This would allow students the ability to understand which courses will be accepted by El Camino College to meet degree and certificate requirements prior to submitting a degree petition.
* A faculty coordinator would be helpful to create academic programs such as developing and teaching curriculum for F-1 students.  A successful F-1 Visa/International Student Program is one that keeps students engaged through academics and student services.

1. Do any of these recommendations help close the equity gaps identified in PROGRAM IMPROVEMENT question #4? If so, list the recommendation number and how the recommendation will help close these gaps.

The systems that have been established in the virtual environment should be examined in depth when the office returns to campus. Each online process may still continue to operate when campus reopens. This would allow for accessibility to our office for all students. During busy moments on campus, students may not be able to physically visit the office, so having a strong online presence will allow for equitable access to service functions.

# Student Services Program Review Committee

## Ratings

Please indicate whether the program should continue or be discontinued.

Continue Program  Discontinue Program.

Explain how the program’s services could be handled by another on-campus entity if the program has been declining or is no longer fully.

# Meets Expectations

The program review was adequately written. Lengthy or vague at times or included some grammatical and spelling errors. Corrections should be made prior to posting online for a public audience.

# Needs Improvement

The program review was poorly written or incomplete. Too lengthy or vague or too many grammatical and spelling errors throughout the document. The program review needs to be rewritten and resubmitted to the Student Services Program Review Committee by an established deadline.

# Revised

5/5/2010; 3/13/2013; 3/31/2014; 4/15/2014; 6/1/2015; 8/20/2016; 7/13/17; 1/2/2019; 5/18/2020; 9/10/20;

1. https://www.ice.gov/news/releases/ice-report-international-students-us-details-impact-covid [↑](#endnote-ref-1)
2. https://www.nafsa.org/isev/reports/district?year=2019&state=CA&district=43 [↑](#endnote-ref-2)