

Program Overview	
Program	International Education
Does this program have a CTE component?	Yes
Academic Year	2019/2020
Review Period	6 Year
Service Areas	

A. Program Description and Goals

This section addresses the big picture. Prompts should help you describe your program and goals and the relationship to the institutional mission, vision and goals, and how the program is funded.

1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.

INTERNATIONAL EDUCATION CENTER

The International Education department provides a wide range of services to over 2,800 students in F-1 status who come from more than 110 countries around the world to attend Santa Monica College. The International Education Center (IEC) is responsible for services including international student outreach and recruitment, admissions, orientation, activities, and assisting students to maintain their F-1 status and comply with USCIS immigration regulations. The department also assists international students with housing information, insurance, and other support services such as banking and obtaining cell phones. Additionally, the IEC oversees the administration of SMC study abroad programs offered through the Global Citizenship Committee, and a not for credit Intensive English Program (IEP). The International Education counselors offer academic advising and counseling for new and continuing F-1 status students. Counselors are available to assist students with their SMC academic requirements and challenges, college and university transfer information, cultural adjustment and other personal issues.

The IEP offers not-for-credit courses (Intensive English 1, 2, and 3) intended for F-1 international students who do not meet the minimum proof of English proficiency requirement to be admitted to the academic program at SMC. The IEP also offers on campus activities and off campus field trips to enhance the classroom experience.

The IEC is involved with special projects such as hosting international delegations and the annual International Education Week. The IEC also works with SMC's Global Citizenship Committee to provide professional development opportunities and initiatives to support the internationalization of the campus and curriculum.

PROGRAM DEVELOPMENT

Program Development is the strategic expansion and development of international partnerships, contracts, and academic and cultural programming. It leads to the creation of revenue-generating programs and international student enrollment and retention. The IEC develops partnerships with foreign high schools, agents, and universities, and with local language schools. In addition, the IEC is marketing package programs that offer participants a guaranteed menu of classes in the first semester or first year as a way to give students a better onboarding experience and to differentiate SMC from other community colleges.

The IEC's program development efforts contribute to the College's Supporting Goal of providing a Stable Fiscal Environment: Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources.

RECRUITMENT

Through its outreach and recruitment efforts, the IEC strives to educate populations around the world about the community college option and to introduce SMC's unique programs and vibrant community to prospective students. Important goals of the IEC recruitment effort are to sustain the student flow from some of the college's strong feeder countries and to diversify the countries from which SMC receives students.

International Education Partners (also referred to as "Agents") are a key component of the college's successful recruitment strategy. These partners are able to represent the college to prospective students and their families through high school visits in their communities, study abroad and college fairs, and through seminars and one-to-one meetings in their offices. These partners are able to focus on issues that are important to the local culture and often continue to support students even after they have started their program at Santa Monica College. In return, SMC pays a small commission to the agent for students introduced by the agent who enroll full-time.

The IEC develops partnerships with language schools in Southern California and develops agreements through which students can complete a particular English level at the school, and use that successful completion to meet the SMC English proficiency requirement. The IEC monitors the application requirements at other U.S. institutions and also reaches out to language schools to find as many avenues as possible for students to meet the SMC English proficiency requirement. IEC staff visit local language schools to meet with students individually, or to participate in college fairs.

Although the IEC staff is unable to visit every important agent every year, the office does communicate with every agent and advisor regularly. The staff provides a newsletter each semester with important dates, updated costs, reminders, and notes regarding any changes at the college. The IEC generally has contact with multiple staff members in a partner's office. The newsletter is sent by email to every contact address in the IEC's agent database. IEC managers also provide virtual training to SMC's agents, and hold virtual meetings with agents that college representatives are unable to visit in person.

The IEC's recruitment efforts align with the College Mission to help students develop an understanding of their relationship to diverse social, cultural, political, economic, technological, and natural environments. They align with the College's Supporting Goal of responding to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources.

ADMISSIONS

The International Admissions program at Santa Monica College strives to provide prospective students with clear and simple information about the admissions requirements for F-1 status students. The admissions team supports F-1 students throughout the admissions process. They serve as the first official contact point for new students, and also provide basic information about college programs and services that students may access once they are admitted.

By providing a straightforward admissions process and easy access to the college for qualified students, the admissions team supports the college mission of supporting students in achieving their educational goals, and serving diverse individuals from global communities who are seeking high-quality, affordable undergraduate education.

Front Desk Service

The Front Desk at the International Education Center is the first point of contact for international students and prospective students during their in-person visit on campus. The Front Desk provides receptionist duties including assisting students, faculty, staff and the general public. Front desk staff refer visitors to appropriate personnel and offices as required and answer general questions about the F-1 admission process at SMC. Front Desk staff provide prospective students with clear and simple information about the admissions requirements for F-1 status students and also provide basic information about college programs and services that students may access.

The Front Desk serves students and the public by answering emails and phone calls. The Front Desk schedules appointments for students with various needs, such as counseling, immigration advising, health insurance assistance, or to see specialized program advisors such as IEP and package Program advisors.

Front Desk staff provides clerical support, they receive and review incoming documents for completeness, accuracy, and signature; they verify student documents by checking official records, databases, and original documents; they verify receipt of student documents from other institutions; and they input data for the department into various systems such as WebISIS and ISSM.

The front desk service supports the college's mission of providing support services that are intended to serve diverse individuals from local, national, and global communities.

NEW STUDENT ORIENTATION

The SMC international student orientation program introduces F-1 status students to college programs and support services, to American classroom culture and the U.S. education system, and to federal regulations and college policies governing F-1 students. The immigration team and the academic counselors work together to provide support information to students and to help them enroll in their first semester classes. The orientation activities for F-1 students are more comprehensive than activities for domestic students because the F-1 population arrives needing assistance not only with college policies and procedures, but also with personal needs such as locating housing and obtaining a California driver's license. Most F-1 students are unfamiliar with the American education system and with American classroom culture, both of which are addressed in their orientation activities. The orientation delivered by the IEC strives to equip new F-1 students with the basic information they need to get off to a successful start at the college, and to provide them with enough information so that they will be able to seek out appropriate campus services as they need them in the future.

The new student orientation supports the college mission of providing support services that are intended to serve diverse individuals from local, national, and global communities. The orientation also meets the Institutional Learning Outcome of obtaining the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems. By surveying orientation participants and updating the information provided each season, the department meets the Institutional Learning Outcome of continuously developing services to meet the evolving needs of students and the community.

INTENSIVE ENGLISH PROGRAM

The Intensive English Program (IEP) at Santa Monica College is a full time, non-credit program for international students in F-1 status wishing to matriculate into the Santa Monica College academic program without other proof of English Proficiency. The IEP provides these students with the curriculum and instruction to help them achieve the English skills

necessary to succeed in the academic program. The IEP curriculum was developed by the ESL Department at Santa Monica College to ensure a smooth transition for students from the IEP to the academic program at the College. The IEP exposes students to an American classroom before they embark on for-credit coursework. The IEP's primary goal is to prepare F-1 international students for academic success at SMC by providing instruction aimed at improving academic English reading, writing, speaking, and listening skills. A secondary goal of the program is to prepare students for the culture, expectations, and environment in academic classes at Santa Monica College as well as four year universities.

The Intensive English Program supports the College Mission of challenging and supporting students in achieving their educational goals. The program aligns with the Institutional Learning Outcomes of aiding students in acquiring the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives, and of obtaining the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems. The IEP aligns with the College's Supporting Goal of continuously developing curricular programs, learning strategies, and services to meet the evolving needs of students.

COUNSELING

The International Education Counselors provide F-1 students with a range of services to assist them in successfully transitioning to college life in the U.S. and completing their educational objectives. These services address the academic, psychological, career and social needs of a diverse international student population, and are designed to motivate and promote purposeful skill development necessary for students to succeed and achieve their educational goals.

F-1 students are typically traditional college-age young adults, often on their own for the first time, who lack a local support network. These students have many challenges with language, financial and acculturation issues. Unlike most domestic students who may have family or acquaintances within the area, international students often have no other people to turn to other than the counselors and staff at the IEC.

The IEC Counselors provide the following services:

- In-person academic, transfer, career and personal counseling
- Crisis follow-up and referral
- On-line pre-departure orientation
- On-line pre-enrollment counseling
- On-line counseling (www.smc.edu/askiecc)
- Group counseling and enrollment sessions for new F-1 students
- Assistance related to immigration issues (recommendations for extension of stay, reduced course load, etc.)
- Assistance with transfer applications to the four-year universities
- Scholarship/transfer admission letters of recommendation
- Drop-off services for CSN Memorandums, Special Consideration Petitions and Educational Plan requests
- Back-to-Success program for probationary students
- Early Alert program for at-risk students referred by instructors
- International Student Forum Leadership
- Counseling 11 (Orientation to Higher Education) classes for F-1 students

The International Education Counseling service supports the mission of SMC by offering a broad range of programs and services that include students in the learning process and challenges them to be active participants in successfully achieving their unique educational goals.

An IEC counselor and an IEC staff member have traditionally provided the leadership to the International Student Forum which contributes to the mission of the College by offering a safe atmosphere where students can develop an understanding of their relationship to a diverse social, cultural, and political environment, enabling them to contribute to the global community. In addition, the IEC counselors strive to help students develop the necessary skills to be successful students, employees, and global citizens by recognizing the value of each student's unique contribution to the college's overall mission of being a leader in learning.

IMMIGRATION

The IEC has a team of highly trained Immigration Specialists who support F-1 students in adhering to F-1 visa regulations through orientation and classroom presentations, a communication plan to remind students of key regulations, workshops that provide detailed information about immigration benefits, and one-on-one meetings with students as needed. The Immigration Specialists provide additional services by helping students apply for Curricular Practical Training (CPT) internship experiences, a service not offered by many community colleges. As international students increasingly look for work opportunities to enhance their study experience, SMC's support of CPT during a student's studies, as well as of the Optional Practical Training program offered to students who graduate, is vital to attracting and retaining F-1 students. The team supports students who violate their F-1 status by helping them to apply for reinstatement through the United States Customs and Immigration Services (USCIS). The team also discusses the range of college support services with students so that they will not violate status again. In order to maintain expertise in this highly specialized team, duties rotate amongst team members on a three-year cycle. Thus, team members are able to support each other and fill in for one another during short or long absences. They also bring fresh eyes and maintain enthusiasm for their work by refocusing their attention each year on a different set of core duties. *(See Appendices A-Immigration Communication Plan, Sample Messages, Immigration Workshops and Presentations, Immigration Division of Duties)*

These activities align with the College Mission to support students in achieving their educational goals. They support the Institutional Learning Outcome to obtain the knowledge and skills necessary...to solve problems. They align with the College Supporting Goal to employ decision-making and communication processes that respect the diverse needs of the entire college community.

HOUSING

Housing is a priority for F-1 students during all phases of their SMC experience. Since rental and leasing norms vary widely from one country to the next, IEC staff members assist new students with understanding both where and how to rent or lease accommodations. In addition to explaining utilities, transportation options, and locales, this often includes going over the obligations and protections offered by leases and rental agreements, and that in Los Angeles, traffic – not distance - determines commute times. Continuing students also visit the IEC with roommate and landlord disputes or other legal issues including how to break their lease or evict a troublesome roommate.

The high cost of housing in the area makes the process intimidating, as students with limited means are forced to widen their search circle, making transportation a high priority. For those with flexible budgets, SMC's desirable urban location offers a plethora of appropriate housing choices for both new and continuing students.

Despite the fact that SMC does not provide student housing, using the resources available at the IEC, international students are generally able to find appropriate accommodation within one week of arrival. Keeping the IEC website current and offering a list of local housing options updated daily allows the IEC to provide the resources and a high level of assistance to best serve SMC's F-1 population.

The housing support offered to both F-1 and domestic students at the IEC aligns with the College Mission of providing support services intended to serve diverse individuals from local, national, and global communities who are seeking high-quality, affordable undergraduate education. The IEC's housing support aligns with the College Supporting Goal of continuously developing ... services to meet the evolving needs of students and the community.

INSURANCE

F-1 students frequently arrive at SMC lacking even the most rudimentary understanding of the structure of the U.S. health system. Explaining how to properly secure a health center referral, find a doctor within network, make an appointment, get pre-certified (when appropriate), receive medical assistance, and file an insurance claim is an important service of the IEC. Communication with the insurance company is very strong, and students meet with insurance representatives in person on campus when necessary. The open line of communication among IEC staff, the insurance representatives, and the students themselves offers both reassurance and concrete help to our students. Optional health insurance workshops as well as insurance presentations in Counseling 11 classes further serve to support F-1 student understanding of how to use their health insurance benefits.

The IEC's insurance support aligns with the College Mission of providing support services intended to serve diverse individuals from local, national, and global communities. The IEC's insurance support aligns with the College Supporting Goal of continuously developing ... services to meet the evolving needs of students and the community.

ACTIVITIES

International students pursuing an education in the US not only are adapting to a new academic experience, they are also adapting to a new culture. They must establish social and academic relationships and draw on unfamiliar resources effectively. To support international students in these efforts, the International Education Center runs an activities program. The programs and activities, in collaboration with other departments and community organizations, are designed to complement the academic experience as well as enhance the overall student collegiate experience. Almost all events create an environment in which the F-1 students are able to meet peers. Activities provide students the opportunity to develop a variety of skills needed to succeed in college including oral communication, goal setting, cultural appreciation, effective leadership, independence, critical thinking, and writing.

The mission of the IEC Activities Program complements the College's mission by providing a safe, inclusive, and dynamic learning environment that encourages personal and intellectual exploration – one that challenges and supports students in achieving their educational goals. Through the Activities Program, students develop an understanding of their relationship to diverse social, cultural, political, economic, technological, and natural environments. Many of the activities and programs encourage students to pursue their personal and educational goals. Some of the activities also challenge students in ways that are beyond their comfort zones.

GLOBAL CITIZENSHIP

In the fall of 2007, the college formed an Academic Senate Joint Presidents' Global Citizenship Task Force. This group of faculty and administrators were assembled as a result of discussions originating from the District Planning and Advisory Committee (DPAC) Strategic Planning Task Force. One of the goals of the task force was to define the meaning of a global citizen and to develop a framework within which to implement student support programs that would connect with the future mission, vision, and goals of the College. The leaders of the task force proposed the following definitions based on what a Global Citizen should have:

- Knowledge of people's customs and cultures in one or more regions of the world beyond one's home
- An understanding of the interdependence that holds promise and peril for the future of the global village
- A commitment to be a vigorous learner, striving to combine the expansion of one's knowledge with the expansion of one's commitment to help preserve a livable world
- Ecological knowledge – an understanding of sustainability and environmental issues

The Global Citizenship Committee supports a Study Abroad Program, discussed in the next section. The Committee also administers the Global Grants Program, which provides funding to faculty to bring speakers, films and special events to campus to develop the global citizenship knowledge and skills of the campus community.

The Global Citizenship Program supports the College's Mission of providing a safe, inclusive, and dynamic learning environment that encourages personal and intellectual exploration – one that challenges and supports students in achieving their educational goals. Students learn to contribute to the local and global community as they develop an understanding of their relationship to diverse social, cultural, political, economic, technological, and natural environments. Furthermore, the Study Abroad Program is intended to serve diverse individuals from local, national, and global communities who are seeking high-quality, affordable undergraduate education.

The Global Citizenship Committee activities meet the Institutional Learning Outcome of providing an opportunity to help students respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events.

STUDY ABROAD

Through partnerships with established vendors and higher educational institutions abroad, the College has developed a sustainable and affordable option for study abroad offerings including programs in South Africa and Belize & Guatemala. In addition, the Curriculum Committee approved "Global Field Studies", a one unit course. This course can take place over short-term, 7-10 day periods, abroad or in-broad (within the U.S.) during spring break and/or, winter or summer sessions for faculty led programs throughout a variety of disciplines. The overall goal is to maintain consistency of programming at a lower cost through the establishment of partner institutions and organizations and offer a rotation of faculty to lead such programs. The goal is to also provide a more comprehensive approach to the administration of programs to include such campus departments as Risk Management, Auxiliary, Associated Students, Financial Aid, Academic Affairs, and Marketing. The greatest hurdle to students of participating in study abroad programs has been the cost of the programs with students' competing priorities of college, work, and personal obligations. The Global Citizenship Committee seeks to mitigate this challenge by identifying funds to underwrite the cost of the programs, providing scholarships to students with financial need, and offering programs at a variety of price-points.

The Study Abroad Program embodies the College's Mission of providing a safe, inclusive, and dynamic learning environment that encourages personal and intellectual exploration – one that challenges and supports students in achieving their educational goals. Students learn to contribute to the local and global community as they develop an understanding of

their relationship to diverse social, cultural, political, economic, technological, and natural environments. Furthermore, the Study Abroad Program is intended to serve diverse individuals from local, national, and global communities who are seeking high-quality, affordable undergraduate education.

The Study Abroad Program meets the Institutional Learning Outcome of providing an opportunity to help students respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events.

2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.

Program Goals:

- Identify and recruit students from regions of the world that will help diversity and enrich the Santa Monica College campus.
- Provide an efficient admissions process that reduces enrollment barriers for F-1 students.
- Provide personalized assistance to prospective and current students from their first contact with SMC, through the admissions experience, and throughout the student's enrollment at Santa Monica College.
- Provide orientation events that help students feel comfortable on and off campus, and help them access the resources they need to have a successful student experience.
- Assist students in successfully completing an Associate Degree, Certificate, or university transfer requirements to complete a baccalaureate or higher degree.
- Provide on-campus activities that foster relationships between students that encourage personal growth.
- Provide off-campus activities that help students learn to use public transportation, and help them become comfortable exploring the local area.
- Help students be knowledgeable of and responsive to the laws and regulations at the local, state and national levels.
- Provide a learning environment where non-native English speakers can develop the language skills necessary to be successful in college level academic courses.
- Provide study abroad experiences that are accessible to students from a wide range of socio-economic backgrounds.
- Provide logistical support to SMC study abroad faculty so that faculty can more fully focus on delivering an outstanding study abroad experience to participating students.
- Maintain Santa Monica College's certification to accept F-1 students by submitting a recertification application when requested to do so by the federal Student and Exchange Visitor Program (SEVP). The request comes every two to four years. Santa Monica College was most recently recertified on August 23, 2018.
- Update each student's electronic record in the Student and Exchange Visitor Information System (SEVIS) database once each semester, and during the semester when required.
- Support the F-1 student population and the college in complying with F-1 regulations, and in accessing benefits to support F-1 students in achieving their academic goals in the U.S.

3. If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic Initiatives of the institution are integrated into the goals of the program or service area.

The Institutional Learning Outcome to "Obtain the knowledge and skills necessary... to solve problems" is integrated into the advising and guidance provided by the IEC counselors and staff as they help students, staff and the public understand and comply with college educational pathways, college policies and procedures and immigration regulations. The Counseling 11, Orientation to Higher Education class which is geared towards first-time F-1 visa students further enables

students to develop their base of knowledge from their first semester, thus enabling them to become effective problem-solvers and strong self-advocates.

The Institutional Learning Outcome to help students “acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives” is developed by IEC counselors strongly encouraging students to become involved on campus and within their surrounding communities. The integration of academics, leadership and social involvement has become part of our counseling and advisement with the goal of helping students develop a well-rounded experience while attending SMC.

The Supporting Goal to “Continuously develop ... services to meet the evolving needs of students and the community” is embodied in the International Education Center’s regular review of its services and programs. Changes are continuously made to address public concerns, changing regulations and new student trends in order to provide greater efficiency and effectiveness in services to students. Over the past years, swift (or timely) changes have been made to the new student orientation, immigration workshops and Counseling 11 class presentations as federal regulations have changed. As the department notes any increase in a particular service being requested or a problem arising, the team meets to devise plans to proactively support students before they have a problem. The comprehensive immigration communication plan is an example of this type of intervention. *(See Appendix A-Immigration Communication Plan)*

The Supporting Goal to “Employ decision-making and communication processes that respect the diverse needs of the entire college community” also guides the International Education Center as the program seeks to communicate with its students in a variety of ways, including in group presentations, one-on-one meetings, through e-mail and a variety of social media platforms, through a newsletter and posted information, and through informal gatherings. The department often needs to communicate the same information to one student in a variety of ways in order to ensure understanding since most of the students served are English-as-a-second-language speakers. The staff may give them the same message using different words, may write down information, or may find someone to translate information for a student until the staff is confident that the student understands the information.

4. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).

not applicable

B. Populations Served

In this section you will provide information that describes who your program or service area serves. When comparing data from different periods, use a consistent time frame (ex. Compare one fall term to another fall term)

Saved Information For Populations Served

Area/Discipline Information Pertains To

International Student Center

1. Describe the students your program serves in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last program review.

As a result of Santa Monica College's rich academic programs, unparalleled transfer record, and the outstanding support provided to students at SMC, the college enjoyed a long period of sustained growth in the F-1 international student population. However, this population has been declining over the past few years. The F-1 status population has declined from 3399 students in 2013 to 2892 students in 2018. There are several factors causing this decline, and a number of strategies that the International Education Center is employing in an effort to stabilize the population. *(See Appendix B-F-1 Population by Semester Fall 2013-2018)*

Enrollment Decline in Response to U.S. Political Climate

The most significant factor in the F-1 population decline across the U.S. is the current Nationalist climate in the United States. The current federal administration started its tenure in office by invoking a travel ban against people from several Muslim majority countries as well as travelers from North Korea and Venezuela. Although the ban did not initially impact students who were already in the U.S., students were so frightened by the ban and what it could mean for their futures that some SMC students packed up and left the U.S. within a few hours of the ban's announcement. The federal administration also ordered tougher screening of all visa applications, which causes difficulty in obtaining visas, as well as visa revocations after a student has started their studies in the U.S. In fact, there has been a 39% decline in the number of F-1 visas issued since 2015, and a 5% increase in nonimmigrant visa denials in the past year. *(See Appendix B-New Data Reveal State Department Visa Denials Surged In 2018)* These and other trends and policies make the U.S. seem unfriendly to international students. As their friends wait months for visa decisions to be made, then find that their visas have been denied, many prospective students are deciding that it is not worth the investment of time and financial resources to apply to schools in the U.S. Students who might otherwise have chosen to come to the U.S. and Santa Monica College specifically, for their college education are now responsible for the recent increases in international student populations in Canada, the UK, and Australia. *(See Appendices B-Canada's foreign student enrollment took another big jump in 2018, Increase in UK International Students and Australian International Student Data 2018)*

Overall, the U.S. has seen a decline in international student enrollment of about 6.6% from 2015 to 2018. *(See Appendix B-Foreign Students Sour on America)* Most of SMC's closest competitors, including Santa Barbara City College (-22.7%), Diablo Valley College (-24.7%) and DeAnza College (-6.9%) have experienced a reduction in F-1 student enrollment greater than SMC's decline during that same period. Other institutions among the country's top ten community colleges have also experienced declines including Northern Virginia Community College (-5.9%), Seattle Central College (-22.3%), Green River College (-5.9%), and Miami-Dade College (-7.6%). During this same period of time, Santa Monica College saw a 5.5% decline in F-1 enrollment. *(See Appendix B-Community College Enrollment Trends)*

Enrollment Trends Among Santa Monica College's Top Ten Sending Countries

An analysis of the top ten countries that send students to Santa Monica College shows areas for concern as well as opportunities to pursue. There have been enrollment declines in China, South Korea, Sweden and Hong Kong; France and Taiwan have fairly stable populations; and Japan, Turkey, Indonesia and Brazil are showing population increases.

China

China has exported more students to the U.S. than has any other country for over 20 years. After unprecedented growth in students from China coming to Santa Monica College in the past ten years, that population is beginning to decline not only

at SMC, but throughout the U.S. This nation-wide trend can be attributed to a dip in the college-aged population in China, the U.S - China trade war, and the development of educational opportunities in China.

The current population of college-aged students in China is expected to decline 40% by 2025. To capture a greater portion of this dwindling market, The International Education Center has been actively developing relationships with new partners throughout China. However, Chinese students have traditionally applied on their own to the college, so it remains to be seen whether an increase in partners in the country will improve SMC's market-share. Another strategy being employed is to increase recruitment travel to the region and increase direct communication with prospective students via technology. *(See Appendix B-Chinese college aged population decline)*

Another factor that will negatively impact the Chinese student population in the coming year is the travel warning that China recently issued against the United States in response to the current trade war. China warns its international students that the U.S. is not a safe destination and that they need to be very careful if studying or traveling in the U.S. They also widely disseminated information about the increase in student and scholar visa denials to the United States. Increasingly, concerned students and families are expected to choose alternate destinations such as the U.K., Canada or Australia. *(See Appendix B-China Warns Students)*

Finally, China has been developing its own education infrastructure for several decades, in particular its technical and professional degree programs. This initiative is not only leading to more Chinese students remaining in their own country to pursue higher education, but it is also attracting foreign students. This increased competition affects both SMC's Chinese F-1 enrollment, and enrollment from other countries. China's top feeder country is South Korea. Japan and Vietnam, which are also important markets for Santa Monica College, are in the top ten. *(See Appendix B-Is China both a source and hub for international students)*

Hong Kong

Like China, Hong Kong has seen a decline in the population of college-aged students, which several SMC international partners in country have attributed to the SARS epidemic several years ago. They have, however, shared that they are anticipating an uptick in the population beginning in 2022. Santa Monica College has maintained strong relationships in Hong Kong for many years, and will continue to travel to Hong Kong and work closely with partners there so that SMC is in place to benefit when the population begins to grow again.

South Korea

The population of South Korean students has been deteriorating for several years. As in China, there is a decline in the number of college-aged students in the country. In addition, several accredited U.S. universities such as George Mason University and the State University of New York have opened branches in Korea, allowing students to obtain a U.S. education at a reduced cost because they can live at home and are not required to obtain a visa. Finally, as previously mentioned, China is actively and successfully recruiting international students, including from their close neighbor, South Korea. The College is working closely with existing South Korean partners and bringing on new partners to reach out to prospective students in South Korea. Travel to this region is important as partners in South Korea (as well as many other countries) speak more freely in person than through other means. By working face to face with South Korean agents, information can be obtained on how to increase recruitment from this population. For example, one South Korean partner mentioned that there is a small population of students who graduate high school before they turn 18, and are anxious to study abroad. This information, coupled with information from other countries, such as Indonesia, led to the decision to

start admitting 16 and 17 year old high school graduates in Fall 2016. Several of the current younger students are South Korean. *(See Appendix B-Decline in Korean College Aged Population)*

Sweden

Like many other countries, Sweden, too, experienced a declining population of college-aged students. However, the population has started to recover, and agents are reporting to expect growth in this population. In fact, the number of Swedish students admitted for Fall 2019 is 24% higher than the number admitted in Fall 2018.

Although every attempt is made to make it very easy for a student to apply on their own, the vast majority of Swedish students prefer to apply through agencies, making agency relationships in that country critically important. In Fall 2018, only 11 of 107 students admitted from Sweden applied on their own. In Fall 2019, only 10 of 140 students admitted applied on their own. Sweden is always on the list of countries to visit every year, because of the importance of in-person communication to support the agencies' activities and to share information. For example, during the February 2019 recruitment trip to Sweden, one agent shared a confidential report issued by CSN, the Swedish national scholarship agency, showing that in spite of the large drop in Swedish enrollment at SMC over the past few years, that SMC still holds the number one spot for students who study in the U.S., and is among the top 10 destinations for Swedish students worldwide.

Saudi Arabia

From 2012 to 2016, Saudi Arabia was among the top ten countries sending students to SMC. Santa Monica College's population of Saudi Arabian students grew substantially during this period when the College partnered with the Saudi Arabian Cultural Mission (SACM). They send full scholarship students to colleges and universities around the country. However, "The Saudi Arabian government, facing budget shortfalls caused by declines in oil prices, has moved... to tighten academic eligibility requirements for its flagship foreign scholarship program and to tie it more closely to economic development needs by linking awards to job offers." SACM no longer sends students to any community colleges, and the population of Saudi students at SMC has plummeted from 147 in Fall 2014 to 16 in Spring 2019. *(See Appendix B-F1 Population by Semester and Appendix B-Will Saudi Student Boom End)*

France, Taiwan and Brazil

France, Taiwan and Brazil all show flat populations over the past six years. The College has been working on developing agency relationships in Brazil to help spread the word about all that SMC has to offer, and is beginning to see a slight increase in this population.

The College has a long-term relationship with an agent in France who sends students to ELS Language School in Santa Monica. SMC hosts those students for a campus tour and workshop every Fall semester, and the majority of them transfer to SMC once they complete their language studies. Although French students have the option to study abroad within the European Union free of charge, the College consistently has about 60 students per year studying at SMC, and there is evidence that there is room for growth. The IEC is looking to identify international student fairs offered in France in conjunction with other scheduled European travel so that growth opportunities there can be explored.

The College has a few agency relationships in Taiwan, but recruitment travel has not included Taiwan in recent years. This is an area for further exploration to better understand the best strategies to grow the Taiwanese student population.

Japan

After the 2011 earthquake and tsunami in Japan, there was a significant economic downturn. Many Japanese students returned home to help their families rebuild their homes and businesses. The IEC maintained good relationships with college partners in Japan, even when they were sending fewer students, or none at all. There was also a significant decline in the college age population in Japan during this time. Still, SMC staff continued to attend international education fairs in Tokyo. This strategy is now paying off as the population of Japanese students studying at SMC has grown 32%, to 281 students since 2016. The IEC will continue the successful marketing and outreach strategies utilized in Japan.

Turkey

The population of students from Turkey continues to grow slowly in spite of political instability in that country and surrounding region. This may be due to families sending their children out of the country to more stable destinations. SMC's strong foundation in Turkey was laid over many years of visits to the region to participate in international education fairs and to meet with education partners in the country. The College has suspended in-person visits due to Department of State travel warnings for the region, deeming it unsafe for College personnel at this time. SMC continues to monitor the region and will resume in-person visits once the unrest in the country stabilizes. In the meantime, SMC maintains good relationships with agents in Turkey through regular e-mail communication, and plans to offer virtual meetings and information webinars in the coming year to these and other partners with whom in-person meetings are not possible at this time.

Indonesia

The Indonesian student population has jumped from 65 students in 2017 to 81 students in 2018. This growth can be attributed to the decision to accept students under the age of 18. Although this change was initiated in 2016 and key partners were informed, the Indonesian partners did not appear to react to this new avenue for study at SMC until a college representative visited them in person and explained the opportunity in detail. Indonesia is now the IEC's primary provider of students under the age of 18. Continued in-person visits to this region to support further growth are planned.

2. Compare your student population with the college demographic. Are the students in your program different from the college population? Reflect on whether your program is serving the targeted student population.

Comparison to General SMC Population

Ethnicity

The largest population of F-1 students comes from Asia. This group peaked at 56.5% in 2016, and has declined to 38.6% in 2018. This is a larger population of Asian students than we see in the general student body, which is comprised of 13.4% Asian students. The F-1 population has 8.7% of students identifying as White, compared to 25.2% in the general

population, and only about 3% of Latinx/Hispanic students compared to 39.4% in the general population. *(See Appendices B-Ethnicity-IEC Counseling and Ethnicity SMC Counseling)*

As an important goal of the International Education program is to diversify the campus, we do not expect the ethnic make-up of the F-1 students to mirror the ethnic make-up of the general college population.

Age Group

There has been little change in the age groupings of F-1 students over the past six years. A small majority, 37% of the population is 20-24 years of age, followed by 36.6% who are 19 years old or younger. Overall, the F-1 population is younger than the general population, where 63% of students are 20-24 years old and about 25% are 19 years old or younger. This may be because local students may be working and studying at the same time, extending the time during which they study. F-1 students are required to study full-time, so are more likely to finish college at a younger age.

(See Appendices B-Age-IEC Counseling and Age-SMC Counseling)

Gender

There have historically been more female students than male students among the F-1 population, with 54.8% female and 45.2% male in 2018. The general population has slightly more male students at 50.9% male vs. 49.1% female in 2018. *(See Appendices B-Gender-IEC Counseling and Gender-SMC Counseling)*

Although the difference is insignificant, it may be that more female students study abroad than male students world-wide because of the military obligation for young men in many countries around the world.

3. Discuss any significant change(s) in the population(s) served since the last full program review and the possible reasons for the change(s).

Enrollment Status

The enrollment status of F-1 students has been stable for the past six years. 72.2% are continuing students, which is 17% higher than the general population. This is most likely because many F-1 students need additional time to complete English requirements for graduation and transfer. In addition, F-1 students cannot stop studies to work and then return to the college. They must continue their full-time studies in order to maintain their legal status as students in the U.S. *(See Appendices B-Enrollment Status-IEC Counseling and Enrollment Status-SMC Counseling)*

Educational Goal

The education goal for the F-1 population has not changed significantly in the past six years. There has been an increase of about 7% in the number of students whose goal is to earn an Associate degree, and a decrease of about 4.6% in the number of students whose goal is to Transfer. Overall, the number of students who plan to earn an Associate degree or Transfer has increased from 96.7% in 2013 to 98.9% in 2018. F-1 students are required to select a major field of study and must be planning to earn a degree or transfer as a requirement of their F-1 application process, which accounts for this high

number. Few students go to the trouble of changing their goal in Corsair Connect, although not all students follow through to earn a degree or transfer. *(See Appendices B-Educational Goal, and Data Table-Education Goal)*

F-1 students tend to spend 2.5 to 3 years at Santa Monica College to complete their academic goals, so about 33% of the F-1 population leaves the college each year. Over the past six years, on average 28.4% of the F-1 population have earned a degree or certificate, thus achieving their academic goals. *(See Appendix B- International Student Awards 2014-19)*

Study Abroad

1. Describe the students your program serves in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last program review.

Study Abroad through the Global Citizenship Committee is open to any enrolled SMC student. Students who are enrolled full-time and eligible for financial aid are also eligible for Study Abroad scholarships.

The Study Abroad program started recording demographic data in 2016-17. Since beginning to collect data, the program typically serves both female and male students, and serves students from Hispanic, White, Asian and African American ethnic backgrounds, as well as students from more than one ethnic background.

2. Compare your student population with the college demographic. Are the students in your program different from the college population? Reflect on whether your program is serving the targeted student population.

An analysis of the data shows that the Study Abroad program serves more White and Asian students than appear in the general college population: 39% of the students who participated in Study Abroad in 2016-17 were White, compared to 29% in the general population. 19.5% were Asian, compared to 14.6% in the general population. This ratio improved for the White the next year. In 2017-18, 29% of Study Abroad students were white, compared to 28.8% in the general population. The Asian population remained over-represented: 21.5% of participants were Asian compared to 14% in the general population.

In 2016-17, Hispanic students were under-represented (20.7%/38%), but were over-represented in 2017-18 (41.5%/38.3%). African American students were under-represented in both years, and must be a focus of recruitment in coming years.

The Global Citizenship Committee is actively trying to make Study Abroad more accessible to a wider range of students, in particular traditionally under-represented students. One strategy is to make presentations about the Study Abroad options to groups such as Adelante, Black Collegians, Scholars and the International Student Forum. Another strategy is to identify additional funding. The program has successfully identified some funding for the 2020 Spring Break trips which has reduced the cost of each trip for all participants. In addition, more scholarship funds have been identified, which will further reduce the cost of the trip for financial aid recipients. *See Appendix B – Study Abroad Demographics*

3. Discuss any significant change(s) in the population(s) served since the last full program review and the possible reasons for the change(s).

As mentioned previously, demographic data was not kept before 2016-17, so is unavailable for comparison. However, the committee notes that when we travel to South Africa, more African American students tend to join the trip. When we travel to Central America, more Hispanic students join the trip.

C. Program Evaluation

In this section programs/units are to identify how, using what tools, and when program evaluation takes place. Evaluation must include outcomes assessment as well as any other measures used by the program. Please use Section D to address program responses to the findings described in this section.

Programs/units with multiple disciplines or functions may choose to answer the following questions for each area. If this is your preferred method of responding, begin by selecting a discipline/function from the drop down, answer the set of questions and click "Save", your answers will be added to the bottom of page. Do this for each discipline/function. If you would like to answer the questions once, choose "Answer Once" from the drop down.

How would you like to answer these questions?

Saved Information For Program Evaluation

Area/Discipline Information Pertains To

Study Abroad

1. List your student or instructional support service SLOs or UOs.

SLOs are specific, measurable statements of what a student should know, be able to do, or value when they complete a program/course or sequence of activities. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction or program activity.

UO statements focus on service or operational outcomes such as:

- *Volume of unit activity*
- *Efficiency (responsiveness, timeliness, number of requests processed, etc.)*
- *Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)*
- *Compliance with external standards/regulations*
- *Client/customer satisfaction with services*

Not applicable to Global Citizenship Study Abroad programs.

2. Describe when and how the program assesses these SLOs and UOs and uses the results to inform program planning including:

- **how outcomes are assessed and how often**
- **the assessment tool(s) used**

- the sample (who gets assessed)
- how and when the program reviews the results and who is engaged in the process

Not applicable to Global Citizenship Study Abroad programs.

3. What other evaluation measures does your student or instructional support service use to inform planning? (For example, surveys, longitudinal data, support service use etc.) Note trends, differences in performance by group (ethnicity, gender, age), and any unusual patterns in student success and retention.

Courses offered in Global Citizenship Study Abroad program are the same as taught on campus. See Department Program reviews.

International Student Center

1. List your student or instructional support service SLOs or UOs.

SLOs are specific, measurable statements of what a student should know, be able to do, or value when they complete a program/course or sequence of activities. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction or program activity.

UO statements focus on service or operational outcomes such as:

- *Volume of unit activity*
- *Efficiency (responsiveness, timeliness, number of requests processed, etc.)*
- *Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)*
- *Compliance with external standards/regulations*
- *Client/customer satisfaction with services*

International Counseling Program SLOs (Tableau)

IE Program SLO 1	Academic Year	SLO 1 Assessed	SLO 1 % Success
As a result of participating in a counseling session, students will articulate and prioritize the appropriate coursework needed for the subsequent term according to their stated academic goal.	2013-2014	63	100%
	2014-2015	683	100%
	2015-2016	753	100%
	2016-2017	631	100%
	2017-2018	422	99.5%
	2018-2019	349	99.5%
IE Program SLO 2	Academic Year	SLO 2 Assessed	SLO 2 % Success

Using assessment or transcript evaluation results, students will identify their eligibility for and the proper sequencing of, English/ESL and math courses leading to their educational goal.	2013-2014	19	100%
	2014-2015	661	100%
	2015-2016	716	99.5%
	2016-2017	335	99%
	2017-2018	387	99%
	2018-2019	347	99.5%

Counseling 11 SLO Mastery Rate (ISIS)

Counseling 11 SLO 1	Academic Year	SLO 1 Assessed	SLO 1 Success %
Students enrolled in Counseling 11 will be able to apply information and guidance offered through instruction to formulate a realistic educational plan.	2013-2014	397	78.5%
	2014-2015	372	81.5%
	2015-2016	532	88.5%
	2016-2017	388	91.0%
	2017-2018	423	88.5%
	2018-2019	177	88.5%
Counseling 11 SLO 2	Academic Year	SLO 2 Assessed	SLO 2 Success %
Students enrolled in Counseling 11 will develop an understanding of the educational system in the U.S.	2013-2014	396	80.5%
	2014-2015	367	80.5%
	2015-2016	523	89.0%
	2016-2017	384	91.5%
	2017-2018	427	90.5%
	2018-2019	177	92.0%

OTHER SUCCESS AND RETENTION DATA

According to the Tableau data, although they only make up 9% of the total student body, from 2013 to 2019, F-1 students made up 28.4% of the students who were awarded AA/AS degrees, BS degrees and Certificates, indicating that F-1 students successfully obtain their degrees at a higher rate than the general population. *See Appendix B-International Student Awards*

There has been an exceptionally high rate of success in both IEC Program SLOs over the past five academic years. Program SLO 1 measures the success rate of students to be able to articulate and prioritize course work that they need to take in the subsequent semester to help reach their academic goals. Having students understand the sequence of courses needed to complete their academic goals using MyEdPlan is an essential part of this SLO and therefore, could possibly be incorporated into this SLO in the future.

Program SLO 2 also experienced a high level of mastery in terms of students understanding their placement levels and proper course sequencing. Recently, however, with the implementation of AB 705, counselors have spent additional time with students to help them grasp the complex policies and procedures surrounding English/ESL and math placement. As policy has been developed to deal with AB705 issues, counselors constantly needed to work out special situations that did not fall within the general guidelines. This required consultation among a number of instructional and student services

areas such as the English and ESL Departments, Counseling Department the Student Success and Engagement Center, Admissions and Deans and Chairs from those areas. There has been a lot of confusion along the way and with the impending transition of mandatory ESL assessment to self-placement in the coming year, the IEC expects further confusion to follow regarding this issue. IEC will continue to work with campus constituents on resolving unclear policies and procedures and streamlining the process in order to continue maintaining a high mastery rate.

2. Describe when and how the program assesses these SLOs and UOs and uses the results to inform program planning including:

- **how outcomes are assessed and how often**
- **the assessment tool(s) used**
- **the sample (who gets assessed)**
- **how and when the program reviews the results and who is engaged in the process**

INSTRUCTIONAL AND PROGRAM SLOs

The International Education Counseling Center assesses instructional SLOs through input from Counseling 11 instructors and program SLOs during individual and group counseling sessions. Currently, there are two instructional SLOs and two program SLOs. After a low of 78.5% mastery rate for instructional SLO 1 in 2013-2014, mastery rates have since exceeded 88% beginning with academic year 2015-2016. The highest increase occurred during the 2016-2017 academic year with a 91% success rate, 12.5% more than back in 2013-2014. This shows significant improvement in the rate at which students are currently able to complete a realistic educational plan using classroom instruction. This increase may be explained by the introduction of the electronic education plan, MyEdPlan into the course planning module allowing students to self-audit their educational progress and clearly identify remaining course requirements.

Instructional SLO 2 measures the rate of success of students understanding the U.S. educational system through class instruction. Results obtained via a final exam show a success rate of 80.5% or higher over the past five academic years. Beginning with the 2016-2017 academic year, the success rate has increased to over 90%. This significant increase shows that students have a better understanding of the educational system than in past years. This increase may be attributed to instructors focusing on introducing additional resources to help students expand their knowledge of educational options within the U.S. higher education system. Examples include career planning presentations, occupational research resources and strong emphasis on connecting students with university representatives.

The International Counseling faculty program leader collects data from the counselors and the Counseling 11 instructors each term (winter and summer) and each semester. The faculty leader reviews the outcomes at least once a year; she meets with the full time counselors to go over the outcomes. The results are shared with all program counselors. The program leader participates in the discussion of the department SLO's to assure the program SLO's are aligned with the trends and changes.

3. What other evaluation measures does your student or instructional support service use to inform planning? (For example, surveys, longitudinal data, support service use etc.) Note trends, differences in performance by group (ethnicity, gender, age), and any unusual patterns in student success and retention.

Student Visit Counts

The International Education Center keeps track of the flow of student contacts throughout the year. This data is essential in determining the peak times of the year when most counseling resources are needed and is used as a guide to staff subsequent semesters. The number of students coming in to meet with a counselor remained relatively stable between Summer 2013 through Spring 2016 with a maximum of 500 contact difference among those three academic years. With a high of 16,163 contacts in 2016-2017, the IEC experienced a substantial 2,260 decrease in counselor contacts during the 2017-2018 academic year.

During that academic year, IEC experienced its largest loss of counselors in recent years. One tenured counselor retired at the end of Fall 2017 and another went out on maternity leave for five months. In addition, two long-time adjuncts left to focus on their full-time jobs at other campuses. This put a strain on counseling services during that time as the office needed to rebuild its staff by hiring and training new adjunct counselors. The remaining two full-time counselors were left with the daunting task of splitting their time between their normal work duties and training new counselors. This led to a number of days where walk-in counseling closed before noon as all students who could be seen by 4:00pm that day had already signed in. In total, the IEC went through the Spring 2018 semester with a deficit of 790 counseling hours. Of these hours, 448 hours were lost due to a full-time counselor being out from weeks 1-14. In addition, 342 counseling hours went unfilled due to a delay in the adjunct hiring process. The hardship caused by losing seasoned full-time and adjunct counselors took time to recover as new counselors required significant training before they could be productive in all functionalities. This resulted in fewer hours each day available for counseling. In addition, F-1 enrollment has been declining, which also contributed to reduced counseling contacts.

Despite the decrease in student contacts, the need for counseling assistance for our F-1 students continues to be significant as individual cases have become more complex. It is much more common now for counselors to not only deal with academic issues but also the additional layers of psychological, learning disability and medical issues. These cases often require extensive follow-up with instructors and other offices such as the Wellness Center, Care Team, Judicial Affairs, Disabled Student Center and Campus Police. In recent years to address this multi-layered need, International Counseling has hired counselors who are fluent speakers in high demand languages such as Chinese, Korean, Japanese and additional languages including Spanish, Armenian and Cambodian. Having counselors serve as interpreters has been very helpful in resolving difficult or sensitive cases.

F-1 Counseling Contacts

2013-2019

	Summer	Fall	Winter	Spring	Contacts Yearly Total
2013-2014					
Student Contacts	2862	5081	2308	5214	15,465
2014-2015					
Student Contacts	2843	5289	2314	5520	15,966
2015-2016					
Student Contacts	2745	5132	2188	5824	15,889

2016-2017					
Student Contacts	2793	5669	2092	5609	16,163
2017-2018					
Student Contacts	2631	5230	1623	4419	13,903
2018-2019					
Student Contacts	2196	4791	1582	4900	13,469
Total Contacts	16,070	31,192	12,107	31,486	90,855

Counseling Type: On-ground vs. On-line Contacts

There has been a shift in the types of counseling contacts observed over the past years. In 2016, 91.25% of the counseling contacts were conducted in-person whereas 8.75% of the contacts were online. In 2018, in-person contacts decreased to 82% with online contacts increasing to 18%. This represents a 9.25% increase in the use of on-line counseling services within a three-year span. This trend of increased online usage is expected to continue with the implementation of new initiatives to provide new students online advisement prior to their arrival in the U.S. The challenge with online counseling is that there are limitations on the depth of assistance that can be provided online when there is no easy back-and-forth communication as there would be with a face-to-face meeting. Regardless, this trend is expected to continue as students become more accustomed to taking care of business using online methods.

F-1 Student Contact by Type

2013-2018

2013	Winter 2013	Spring 2013	Summer 2013	Fall 2013	Yearly Averages
Drop-in Counseling					
On-line Counseling	No data	No data	No data	No data	No data
2014	Winter 2014	Spring 2014	Summer 2014	Fall 2014	Yearly Averages
Drop-in Counseling					
On-line Counseling	No data	No data	No data	No data	No data
2015	Winter 2015	Spring 2015	Summer 2015	Fall 2015	Yearly Averages
Drop-in Counseling					
On-line Counseling	No data	No data	No data	No data	No data
2016	Winter 2016	Spring 2016	Summer 2016	Fall 2016	Yearly Averages
Drop-in Counseling	96%	93%	88%	88%	91.25%
On-line Counseling	4%	7%	12%	12%	8.75%
2017	Winter 2017	Spring 2017	Summer 2017	Fall 2017	Yearly Averages
Drop-in Counseling	81%	87%	68%	83%	79.75%
On-line Counseling	19%	13%	32%	17%	20.25%
2018	Winter 2018	Spring 2018	Summer 2018	Fall 2018	Yearly Averages

Drop-in Counseling	83%	85%	74%	86%	82%
On-line Counseling	17%	15%	26%	14%	18%
					Yearly Averages (not including Fall 2019)
2019	Winter 2019	Spring 2019	Summer 2019	Fall 2019	
Drop-in Counseling	82%	86%	76%	No data yet	81.33%
On-line Counseling	18%	14%	24%	No data yet	18.66%

Source: Tableau

Course Outcomes and Student Equity

In terms of differences in academic success between student groups, data shows that non-U.S. citizens in F-1 status performed above the average SMC success rates over the past six years. As an aggregate group, there has been no equity gap in performance compared to the SMC average although the gap exceeding the SMC average has decreased from a high of +6.0% in Fall 2015 to +3.3% in Fall 2018. This highlights the urgent need for the IEC to continue working on strategies to improve student success.

F-1 Equity Gap: Success Rate

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
SMC Success Rate	68.0%	68.0%	67.7%	67.7%	68.8%	68.5%
F-1 Success Rate	73.1%	74.0%	73.6%	72.7%	73.3%	71.7%
Equity Gap: Success	+5.0%	+5.9%	+6.0%	+4.9%	+4.5%	+3.3%

Source: Tableau

For retention comparisons, data shows that the F-1 population has been retained at a higher rate as compared the general SMC population. Over the past six years, F-1 students have averaged 11.6% higher retention rates than the overall SMC population. Once again, IEC will further work on identifying ways to assist the most at-risk students among this population to retain high levels of future success.

F-1 Equity Gap: Retention Rate

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
SMC Retention Rate	83.4%	83.2%	82.5%	82.6%	82.7%	82.9%
F-1 Retention Rate	94.9%	94.2%	94.6%	94.3%	94.5%	94.5%
Equity Gap: Retention	+11.5%	+11.0%	+12.1%	+11.7%	+11.7%	+11.6%

Source: Tableau

Grade Distribution

Grade distribution data from academic years 2013-14 to 2018-19 indicates that F-1 students were more likely to pass their classes with grades of A, B, C or P (80.6%) than other SMC groups (67%-75%). Significantly more noticeable is that F-1 students tended to drop fewer classes (6.1%) at nearly half the rate as the U.S. citizens and unknown groups (14% and 13.6%). This is not surprising since F-1 students must maintain a minimum of 12 units to remain in legal status. The high passage rate of classes among F-1 students could be attributed to the higher cost of tuition and the limitation on time each student is allowed to attend SMC per immigration policy.

F-1 Grade Distribution

	Pass (A, B, C, P)	Fail (D, F, NP)	Drop/I (WD,I)
Non-U.S. F-1	80.6%	13.3%	6.1%
Non-U.S. Citizen	75.9%	14.6%	9.5%
U.S. Citizen	67.5%	18.5%	14.0%
Unknown	69.6%	16.8%	13.6%

Source: Tableau

Although F-1 visa students are not calculated in the student equity equation for funding purposes, some of the initiatives and programs facilitated by international counselors to help students achieve their goals are in line with those in student equity-tapped areas. For example, International counselors have been in discussions with the ESL Department and received a commitment to offer more accelerated sections to decrease the time required for students to complete their degrees, certificates or transfer course work. Participation in Guided Pathways or Areas of Interest will assist students in identifying and navigating through their academic pathways. Counselors also strongly encourage students to utilize other support services such as tutoring, Supplemental Instruction, math workshops and Student Services workshops when counseling students to assist them in maintaining high completion and success rates in their courses.

SMC's International Education Program contributes towards achievement goals with its focus on admitting full-time degree-seeking students and helping them successfully navigate the matriculation process. International Counseling actively assists incoming students in bridging the huge differences that exist between the U.S. educational system and the educational system of their respective countries. Counselors work to provide students with a strong foundation and support system to allow them to make informed decisions about their educational path. Below are ways international counselors contribute towards student success.

Pre-arrival

International counselors assist many new students through on-line counseling prior to their arrival, mainly with selecting classes and identifying educational options. A full-time international counselor was involved in the development of the required pre-arrival on-line orientation for F-1 students which specifically aimed at helping students enroll into their first six units prior to arriving in the United States. Newly admitted international students who are abroad are at a severe enrollment disadvantage as they are unable to enter the U.S. and take their assessment tests until 30 days prior to the start

of the semester or session. This policy makes it very difficult for international counselors to assist these students in enrolling into a minimum of 12 appropriate units upon arrival.

Currently, with the implementation of AB 705 and the ability for students to place themselves into Math and English, F-1 students are now allowed to enroll into their full course of study on their assigned enrollment date prior to arriving in the United States, except for ESL classes if they are directed to take the ESL assessment test. This removed a huge course access barrier for F-1 students. This new policy led to another challenging dilemma of how to counsel students into appropriate classes while they were abroad. IEC responded by offering live on-line counseling webinars using Zoom to assist students. *See Appendix C-Global Time Zone Analysis for Zoom Webinars*

Post-arrival intake

All F-1 students are required to attend an Information Seminar which serves as their introduction to Santa Monica College. Beginning with the summer/fall 2019 sessions, the one-hour counseling presentation which previously opened the Group Counseling and Enrollment session was moved to be the closing of the Seminar. This allowed all students to still get the important counseling and enrollment information while giving them the option to attend an enrollment session to work with counselors and Peers on a more intimate level. Immediately following the Seminar, students have the option of attending a campus tour led by Peer Mentors or attending the optional Counseling Lab. Each Lab session is counselor-facilitated and focuses on helping students complete a minimum two-term electronic educational plan through MyEdPlan. Assistance is also provided to trouble-shoot any enrollment obstacles and assure that students leave with a clear understanding of how to enroll and which classes they should select.

First semester and on-going

All first-semester F-1 students are encouraged to enroll in Counseling 11 taught by international counselors. During the course of the semester, all instructors require their students to develop a 2-year educational plan or subsequent semester schedule to assure that students take appropriate classes for their chosen program of study. Instructors work with their students to further refine or modify the existing educational plan from their Counseling Lab sessions. International students are also guided towards utilizing the comprehensive services already in place by other Student Services areas such as the Transfer Counseling Center, Wellness Center, Tutoring Centers and Associated Students.

Addressing probation and disqualified students: Early Alert reports

Extensive outreach to international students on probation is provided through the Back-to-Success program which is run in a slightly different format than the Back-to-Success program for domestic students. Approximately five weeks into the semester, all F-1 probation students are sent e-mails asking that they complete the Back-to-Success (BTS) Worksheet which they must bring in when they meet with a counselor. During the BTS appointment, counselors will review the probation/disqualified process with the student, discuss the student's progress in their current classes and modify the students' educational plan for the subsequent semester. Students who fail to meet with a counselor have a hold placed on their records until they meet with a counselor. This process was revised slightly beginning in Spring 2019 and again for Fall 2019 to first eliminate the holds on probationary students who did not meet the deadline to come in and most recently, to put holds on those who were on probation and were below units. Counselors also do follow-up on Early Alert reports sent in by faculty for students experiencing academic or personal difficulties.

Counseling 11 and Probation Analysis

A system analysis was conducted to determine if F1 students successfully completed Counseling 11 before being placed on academic or lack-of-progress probation. Individual semesters starting from Fall 2013 through Spring 2019 were reviewed. The number of students who successfully completed Counseling 11 versus those who did not successfully complete Counseling 11 before being placed on probationary status were counted and tallied. It was determined that, on average, 67.2% of students did not enroll or successfully complete Counseling 11 before being placed on academic or lack-of-progress probation. **Conclusion:** Taking Counseling 11 is beneficial; students are less likely to be on probation or disqualified. IEC will discuss ways to get more students to enroll in and complete Counseling 11. One idea is to offer a few sections on-line for those having scheduling difficulty with the current offerings or those who prefer a more self-paced class.

F-1 Students on Probation and Counseling 11 Enrollment

	Successfully completed Counseling 11 prior to Probation	Did not enroll in, or did not successfully complete Counseling 11 prior to Probation	% of students on Probation who did not enroll in or did not successfully complete Counseling 11
Fall 2013	59	142	70.6
Spring 2014	72	145	66.8
Fall 2014	66	140	67.9
Spring 2015	90	125	58.1
Fall 2015	89	152	63.1
Spring 2016	78	153	66.2
Fall 2016	37	151	80.3
Spring 2017	72	133	64.8
Fall 2017	53	89	62.6
Spring 2018	47	98	67.5
Fall 2018	25	92	78.6
Spring 2019	39	71	64.5

Source: ISIS

D1: Past year's Objectives

As part of the planning process, programs are expected to establish annual objectives that support the program's goals. Please document the status of the program/function's previous year's objectives. Add comments if you feel further explanation is needed.

D1. Objectives

Objective 1: Develop new process for evaluating transcripts from other schools during non-peak periods (Counseling)

Area/Discipline/Function Responsible: International Education Center (Counseling)

Assessment Data and Other Observations:		
<input checked="" type="checkbox"/> SLO Assessment Data and/or <input checked="" type="checkbox"/> SUO Assessment Data and/or <input checked="" type="checkbox"/> UO Assessment Data	<input type="checkbox"/> TIMS Report Data <input type="checkbox"/> Institutional Research Data	X Other data or observed trends (briefly describe in the comments field below)
External Factors:		
<input type="checkbox"/> Program Review Committee Commendation <input type="checkbox"/> SMC Strategic Initiative (indicate specific initiatives in the comments section below)	<input type="checkbox"/> Program Review Committee Recommendation <input type="checkbox"/> SMC Master Plan for Education Objective #	<input type="checkbox"/> Program Review Recommendation for Institutional Support <input type="checkbox"/> Advisory Board Recommendation (for CTE only)
X Other Factors (briefly describe below):		
Timeline and Activities to accomplish the objective: Further Planning on hold for 2019-2020 due to concentration on other initiatives		
Describe how objective will be assessed/measured: New process on hold for 2019-2020		
Comments: IECC continues to struggle with having to work with students with multiple transcripts during peak enrollment periods. These often lengthy counseling sessions tend to skew the walk-in line, thus, leading to excessively long wait times.		
Objective 2: Refine the Back to Success (BTS) Program and revise as needed (Counseling)		
Area/Discipline/Function Responsible: International Education Center		
Assessment Data and Other Observations:		
<input checked="" type="checkbox"/> SLO Assessment Data and/or <input checked="" type="checkbox"/> SUO Assessment Data and/or <input checked="" type="checkbox"/> UO Assessment Data	<input type="checkbox"/> TIMS Report Data <input type="checkbox"/> Institutional Research Data	X Other data or observed trends (briefly describe in the comments field below)
External Factors:		
<input type="checkbox"/> Program Review Committee Commendation <input type="checkbox"/> SMC Strategic Initiative (indicate specific initiatives in the comments section below)	<input type="checkbox"/> Program Review Committee Recommendation <input type="checkbox"/> SMC Master Plan for Education Objective #	<input type="checkbox"/> Program Review Recommendation for Institutional Support <input type="checkbox"/> Advisory Board Recommendation (for CTE only)
X Other Factors (briefly describe below):		
Timeline and Activities to accomplish the objective: To be completed by June 2020		
Describe how objective will be assessed/measured: By June 2020, IECC plans to complete the transition from group counseling BTS sessions to individual counseling sessions as the trial group sessions were far underutilized. IECC will keep track of students who come in and enforce the policy for those who do not by putting holds on their records.		
Comments: IECC continues to explore intervention strategies for probationary students in order to help them return to good academic standing. Past attempts have proven to be extremely challenging as students ignore initial requests to come in and end up attending to this issue only after holds have been placed on their records and their enrollment dates have passed. IECC plans to reinstitute the individual counseling session while adjusting the timing of the intervention period.		

Objective 3: Continue to monitor and refine the Student Referral Program/Agency Incentives**Area/Discipline/Function Responsible:** International Education Center**Assessment Data and Other Observations:**

<input checked="" type="checkbox"/> SLO Assessment Data and/or	<input type="checkbox"/> TIMS Report Data	X Other data or observed trends (briefly describe in the comments field below)
<input checked="" type="checkbox"/> SUO Assessment Data and/or	<input type="checkbox"/> Institutional Research Data	
<input checked="" type="checkbox"/> UO Assessment Data		

External Factors:

<input type="checkbox"/> Program Review Committee Commendation	<input type="checkbox"/> Program Review Committee Recommendation	<input type="checkbox"/> Program Review Recommendation for Institutional Support
<input type="checkbox"/> SMC Strategic Initiative (indicate specific initiatives in the comments section below)	<input type="checkbox"/> SMC Master Plan for Education Objective #	<input type="checkbox"/> Advisory Board Recommendation (for CTE only)

X Other Factors (briefly describe below):

Timeline and Activities to accomplish the objective: Ongoing

Describe how objective will be assessed/measured: The increase in Student Referral Program Agency partners resulted in a 44% increase in applications from agencies, and a 39% increase in admissions from agencies in the Fall 2018 semester. Spring increases were less impressive, with a 9% increase in applications and a 6% increase in new students admitted through agencies.

Due to this success, the IEC will continue to offer new SRP agreements to agents around the world and will continue to support new agents in learning the college's admissions and communication procedures so that they can provide outstanding assistance to prospective students.

Comments: Based on a review of the 2017-18 Institute of International Education Open Doors report that shows a growth in student potential, and on World Bank population growth data, we have focused our agent growth in India, Nigeria and Eastern Europe, but have also added agents from other parts of the world as agents have reached out to the college.

Objective 4: Develop and deliver a standard outreach strategy to engage prospective students**Area/Discipline/Function Responsible:** International Education Center**Assessment Data and Other Observations:**

<input checked="" type="checkbox"/> SLO Assessment Data and/or	<input type="checkbox"/> TIMS Report Data	X Other data or observed trends (briefly describe in the comments field below)
<input checked="" type="checkbox"/> SUO Assessment Data and/or	<input type="checkbox"/> Institutional Research Data	
<input checked="" type="checkbox"/> UO Assessment Data		

External Factors:

<input type="checkbox"/> Program Review Committee Commendation	<input type="checkbox"/> Program Review Committee Recommendation	<input type="checkbox"/> Program Review Recommendation for Institutional Support
<input type="checkbox"/> SMC Strategic Initiative (indicate specific initiatives in the comments section below)	<input type="checkbox"/> SMC Master Plan for Education Objective #	<input type="checkbox"/> Advisory Board Recommendation (for CTE only)

X Other Factors (briefly describe below):

Timeline and Activities to accomplish the objective: The IEC has successfully developed an e-mail drip campaign to engage prospective students, but this campaign is limited by the fact that we do not have a CRM. We are working with Admissions and Records to see whether we can get access to the CRM available through Target X, but have met with delays because of security concerns. We are also looking at other CRM products and funding options so that we can move forward with this initiative.

We have started to reach out to local language schools so that we can visit them regularly and speak directly to prospective students about the opportunities at Santa Monica College. Over the next year, we hope to establish a calendar of regular visits to our partner schools so that we visit each school 2 to 4 times each year.

Describe how objective will be assessed/measured: We have created an Excel spreadsheet to track the number of prospective students who receive each stage of the messaging, but without a CRM, we are having difficulty tracking student engagement with the messaging, and also tracking whether students apply to the college.

Comments: We have successfully started work on this objective, but need to make further progress to institutionalize the activities within the department.

Objective 5: Continue to revise International Education Center website

Area/Discipline/Function Responsible: International Education Center

Assessment Data and Other Observations:

<input checked="" type="checkbox"/> SLO Assessment Data and/or	<input type="checkbox"/> TIMS Report Data	X Other data or observed trends (briefly describe in the comments field below)
<input checked="" type="checkbox"/> SUO Assessment Data and/or	<input type="checkbox"/> Institutional Research Data	
<input checked="" type="checkbox"/> UO Assessment Data		

External Factors:

<input type="checkbox"/> Program Review Committee Commendation	<input type="checkbox"/> Program Review Committee Recommendation	<input type="checkbox"/> Program Review Recommendation for Institutional Support
<input type="checkbox"/> SMC Strategic Initiative (indicate specific initiatives in the comments section below)	<input type="checkbox"/> SMC Master Plan for Education Objective #	<input type="checkbox"/> Advisory Board Recommendation (for CTE only)

X Other Factors (briefly describe below):

Timeline and Activities to accomplish the objective: Ongoing

Describe how objective will be assessed/measured: Update content of IEC website to ensure that all information is kept up-to-date.

Comments: Update website with relevant information from outside agencies that impact F-1 International students such as Department of Homeland Security, Foreign Consulates and Embassies, local banking resources, and health insurance information

Objective 6: Develop the Study Abroad Package Program

Area/Discipline/Function Responsible: International Education Center

Assessment Data and Other Observations:

External Factors: SMC Strategic Initiative

<p>This is an initiative to attract a type of student that we were unable to market to in the past. Other factors: Set aside seats in targeted classes for F1 students so that enrollment and completion of program certificate can be guaranteed in a specific period of time.</p>		
<input type="checkbox"/> Program Review Committee Commendation	<input type="checkbox"/> Program Review Committee Recommendation	<input type="checkbox"/> Program Review Recommendation for Institutional Support
<input type="checkbox"/> SMC Strategic Initiative (indicate specific initiatives in the comments section below)	<input type="checkbox"/> SMC Master Plan for Education Objective #	<input type="checkbox"/> Advisory Board Recommendation (for CTE only)
X Other Factors (briefly describe below):		
<p>Timeline and Activities to accomplish the objective: A flier describing the program has been produced and provided electronically to all of our partners. During recruitment visits overseas, we are further explaining and promoting the program to agents and to students. A flier describing the program has been produced and provided electronically to all of our partners. During recruitment visits overseas, we are further explaining and promoting the program to agents and to students.</p>		
<p>Describe how objective will be assessed/measured: After Fall 2019 and Spring 2020 admissions cycles are completed, application and admission rates will be evaluated to determine whether the Study Abroad Package Program is effective.</p>		
<p>Comments: We no longer partner with Gateway, as the company reported to us that they have gone bankrupt. However, we have successfully offered the Study Abroad Package Program in the Fall 2018 and Spring 2019 semesters. Although this program is open to all students, only students from Sweden and Norway have enrolled this year. We will continue to develop the program in the coming year as an option to new students who want guaranteed classes.</p>		

Objective 7: F-1 Counseling Services Brochure		
Area/Discipline/Function Responsible: International Education Center		
Assessment Data and Other Observations:		
<input checked="" type="checkbox"/> SLO Assessment Data and/or <input checked="" type="checkbox"/> SUO Assessment Data and/or <input checked="" type="checkbox"/> UO Assessment Data	<input type="checkbox"/> TIMS Report Data <input type="checkbox"/> Institutional Research Data	X Other data or observed trends (briefly describe in the comments field below)
External Factors:		
<input type="checkbox"/> Program Review Committee Commendation	<input type="checkbox"/> Program Review Committee Recommendation	<input type="checkbox"/> Program Review Recommendation for Institutional Support
<input type="checkbox"/> SMC Strategic Initiative (indicate specific initiatives in the comments section below)	<input type="checkbox"/> SMC Master Plan for Education Objective #	<input type="checkbox"/> Advisory Board Recommendation (for CTE only)
X Other Factors (briefly describe below):		
<p>Timeline and Activities to accomplish the objective: To be completed by June 2020</p>		
<p>Describe how objective will be assessed/measured: Return of printed brochure ready for dissemination</p>		
<p>Comments: The International Counseling Center has long desired a comprehensive professional-looking brochure outlining its services and distinguishing those of the International Education Center. This brochure would be helpful to students, faculty, staff and other community entities.</p>		

Objective 8: Participate in the Guided Pathways initiative by identifying and training international counselors to become “experts” in different areas of interest and develop a plan to provide targeted counseling to students based on their areas of interest. (Counseling)

Area/Discipline/Function Responsible: International Education Center

Assessment Data and Other Observations:

<input checked="" type="checkbox"/> SLO Assessment Data and/or	<input type="checkbox"/> TIMS Report Data	X Other data or observed trends (briefly describe in the comments field below)
<input checked="" type="checkbox"/> SUO Assessment Data and/or	<input type="checkbox"/> Institutional Research Data	
<input checked="" type="checkbox"/> UO Assessment Data		

External Factors:

<input type="checkbox"/> Program Review Committee Commendation	<input type="checkbox"/> Program Review Committee Recommendation	<input type="checkbox"/> Program Review Recommendation for Institutional Support
<input type="checkbox"/> SMC Strategic Initiative (indicate specific initiatives in the comments section below)	<input type="checkbox"/> SMC Master Plan for Education Objective #	<input type="checkbox"/> Advisory Board Recommendation (for CTE only)

X Other Factors (briefly describe below):

Timeline and Activities to accomplish the objective: To begin implementation by June 2020

Describe how objective will be assessed/measured: IECC will keep track of the number of students counseled by the area of interest counselors.

Comments: ECC is currently working with the Main Counseling Department in identifying area of interest counselors and is in the process of setting up training for each area. In addition, IECC is also participating in discussions on the implementation of the “care teams.”

Objective 9: Revive New Student Activities Program

Area/Discipline/Function Responsible: International Education Center

Assessment Data and Other Observations:

<input checked="" type="checkbox"/> SLO Assessment Data and/or	<input type="checkbox"/> TIMS Report Data	X Other data or observed trends (briefly describe in the comments field below)
<input checked="" type="checkbox"/> SUO Assessment Data and/or	<input type="checkbox"/> Institutional Research Data	
<input checked="" type="checkbox"/> UO Assessment Data		

External Factors: Other factors

Ability to fill staff vacancies

Staff workload, determined by number of students who are admitted and arrive on campus

<input type="checkbox"/> Program Review Committee Commendation	<input type="checkbox"/> Program Review Committee Recommendation	<input type="checkbox"/> Program Review Recommendation for Institutional Support
<input type="checkbox"/> SMC Strategic Initiative (indicate specific initiatives in the comments section below)	<input type="checkbox"/> SMC Master Plan for Education Objective #	<input type="checkbox"/> Advisory Board Recommendation (for CTE only)

X Other Factors (briefly describe below):

Timeline and Activities to accomplish the objective: We plan to offer the New Student Activities program for every new student intake.

Describe how objective will be assessed/measured: Were we able to offer a full activities program, with 2-3 activities per week of new student seminars? If not, were we able to offer a partial program, with a few activities?

Comments: Due to staff vacancy, in 2018-2019 we were only able to offer the New Student Activities Program for the Spring 2019 incoming students. The staff member is going on maternity leave in Summer 2019, so the program will once again be affected.

Objective 10: Develop and implement phase 2 of the on-line pre-enrollment counseling for newly admitted F-1 students (Counseling)		
Area/Discipline/Function Responsible: International Education Center		
Assessment Data and Other Observations:		
<input checked="" type="checkbox"/> SLO Assessment Data and/or <input checked="" type="checkbox"/> SUO Assessment Data and/or <input checked="" type="checkbox"/> UO Assessment Data	<input type="checkbox"/> TIMS Report Data <input type="checkbox"/> Institutional Research Data	<input checked="" type="checkbox"/> Other data or observed trends (briefly describe in the comments field below)
External Factors: Other factors Ability to fill staff vacancies Staff workload, determined by number of students who are admitted and arrive on campus		
<input type="checkbox"/> Program Review Committee Commendation	<input type="checkbox"/> Program Review Committee Recommendation	<input type="checkbox"/> Program Review Recommendation for Institutional Support
<input type="checkbox"/> SMC Strategic Initiative (indicate specific initiatives in the comments section below)	<input type="checkbox"/> SMC Master Plan for Education Objective #	<input type="checkbox"/> Advisory Board Recommendation (for CTE only)
<input checked="" type="checkbox"/> Other Factors (briefly describe below):		
Timeline and Activities to accomplish the objective: Pilot program was implemented in April 2019 and implementation of phase 2 is expected for the 2019-20 enrollment cycle.		
Describe how objective will be assessed/measured: IECC will keep track of students utilizing the on-line pre-enrollment services, making note of such data as students' country of origin, high demand periods, common questions asked, etc.		
Comments: With the implementation of AB 705 and the drastic changes to the assessment process, the need for pre-arrival counseling assistance has become crucial given that international students may now enroll into their full course load prior to their arrival in the U.S. IECC is continuing to expand on its on-line counseling offerings to provide students a means to obtain guidance in their initial course selections.		
D1. Looking Back		
<i>In this section, please document what you did last year as a result of what you described in Section C.</i>		
1. Describe any accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.		
A. Relocate to new facility and combine Counseling and Classified Staff		
The move to the new Student Services Building in June 2019 has merged the International Counseling staff and the Classified staff into one location and will facilitate collaboration between counseling and staff. This move will help the Center move forward with providing comprehensive services out of one convenient location.		
B. The IEC has requested and been approved to hire a new full-time tenure-track International Counselor for the 2020-2021 academic year to replace a counselor who retired in 2017.		

The upcoming hiring of a full-time international counselor is especially urgent to provide continued leadership and support to implement groundbreaking initiatives, including AB 705 and Areas of Interest counseling. According to IIE's Open Doors statistics, 2017-18, Santa Monica College ranked 3rd in the U.S. in terms of international student enrollment among two-year institutions. SMC's own Institutional Research statistics show that international students have consistently performed better than the general population in terms of course retention (94.5% received non-withdrawal grades), course success rate (82.6% earning A, B, C, P) and degree and certificate completion (22.2% of degrees awarded). Maintaining our standing as a leading destination for international students in the U.S. by continuing to support the successful performance of our F-1 population requires a firm commitment from the institution.

A well-trained counseling staff is essential to help retain F-1 students and enable them to succeed. Over the past six years, eleven adjunct counselors have been hired full-time at other schools with two being hired at SMC. Common feedback is that SMC is a great training ground for new counselors because of its comprehensive services and opportunities to engage in all aspects of counseling from teaching Counseling 11 to facilitating Seminars and Labs

C. The IEC completely overhauled the pre-advisement process as a response to AB 705. Since students are now able to place themselves into English and math, there was no longer the need to hold up their enrollment until after they arrived on campus and took their assessment tests. Students who are directed to take the ESL test will still need to wait until they arrive on campus; however, they would still be able to enroll in their math and other classes ahead of their arrival. Below is a comparison between the old and new processes and the benefits the department hopes to achieve:

	Old process prior to AB705	Proposed process with AB705
Pre-advisement counseling assistance	No pre-advisement counseling; full enrollment delayed until approx. 30 days prior to the start of the semester Disadvantages: late enrollment, limited class options, SMC classes cancelled prior to arrival of new F-1 students resulting in increased concurrent enrollment at other schools	Offer on-line pre-advisement sessions through Zoom and Chat beginning April 22, 2019 to pre-advise students into their 12+ units while in their home countries Implementation Benefits: ? Students have access to live on-line counseling Chat to facilitate enrollment into 12+ units while abroad rather than waiting until they arrived in the U.S. ?Students less likely to enroll in inappropriate subjects and subsequently drop classes
Enrollment limitations	Enrollment max of 6 units prior to U.S. arrival Disadvantages:	Enrollment max of 16 units prior to U.S. arrival Implementation Benefits:

<p>F-1 students missed out on the opportunity to enroll in 12+ units; low-enrolled classes were often cancelled before new students arrived and could add them; more likely to enroll in inappropriate classes; at greater risk of beginning the semester out of visa compliance</p>	<p>? New F-1 students may enroll up to three months earlier (on their actual enrollment dates) prior to U.S. arrival</p> <p>? Earlier enrollment will allow for a better selection of classes before low-enrolled classes are cancelled</p> <p>? Students more likely to start the semester in good visa standing</p> <p>? Students more likely to enroll in SMC course offerings rather than taking classes concurrently at other schools</p>
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D. The piloted new student Seminar and Counseling Lab initiative appears to have been the most positive improvement to the new student intake process in recent years based on positive comments from both students and staff. Future surveys will be done to confirm this initial feedback. The successful pilot program which changed the restrictiveness of the intake process allows student to get the same important information regarding immigration and enrollment without requiring students to sit through the three-hour enrollment presentation/enrollment session. In the past when the counseling portion was mandatory, counselors and staff had a difficult time keeping students engaged and focused on the task at hand. Many students did not want to be there and found creative ways to leave the session. Once the Counseling Lab session was made “optional”, nearly all students *chose* to attend on their own and were very appreciative of the help they received. The rooms were active with between 50-100 students at a time. In fact, counselors and staff had to actually nudge students to leave once they were done with their enrollment.

E. IEC piloted Zoom counseling this summer 2019 session to provide student real-time counseling assistance while they were abroad to help facilitate enrollment prior to their arrival in the U.S. With the implementation of AB 705, F1 students were allowed to enroll in 12-16 units before their arrival in the U.S. Zoom webinars were utilized to reach out to students who wanted or were in need of guidance in selection of classes. Top high-demand time zones were analyzed to determine the best possible hours to conduct the webinars. The L.A. morning hours seemed like the best choice to offer the webinars, but it was not the ideal time. Future webinars may be conducted outside of the traditional workday in order to offer the best overall global timeframe. *See Appendix C-Global Time Zone Analysis for Zoom Webinars*

F. IEC counseling has placed greater emphasis on training and professional development opportunities for all counselors to improve consistency in counseling students and help counselors grow professionally.

G. International counselors will continue to play an active role in helping to get Areas of Interest counseling off the ground at SMC. Several counselors were participants in campus-wide meta major sorting events. All IEC counselors have been assigned to each of the different areas of interest with the STEM counselor already having engaged in her first cohort meeting. Although final plans are still being made, it is anticipated that these counselors will serve as “expert” resources or point of contact for each Area of Interest. International counselors are actively discussing ways to help international students develop greater clarity in their educational experience at SMC from pre-arrival through departure. This task is especially challenging given that these students come from educational backgrounds which are

unlike the U.S. The working goal is to identify pathways for students to complete their educational goals in a timely manner.

Assisting at the department level

Counselors can play an instrumental role by helping students define clear educational pathways for themselves which are realistic and obtainable. This requires work on the counselor's part to first develop these pathways, and second, to find creative ways to educate students on these available options and assist them in selecting the one most appropriate. Continued discussions are needed to determine whether designated "pathways counselors" would be the ideal method of assisting students. A pathway "check-up" through one-on-one counseling can be made available to students each semester to specifically address where they stand on their pathway and make adjustments as needed. Counselors will also continue to be more prescriptive in recommending support services critical to successful goal completion.

Assisting at the campus-wide level

Counselors need to work with various academic departments to develop the different pathways for students to obtain their desired goals. The pathways should be academically sound and easily comprehensible. Major changes are expected from the ESL Department regarding course sequencing and self-placement.

Along this line, IEC has already put into place short-term pathways for special groups of international students in order to complete a set of courses specific to their career interests. This is referred to within the department and in other sections of this report as the "Package Program". Currently, students are able to select one of three pathways: Business, Kinesiology and Fashion. The IEC, in collaboration with faculty and counselors, was able to identify and offer specific major-related courses which give students a meaningful introduction to their areas of interest.

2. Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.

Recommendation 1

In the Fall 2013 Program Review Executive Summary for International Education, it was recommended that the program work on identifying additional strategies to further address periods of peak demand. Since then, several strategies have been implemented to help address this problem. Here are some of the factors taken into consideration:

- A) Using ISIS student contact data to determine high and low traffic weeks of the academic year and schedule counselors accordingly. The challenge is that counselor weekly schedules must remain relatively static throughout the semester, which does not allow for full flexibility in adjusting schedules to perfectly match with peak periods.
- B) Staggering student groups to come in during non-peak times. For example, during Fall 2019, probationary students are being asked to come in during a 4-week time frame in September and October to meet with a counselor, as this will allow counselors more time to meet with the most at-risk students before peak periods. Basic skills students are being asked to come in October and transfer students in October and November.
- C) Offering students the option of e-mailing their questions to the on-line counselor to avoid waiting in line.
- D) Using QLess, the automated line monitoring system, whereby students can sign in and receive a text when their turn is near.

E) Offering students the option of drop-off services to avoid waiting in line. Currently, this is done for CSN Memorandums, some educational plans, out-of-country disqualified student petitions and Special Consideration Petitions.

F) For basic non-academic questions, students have the option of e-mailing a Peer Mentor from their countries for quick responses.

Recommendation 2

The Fall 2013 Program Review Executive Summary for International Education recommended that the department consistently monitor reinstatement statistics and use these as a basis for adjusting support mechanisms.

The IEC immigration team keeps statistics of the number of students who fall out of status each term, the number of students who seek reinstatement, and the method of reinstatement, either through re-entry to the U.S. or by filing a reinstatement petition with the U.S. Citizenship and Immigration Service (USCIS). However, careful review of this data has not led to any significant changes in the support that has been provided to students over the past six years. Students consistently understand the instructions that are provided to them verbally and in writing during an appointment with a Student Services Specialist on the immigration team. This is validated when students are successfully able to complete the applications correctly, verified by a Specialist during a second appointment with each student.

In response to a change in the way that the federal government counts “unlawful presence” for F-1 students, discussed later in this section, the IEC decided to place a hold on the records of all F-1 students enrolled in 12 or more units on the first day of the semester so that they could not drop below 12 units without first meeting with a Student Services Specialist on the immigration team in the IEC. This change did result in a significant drop in the number of students who fell out of status during the semester, from about 5% to about 2%. The practice will be continued as it does appear to prevent students from falling out of status.

Recommendation 3

The Fall 2013 Program Review Executive Summary for International Education recommended that the department identify improvements to the IE website that align with student feedback.

Students provided feedback that IE website information was not always up-to-date. To improve in this area, the department trained additional staff members to edit the website. There are now 4 staff members who are able to edit IE website information so that when messages need to be updated, those updates can happen right away. Information about office closures, updates in English proficiency tests that are accepted for admission, and housing resource websites is some of the information that is regularly updated to assist students.

Students gave feedback that the Tuition and Fees chart was confusing because the per-unit fee was broken down into Enrollment Fee, Non-Resident Tuition and Non-Resident Surcharge. Although the department felt it was important to keep this break-down, the staff incorporated one student’s suggestion to add a “Total Non-Resident Tuition” amount in the box with the break-down. Peer Mentors working in the IEC subsequently reported a reduction in the number of students who called or e-mailed to ask about student fees.

In addition, members of the department are participating in the campus effort to redesign the entire SMC website to help students more easily find the information they seek.

3. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors (e.g., licensure requirements, state or federal requirements, CCCO mandates, regulations, etc.) that triggered the changes, and indicate the expected or anticipated outcomes.

Book Voucher Program

Beginning Fall 2017, the IEC joined other key student services programs in issuing book vouchers to needy international students. The issuance of these vouchers follows the same general guidelines as for the domestic population. Students are required to demonstrate need by writing an essay and having a committee review and select candidates to receive this award. Information on selected candidates is input into ISIS by a staff member and students may use their vouchers immediately in the bookstore. Qualified students have to be in 12 units or be approved by IEC for a reduced course load. This program has been successful in helping to meet critical financial needs of international students. See *Appendix D-Book Voucher Statistics 2017-2019*

GLOBAL CITIZENSHIP

In October 2018, the Global Council voted to change its name to the Global Citizenship Committee.

The International Education Center supports the Global Citizenship Committee (GCC) through the membership of its Dean and Associate Dean on the committee, and also with the service of the IEC Administrative Assistant II. This person takes minutes at the meetings and provides administrative support for all GCC activities, such as arranging for contracts to be signed and payments to be made for on campus speakers and other events, and supporting faculty with every aspect of planning and paying for study abroad and study in-broad trips.

The definition of Global Citizenship adopted by the GCC is:

To be a global citizen, one is knowledgeable of peoples, customs and cultures in regions of the world beyond one's own; understands the interdependence that holds both promise and peril for the future of the global community; and is committed to combining one's learning with a dedication to foster a livable, sustainable world.

The Global Citizenship Themes over the past six years have been:

2013-2015 Peace and Security

2015-2017 Gender Equity: Is Equity Enough?

2017-2018 Promise and Peril of a Global Community

2018-2020 Justice

The selection of the academic Global Citizenship theme had typically been a bi-annual event, but was an annual theme in 2017-18. The Global Citizenship Committee decided that sticking with a theme for two years would give faculty and students more opportunities for exploration and engagement with the theme, so a bi-annual theme was again chosen for 2018-20.

Faculty are encouraged to find creative ways to explore the Global Citizenship theme in their classes. The art department typically asks students to interpret the theme in their artwork, and then sponsors a gallery show to showcase the student

creations. The theme is also used as the guiding subject for the Global Citizenship Symposium, discussed later in this section.

The Global Citizenship Committee continues to focus on improving processes and striving to reach more students, especially under-represented students, to promote global citizenship. Global Citizenship Grants for faculty proposals provide funding for worthy projects that are centered on student participation. As Global Grants have fixed deadlines, Global Opportunity Grants are also available to provide additional flexibility to fund worthy projects with more flexible deadlines.

The Global Citizenship Committee sponsors a variety of activities and special events each year including film series, literary series, special speakers, art events, and other events that invite the campus community to engage with different cultures and ideas. *See Appendix D-Sample Global Citizenship Events*

STUDY ABROAD

The International Education Center works with a variety of departments at Santa Monica College to ensure successful Study Abroad programs for the winter and summer sessions and two to three Field Studies Abroad programs over spring break. The Global Citizenship Committee and Academic Affairs work on the selection of leaders to ensure qualified faculty are leading each trip. Once a program is ready to be announced, Marketing creates flyers, posters, and web banners. SMC Legal Counsel Bob Myers reviews program materials and contracts to ensure legal compliance, and Risk Management provides counsel regarding safety. Through use of the email interest list, posters, the SMC website, and social media (Facebook, Twitter), Study Abroad information sessions, and announcements by faculty in their classes, students learn about the options for SMC Study Abroad. Auxiliary Services ensures deposits and vendor payments are processed in a timely fashion, and the Financial Aid Director assists with student funding by helping students complete financial aid applications, and notifying the IEC of which study abroad students are eligible for financial aid. Limited study abroad scholarships that are funded through the Global Citizenship budget are awarded first to students who are eligible for financial aid.

The District Global Citizenship Scholarship has greatly enhanced the ability for many SMC students to participate in these programs abroad. Recipients of GC Scholarships are required to write a statement explaining their reasons for wanting to study abroad, demonstrate financial need, have a 2.5 or higher GPA, be an ASB member, and be in good disciplinary standing. Recipients are also required to complete a follow-up project upon their return from the program.

In 2018, because few applications were received for the Spring 2019 and Summer 2019 study abroad programs, the GCC decided to extend the application deadline to the end of the summer term. Unfortunately, this strategy hurt the program. No additional applications were received, and this decision severely limited the time that students had to set aside money for the program, and the time that faculty had to market their programs. Few students signed up for any of the programs on offer, and all study abroad programs had to be cancelled in 2019.

The GCC learned an important lesson from this decision and will stick to its previous strategy of calling for proposals early and deciding on trips for the following year no later than June. In addition, the GCC continues to discuss that in the future, a 2 year selection process for faculty for Study Abroad be implemented allowing faculty more time to research and create proposals.

In addition to promoting and supporting Santa Monica College's study abroad trips, the IEC supports students who wish to participate in independent study abroad programs. The IEC prepares recommendations for each student. Over the years,

students have participated in study abroad through programs such as CIEE Study Abroad (ciee.org), the Institute for International Education, the Freeman-Asia program and others. Students have spent from one week to one semester in locations such as Alcala Spain, Seville Spain, Toronto Canada, St. Petersburg Russia and Seoul Korea.

OUTREACH, MARKETING AND RECRUITMENT

The F-1 international population trends and reasons for those trends are discussed in detail in Section B – Population Served of this report.

To stabilize the F-1 population at Santa Monica College and to return to a growth model, the IEC is employing several strategies. First, Santa Monica College increased the agency commission that is paid to agents in key markets who recruit students to attend SMC. The department is training new partners to provide accurate, compelling information about SMC to their students. In the first year after taking this step, we have seen an increase in the number of applications received from agencies, as well as the number of students admitted through agencies.

	Agency Applications	Agency Admissions		Agency Applications	Agency Admissions	% Change in Applications	% Change in Admissions
Fall 2017	390	248	Fall 2018	577	358	48%	44%
Winter 2018	98	38	Winter 2019	125	32	28%	-16%
Spring 2018	291	197	Spring 2019	322	208	10%	4%

In January 2019, the International Education Center expanded its e-mail outreach to prospective students from one e-mail to a 4-message drip campaign that sends targeted e-mails to prospective students over a 4 week period. The IEC partnered with the Marketing department to develop this strategy. *See Appendix D-Email Messages 1-8*

In the first four months of the campaign, SMC reached 1,792 students. The IEC is reaching out to students who find SMC through online advertising at Study in the USA and iExplore Universities. The IEC is also reaching out to students that college representatives meet at fairs during overseas travel, and those who e-mail the department with initial inquiries.

Because this drip campaign is a manual effort, and not managed through a CRM, the IEC is very limited in its ability to analyze prospective student engagement with this messaging, or even to see how many messaged students have started an application. In March, IEC staff started to make note of the number of students who responded to a drip-campaign message, and tracked 21 replies in March. 15 students replied in April.

In addition to improving messaging, the IEC evaluated local partnerships with language schools and found that only those schools to which the college pays commission were regularly referring students to SMC. In February 2019, SMC started reaching out to language school partners and offering a commission-based agreement. The college also asked for the opportunity to participate in language school college fairs, or to make classroom presentations about Santa Monica College at those schools that do not host college fairs.

During the Spring 2019 semester, the IEC reached out to 10 schools and set up presentations or signed up to participate in language fairs at all of them. Some schools are not interested in commission, but 4 schools have signed commission-based

agreements with SMC. The IEC will continue to reach out to partner language schools to strengthen engagement, and to motivate an increase in local language schools referring students to Santa Monica College in the coming semesters.

Staff duties have been reorganized to make time for regular Facebook posts, and a Twitter feed has been added to showcase both on and off campus activities for international students at the college.

In addition to these new efforts, the International Education managers have continued to participate in travel for recruitment and expanded outreach. They participated in the following activities:

September 2018: Student Fairs in Tokyo and Osaka, Japan

Agency visits and training in Japan

Individual student/family meetings in Japan

Agency visits and training in South Korea

Individual student/family meetings in South Korea

February 2019: Student Fair in Sweden

Agency visits in Sweden

Student Fair in Norway

Agency visits in Norway

April 2019: Agency visits in Hong Kong

Student/Family workshops in Hong Kong

Individual student/family meetings in Hong Kong

Agency visits in Brazil

High School visits in Brazil

Student/family meetings in Brazil

Gold Key visits to vet new agencies in Brazil

Gold Key visits to vet new agencies in Colombia

(We currently have no agents in Colombia)

September 2019: Student Fairs in Tokyo and Osaka, Japan

Agency visits and training in Japan

Individual student/family meetings in Japan

Agency visits and training in South Korea

Individual student/family meetings in South Korea

The department is also training other college administrators to represent Santa Monica College overseas. In September 2019, SMC's Public Information Officer traveled to India to represent the College at 10 high schools. She also visited a new partner in New Delhi to provide in-person training and to learn more about how best to recruit students from India.

The International Education Center has participated in virtual fairs in several countries with mixed results. The department will continue to explore this cost-effective method of recruitment.

International Education Center managers have started to initiate virtual meetings with agents with whom we are unable to meet in person. Meetings have taken place with agents in Sweden, Canada and China this year using Skype, Zoom and WeChat. The IEC will expand virtual outreach, particularly with agents in countries that the College cannot currently visit due to security concerns, such as Turkey and Nigeria.

These are very challenging times in the world of international student recruitment. The department continues to seek out new ways to attract and engage prospective students, to stabilize and once again grow the population of F-1 students at Santa Monica College.

ADMISSIONS

In the past two years, there has been a decline in applications received as well as in the number of F1 students coming to SMC and to the U.S., as discussed in the "Outreach, Marketing and Recruitment" section, earlier in this report.

Application trends and yields 2014-2018

	2014	2015	2016	2017	2018
Apps received	6915	6082	6198	5419	4929
Students admitted	2329 (-5.5%)	2387 (+2.4%)	2303 (-3.5%)	2115 (-8.2%)	1820 (-13.9%)

Application trends and yields by term 2016-2019

	Academic & IEP Students Admitted	Academic Students Admitted	IEP Students Admitted	Academic & IEP Apps Received
Summer 2016	310	239	71	959
Summer 2017	295 (-4.8%)	250	45	819 (-14.6%)
Summer 2018	292 (-1%)	243	49	826 (+8.5%)
Fall 2016	1008	896	112	2660
Fall 2017	931 (-7.6%)	829	101	2359 (-11.3%)
Fall 2018	890 (-4.4%)	817	73	2402 (+1.8%)
Winter 2017	283	208	75	850
Winter 2018	201 (-29%)	166	35	688 (-19.1%)
Winter 2019	169 (-15.9%)	130	39	644 (-6.4%)
Spring 2017	607	547	60	1391
Spring 2018	509 (-16%)	452	57	1076 (-22.6%)
Spring 2019	469 (-7.8%)	436	33	1057 (-1.7%)

See Appendix B-F-1 Population by Semester 2013-2018

In an effort to increase yield, the admissions team in the International Education Center has used the time made available from receiving fewer applications to more proactively reach out to applicants during the admissions process, to encourage them and offer assistance throughout the process.

FRONT DESK SERVICE

Prior to the New Student Service Center opening in June 2019, the international education center had two offices. Front desk services were provided at both IEC and IECC offices. Combining the two staffs into one location allowed for front desk services to be streamlined into one location. The front desk team receives and reviews a wide variety of incoming documents, such as verification letter requests, I-20 travel signature or replacement requests, fee postponement requests, reduced course load requests and insurance refund requests. The front desk also schedules appointments for students who seek counseling appointments or immigration advice. The front desk team answers general questions about the F-1 admission process at SMC, and refers students who have housing questions or health insurance questions to appropriate staff in the department.

The volume of activity supporting the IEC counselors is illustrated by the number of counseling appointments reported in the Counseling section of this report. Until the department moved to the Student Services Center, there was no efficient way to track the number of immigration appointments. The department has recently started to use Q-less to track immigration appointments. Other IEC front desk services are tracked by the number of verification letter requests and I-20 travel signature or replacement requests. The IEC began tracking the number of verification letter requests in August 2017 and I-20 travel signature or replacement request in February 2017. The IEC office received 819 verification letter requests in 2017, 1751 in 2018, and 1168 as of September 2019. The IEC office received 1456 I-20 travel signature or replacement requests in 2017, 1556 in 2018, and 958 as of September 2019.

The International Education Center has established a 5 to 10 business day window for processing verification letter requests and I-20 travel signature or replacement requests. The specific processing timeline is communicated to students depending on the time of the year. Peak season for I-20 travel signatures are tied to holiday seasons such as winter, summer and spring break. The staff is trained to process these requests on a daily basis so students will receive their document within the set deadline or sooner based on staff workload. Guidelines were established to ensure efficiency and student satisfactions. Our office also proactively sends out e-blasts to students to encourage them to come in earlier for travel signatures so that students can receive their documents more quickly.

INTENSIVE ENGLISH PROGRAM

IEP Program Admissions

The students entering the Intensive English Program (IEP) represent countries from every region of the world with particular concentrations coming from China, Korea, Japan, Indonesia and Turkey. The students possess varying degrees of English skills and education. The majority have come to the United States not only to improve their English, but to continue their education at Santa Monica College and many of them have plans to transfer to a four year university. The IEP includes students who have recently completed high school in their home country or in the US as foreign exchange students, as well as older students who seek to return to their home country to apply their English skills in their family or international businesses.

The Intensive English Program has seen declines in admission over the past several years. In order to improve admissions rates, staff are reaching out to applicants very early in the process to encourage applicants to complete their applications. They are also accepting applications well past the application deadlines, and are allowing students to arrive on campus up through the end of the first week of class.

IEP Enrollment 2013-19

Year	IEP Enrollment	Percentage Increase or Decline
2013-14	202	
2014-15	245	+21%
2015-16	221	-10%
2016-17	219	-1%
2017-18	158	-28%
2018-19	145	-13%

Curriculum and Instruction

The IEP instructors regularly review instructional materials and update the textbook and supporting materials to best serve the student needs. The textbooks for each of the three IEP levels were most recently updated in 2019.

In addition to addressing the academic language needs for helping students transition into SMC's academic program, the IEP curriculum now includes more instruction relating to campus culture, community resources, and conversation skills. Representative topics are time management, asking for information, seeing a doctor, expressing opinions, and finding campus services. These lessons are designed to help support each student's success once they transition to the academic program at SMC.

The IEP is also leveraging the experience of former students to help orient current students to campus life. This has been accomplished through classroom visits and presentations during the last week of instruction.

Instructor Recruitment, Hiring, and Orientation

All IEP instructors have MA degrees in TESL and are highly motivated to apply their academic training to classroom practice. Each instructor receives an orientation to program policies and procedures, is observed during their first three weeks of teaching and attends program meetings where policies and teaching issues are discussed.

Field Trips

The Intensive English Program offers off campus field trips to the Getty Center and Griffith Observatory each Fall and Spring semester. The Getty trip includes an informational scavenger hunt for the students as a team building assignment.

In addition, a trip to Six Flags Magic Mountain is offered as an end of semester incentive for students who maintain good attendance. This has been a popular trip in past years, but student interest is changing. Beginning in Spring 2018, fewer than half of the IEP students chose to participate in the Six Flags field trip and other students were recruited to use the pre-purchased tickets.

On-campus activities are included in the IEP curriculum to help integrate students into student life at Santa Monica College. The IEP classes participate in Club Row, Earth Week activities, and International Education Week. Each event includes an immersive learning experience with peers and instructors, and includes an informational on-campus scavenger hunt for the students as a team building assignment. IEP students are encouraged to participate in other on campus activities as long as they do not interfere with classroom instruction time. These events have been helpful in orienting students to the campus and student life.

IEP Orientation Seminar

IEP students participate in a mandatory one day orientation seminar before the start of each semester. Required legal documents are collected during check-in, and the students are given a series of tests for course placement including writing, listening, reading, and grammar. Students are given a campus tour led by international Peer Mentors, followed by lunch provided by the IEC. The students are then presented with information about housing, health insurance, and the immigration and college requirements for F-1 Intensive English Program students. Shortly after the IEP seminar, the students are given their IEP level placement and class schedule. They are also given an invoice with a detailed breakdown of program fees, and a payment due date along with payment instructions.

IEP Seminar Show Rates

	Signed Up	Attended	Show Rate
2013-14	No data collected	No data collected	
2014-15	No data collected	No data collected	
2015-16	351	223	64%
2016-17	335	212	63%
2017-18	246	155	63%
2018-19	199	134	67%

IEP to Academic Change of Program Transition

IEP students are eligible to continue into the academic program if they meet attendance requirements and place high enough on an assessment test at the end of each semester or session. Eligible students are given an informational workshop. They complete a Change of Program application, transition seminar, and Group Counseling with IECC counselors. At the end of the Change of Program process, students are issued the Associate level I-20, and may begin academic classes at the start of the following semester or session. The majority of IEP students complete the program in one term and transition to the academic program. The IEP remains an important pathway to the academic program at Santa Monica College.

IEP End of Program Details

	Transferred to Academic Program	Transferred out of SMC	Repeated IEP
2013-14	No data collected	No data collected	No data collected
2014-15	No data collected	No data collected	No data collected
2015-16	No data collected	No data collected	No data collected
2016-17	143 (86%)	14	10
2017-18	107 (79%)	17	11
2018-19	114 (79%)	18	13

INFORMATION SEMINARS

Over the years, the New Student Seminar program has changed in response to student feedback, campus resources, and changes in campus programs.

Six years ago, students reported to campus early in the week to meet the federal “check-in” regulation by submitting their passports, personal and emergency contact information. They returned the next day to complete English/ESL and Mathematics Assessment Testing. At the end of the week, they attended a full day seminar that included ice breakers, lunch, an interactive campus resource tour, and presentations about immigration regulations, housing, health insurance and campus safety. They came back to campus the following week for a one-on-one meeting with a counselor to learn about American classroom culture and academic support services as well as to plan their first term schedule and enroll in classes. However, with growing enrollment, the counseling staff was having difficulty meeting with every student. Different strategies were discussed and attempted, including small-group counseling sessions for students with similar academic goals. In 2015, the department started to offer the “Group Counseling” model that is used today. Group Counseling increased the information that new students received by developing a one-hour PowerPoint presentation that provided consistent, in-depth information about the American classroom culture, college policies and procedures, and transfer strategies. Students then worked in a computer classroom staffed with several counselors to plan their first-semester schedule. The first groups of students who received support in this new format were aware that previous students had received one-on-one counseling and were not especially satisfied with the new service. Only about 68% of students at that time reported that they Agreed or Strongly Agreed that counselors answered their questions during the event. However, that percentage has increased to about 77% in the past two years as counselors have improved the event and students have come to understand what to expect when they arrive. *See Appendix D-Seminar Survey Spotlight*

Students reported that the seminar day was particularly long and that they were unable to retain much information by the end of the day. The IEC looked critically at the information shared with students and started to reduce the length of presentations.

The department identified only the most crucial information to share with students: the immigration regulation presentation and a small piece of information about how to use the health insurance. The department found other ways to share information with students, including through the IEC newsletter, through optional campus tours and an optional health insurance workshop and through the Counseling 11 class. Reducing the seminar content meant that the student seminar and group counseling only took about 3 hours and could be offered in one day.

As the seminar format and information have changed, satisfaction with the information provided has improved. Looking at the immigration presentation satisfaction, prior to reducing the information, about 79% of students reported that the immigration presentation was helpful. After cutting several presentations and making minor changes to the immigration presentation, about 89.5% of students report that the immigration presentation is helpful. *See Appendix D-Seminar Survey Spotlight*

In Fall 2018, the Math and English Assessments were replaced with Guided Self Placement. Only students who were guided to do so took the ESL Assessment. This allowed the department to offer check-in and Assessment on the same day, and reduced the number of days that the student needed to report to campus to two: one day for Check-in and Assessment, and a second day for the seminar, including immigration and counseling presentations. In addition, the Guided Self Placement provided information to many students that allowed them to enroll in 12 units before arriving on campus. This was a significant change as previously, students could only enroll in six units before completing the Math and English/ESL Assessment. With this change, the IEC Counselors started to offer on-line counseling for students prior to their arrival in the U.S. In addition, the enrollment lab, previously a required part of the Group Counseling day, became an optional activity. The department will watch student understanding and satisfaction rates carefully in the wake of significant changes that have been made to the new student experience in Fall 2019.

The IEC delivers 35 to 45 separate Academic Information Seminars and Group Counseling sessions to new students each year. Each seminar accommodates 35 or 55 students, depending on the specific classrooms that the department is able to reserve. The department has experimented with larger groups for the seminar; however, when the group is too large, students do not engage with the presenters and do not absorb as much information, so the department made the decision to keep the groups at no more than 55 students per seminar.

The seminar survey is sent out to all seminar participants about one month after their seminar. Most new students report feeling welcomed by the staff and find IEC processes and communication easy to understand. They find the presentations helpful. The IEC improved directional signs on check-in days and seminar days in response to survey feedback from 2018-19: this seemed to help students find their way more easily. *See Appendix D – Seminar Survey Reports-2014, 2015, 2016, 2018, 2019*

With the introduction of Guided Self Placement, which allows our F-1 population to enroll in all of their classes before arriving on campus, the Immigration Team discussed whether they wanted to change the format of the Information Seminar to an online format. However, the department has observed over the years that students do not engage in the Online Orientation. Most of them click through the screens as quickly as possible without reading the information. The staff is concerned that the same thing would happen with an online information seminar about F-1 regulations. Previously, when the Information Seminar was optional, the IEC found that F-1 students were much more likely to fall out of status. They maintained status in much higher numbers when we made the event mandatory, so we see how important it is to get this

information to the students. We decided for the coming year to keep the mandatory, on-ground format for the Information Seminar.

IMMIGRATION

The immigration team in the International Education Center provides consistent support to F-1 students to remain in compliance with F-1 regulations and to apply for F-1 benefits. For those students who violate immigration regulations, there is a process to regain their F1 status and remain in the U.S. to continue their studies. For students who request reinstatement for the first time, or for a second time when the circumstances of their status violation have changed, the Student Services Specialists provide reinstatement support.

In the last Program Review cycle, the team was curious to learn whether modifying the way that they provided reinstatement information to students, or asking students to write a short essay explaining how they would avoid falling out of status in the future would affect the number of students who fall out of status. After monitoring changes over several semesters, it was determined that there was no significant change in the behavior of students based on changes in the reinstatement support process, so the process was simplified to have students only complete activities required for the United States Citizenship and Immigration Service (USCIS) application.

Reduced Course Loads

IEC's Immigration Staff works in collaboration with IECC Counselors to process Reduced Course Load (RCL) requests for international students every semester and every session. Students applying for an RCL first meet with their international counselor to obtain a recommendation. The counselor recommendation is forwarded to the Immigration Staff who make the final determination based on immigration regulations. The Immigration Staff provide a presentation to students during the Orientation Seminar and at Counseling 11 classes regarding the rules and regulations they must follow to maintain their visa status. The most common types of RCL recommendations each semester are for Final Semester and Concurrent Enrollment. A challenge arises when a student has completed all requirements during a previous semester and wants to remain in the US for varying reasons. When a counselor submits a Final Semester RCL for a student who has completed all requirements the previous semester, the RCL will be denied and this creates a problem for the student.

Concurrent Enrollment

Concurrent enrollment students can be divided into two populations. Concurrent enrollment students who have 12 or more units at SMC do not require a reduced course load authorization. Students who have fewer than 12 units at SMC are required to have a reduced course load on file so that the IEC can monitor their full-time enrollment. Between Spring 2017 and Winter 2018, there were 223 students who took advantage of concurrent enrollment. Between Spring 2018 and Winter 2019, there were 175 students who took advantage of concurrent enrollment. This decline can be attributed both to declining F-1 enrollment and to the greater ease of enrolling in classes at Santa Monica College. Students prefer to remain at SMC for all of their classes if SMC is offering the classes they need.

Students sometimes have problems understanding the steps for the Concurrent Enrollment process. After obtaining a permission letter from their counselor to take a class at another college, the student neglects to return to counseling to submit a copy of their enrollment receipt for the Concurrent Enrollment RCL and/or they forget to request their part-time school to forward final transcripts to SMC. Missing either of these steps may cause the student to fall out of

status. Therefore, IECC Counselors play a crucial role in communicating to students what they must do after obtaining the permission letter for concurrent enrollment.

Academic Difficulty Reduced Course Load

The academic difficulty Reduced Course Load authorizations that often create a challenge are those from students who claim they are having difficulty with the English Language and yet are placed into and performing well in higher level English classes. It is crucial that staff and counselors encourage students to ask questions when they are uncertain about a situation that can adversely affect their immigration status. It is also important to discuss with students options to remain in a full course load, including seeking help from professors during their office hours, and utilizing SMC's tutoring centers.

Change in Immigration Regulations

On August 9, 2018, there was a change to the immigration regulation regarding how F-1 student unlawful presence is calculated. Previously, unlawful presence did not start to accrue unless an immigration judge ruled against an F-1 student. Beginning August 9, 2018, unlawful presence started to accrue as soon as an F-1 student violated status. This means that if a student drops below a full course of study without permission, unlawful presence immediately starts to accrue. Furthermore, students who have accrued more than 180 cumulative days of unlawful presence during a single stay may be subject to a three or ten-year ban from returning to the United States in any status.

Many students drop below 12 units during the semester and do not respond to messages from the International Education Center until the end of the term to resolve their status issue. This now puts them in jeopardy of accruing unlawful presence.

To reduce the number of students who would be affected by this new rule, the International Education Center worked with IT to create a business process that prevents students from dropping below 12 units on their own. The business process went into effect on the first day of the Fall 2018 semester. Because students were actively changing their schedules during the first two weeks of the semester and were hindered from doing so by this business process, the IEC decided to make an adjustment for the Spring 2019 semester so that the business process would go into effect at the end of the second week of the semester. Students who wish to drop below 12 units must seek assistance from the IEC to do so. This gives the IEC staff the opportunity to work with the student and help him maintain status, or to advise him of the consequences of dropping below 12 units without permission.

This new business process resulted in a significant drop in the number of students with status violations during the Fall 2018 semester, from about 5% to 2%. However, with placing the hold after the first two weeks of class in the Spring 2019 semester, there was no decrease in the percentage of status violations. 6.5% of Spring 2019 students had status violations, which was consistent with previous Spring semester figures. Based on this data, the business process will now be implemented from the first day of each spring and fall semester. The IEC staff will assist students with dropping classes only after they have been advised of the consequences by an Immigration Specialist.

The IEC was concerned that students who were forced to remain in classes that they did not want might not participate in the class and that this action would negatively affect their GPA. However, data from the past five fall semesters, shows that GPA has been steadily increasing among F1 students, and that Fall 2018 was no exception. The success rate for the Fall semester was higher than in the previous four years.

Unit Load	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Total
Full Time (>=12 Units)						
Count	2,627	3,017	3,015	2,918	2,654	8,868
Success Rate	79.8%	78.8%	80.6%	81.8%	83.0%	80.8%
GPA	2.99	2.92	3.01	3.09	3.12	3.02
Part Time (
Count	795	425	372	325	303	2,030
Success Rate	69.4%	68.9%	74.1%	76.0%	73.2%	71.6%
GPA	2.68	2.76	2.92	2.93	2.88	2.80
All Students						
Count	3,422	3,442	3,387	3,243	2,957	9,703
Success Rate	78.2%	78.0%	80.2%	81.4%	82.4%	80.0%
GPA	2.94	2.91	3.01	3.08	3.10	3.01

Recertification

Recertification is required of all educational institutions that have permission to have F1 status students studying on their campuses. SMC was recertified in 2014 and again in 2018. The College may be asked to apply for recertification again as early as 2020. Although recertification is supposed to happen once every two years, institutions may not start the process until prompted to do so by the Student and Exchange Visitor Program (SEVP) office within the Department of Homeland Security.

Gateway and Package Program

Gateway Education AS partnered with Santa Monica College in 2014 to offer a set program of guaranteed classes to Norwegian students. This program helped Santa Monica College make inroads into Norway and to learn about the Norwegian government funding model. Enrollment of Norwegian students increased from 8 students in 2013 to 45 students in 2019. Unfortunately, Gateway filed for bankruptcy in 2018. The last Gateway cohort was from Spring 2018.

The IEC recognized that the Gateway Package Program model was attractive not only to Norwegian students, but also to Swedish students. The department started to promote the Package Program to all nationalities in Fall 2018 utilizing the same concepts of pre-selected Business, Kinesiology, and Fashion courses and/or certificate programs that are popular for recruiting international students. The IEC marketed the Package Programs to all of our existing agencies through email messages and in-person meetings. Based on the popularity of the academic tracks, the IEC is offering:

- Business Marketing (1 semester)
- Business Marketing Certificate (2 semesters)

- Sports/Nutrition (1 semester)
- Sports/Nutrition- Athletic Coaching Certificate (2 semesters)
- Fashion Design and Merchandising (1 semester)

This program appeals in particular to students who want a short study experience in the United States. However, approximately 20% of the Package Program students continue on at Santa Monica College to complete a full degree or transfer program.

PEER MENTOR PROGRAM

The Peer Mentor Program in the International Education Center provides peer-to-peer support for the international student population at Santa Monica College. The peer mentors in the IEC are all international students in F1 status who have been through the F1 application and orientation processes at SMC and know what it is like to move to a new country to pursue their academic goals. This allows the peer mentors to provide assistance in an empathetic manner as they are a part of the international student population that they assist. Peer mentors are also in a unique position to bring to the attention of the IEC staff any trends or challenges faced by the F1 population.

The peer mentors assist office staff daily with answering phone calls, responding to emails from applicants and students, assisting students at the front desk, filing paperwork, scanning documents into the WebXtender database, and much more. During seminar season, they assist with orientation activities for the various programs- the Academic Program, the Intensive English Program, and the Package program. During these seminars, they guide new students to the correct location, check and copy their documents to ensure they are complete, give tours of SMC, participate in the Campus Resource Tour and answer questions.

The peer mentors are hired based on their academic achievement, college community involvement, communication, and language skills. They must balance working in the IEC with their student responsibilities of maintaining a full-time course load. When the peer mentors are initially hired, they are trained by the Student Services Specialist who supervises the Peer Mentor Program. After the initial training, they are paired with an experienced peer mentor who they can shadow and learn from. The peer mentor team meets every other week for ongoing training. One of the challenges of having peer mentors in the IEC is the complicated nature of the policies and regulations that affect international students. This challenge is met by providing peer mentors with training on a regular basis to ensure that they are giving the most updated and accurate information to students regarding new procedures and policies, and that they know when to refer more complex problems to a staff member.

Student Advisory Committee

A new role for the Peer Mentors starting in Spring 2019 is to serve as an advisory committee to the Dean of the IEC. This group evaluated the new e-mail drip campaign and made helpful suggestions regarding images, the order of messaging, and student interest in certain messages. They were able to help clarify information on our website in response to student confusion that they learned about when students reached out to the IEC for help. They also gave valuable feedback about the content of the Admissions Package. The IEC staff is simplifying some of the information in the package as a result of their feedback.

Health Insurance

IEC staff helps about 30 students each week with health insurance issues such as accessing ID cards, understanding bills, sending forms to the insurance company and following up on claims. The biggest challenge students repeatedly have is uncovered medical bills, such as a charge for reading a report or lab results, and the lab orders that are not covered under the Affordable Care Act. In such incidents, the IEC staff advises students to reach out to the provider to request a discount or a payment plan.

The IEC staff also partners with a representative from Relation Insurance, the company that provides the health insurance policy for F-1 students at Santa Monica College. The representative offers one or two optional health insurance workshops each semester. Although these workshops attract only a little interest from students, those few who attend learn a great deal about the U.S. healthcare system and their health insurance policy. They often pass the information along to friends and roommates so that the F-1 population is better informed about their policy. *See Appendix D-Health Insurance Contacts*

F-1 ACTIVITIES PROGRAM

The Activities Program has several components that offer social, cultural, and educational opportunities to various components of the F1 population. In addition to the field trips offered through the Intensive English Program, the IEC provides an activities program especially for new students, events offered through the International Student Forum (ISF) club, and activities that are open for participation to the entire F1 population at SMC.

New Student Activities

The New Student Activities Program started in 2014, and has several goals:

- Help new students meet each other and begin to establish a local network of friends
- Introduce new students to the public transportation system in Santa Monica (Big Blue Bus and Metro trains)
- Introduce new students to the Santa Monica area including Farmer's Market and local recreational options such as 3rd Street Promenade and the Pier
- Take students to places that will be difficult for them to travel to on their own, such as Six Flags Magic Mountain.

The program offers two to four trips each week during the new student seminar period. Trips are led by at least one full-time staff member and at least one student Peer Mentor. The ratio is one staff/PM to 15 students, so each trip accommodates a minimum of 30 students. Students pay a deposit of \$10 for each excursion: the deposit is returned to students who participate in the event. This deposit has helped reduce the number of students who sign up for an event, but do not show up on the day of the activity.

The new student activity program has been well-received by the new F-1 students. The department has found that the first few events do not attract much participation, but later events are more popular as students become more comfortable. To help students learn about the opportunity and become comfortable with the idea prior to arrival, the department has created a flier that is included in the student Admissions Packet. During new student seminar week activities, while students are waiting in line to check in, staff promote the New Student Activities Program and answer questions that students may have. *See Appendix D-New Student Activities Flier*

Community Events

The goal of the off-campus, community events activities program is to take students to events that may be difficult for them to access on their own, and to help build the students' social networks. These activities typically include local sports games and museum visits.

Campus Based Activities

On-campus activities welcome F-1 students at the beginning of each semester, and provide study-breaks during the semester. Campus based activities typically include a welcome resource table set up outside the International Education Center on the first two days of each semester. Students can get a cup of coffee or tea and a treat as well as brochures about campus resources. The IEC offers holiday-themed study breaks such as the Thanksgiving Pie Social or a Gingerbread Decorating event. In the past couple of years, the IEC has organized a visit from comfort dogs during the "Lend a Paw" study break during Finals Week. *See Appendix D-On Campus Activities*

F-1 Activities Program Challenge

The greatest obstacle to offering the F-1 Activities Program has been staff absences for long periods such as medical leaves of absence, or staff turn-over. While student activities are important to the mission of the International Education Center, they are not vital, and are often suspended when staff is absent in the interest of focusing efforts on more vital activities such as admissions and immigration work. Originally, all activities were organized by one staff member. To reduce the interruption to the program, duties were re-organized in 2017 so that the responsibility for planning activities was divided among three staff members. When one staff member was out for two months on medical leave in the Spring 2019 semester, on-campus activities were suspended, but the other components of the program were continued. When another staff member in the team went out on maternity leave for three months, she was able to plan the new student activities prior to her departure, and another member of the activities team was able to run the activities so that there was no interruption of service to the students.

International Student Forum Club

An official Associated Students "Charter Club", the International Student Forum (ISF) is one of SMC's oldest consecutively-running student clubs. From its inception, IEC counselors and staff have continuously provided the ISF's Advisor and Co-Advisor leadership required by AS bylaws. The mission of the ISF is to offer a "home away from home" for international students, and to be a forum where domestic and F-1 students may meet, find common ground, learn about SMC support services and form lasting relationships. The club Board meets every Tuesday, and holds a Member Meeting every Thursday on campus. In addition, the ISF holds official and unofficial activities such as barbeques, beach days, hikes, fundraisers, and Northern and Southern California University Tours. Board members also present at IEC New Student Group Counseling Sessions and all sections of Counseling 11 classes offered every semester, and provide panels of students to Counseling 11 at instructors' request to provide peer-insight into living and studying in the US and at Santa Monica College. Because the student leadership changes every semester, the perennial challenge is to provide continuity from one board to the next, increase membership, and find funding for activities. In addition to the ISF's own fundraising activities, SMC's Associated Students has consistently contributed financial backing for overnight campus tours to out of area universities. A highlight of each semester, these tours provide both academic support and a social interaction opportunity for domestic and international students alike.

This year, the ISF has had about 40 participating club members. The club board is made up of 9 students from six countries: Vietnam, Japan, Indonesia, United States, Taiwan and Korea.

The university tours have 48 student participants each time. This is always a popular trip with a waiting list, so the bus is always full.

Newsletter

The Activities Program also provides information to students through an electronic newsletter, e-mailed to students and posted to the International website, twice each semester. This newsletter not only advertises upcoming events, but also reminds students of college policies and immigration rules and gives them information about opportunities to integrate into campus and community life. The newsletter was temporarily suspended during the past year due to a key staff vacancy. Vital information continued to be shared with students via e-mail, and the newsletter was revived for the Fall 2019 semester.

4. If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).

n/a

D2. Moving Forward

Discuss and summarize conclusions drawn from data, assessments (SLO, UO) or other evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s) including:

- **how the assessment results are informing program goals and objectives, program planning, and decision-making**
- **specific changes planned or made to the program based on the assessment results**

Instructional SLOs

SLO 1: Students enrolled in Counseling 11 will be able to apply information and guidance offered through instruction to formulate a realistic educational plan.

Although mastery of this SLO was very high, a distinction needs to be made whether this high rate was actually due to class instruction or through a more thorough up-front effort during the on-line orientation program or new student Seminar. IEC will discuss this issue to determine whether this SLO should be assessed in a different manner or changed completely.

SLO 2: Students enrolled in Counseling 11 will develop an understanding of the educational system in the U.S.

IEC will discuss whether to continue assessing this SLO but initial thought is that it is still a viable learning objective and the basis for the Counseling 11 class.

IEC Program SLOs

SLO 1: As a result of participating in a counseling session, students will articulate and prioritize the appropriate coursework needed for the subsequent term according to their stated academic goal.

IEC needs to explore other ways to assess this SLO to possibly incorporate more student feedback.

SLO 2: Using assessment or transcript evaluation results, students will identify their eligibility for and the proper sequencing of, English/ESL and math courses leading to their educational goal.

Although past results indicate a very high mastery of this SLO, it would be helpful for the IEC to continue assessing this SLO in light of the implementation of AB 705. It is anticipated that students are not as clear on the sequencing of English/ESL and math courses leading to their educational goals. During counseling sessions in the Fall 2019 Counseling Labs, it appeared students understood the English/ESL sequencing but struggled more with understanding the math sequencing. IEC will continue to participate in the areas of interest counseling initiative hoping that this may help students better navigate through the math options.

Student Contacts

IEC will continue to explore ways to increase student contacts although it may not be through in-person one-to-one counseling sessions. Current students are very tech-savvy and are accustomed to taking care of business on-line. Counselors are excited to learn about new technology and will continue to learn about different on-line options to communicate with students. They are also looking at ways to improve on-line counseling services in a chat format to allow for more give-and-take than an email format permits.

Course Enrollment patterns-Success, Retention and GPA Comparisons

Although F-1 equity data shows no equity gap in success and retention rates at this time as compared to the general SMC population, IEC is very concerned that this may change in the coming years. Changes due to the implementation of AB 705 may cause students to be less successful in classes which may worsen these high success rates. IEC needs to remain vigilant in counseling students into proper classes to the extent possible.

New Student Seminars

One challenge the department is having with new students is that they have not completed three activities before arriving on campus for Check-In: the online orientation, the Guided Self Placement and MyEd Plan. Students cannot successfully participate in the Seminar day without first completing these three steps, so they are not permitted to check-in until these steps have been completed. The IEC Peer Mentors assist students on check-in day to complete these steps, but this greatly slows the process.

The IEC is brainstorming ways to help students complete these tasks before arriving on campus. Some ideas that are being considered are:

- Offering an optional workshop in a computer lab to help students complete these required steps prior to their check-in appointment.

- Having admissions coaches send reminders in advance of check-in day to those students who have not completed all three required steps one to two weeks before their scheduled check-in day.

Front Desk Support

With the new Q-Less system implemented after the relocation to the New Student Service Center, the IEC is looking into the possibility of using Q-Less to track a wide range of visits in addition to the counseling appointments and immigration appointments that are currently tracked.

F-1 Activities Program

To further reduce the interruption in the F-1 Activity Program due to the permanent or temporary absence of an employee, and to make it easier for a new person to lead various components of the F-1 Activities Program, an important goal is to establish a standard list of activities for each of the four components of the program: New Student Activities, IEP Activities, On Campus Activities and Off Campus Activities. The department plans to write a procedure manual explaining how to arrange each aspect of each activity. While a more experienced staff member will be able to diverge from the standard list to provide variety in the activity offerings, a new employee or someone picking up the responsibility in a temporary capacity would easily be able to follow the guide to reduce the interruption in activity offerings when the employee in charge is unable to perform that duty for any reason.

Outreach, Marketing and Recruitment

In order to better manage the new E-mail Drip Campaign, the IEC would like to be able to utilize a CRM within the next year so that they can learn how many students were contacted through the drip campaign and how many engaged with the links within the messages, how many reply to a message, and how many actually apply to the college.

Intensive English Program Activities

In recent years, the IEP instructors have noticed that some students do not attend the off campus activities offered through the IEP program. They tend to be continuing students who had visited the same locations the previous semester. To add interest to the program, the IEC staff and IEP instructors will develop new destinations for the fall semester while continuing the visits to the Getty Center and Griffith Observatory during the spring semester so that repeating students will have a new experience to look forward to.

Intensive English Program Curriculum and Instructor Development

In Spring 2019, IEP students attended a pronunciation workshop: Stress Patterns in Words and Sentences, offered at SMC by a graduate student from California State University, Northridge. This was well received, so the IEP instructors plan to create more opportunities for students to participate in academic and cross-cultural workshops.

To strengthen the classroom experience for students, the lead IEP instructor plans to hold one to two professional development meetings for instructors each semester. In addition, the instructors plan to expand curriculum to include modules introducing frequently used idiomatic expressions in social and academic life.

Immigration Support

To ensure that IEC Counselors understand F-1 regulations and changes in those regulations, the Immigration Specialists have been meeting with counselors at the beginning of each semester during the past two years to provide reviews of Reduced Course Load, Program Extension and Practical Training policies and procedures, as well as to highlight changes in regulations, policies and procedures. This practice has been very helpful in reducing misinformation and misunderstandings that affect student benefits, and will be continued. In addition, the move to the new Student Services Center which allowed the IEC Counselors and IEC Immigration Specialists to be housed in the same office has greatly improved collaboration between these groups. This has resulted in more consistent information being delivered to the students.

In response to placing a hold on F-1 records that prevented them from dropping below 12 units from the beginning of the semester, there was a 4% decrease in the number of F-1 students who fell out of status during the Fall 2018 semester, from an average of about 6% to 2%. However, when the placement of the hold was moved to the end of week 2 in the Spring 2019 semester, the number of students who fell out of status returned to the usual rate for Spring semester: 6.5%. The immigration team and IEC counselors discussed this data and decided that it is in the best interest of the students to place the hold on their records on the first day of the semester in the future so that students get advice and support about their program of study from the beginning of the semester, when it is easiest to add classes and make program changes.

The immigration team noticed that many students miss the window of opportunity to apply for the Optional Practical Training work benefit at the end of their program of study. They also apply late for a program extension if they need more time, resulting in a status violation. To better support students, the team will implement a new e-mail message campaign beginning in the Fall 2019 semester. Students who have completed 48 units or more will receive a message in the middle of the semester reminding them of regulations and opportunities that apply to students near the end of their course of study at Santa Monica College. *See Appendix D2-Sophomore Seminar Email*

D2: Coming year's Objectives (Moving Forward)

Objective #1

Objective:

Develop ways to assist students in better understanding guidelines of AB 705 as it relates to their academic goals.

Area/ Discipline/ Function Responsible: International Student Center

Assessment Data and Other Observations:

Other data or observed trends

External Factors:

Timeline and activities to accomplish the objective: Implement a minimum of 2 methods to help guide students in determining their English/ESL and math placement levels.

Describe how objective will be assessed/measured: Review future results of program SLO 2

Comments: It is critical that students be able to accurately identify their placement levels in both English/ESL and math in order to achieve their academic goals in a timely manner which is the basis for AB 705.

Objective #2

Objective:

Refine the new student Information Seminar and Counseling Lab format

Area/ Discipline/ Function Responsible: International Student Center

Assessment Data and Other Observations:

External Factors:

Other Factors
see Comments below

Timeline and activities to accomplish the objective: Implement the revised format by April 2020 for the summer and fall 2020 incoming class.

Describe how objective will be assessed/measured: All facilitators and presenters will be given instructions and trained on the new Seminar and Lab format by April 2020.

Comments: There was overwhelming positive feedback for the new Seminar and Counseling Lab format initiated as a pilot program in summer 2019. This last minute change occurred as a result of AB 705 modifications to assessment and the reprogramming of ISIS to allow F-1 students to enroll into a full course of study (up to 16 units) prior to their arrival in the U.S. During the summer, each subsequent session was modified based on need. The IEC will continue working on the logistics of this new plan and fully implement a more refined program by April 2020 after the ESL Guided Self-Placement is implemented.

Objective #3

Objective:

Explore ways to reach out and provide intervention support for the most at-risk F-1 students

Area/ Discipline/ Function Responsible: International Student Center

Assessment Data and Other Observations:

External Factors:

Other Factors
see Comments below

Timeline and activities to accomplish the objective: Work with Institutional Research to help identify and communicate with the most at-risk international students in order to maintain or improve success, retention and GPA rates among this population.

Describe how objective will be assessed/measured: Tableau data from Institutional Research

Comments: Although data indicates that F-1 student success and retention rates are higher than the SMC general population, IEC would like to be able to maintain or increase these rates. IEC will continue to focus on helping the at-risk students achieve the same level of success.

Objective #4

Objective:

Develop new process for evaluating transcripts from other schools during non-peak periods (Counseling)

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Other Factors

see comments below

Timeline and activities to accomplish the objective: Further planning on hold for 2019-2020 due to concentration on other initiatives

Describe how objective will be assessed/measured: New process on hold for 2019-2020

Comments: IECC continues to struggle with having to work with students with multiple transcripts during peak enrollment periods. These often lengthy counseling sessions tend to skew the walk-in line, thus, leading to excessively long wait times.

Objective #5

Objective:

Refine Back to Success Program (BTS) (Counseling)

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Other Factors

see comments below

Timeline and activities to accomplish the objective: To be completed by June 2020

Describe how objective will be assessed/measured: By June 2020, IECC plans to complete the transition from group counseling BTS sessions to individual counseling sessions as the trial group sessions were far underutilized. IECC will keep track of students who come in and enforce the policy for those who do not by putting holds on their records.

Comments: IECC continues to explore intervention strategies for probationary students in order to help them return to good academic standing. Past attempts have proven to be extremely challenging as students ignore initial requests to come in and end up attending to this issue only after holds have been placed on their records and their enrollment dates have passed. IECC plans to reinstitute the individual counseling session while adjusting the timing of the intervention period.

Objective #6

Objective:

Continue to monitor and refine the Student Referral Program/Agency Incentives

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Other Factors

see comments below

Timeline and activities to accomplish the objective: ongoing

Describe how objective will be assessed/measured: The increase in Student Referral Program Agency partners resulted in a 44% increase in applications from agencies, and a 39% increase in admissions from agencies in the Fall 2018 semester. Spring increases were less impressive, with a 9% increase in applications and a 6% increase in new students admitted through agencies.

Due to this success, the IEC will continue to offer new SRP agreements to agents around the world and will continue to support new agents in learning the college’s admissions and communication procedures so that they can provide outstanding assistance to prospective students.

Comments: Based on a review of the 2017-18 Institute of International Education Open Doors report that shows a growth in student potential, and on World Bank population growth data, we have focused our agent growth in India, Nigeria and Eastern Europe, but have also added agents from other parts of the world as agents have reached out to the college.

Objective #7

Objective:

Develop and deliver a standard outreach strategy to engage prospective students

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Other Factors

see comments below

Timeline and activities to accomplish the objective: The IEC has successfully developed an e-mail drip campaign to engage prospective students, but this campaign is limited by the fact that we do not have a CRM. We are working with Admissions and Records to see whether we can get access to the CRM available through Target X, but have met with delays because of security concerns. We are also looking at other CRM products and funding options so that we can move forward with this initiative.

We have started to reach out to local language schools so that we can visit them regularly and speak directly to prospective students about the opportunities at Santa Monica College. Over the next year, we hope to establish a calendar of regular visits to our partner schools so that we visit each school 2 to 4 times each year.

Describe how objective will be assessed/measured: We have created an Excel spreadsheet to track the number of prospective students who receive each stage of the messaging, but without a CRM, we are having difficulty tracking student engagement with the messaging, and also tracking whether students apply to the college.

Comments: We have successfully started work on this objective, but need to make further progress to institutionalize the activities within the department.

Objective #8

Objective:

Continue to revise International Education Center Website

Area/ Discipline/ Function Responsible: International Student Center

Assessment Data and Other Observations:

Other data or observed trends
see comments below

External Factors:

Other Factors
see comments below

Timeline and activities to accomplish the objective: Ongoing

Describe how objective will be assessed/measured: Update content of IEC website to ensure that all information is accurate.

Comments: Update website with relevant information from outside agencies that impact F-1 international students such as Department of Homeland Security, Foreign Consulates and Embassies, local banking resources, and health insurance information.

Objective #9

Objective:

Develop the Study Abroad Package Program

Area/ Discipline/ Function Responsible: International Student Center

Assessment Data and Other Observations:

External Factors:

SMC Strategic Initiative

SMC Strategic Initiative

This is an initiative to attract a type of student that we were unable to market to in the past.

Other factors:

Set aside seats in targeted classes for F1 students so that enrollment and completion of program certificate can be guaranteed in a specific period of time.

Timeline and activities to accomplish the objective: A flier describing the program has been produced and provided electronically to all of our partners. During recruitment visits overseas, we are further explaining and promoting the program to agents and students.

Describe how objective will be assessed/measured: After Fall 2019 and Spring 2020 admissions cycles are completed, application and admission rates will be evaluated to determine whether the Study Abroad Package program is effective.

Comments: The IEC no longer partners with Gateway, as the company reported that they have gone bankrupt. However, the IEC has successfully offered the Study Abroad Package Program in the Fall 2018 and Spring 2019 semesters. Although this program is open to all students, only students from Sweden and Norway have enrolled this year. The department will continue to develop the program in the coming year as an option to new students who want guaranteed classes.

Objective #10

Objective:

Complete F-1 Counseling Services Brochure

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Other Factors

see comments below

Timeline and activities to accomplish the objective: To be completed by June 2020

Describe how objective will be assessed/measured: Return of printed brochure ready for dissemination

Comments: The International Counseling Center has long desired a comprehensive professional-looking brochure outlining its services and distinguishing those of the International Education Center. This brochure would be helpful to students, faculty, staff and other community entities.

Objective #11

Objective:

Revise New Students Activities Program

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Other Factors
see below

Timeline and activities to accomplish the objective: The IEC plans to offer the new Student Activities program for every new student intake.

Describe how objective will be assessed/measured: Was the IEC able to offer a full activities program, with 2-3 activities per week of new student seminars? If not, was the Department able to offer a partial program, with a few activities?

Comments: Due to staff vacancy, in 2018-2019 the department was only able to offer the New Student Activities Program for the Spring 2019 incoming students. With staff restructuring, however, the EIC continued to offer the program for Summer and Fall 2019 incoming students, in spite of the temporary absence of the lead staff member.

Objective #12

Objective:

Develop and implement phase 2 of the on-line pre-enrollment counseling for newly admitted F-1 students (Counseling)

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Other Factors
Ability to fill staff vacancies
Staff workload, determined by number of students who are admitted and arrive on campus

Timeline and activities to accomplish the objective: Pilot program was implemented in April 2019 and implementation of phase 2 is expected for the 2019-20 enrollment cycle.

Describe how objective will be assessed/measured: IECC will keep track of students utilizing the on-line pre-enrollment services, making note of such data as students' country of origin, high demand periods, common questions asked, etc.

Comments: Comments: With the implementation of AB 705 and the drastic changes to the assessment process, the need for pre-arrival counseling assistance has become crucial given that international students may now enroll into their full course load prior to their arrival in the U.S. IECC is continuing to expand on its on-line counseling offerings to provide students a means to obtain guidance in their initial course selections.

Objective #13

Objective:

Participate in the Guided Pathways initiative by identifying and training international counselors to become “experts” in different areas of interest and develop a plan to provide targeted counseling to students based on their areas of interest. (Counseling)

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Other Factors

see comments below

Timeline and activities to accomplish the objective: To begin implementation by June 2020

Describe how objective will be assessed/measured: IECC will keep track of the number of students counseled by the area of interest counselors.

Comments: IECC is currently working with the Main Counseling Department in identifying area of interest counselors and is in the process of setting up training for each area. In addition, IECC is also participating in discussions on the implementation of the “care teams.”

F. Community Engagement

In the prompts that follow, please delineate the partnerships you have with the rest of the SMC community as well as those you have with external organizations.

1. If applicable, describe how your department staff members engage in institutional efforts such as committees and presentations, and departmental activities.

Committees

- Faculty and Staff Hiring Committees
- Probationary and Tenure-track Faculty Evaluation Committee
- Chair, Social Committee – Counseling Department
- Member, Social Committee – Counseling Department
- Chair, International Counseling Special Consideration Appeals Committee
- Vice Chair, Global Citizenship Committee
- Member, Global Citizenship Committee
- Member, Care and Prevention Team
- Member, Academic Senate Student Affairs Committee
- Member, Faculty Probationary Evaluation Committee
- Member, Online Orientation Development Committee
- Member, Admissions Special Consideration Committee
- Member, SMC Graduation/Commencement Planning Committee
- Member, International Counseling Special Consideration Appeals Committee

- Faculty mentors for the Counseling Department 4C Intern Program
- Global Citizenship Research Symposium and other GC Activities/Events
- Participation, Meta Major Sorting Days
- Member, F-1 Book Voucher Screening Committee
- Member, Information Technology Assessment & IT Master Plan Committee
- Member, 4C Internship Committee
- Member, Transportation Committee
- Member, Sustainable Transportation Task Force Committee

Institutional Activities

- Faculty mentors for the Counseling Department 4C Intern Program
- Global Citizenship Research Symposium and other GC Activities/Events
- Member, On-line Educational Plan Module Workgroup

Presentations

- College fair presentations at local languages schools and universities
- Hosting visitors from government agencies, local educational institutions, international visitors, and delegations
- Online presentations to recruitment agencies in other countries (India, China, Canada, Sweden)

Club Involvement

- Advisor, International Student Forum
- Co-Advisor, International Student Form

2. If applicable, discuss the engagement of program members with the local community, industry, professional groups, etc.)

Industry Involvement

- 2019 Paul Simon Award Selection Committee
- 2019-21 NAFSA National F-1 Beginners Workshop Dean
- NAFSA Core Education Trainer (Regional and National Levels)

Community Memberships and Involvement

- Member, American Counseling Association
- Member, American Psychological Association
- Member, iTEP Board
- Member and Presenter, NAFSA
- Certified, Distance Credentialed Counselor (National Board for Certified Counselors—NBCC)
- Member, American Foundation for Suicide Prevention
- VIP Welcome Day Participation

3. Discuss the relationship among program faculty and staff, between program faculty, staff and students, and the involvement of program faculty and staff with other programs or areas.

The International Education Center relies heavily on a collaborative relationship with the SMC community to support the needs of the F-1 student population, Global Citizenship activities, and faculty-led Study Abroad programs. The department's focus since the last Program Review has been to continue to strengthen connections with departments, faculty, and staff to facilitate the complex nature of the program and the varied services provided. Collaboration among international counselors takes place through bi-monthly meetings during non-enrollment periods of the year and impromptu meetings nearly on a daily basis. Unfortunately, most counselors are part-time and are unable to attend the bi-monthly meetings, therefore, much of the information that requires dissemination is done through e-mail. Beginning Fall 2019, IEC has implemented mandatory counselor training sessions for all international counselors to provide greater consistency and fewer errors. International counselors also are in constant contact with the International Admissions and Immigration staff. The move that merged both offices into one location was definitely a step in the right direction. The opportunity for collaboration between both offices is critical to assure that international student needs are met.

The Student Services support staff also collaborate extensively with both on- and off-campus departments when assisting students. They assist students with understanding and resolving medical insurance issues and problems. In most cases, this involves collaborating with the Health Center, the insurance company, hospitals, doctors and sometimes, instructors. Housing is another huge undertaking as they need to interact with landlords, housing agencies, roommates, and sometimes the courts.

Program administrators participate in several committees on campus, which allows for collaboration with faculty and other departments. This collaboration supports individual F-1 students who have challenges and develops new programs or procedures to reduce barriers and support student success.

G1. Current Planning and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

- The IEC Counselors are in need of table-top scanners in order to keep up with the growth of on-line counseling service. On-line counselors have consistently reported delays in getting out responses to students when they need to scan in information to send to students. One to two-day delays are not uncommon. Currently, there is only one multifunction copier/scanner for the entire office and when available involves a multi-step process for scanning and e-mailing information to students. IEC counselors are requesting a minimum of seven dedicated table-top scanners for on-line counseling (one for each work-station) that will be less time-consuming to use and readily available during their assigned on-line counseling times.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

- The IEC needs seven desk-top scanners, as described above.

- IEC needs a CRM to support our e-mail drip campaign outreach to prospective students.
- Electronic solution to facilitate collection of documents from passports to check?in forms for newly arriving F?1 students. These enhancements may be in the form of iPod Touches or other technology identified by MIS that would assist with a process that is still paper based and requires staff time to upload the documents to WebXtender. It currently takes several weeks to upload the paper check?in documents which include student emergency contact details collected from new students. The IEC would like to streamline this process.
- Increase budget to replace 5?6 computers per year due to nature of extreme heavy use of computers for the purpose of admissions, immigration and counseling for day to day tasks.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

- The IEC has been approved to add a fourth full-time counselor, and has also been approved to fill one Student Services Assistant vacancy. The department has a Student Services Specialist vacancy, another Student Services Assistant vacancy, and a Clerk vacancy, but in the interest of saving money for the college, the IEC is not asking to fill these positions at this time. The IEC is developing more efficient procedures to continue to provide outstanding services to SMC's F-1 population.

4. List all current positions assigned to the program.

IEC

1 FT Interim Dean

1 FT Interim Associate Dean

3 FT Student Services Clerks

2 FT Student Services Assistants

7 FT Student Services Specialists

1 FT Sr. Student Services Specialist

1 FT Administrative Assistant I

1 FT Administrative Assistant II

1 Faculty Program Leader

2 FT Counselors

5 FTE Part Time Counselors

G2. Future Planning and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?

International Education is impacted by institutional and state budgetary constraints, but since the program is global in nature, it may be greatly impacted by trends that are institutional, local, national and international in nature. While the trends discussed here focus primarily on inbound international students, many of the trends also impact outbound study abroad students.

Trends that could impact the program

Institutionally:

- Non-resident tuition and fees need to competitively price with area language programs, community colleges and higher educational institutions. The high cost of living in southern California needs to be taken into account when setting tuition, especially for markets that may be more cost sensitive.
- The structure of a comprehensive IEC requires staffing to support the needs of a program of this size and scope, yet there are constraints with budget and sometimes competing departmental and institutional priorities.
- Passage of AB 705 and implementation of Guided Self-Placement will change the way that students initially enroll in classes.
- Implementation of Guided Pathways may change counselor responsibilities and the ways that students are supported.

Local/Nationally:

- Competition from language programs and higher education institutions on tuition and living costs.
- Natural disasters or safety concerns (terrorism, campus safety issues)
- Changes in USCIS F-1 immigration regulations

Internationally:

- The stricter visa review policies have played a role in the issuance and revocation of visas for students from many countries. Visa posts that have been vacated and left empty make the time period for visas to be issued much longer.
- Changes in foreign government sponsorship of students (e. g. – SACM, Kuwait)
- Recession
- Family/Sponsor changes in employment/personal issues
- Political unrest abroad (e. g. – Libyan students)
- Reputation of the U.S. as a safe and welcoming study abroad destination depending on local environment
- Devalued currency against U.S. dollar, inflation, currency restrictions (e. g. – Venezuela)
- Natural disasters abroad (e. g. – Tsunami in Japan)
- Terrorism abroad targeting U.S. consulates/embassies. Perception of safety.
- Perception of community colleges abroad.

- Increasing competition for recruitment of international students. There has been a steady increase of regional higher educational institutions developing programs and aggressively recruiting international students, such as universities in China recruiting students from Korea, institutions in Turkey recruiting students from across the Middle East, Africa, and Muslim countries with an incentive of ½ price international student tuition.
- Decline in the population of college-aged students in key countries such as China and Hong Kong.

Changes in world-wide economic and political structures could impact the type of students we work with in the future. In the past, we saw how our student demographics changed due to financial and political changes in Korea, Japan and the Middle East. Fewer students came and those who did come had more financial difficulties. In general, changing demographics often require the use of different resources and modified ways of resolving issues. Other catastrophic events such as earthquakes, tsunamis, and political unrest will also continue to influence and impact our program in the future.

Counseling

Revised New Student Group Counseling and Enrollment Sessions

The Group Counseling sessions are continually adjusted to better meet the needs of incoming F-1 students. Beginning with the summer/fall 2019 enrollment cycle, the New Student Information Seminar and Group Counseling has been combined, allowing for a more personalized and targeted way of assisting new students. All new students will continue to benefit from the comprehensive information presented during the Seminars and Group Counseling sessions; however, students needing further guidance may attend an optional Group Counseling and Enrollment Lab after the information seminar. Completing an educational plan through MyEdPlan is a requirement of each session. Prior to this current summer/fall 2019 enrollment cycle, students were only allowed to enroll in a maximum of 6 units before attending their Group Counseling session, which generally occurred 2-3 months after their enrollment dates. This limitation still exists for students who must complete the ESL Assessment test after arrival. Students struggle with enrolling into their initial 6 units not knowing their ESL and math assessment levels or receiving personal counseling assistance in selecting classes. This process will change significantly with the pre-advisement pilot program beginning April 22, 2019.

Piloting New Student Pre-advisement Program

The implementation of AB 705 has modified the advising process for the IEC Counselors and allowed new F-1 students to complete their enrollment much earlier. As of the Summer/Fall 2019 enrollment cycle, students may begin enrolling in classes on their assigned enrollment dates, which could be up to 3 months prior to their arrival in the U.S. IEC has developed a pre-advisement pilot program which will attempt to “counsel” students into their initial 12 units via a short in-person counseling meeting with locally based transfer students, or through e-mail or using an on-line live chat format through ZOOM for students who are not local. This preliminary counseling will be followed up by an in-person Group Counseling and Enrollment session after the student has arrived in the U.S. and if needed, completed their ESL assessment test.

Below is a comparison between the old and new processes and the desired benefits:

	Old process prior to AB705	Proposed process with AB705
Pre-advisement counseling assistance	No pre-advisement counseling; full enrollment delayed until approx. 30 days prior to the start of the semester	Offer in person, e-mail or on-line pre-advisement sessions through Zoom and Chat beginning April 22,

	<p>Disadvantages:</p> <ul style="list-style-type: none"> ? Late enrollment ? Limited class options ? SMC classes cancelled prior to arrival of new F-1 students resulting in increased concurrent enrollment at other schools 	<p>2019 to pre-advise students into their 12+ units prior to the Information Seminar week.</p> <p>Implementation Benefits:</p> <ul style="list-style-type: none"> ? Students will have access to a variety of counseling options to help them enroll in 12+ units prior to attending the Seminar Week events. ? Students will be less likely to drop classes or enroll in inappropriate subjects
<p>Enrollment limitations</p>	<p>Enrollment max of 6 units prior to U.S. arrival</p> <p>Disadvantages:</p> <ul style="list-style-type: none"> ? F-1 students missed out on the opportunity to enroll in 12+ units ? Low-enrolled classes were often cancelled before new students arrived and could add them ? Students more likely to enroll in inappropriate classes ? Students at greater risk of beginning the semester out of visa compliance 	<p>Enrollment max of 16 units prior to U.S. arrival</p> <p>Implementation Benefits:</p> <ul style="list-style-type: none"> ? New F-1 students may enroll up to three months earlier (on their actual enrollment dates) prior to U.S. arrival ? Earlier enrollment will allow for a greater selection of classes before low-enrolled classes are cancelled ? Students more likely to start the semester in good visa standing ? Students more likely to enroll in SMC course offerings rather than taking classes concurrently at other schools

Preparing for Guided Pathways

IEC is discussing new ways to counsel international students by areas of interests, some even before they arrive in the U.S. since new students are prohibited by law from entering the U.S. until 30 days prior to the start of the semester or session. It is extremely challenging to address this need with only two full-time Counselors (not including Faculty Program Leader) and a counseling staff whose workdays are limited to one to three days a week. Additional full-time counselor assistance is needed to assure that the “care team” concept would become attainable and making the Guided Pathways initiative a reality for international students.

So far, IEC has provided the Counseling Department Chair with names of international counselors selected to be the lead for the STEM and Business Areas of Interest. The department is awaiting word on the next steps, including training of these Area experts. The department is continuing to discuss the “care team” concept for international students.

Back-to-Success Program transition from group to individual counseling format

The Spring 2018 pilot of meeting with probationary students in a group setting rather than one-on-one resulted in dismal participation. Despite great effort to offer a number of group sessions, very few students attended the groups and chose instead to meet individually with a counselor. IEC returned to meeting with probationary students one-on-one; however, the earlier enrollment cycles have resulted in students having less time to meet with a counselor before their enrollment dates. For Spring 2019, this program was scaled back and only disqualified students who were reinstated will have a hold put on their records if they do not meet with a counselor before enrollment begins. This allows counselors time to work with the most at-risk students. Discussions are on-going to revamp this program and expand intervention efforts.

Critical counselor training

Training efforts continue to be at the forefront of our daily tasks. Since Spring 2018, IEC lost one tenured full-time counselor due to retirement and three adjuncts, all of whom became full-time at other schools and each with over 10 years of experience in IEC. This sudden loss was unprecedented for us and led to a major rebuilding period. New adjuncts have been hired to replace those hours; however, it will take more time for each to reach a level of greater competency in all facets of the job. The international counselor role has become exceedingly intricate and demanding. Academic, transfer and immigration policies and procedures have become more complex. Students with serious psychological and personal issues have increased at SMC to the point where international students are “overserved” at the Wellness Center. Efforts to provide adequate training for the counseling staff is on-going and time-consuming, however; the department is committed to providing counselors with extensive training opportunities within the IEC or through our Counseling Department.

Continued need for technology training

With the development of more on-line functions and services to enable students to receive services while abroad or when coming in to the office is not otherwise feasible, many hours of training and follow-up have been devoted to maintain these services. With the implementation of MyEdPlan, the electronic class scheduler, on-line Disqualified Student Petitions and Special Consideration requests, the IEC continues to work on bringing all counselors up to speed with technology used for these functions.

2. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

- The IEC needs additional scanners as discussed in section G1.

3. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Please see Section G1. Current Planning and Recommendations, Question 3 where this subject is addressed

4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.

N/A

5. Summarize any conclusions and long term recommendations for the program resulting from the self evaluation process.

N/A

6. Please use this field to share any information the program feels is not covered under any other questions.

N/A

Please comment on the effectiveness of the Program Review process in focusing program planning.

Please comment on the effectiveness of the Program Review process in focusing program planning.

Evaluating our program and reflecting on future planning is a valuable exercise, but honestly, the Program Review format doesn't really lend itself to reflection and planning. It takes such a long time to collect the data and write the report, that reflection is minimal, and planning happens at the top (administrators within the department only), rather than including all staff. What might be more productive would be to have a retreat with the departmental staff to review the past few (6?) Annual Reports, and to make note as a team of what has gone well and should be continued, as well as ideas for future program strengthening and development, and needs of the department. I can imagine a specific structure to follow that would result, at the end of the day, in a document to guide the program.

The current Program Review format results in information being repeated several times to answer similar questions. Providing guidelines but allowing for a more flexible format might solve the issue.

These fields to be filled out by the Program Review committee. Reports will be sent to the program and will be available on-line to populate relevant fields in the annual report and the next 6 year report.

Narrative

Program Evaluation

Commendations

Recommendations for Program Strengthening

Recommendations for Institutional Support

Attached Files

A-Immigration Division of Duties	
A-Immigration Workshops and Presentations	
A-Immigraton Communication Plan	
A-Sample Msg Concurrent Enrollment Transcripts	
A-Sample Msg Out-of-Status Notification Term. Proc	
A-Sample Msg Status Violation Message Template	
A-Sample Msg Student Alert Failure to Enroll	

A-Sample Msg Student Alert message template	
B-Age-IEC Counseling	
B-Age-SMC Counseling	
B-Australian Int'l Student Data 2018	
B-Canada's Foreign Student enrollment Jump 2018	
B-China warns students of risks of studying in US	
B-Chinese college aged population decline	
B-Community College Enrollment Trends	
B-Data Talbe-Education Goal	
B-Decline in Korean College Aged Population	
B-Education Goal Image	
B-Enrollment Status-IEC Counseling	
B-Enrollment Status-SMC Counseling	
B-Ethnicity-IEC Counseling	
B-Ethnicity-SMC Counseling	
B-F-1 Population by Semester Fall 2013-18	
B-Foreign Students Sour on America	
B-Gender-IEC Counseling	
B-Gender-SMC Counseling	
B-Increase in UK International Students	
B-International Student Awards 2014-2019	
B-Is China both a source & a hub for Int'l students	
B-New Data State Dept. Visa Denial Surge 2018	
B-Study Abroad Demographics	
B-Will Saudi Student Boom End	
C- Global Time Zone Analysis for Zoom Webinars	
D-Book Voucher Program Statistics 2017-2019	
D-Email 1 Hello From Santa Monica College	
D-Email 2 thank you for your interest in Business	
D-Email 3 Thank you for your interest Film Product	
D-Email 4 Thank you for your interest Graphic Des.	
D-Email 5 Thank your for your interest LiberalArt	
D-Email 6 Thank you for your interest in SMC	
D-Email 7 Are you still undecided	
D-Email 8 How can I help	
D-Health Insurance Contacts	

D-Looking Back-Objectives-2018-19 Program Review	
D-New Student Activities Flier	
D-New Student Activity Data Summer-Fall 2019	
D-On Campus Activities	
D-Sample Global Citizenship Events	
D-Seminar Survey Spotlight	
D-Spring 2019 Seminar Survey Report	
D-Summer-Fall 2014 Seminar Survey Report	
D-Summer-Fall 2015 Seminar Survey Report	
D-Summer-Fall 2018 Seminar Survey Report	
D-Winter-Spring 2016 Seminar Survey Report	
D2-Sophomore Seminar Email	