

**Program Review**

Each program or service area of Santa Monica College is expected to engage in an ongoing process of self-reflection and assessment of program effectiveness. Program review is designed to facilitate and document this process, with program improvement as the intended outcome. Programs and service areas must complete an in-depth report every 6 years; a shorter report covering more limited information is due annually. Certain information included in the annual reports will be automatically aggregated in the 6 year report.

Information submitted in both the 6 year and annual report will be considered by the Program Review Committee. Annual reports will be reviewed by the area vice-presidents and relevant information shared with appropriate planning bodies. Through an annual report to the District Planning and Advisory Committee (DPAC), the Program Review committee forwards information and makes recommendations that are considered in annual institutional planning processes.

**Program Information**

Program name: International Education  
 Academic year: 2007-2013  
 Program contact: Kelley Brayton  
 Extension: 3465

**Program Type**

Check all boxes that apply to your program.

- Instructional
- Career Technical Education (CTE)
- Student or Instructional Support Service
- Administrative Service

**Review Period**

- 6 year

**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.

The International Education department provides a wide range of services to over 3,300 students 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 recruitment, admissions, orientation, activities, and assisting students to maintain their F1 non-immigrant status and compliance with USCIS immigration regulations. Additionally, the IEC oversees the administration of SMC study abroad programs and a not-for-credit Intensive English Program (IEP). The International Education Counseling Center (IECC) offers academic advising and counseling for new and continuing international students. This office also assists international students with housing information, insurance, and other support services such as banking and obtaining cell phones. Counselors are available to assist students with their SMC requirements, academic issues, college and university transfer information, cultural adjustment and other personal issues.

The IEP offers not-for-credit courses (Intensive English 1 and Intensive English 2) intended for F1 international students who do not meet the minimum proof of English proficiency requirement to be admitted to the academic program at SMC.

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

## **Recruitment**

Through its 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 our strong feeder countries and to diversify the countries from which we receive students.

International Education Partners (also referred to as "Agents") are a key component to 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 help us 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 of \$500 per student to the agent. Commission is paid only to agents whose students enrolled at the college and paid their fees.

In the past six years, the IEC staff has traveled to China, Hong Kong, Japan, Korea, Sweden, and Turkey to strengthen our relationships with our educational partners in those countries. Staff also visited the Saudi Arabian Embassy in Washington, D.C., and maintains close communication with the Embassy of Kuwait in Los Angeles. During in-person visits, staff advises SMC's partners of new programs available to students and of changes in procedures that may affect them, such as the switch from a paper application to an online application system.

Staff has traveled to Kuwait, United Arab Emirates, Mexico, Brazil, France, Singapore, Thailand and Indonesia to explore opportunities and to establish relationships that may lead to new sources of students in the future.

In 2009, the IEC expanded the ways in which students could meet the English proficiency requirement for admission to the academic program at the college. Previously, students were required to take the TOEFL test. In 2009, the IEC added several other globally recognized tests of English proficiency. (See Appendix: Admissions-1) We also reached out to local language schools and developed 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 without the need for submitting a test result. 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.

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 every semester with important dates, updated costs, reminders, and notes regarding any changes at the college. (See Appendix: Admissions-2) The IEC generally has contact with multiple staff members in a partner's office. The newsletter is sent by e-mail to every contact address we have in our agent database.

The IEC's recruitment efforts as well as shifts in world politics and the world economy have resulted in strong growth in some of our student populations, including the Chinese, Saudi, and Swedish populations. (See Appendix: Demographics-1 and Demographics-2)

## **Admissions**

The International Admissions program at Santa Monica College strives to provide prospective students with clear and simple information about special admissions requirements for F1 status students. The admissions team supports F1 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 simple 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."

## **New Student Orientation**

The SMC international student orientation program introduces F1 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 F1 students. The immigration team and the academic counselors work together to provide

support information to students and to help them get enrolled into their first semester classes. The orientation activities for F1 students are more comprehensive than activities for domestic students because the F1 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 F1 students are unfamiliar with the American education system and with American classroom culture, both of which are addressed in their orientation activities. The orientation activities delivered by the IEC strive to equip new F1 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 see out appropriate campus services as they need them in the future.

## **Housing Support**

Nearly all F1 students need to make housing arrangements when they come to Santa Monica College. The IEC provides a housing newsletter as well as information on our website about a variety of short and long term housing options. (See Appendix: Housing-1) Our staff also provides personal assistance to students in our IEC Counseling office. The staff updates a list of rooms for rent in the area on a daily basis. The staff assists students in reading and understanding housing agreements and in finding resources to settle housing misunderstandings or disputes. The staff advises students regarding transportation to and from their homes, and the safety and desirability of various neighborhoods. This service supports the mission of Santa Monica College by providing students with a supportive learning setting and the tools to actively seek and foster a safe and nurturing living environment.

The goals of the housing service area are to ensure that each F1 student has safe, comfortable accommodations in reasonable proximity to the College. Our responsibility is to provide active help, support, and solutions to F1 students in need of housing or having housing problems, and to offer a bridge from these students to the housing resources in our community. Although SMC does not have institution-sponsored housing, as a result of the resources developed and gathered by this area, most F1 students are able to secure housing within five to seven days after arriving in Los Angeles.

SMC does not supply students with housing. For many of our students, the whole process of finding housing and relocating to a foreign country is an intimidating education in and of itself. Instead of handing students keys to a dorm room, the staff arms them with information and resources, facilitating student achievement by providing them with the tools to enhance their own success.

## **Health Insurance**

The Code of Federal Regulations, Chapter 8, section 214.3 (k)(2) requires the school to determine that a prospective F1 student has sufficient funds to meet their financial needs while attending school in the U.S. Santa Monica College determined that F1 students must not only show sufficient financial support to cover academic and living costs, but must also purchase a health insurance plan approved by the college to cover the high cost of health care in the U.S.

The staff guides F1 students through the American health care system and advises students on the correct use of the mandatory F1 health insurance policy, including clarifying rules, regulations, and restrictions, and helping students to file claims. This service supports the mission of Santa Monica College by providing each F1 student the tools to actively seek and foster a safe and healthy personal environment.

Since the SMC Health Center serves as a gatekeeper for this policy, in non-emergency situations students must request a referral before visiting a doctor within the plan. If the Health Center is closed or if the situation is urgent, then the student must request a referral as soon as possible after the medical visit. The IEC ensures that students receive all state-mandated benefits as outlined in the policy.

International Students need the reassurance of ready access to affordable health care in order to focus on their studies and succeed to their full potential at SMC. SMC's mandatory International Student Health Insurance Plan provides them with this peace of mind. The IEC provides them with the support they need to learn to use the plan and access the benefits it offers.

## Counseling

The International Counseling Center provides a broad range of student support services to the F1 student population. These services address the psychological, developmental and social needs of a diverse international student population, and are designed to motivate and promote purposeful skill development necessary for students to succeed in college and achieve their educational goals.

The International Counseling Center provides the following programs and services:

- In-person academic and personal counseling (See Appendix: Counseling 1&2)
- On-line Counseling
- Group Counseling and Enrollment Sessions
- Scholarship/transfer admission letters of recommendation
- CSN Memorandum drop-off service (CSN is the government funding agency for most of our Swedish students. Students funded through CSN must have a form completed by the college every semester.)
- Back-to-Success program for probationary students (See Appendix: Counseling 3&4)
- Early Alert program (See Appendix: Counseling-5)
- International Student Forum Leadership (The International Student Forum is a club that provides social events geared towards international students)
- Counseling 11 class: International counselors continue to teach Counseling 11, *Orientation to Higher Education*, to F1 status students during their first semester. These designated F1 sections allow new students to have weekly contact with a counselor who is able to spot signs of academic or personal difficulties. (See Appendix: Counseling-6)

The International Counseling Center supports the mission of SMC by offering a broad range of programs and services that include students in the learning process and challenge them to be active participants in successfully achieving their unique educational goals. The International Counseling Center aims to assist students in successfully completing an Associate Degree, Certificate or university transfer requirements to complete a baccalaureate or higher degree. International focused clubs such as the International Student Forum contribute 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 International Counseling Center strives to help students develop the necessary skills to be successful students, employees and global citizens. International Counseling recognizes the value of each student's unique contribution to the college's overall mission of being a leader in learning.

## Immigration

The Immigration staff within the International Education Center helps both the college and the F1 student population remain in compliance with Department of Homeland Security regulations governing F1 programs. The staff interfaces with the Student and Exchange Visitor Information System (SEVIS), a database of F, J and M students maintained by the Department of Homeland Security, Student and Exchange Visitor Program (SEVP) division. At the time of our last Program Review, the IEC had only one staff member devoted to handling the immigration responsibilities of the college. In response to a growing population, the IEC now has three staff members in this area. The immigration staff delivers the new student Information Seminars and registers their enrollment in SEVIS each semester. The staff meets individually with students to answer their immigration questions and to help them apply for benefits, such as Reinstatement benefits for students who have violated F1 rules, or work benefits for students who are eligible for off-campus work opportunities. The staff also notifies students via e-mail if they are in danger of violating F1 rules, and includes reminders of F1 student responsibilities in the electronic newsletter published through our F1 Student Activities program. The staff also assists transferring students by releasing the individual SEVIS record when a student transfers to another institution. (See Appendix: Immigration-1)

## 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. Several themes originated from the Global Citizenship Task Force based on a collective model of a “global citizens” construct. 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

Subcommittees were formed to focus on developing Global Citizenship objectives such as Curriculum, International Commerce and Education, International Students, and Study Abroad. While all the subcommittee work had some connection to the future direction of the SMC International Education Program, the most influential components seemed to focus on international students and how we could support their adaptation and integration to our college community. By supporting this effort, the task force believed it would be instrumental in helping our American students see the world in a different light through the experiences and interactions with our international students.

Global Citizenship continued to involve and influence in a very positive way by highlighting the commitment that the College has with respect to diversity, cultural understanding, and campus-wide support through the newly developed mission, vision, and goals amongst faculty, staff, and students.

**Study Abroad**

During the last program review, SMC had some faculty led study abroad programs and was a member of CCIS, a vendor for study abroad programs. From 2007-08, through the Global Citizenship initiative funding, faculty developed study abroad programs in Latin America and South Africa. Programs during the summer and winter were developed and led by faculty to traditional European locations through travel vendors. The College wished to ensure the development of Study Abroad as a more sustainable and viable offering at SMC with the development of annual centers in China (Beijing) and Turkey (Istanbul) in the summer and South Africa and a destination in Latin America in the winter once the location is determined. Additional study abroad programs in other locations would be offered after the annual centers were underway. The goal of the annual centers is to maintain consistency of programming at a lower cost through establishment of partner institutions/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, AS, Financial Aid, Academic Affairs and Marketing. This is documented in the SMC Master Plan for Study Abroad which should be finalized during the 2013-14 academic year. The greatest hurdle of offering programs has been the cost of study abroad with competing priorities of college, work and personal obligations of participants coupled with the longer term state and institutional fiscal and budgetary challenges since 2010 when the programs went into hiatus.

**Program Initiatives**

There are several components to the International Education Center that were created in the past six years, including the AC College program, the Activities program, the Intensive English Program (IEP) and the Peer Mentor Program. Descriptions of these aspects of the IEC are included in section D-2 of this report.

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.

Addressed in Question 1

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.

## ILO Global Citizenship

The philosophy of global citizenship has become prominent in two of the institutional learning outcomes (ILO's).

Santa Monica College students will:

1. Respect the inter-relatedness of the global human environment, engage with diverse peoples, acknowledge the significance of their daily actions relative to broader issues and events; and
2. Assume responsibility for his/her own impact on the earth by living a sustainable and ethical life style.

The International Counseling Center supports all four Institutional Learning Outcomes and two Supporting Goals.

### **Integrating ILO #1**

The goal of the International Counseling Center is to promote and help students achieve a high level of self-confidence and self-discipline to become successful students and global citizens. Prior to beginning their first semester and throughout their attendance at SMC, students gain valuable knowledge and skills that enables them to become more independent and self-sufficient. They first attend a mandatory Information Seminar as well as a Group Counseling and Enrollment session. The extensive information and personal guidance from administrators, counselors, staff members and peer mentors gives students the self-confidence to move forward toward achieving their goals. Students are taught in Counseling 11 about the American classroom environment and our system of higher education including the standards required to become successful students. These skills acquired during their first semester are critical in enabling students to successfully complete their degree objectives or transfer to a four-year university.

### **Integrating ILO #2**

As students transition into their second semester, International Counseling continues to encourage students to come in for academic counseling in order to further their knowledge of the academic and immigration policies and regulations. Through in-person and on-line counseling services, in addition to retention programs such as Early Alert and Back-to-Success, students acquire valuable skills and knowledge which assists them in making informed decisions and problem solve issues related to their academic, career, and personal well-being.

Born out of response to the dynamic fiscal conditions and reallocation of existing resources, Group Counseling is an example of continuously developing services to meet the evolving needs of the students. Through Group Counseling, students obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information in order to communicate effectively, reach conclusions, and solve problems. In accordance with the GRIT Initiative, students learn about the International Counseling services and meet several counselors who encourage them to ask questions, seek help, look at their goals and where they want to be, and then come up with a plan of action to lead them on their way towards achieving their goals.

Online Counseling is closely related to many of the supporting goals of the ILO's. It is innovative, provides access for students to comprehensive counseling resources via technology and is a constructive response to the dynamic fiscal conditions and reallocation of resources faced by the college.

The Early Alert program as applied in the International Education Center supports the Institutional Learning Outcomes as well. It allows students to obtain necessary skills to "access, evaluate, and interpret ideas in order to communicate effectively, reach conclusions, and solve problems" by connecting students with various college services such as tutoring, workshops, library assistance, and counseling sessions. It also allows students to acquire skills which can be used beyond the classroom. This service contributes to the mission of the college by challenging and supporting students in achieving their educational goals. It also assists students in the development of skills needed to succeed in college, prepare students for careers and transfer, and nurture a lifetime commitment to learning.

### **Integrating ILO #3**

Programs and services within the International Counseling Center also encourage students to engage with a diverse population through workshops, clubs, and the classroom environment. In the student's initial contact within the Group Counseling and Enrollment sessions, they have a unique opportunity to immediately connect with key office staff and more importantly, other newly arriving international students from around the world. Through this event, many students have developed an important connection to the College and their first "friend" in the U.S., who many times becomes their roommate and valuable support system.

### **Integrating ILO #4**

Lastly, through the Counseling 11 class, students are introduced to the student code of conduct and informed of the importance of pursuing their goals with self-responsibility and integrity at the forefront. Presentations by the Honor Council and various videos are used to illustrate key concepts. In Fall 2013, the International Counseling Center completed a series of short student conduct videos to replace the outdated video used for many years. The four YouTube videos range from 2½ to 5½ minutes each for a total of 18 minutes. The videos were purposely formatted to raise important questions for classroom discussion. Below is an outline of the topics covered in each video.

#### **Student Conduct**

**Plagiarism**

**Sexual Harassment**

**Domestic Violence**

### **Integrating SMC's Supporting Goals #1 and #2**

The International Counseling Center continues to maintain and develop comprehensive and innovative counseling-related support services to the F-1 international students. Whenever assisting different groups of students, the staff takes great care in considering cultural, political or economical differences among its population. In addition, the International Counseling Center strives to provide a supportive learning environment by utilizing an extensive network of campus resources to address student needs. Most common services used by international students include the following:

- International Education Center
- Assessment Center
- Psychological Services
- Health Center
- Transfer Counseling Center
- Admissions
- Associated Students
- Tutoring Centers
- Student Employment Office
- Ombudsperson
- Career Services Center
- Disabled Student Center
- Scholar's Program
- Scholarship Office
- Library
- Bookstore
- Food vendors
- Computer Labs
- Campus Police Office
- Crisis Prevention Team
- SMC Instructors, Department Chairs and Administrators

Innovative programs such as Early Alert meets SMC's supporting goals by providing a responsive academic environment which helps students develop important learning strategies and promote student success. It also



provides a supportive learning environment that addresses the evolving needs of this unique international population. The purpose of the Early Alert program is aligned with the GRIT Initiative in that it “enhances a student’s capacity to flourish academically and personally.” The program offers students various services which allow them to focus “on their non-cognitive skills like help seeking.”

The International Student Forum club members and officers benefit greatly through their participation. The officers, in particular, learn many important skills including time management, organizational skills, written, and oral communication skills. They gain self-confidence in pursuing their educational and personal goals. They are also able to learn how to obtain information, critically process and interpret the ideas, and how to solve problems. Through their engagement with students and people from diverse backgrounds, they learn to respect other’s opinions and values, thus, supporting the Institutional Learning Outcomes (#1 and #2). The club’s goal supports the GRIT Initiative. This initiative is closely aligned with what the club offers and what students gain from their engagement. In connecting students with others and the community, it helps them to improve personally and academically. They are also able to gain confidence in who they are and be able to engage and persevere.

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).

**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)*

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.

Please see Appendix: Demographics-3 for specific demographic information. Although statewide budget cuts resulted in reduced course offerings and a reduction in the overall college population, steps taken by the IEC to support the F1 population – most notably the introduction of AC College classes – meant that the F1 population continued to grow. Notable changes in the ethnic diversity of the F1 population are discussed in section B3.

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.

The F1 population at Santa Monica College includes students from over 100 countries, with the majority coming from Asia. While this is not reflective of the overall college population, it is in line with the F1 populations at other California and west-coast community colleges, and with the F1 populations at U.S. institutions nation-wide.

The Study Abroad students are domestic/resident students and are representative of the SMC population.

The California Chancellor’s Office Data shows that SMC’s overall population is 33% Hispanic and 32% White, Non-Hispanic. The F1 population is 65% Asian (compared to 13% in the overall SMC population.) Asians make up the largest ethnic group at most California and west coast institutions of higher education, and comprise 77% of the F1 population nationwide.

There is a significant change in the self-reported Ethnicity Data collected through the application process, most notably for students reporting their ethnicity as Asian or Unknown. In 2008, students completed a paper application during the orientation program, with significant guidance and assistance from staff. Students often asked how to answer the ethnicity question and were directed to choose a certain category. Now, students complete this information on their own, when they are completing their check-in form. Students may not be familiar with identifying their ethnicity using the labels that the college includes in the application, so will often choose “unknown”. A better measure of F1 student diversity is the citizenship indicator, which is more likely to be accurate. (See Appendix: Demographics-4)



The populations served by the International Education Center are exclusively non-residents in F1 status or changing to F1 status. They are required to maintain their non-resident immigration status by completing a minimum of 12 units per semester. Their employment opportunities are significantly restricted. The large majority speak English as a second language. Most are somewhat unfamiliar with the American education system, and most do not have family in the United States. All of the services provided by the IEC are designed with the special needs of this population in mind.

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).

The biggest changes in the F1 population in the last five years has been with our Chinese students and our Japanese students. The Chinese student population grew from about 360 students in Fall 2009 to over 1,000 students in Fall 2013. This can be attributed to a loosening of visa standards and a strengthening of the economy for Chinese students. Until a few years ago, it was nearly impossible for Chinese students to obtain a visa to study at the undergraduate level in the U.S. because the majority of them did not return to their home country after completing their studies. At about the same time that Hong Kong reverted to Chinese control in 1999, the Chinese government started to develop a more capitalist style economy in Shanghai and Beijing. As new opportunities for development have emerged, Chinese students have been more interested in remaining in China or returning to China after foreign study periods, so the U.S. has been more willing to grant study visas to Chinese students.

The Japanese population declined from about 430 students in Fall 2009 to about 200 students in Fall 2013. This decline was anticipated as the population of college-aged people in Japan has been declining. In addition, Japan has expanded its community college system, providing more options for students to study in their home country. Furthermore, many of our students were affected by the earthquake and tsunami that hit Japan in 2011. Many family businesses were severely damaged or lost at the time. Students returned to Japan to help their families, and families did not have the funds to continue supporting their students overseas. This decline in the F1 Japanese population at SMC is reflective of a decline in the Japanese population of F1 students on the west coast and nationwide.

Political events, economic swings, and natural disasters all affect the international student populations from around the world. It is very important that the program strives to diversify the population so that a downturn in one population does not hurt the overall presence of international students on the SMC campus.

**C. Program Evaluation**

*In this section programs/units are to identify how, what, and when program evaluation takes place and summarize the results from data collected. 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. Please indicate the number of different disciplines or functions for which information will be provided, and copy, insert and answer one set of questions per discipline, function, or program.*

Set #1  
Program or Function:

Set #2  
Program or Function:

Set #3  
Program or Function:

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*

Below are the current International Counseling program SLOs in addition to the Counseling 11 class SLOs.

**Program SLO #1:** As a result of participation in the counseling session, students will be able to state one or two specific steps required to meet their short-term and/or long-term educational goals.

**Program SLO #2:** After participating in a counseling session, students will report confidence in their ability to take necessary step(s) leading to their educational goals.

**Instructional SLO #1:** Students enrolled in Counseling 11 will develop an understanding of the educational system in the U.S.

**Instructional SLO #2:** Students enrolled in Counseling 11 will be able to apply information and guidance offered through instruction to formulate a realistic educational plan

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

In Spring 2007, the International Counseling Center first established SLOs for key counseling services for F1 visa students. Included were two IE program SLOs and two instructional SLOs for the Counseling 11 class which all new F-1 students are required to take during their first semester. SLOs included the following:

**IE Program SLO #1:** New students will demonstrate a basic understanding of the enrollment process  
**Who gets assessed:** Students enrolled in the Counseling 11 class for F-1 visa students  
**Assessment tool:** An instructor administers an enrollment quiz during the first two weeks of the Counseling 11 class for new F-1 students  
**Required score to meet SLO standard:** 70% of correct answers on the enrollment quiz

**IE Program SLO #2** Students will demonstrate an understanding of the various academic requirements necessary to successfully navigate through the system of higher education in the U.S.  
**Who gets assessed:** Students enrolled in the Counseling 11 class for F-1 visa students  
**Assessment tool:** An instructor administers a final quiz at the end of the Counseling 11 class  
**Required score to meet SLO standard:** 70% of correct answers on the final quiz

**Instructional SLO #1** Students enrolled in Counseling 11 will develop an understanding of the educational system in the U.S.  
**Who gets assessed:** Students enrolled in the Counseling 11 class for F-1 visa students  
**Assessment tool:** An instructor administers a final quiz at the end of the Counseling 11 class  
**Required score to meet SLO standard:** 70% of correct answers on the final quiz

**Instructional SLO #2** Students enrolled in Counseling 11 will be able to apply information and guidance offered through instruction to formulate a realistic educational plan  
**Who gets assessed:** Students enrolled in the Counseling 11 class for F-1 visa students  
**Assessment tool:** An instructor report on the number of students who successfully complete an educational plan for subsequent semesters  
**Required score to meet SLO standard:** 70% of class completing an educational plan

Results from Spring 2007 through Fall 2010 indicate that students met all four SLO standards with a 70% or higher score during that time. As for the International Counseling program SLO #1 (Enrollment quiz), with a low score of 77.1%, counselors were encouraged to revise the enrollment quiz questions to be more clearly understood and also worked on their teaching methods to help get information across in more effective ways. This helped raise the average correct answers to a high of 84% in Fall 2010. For these program SLOs, consistent mastery of learning objectives were demonstrated, therefore, International Counseling determined that there was a need to review and revise those SLOs.

In Fall 2012, the International Counseling Center revised its IE program SLOs but maintained the instructional SLOs since they still represented key learning objectives of the class. Below are the current program SLOs, including who is being assessed and the assessment tool used.

**New Program SLO #1** As a result of participation in the counseling session, students will be able to state one or two specific steps required to meet their short-term and/or long-term educational goals.  
**Who gets assessed:** International students meeting with counselors during non-enrollment periods of the year  
**Assessment tool:** On-line counselor survey in ISIS which counselors fill out immediately after students leave their offices. During the counseling session, counselors will ask students to state one or two specific steps they will take next and if able to do so, the counselor will mark that the student met the SLO.

**New Program SLO #2** After participating in a counseling session, students will report confidence in their ability to take necessary step(s) leading to their educational goals.  
**Who gets assessed:** International students meeting with counselors during non-enrollment periods of the year  
**Assessment tool:** Paper survey students take immediately upon leaving the counselor's office; completed surveys are dropped off in a box at the office entrance and results are input into ISIS by staff members

Currently, data for both program and instructional SLOs are gathered each semester electronically and manually. Beginning Fall 2012, program SLOs were revised to be in line with those of the Counseling Transfer Center. With

the assistance of the Counseling Transfer Center, assessments of the new program SLOs were initially gathered through the same Surveygizmo format used by their center. Unfortunately, this process changed midway as MIS helped convert the assessment tool to one that is ISIS-based.

Data collected prior to this switch was very minimal in terms of the number of surveys. There were only 34 surveys recorded, although we estimated doing at least 200 plus surveys. Breakdown of the results are as follows:

**Question:** The student finished the counseling session with greater awareness/understanding of the next steps to take in order to accomplish his/her educational goals.

<i>Value</i>	<i>Count</i>	<i>Percent %</i>
Strongly Agree	14	41.2%
Agree	19	55.9%
Neither Agree Nor Disagree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	1	2.9%

**Question:** The student was able to identify 1 or 2 steps needed to reach their educational goals

For this question, all 33, or 100% of students were able to identify 1-2 steps needed to reach their goal after meeting with a counselor.

In Spring 2013, MIS was able to incorporate the assessment tool on the ISIS system. Counselors meeting with students could respond to a survey on the GO system of ISIS indicating whether the student was able to identify steps needed to reach their goals to assess program SLO #1. Results for this first go-around showed that 249 F-1 surveys were submitted with 100% of students able to restate 1-2 steps they needed to take in order to get closer towards reaching their goals. For SLO #2, 232 student surveys were collected and input into ISIS. There was a 100% rate of students expressing confidence in taking the next steps to accomplish their educational goals following their counseling session. Both SLOs are being looked at once again for this 2013-2014 academic year to determine if changes need to be made.

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.**

- On-line Comprehensive IEC/IECC Satisfaction Survey for 2012/13 academic year (See Appendix: General Satisfaction Survey)
- Annual Student Activities Survey (See Appendix: Activities-2)
- Survey for student satisfaction for mandatory Information Seminar (sent to students after first month at SMC) – online survey for past few years. Survey results inform planning for continual improvement in delivery of Intensive English Program orientation and Academic Program Information Seminar.
- Surveys to measure satisfaction of Global Citizenship programs such as the SMC/Beijing Center Professional Development Program (2012). Feedback used to improve program for 2013.
- Surveys developed, implemented and analyzed with assistance from SMC Institutional Research

Besides SLOs, the International Counseling Center uses a variety of resources to inform program planning. Included are the following statistics:

**Number of student contacts by week**– This report (See Appendix: Counseling-1) assists the Faculty Leader with counselor staffing assignments in the office, especially during the inter-sessions where more counselors can be assigned to work during peak periods. By having past knowledge of when students tend to come in, the Center can plan ahead and implement programs to more effectively control the high demand student traffic. By staffing the office based on anticipated student traffic, the International Counseling Center has been able to maximize use of limited counseling hours, especially during the inter-sessions where scheduling can be flexed on a

weekly basis unlike the regular semesters. When faced with wait-times exceeding three hours, the Center has experimented with assigning a “triage” counselor whenever available, to help screen and resolve quick issues or redirect students to appropriate offices. By doing so, this has helped to shorten the wait times for many students waiting to meet counselors.

**Number of student on-line counseling contacts** – This report helps us determine how many hours to allot in our schedule for counselors to attend to this task. Since its inception, the number of on-line counseling inquiries has grown substantially enough that we now have to redistribute counseling time to monitor and respond to these inquiries.

After some refinements, Online Counseling was open to all F-1 students in the Spring 2012. Online Counseling is now a fully-functioning service where students submit inquiries through a web-form which requires background information on the student to assist the counselor in responding to the inquiry. Although the volume represents only about 9% of overall inquiries, the counselor time is efficient (3-4 students per half-hour) and most importantly, easily accessible by students who may not be in the U.S. Another advantage of Online Counseling is that both the student and the counselor have a written record of the ‘conversation.’ This precise form of communication sometimes adds to the student’s sense of confidence in understanding the information and contributes to the goals of the GRIT Initiative. However, one limitation of Online Counseling is that there is no easy back-and-forth communication as there is in a face-to-face meeting.

**Impact of Counseling 11 on student success** – This report helps support our decision to offer specialized sections of this class for new F-1 students. Counseling 11, Orientation to Higher Education is a one-unit CSU transferrable class for all new F-1 students during their first semester.

A study was conducted on the impact of Counseling 11 completion on student success. In order to assess this, our MIS department was able to pull data from the Fall 2006 cohort of international first-time freshmen. The two areas we examined were probationary status and overall grade point average (GPA). There were 251 students in this cohort, 168 (66.9%) had successfully completed Counseling 11 and the remaining 83 (33.1%) had either not attempted or had not successfully completed the course. The study attempted to answer two questions as detailed below.

**Research question #1:** Are fewer international students, who complete Counseling 11 successfully, placed on academic probation compared to those who do not?

Among the students who had successfully completed Counseling 11, only 19% of these students had ever been placed on either academic and/or progress probation. In comparison, just over half of the students who had not completed Counseling 11, were placed on probation at one time or another while enrolled at SMC. A chi-square analysis was conducted to determine whether the differences in proportion of students placed on probation was greater than that which could reasonably be attributed to a variation of chance. The analysis showed that the difference was statistically significant and could therefore conclude with 99.999% certainty that the differences did not occur simply by chance ( $\chi^2_{(1)}=28.455, p<.001$ ). From this study, we can say that international students who successfully complete Counseling 11 tend to not be placed on probation.

<b>Counseling 11 Probation Status Comparisons for F-1 Students</b>			
	<i>Never on Probation</i>	<i>On Probation</i>	<i>Total</i>
Couns 11	136 81%	32 19%	168 100%
No Couns 11	40 48.2%	43 51.8%	83 100%
<b>Total</b>	176 70.1%	75 29.9%	251 100%

**Research question #2:** Do international students who complete Counseling 11 earn higher GPAs than those who do not?

For grade point averages, MIS used data for 243 of the students who had completed enough units to permit calculating a GPA. The overall GPA among the cohort was 2.56 (SD=.94). For those students who had successfully completed Counseling 11, their average GPA was higher (2.81) than the average GPA for the students who had not completed Counseling 11 (2.03). A student t-statistic (equal variances not assumed) was calculated to test whether the GPA differences between the groups was due to chance. This analysis showed that we can determine with 99.999% certainty that the GPA difference is not due to chance ( $t_{(108.552)}=5.675, p<.001$ ).

As is the case with the vast majority of educational research, these findings have an important limitation to keep in mind when interpreting the results. However, it is appropriate to say that international students who successfully complete Counseling 11 are less likely to be on probation and are more likely to have higher GPAs.

Counseling 11 GPA Comparison for F-1 Students	
	Average GPA (standard deviation)
Couns 11	2.81 (SD=.74)
No Couns 11	2.03 (SD=1.10)
<b>Total</b>	2.56 (SD=.94)

**English 1 grade distribution during winter session** – This report was requested to help us determine whether it was reasonable to offer English 1 sections for non-native speakers during the short inter-sessions. In the past, it was believed that English 1 was too difficult a class to offer international students during the short inter-sessions, however, this class was highly requested by international students to allow them to successfully transfer to the university by the subsequent fall semester. In other words, many students transferring for a fall semester would need to take English 1 during the winter and English 2 during spring.

The study took a look at international students who enrolled in English 1 during the winter sessions of 2008 through 2012. Data showed that 82% of F1 students who had taken English 1 during winter during those past five years had earned a grade of C or better with 69% earning a grade of B or better. These strong results demonstrated that international students do well in English 1 taken during inter-sessions. This prompted the Administration to begin offering this course for international students during the inter-sessions.

International Student ENGL 1 by Grade Distribution - Winter Terms						
Grade	2008	2009	2010	2011	2012	Grand Total
A	11 16.7%	34 34.3%	19 21.8%	28 28.9%	32 37.6%	124 28.6%
B	35 53.0%	33 33.3%	39 44.8%	34 35.1%	37 43.5%	178 41.0%
C	10 15.2%	9 9.1%	14 16.1%	12 12.4%	9 10.6%	54 12.4%
D	0 0.0%	1 1.0%	5 5.7%	4 4.1%	0 0.0%	10 2.3%
DR	0 0.0%	1 1.0%	0 0.0%	0 0.0%	0 0.0%	1 0.2%
F	0 0.0%	5 5.1%	1 1.1%	5 5.2%	2 2.4%	13 3.0%
P	0 0.0%	0 0.0%	0 0.0%	1 1.0%	0 0.0%	1 0.2%

W	10 15.2%	16 16.2%	9 10.3%	13 13.4%	5 5.9%	53 12.2%
Total	66 100.0%	99 100.0%	87 100.0%	97 100.0%	85 100.0%	434 100.0%
<b>Success Rate</b>	<b>84.8%</b>	<b>76.8%</b>	<b>82.8%</b>	<b>77.3%</b>	<b>91.8%</b>	<b>82.3%</b>
<b>Retention Rate</b>	<b>84.8%</b>	<b>82.8%</b>	<b>89.7%</b>	<b>86.6%</b>	<b>94.1%</b>	<b>87.6%</b>

**Number of F-1 students on probation or disqualification status (Back-to-Success)** – This report allows us to identify and follow-up with students for retention purposes. It allows the International Counseling Center to monitor its probationary student rates to determine whether further intervention strategies are necessary to help students be more successful.

The Back-to-Success (BTS) program was implemented in Fall 2002 to address the seemingly high probationary rate among the international student population. With a high of 306 students on probation, or approximately 13% of the international population on probation back in Fall 2000, the International Counseling Center developed the BTS program through which it has significantly improved the probationary rate among international students. In Spring 2013, there were 206 F-1 students on probation out of the 3455 enrolled international students or 6% of the total population. Over the past four years, the probationary rate for international students has gone as low as 5.5% and has not exceeded 6.5% of enrolled F-1 students.

<b>F-1 Students on Probation By Semester 2009- 2013</b>			
Semester Enrolled	Total F-1 Enrollment	Number on Probation	% on Probation
Fall 2009	2831	166	5.9%
Spring 2010	3039	168	5.5%
Fall 2010	2964	175	5.9%
Spring 2011	3206	194	6.1%
Fall 2011	3116	203	6.5%
Spring 2012	3283	182	5.5%
Fall 2012	3215	187	5.8%
Spring 2013	3455	206	6.0%

**Initial ESL and math placement of probationary and disqualified international students** – This report helps us answer the question whether students who start off with lower English and math levels tend to have a greater chance of getting on probation or being disqualified. Data collected took a look at the initial math and ESL placements of international students who were on probation in Fall 2012. Our belief was that students who initially placed in lower level ESL classes would be more likely to be on probation.

To our surprise, the data showed that a higher percentage of students on probation in Fall 2012 initially placed into English 1 (34.9%). Only 12.6% of the probationary students initially placed at the lowest ESL 10 level, contrary to what we expected. There were 24.5% of probationary students placing at the ESL 11A level and 27.9% placing at the ESL 21A level. A plausible explanation could be that students placing at the English 1 level tend to take more challenging courses from the start while students placing at the lower levels take less challenging courses while they are attempting to improve their English skills.

As far as initial math placement of students on probation, the data showed that the highest percentage of probation students initially placed at the lowest Math 81 (25.8%) level followed closely by those placing at the Math 21/26/41/52 (25.5%) level. Students placing at the highest Math 7 (4.1%) level and Math 28 (4.5%) level had the lowest percent of students on probation. This data supports our belief that students who place at the highest math levels are more likely to have arrived at SMC with strong academic preparation and good study skills as compared to those who scored at the lowest math levels.



**D. Program Improvement**

*In this section, please document what you did last year as a result of what you described in Section C and what you are planning to do for the coming year.*

**Part 1: Looking back**

*In this section, please summarize your response to last year's planning efforts.*

1. Note the status of the previous year's objectives.

[This relates to an automated response feature expected with the future online submission. If your program set specific objectives for the previous year, please summarize them and indicate whether each objective has been completed, is still in progress, or has been eliminated. Add comments if you feel further explanations are needed. If your program did not set yearly objectives, you may omit this item for the 2012-2013 review.]

2. List accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.

**Admissions Packet**

Students are anxious to receive information from the college when they are admitted. It is an ideal time to provide them with important college policies and procedures as they are likely to read the information. It is also crucial to their successful start in Santa Monica that they receive information about community resources. The IEC mails out an admissions packet that includes the student's Form I-20 (immigration admission document, needed to obtain the visa), visa application instructions, and information about required orientation activities. (See Appendix: Admissions Packet 1-10, and Housing)

In 2009, the IEC updated and added to the community resource information that had been included in the admissions packet. The resulting product is the "Welcome Guide". (See Appendix: Admissions-3) This booklet focuses on information that the student needs while they are packing and making their travel plans, and during the first few days, weeks and months in Santa Monica. The basic information in the booklet helps them bring enough money for the first month or two, bring appropriate clothing, find an apartment, apply for a Driver's License, and take care of other personal business on their own. The booklet also provides a list of college and community resources to help them find assistance when they need it.

The goal of both the Welcome Guide and the admissions packet is to give the new student the important information they need to feel confident and be successful as they settle into their new lives as Santa Monica College students.

**Admissions Packet Mailing Service**

In the past, the IEC sent every admissions packet out via FedEx. The college spent about \$40,000 per year providing this service to new students. However, there were on-going problems with this method as the staff was often unable to accurately read the recipient's address, handwritten on the application.

In Fall 2008, the IEC started to use the E-Ship Global mailing service. Through this service, students who wish to receive their documents via express mail set up an account, and enter their own address. In addition, students select the service they prefer (FedEx or DHL), and pay for the service themselves. Students have not complained about the cost of this service.

When the admissions officer is ready to mail out the admissions packet, they simply print the mailing label. "Activating" the shipping order in this way generates an automatic message to the student notifying them that the package has been mailed, and advising them of the tracking information.

Not only did the switch to E-Ship Global save Santa Monica College \$40,000+ per year, it also has reduced staff time needed to prepare shipping labels and to contact students with shipping information. The change has

provided better customer service to students who now receive their admissions documents without complication since the recipient address is much more likely to be correct.

## **Online Application**

In September 2011, SMC went live with a completely paperless application system called “iApp”. (See Appendix: Admissions-4) Although initially the IEC did allow students to submit documents through the mail, we found that this slowed the process significantly and neutralized the efficiency that the program hoped to gain by developing the paperless system. In February 2012, the IEC notified students, and our overseas partners that all applications and documents must now be submitted through the online application system, and would not be accepted through the mail. Students and partners have adjusted to this new system very easily, and report that they prefer it to the paper-based system. Meanwhile, the number of applications received through the new system doubled in the first year. This is a common occurrence among colleges who switch from paper-based to on-line applications. Prospective students are much more likely to begin an application even if they are not yet serious applicants. This initial contact can be used as an important recruitment tool. However, it also drastically increases the workload of the admissions staff. Nevertheless, the staff was able to easily review and process all of the applications due to the successful streamlining of some processes and automating other, repetitive tasks to make best use of the admissions staff expertise. There was a decline in the number of students admitted in Fall 2013 because of the long term medical leave of two key staff members. (See Appendix: Admissions-5)

## **Peer Mentor Program**

In 2010, the International Education Center launched an initiative to enhance the SMC experience for F1 students by adding an additional layer of support through a Peer Mentor Program. The Peer Mentor Program provides support to the international student from the first SMC contact as a prospective student through matriculation and graduation. Assigned and cross-trained in both the International Education and International Counseling Centers, Peer Mentors reach out to international students and support the mission of the college by integrating international students into the SMC community and helping them to acquire the skills needed to successfully navigate the American college system. These students diversify the campus and bring a global awareness and presence to the institution.

International Peer Mentors are carefully screened, interviewed, and trained to provide special support to the F1 student population. Peer Mentors have demonstrated leadership and time-management skills and are distinguished from Student Assistants by a higher level of training and a more diverse set of duties and responsibilities. These are the knowledgeable, friendly faces and pen-pals guiding fellow international students through every step of the admissions, matriculation, and graduation process by e-mail, in person at the IEC or IECC, or even through Counseling 11 class panel presentations or other workshops and activities. Peer Mentors use their language skills to provide information either in English or in another language. They are currently able to provide information in Arabic, Chinese, French, Korean, Japanese, Russian, Swedish, German and Aramaic. Our Peer Mentors occasionally use their language skills to assist with translating for other offices on campus as well.

Peer Mentors reach out to new and continuing students to provide support and assistance, as well as answer questions and explain rules and regulations specific to our F1 population. The Peer Mentor’s mission is to ensure that new students are made welcome and have a personal associate from their very first SMC contact and that continuing students have a clearer understanding of the academic, cultural, and institutional expectations placed upon them as international students studying at an American college, thus supporting our students in achieving their educational goals.

The Peer Mentor program was developed to meet the evolving needs of our F1 student population. Their specialized training enhances the particular cultural backgrounds that the Peer Mentors share with our population to give them the unique ability to understand and help address the challenges facing their fellow students. This allows International Education to offer a more supportive learning environment and gives staff the tools to communicate more effectively with our diverse population.

## **New Student Orientation and Online Orientation**

The New Student Orientation used to be a one day seminar comprised of a series of PowerPoint presentations delivered by various staff and community members, as well as a campus tour. They were directed to take the Assessment test on their own, and were encouraged to meet with a counselor for advice regarding their first semester courses.

In order to provide better support to students before their arrival on campus and during the orientation program, the IEC restructured the program. The orientation currently consists of five components: online orientation, check-in, assessment, information seminar, and group counseling.

The first step of the orientation process is the online orientation. The online orientation was added to the international student orientation process in order to provide students with important information regarding academics, housing, transportation, insurance, and police services before they arrive at SMC. International students in particular benefit from receiving this information before they arrive as a lot of them do not know what to expect as a student coming from another country. The online orientation shows informational videos, and then takes students through a series of questions, prompting them to answer the questions in order to complete the task. The online orientation is required for all international students to ensure they all have a basic knowledge of SMC before they arrive. The program was developed in partnership with the on-line orientation produced through the Matriculation Office, and is similar to the on-line orientation that is in place for domestic students.

The second step of the orientation process is check-in. Once students arrive at SMC, they check in at the International Education Center so that the college can collect documents required by the Code of Federal Regulations for F1 program compliance.

The third step of the orientation process is Assessment testing. All students must complete the Assessment tests in math and English (or ESL). While they used to complete this step on their own, the IEC now reserves spots for them so that they can move through the orientation steps as a group.

The fourth step of the orientation process is our half-day information seminar. The seminar includes a PowerPoint presentation of F1 student immigration regulations, a campus tour, and an activity that gives students the opportunity to practice solving common student problems by seeking information from tables set up to represent various campus offices. Students complete these tasks in small groups, then share their information with a slightly larger group of students. By seeking out information, then reporting back to others, students are more likely to retain the information after the seminar ends.

The final step of our international student orientation process is the group counseling session. It is now a requirement that all new international students attend a group counseling session before completing their enrollment. The group counseling sessions are held in computer classrooms. Students learn about the American education system and classroom culture as well as how to create a Student Ed. Plan. They then work at their computer stations to enroll in classes. Their first semester ed. plan is approved by a counselor before the end of the group counseling session.

Students are surveyed after every seminar season to find out whether the program was useful and effective for them. The staff sends the survey via e-mail about a month after students have started classes so that students will have had some opportunity to put to use the information shared with them during the orientation process. About 60% of students agree or strongly agree that the on-line orientation helped them in their first semester, while only 12 % disagree. 79% felt that the seminar immigration presentation was easy to understand while only 4% did not. 66% of students felt that the resource activity was an effective way to learn about campus support services, while only 11% did not. (See Appendix: Seminar-1&2)

## **Group Counseling and Enrollment Sessions**

To help students get off to a good start, the IEC decided to require all new students to meet with a counselor prior to completing their course enrollment. While students had the option to meet with a counselor in the past, many of them chose not to. This initiative mandated counselor contact with hundreds more students than they'd seen in

the past. To accommodate this initiative, IEC Counseling developed the Group Counseling and Enrollment Session. This innovative counseling service was designed to maximize limited counselor resources while providing large numbers of incoming students with information and tools necessary to choose courses, create a first semester educational plan, and enroll in classes.

Currently, there are more than 70 Group Counseling sessions offered each year. Group Counseling evolved from a simple counselor presentation within the Information Seminar to a separate three-hour session. This new 'one-stop' counseling and enrollment event was implemented in Summer 2011 and combined a one-hour counselor presentation followed by a two-hour one-on-one course planning and enrollment session. These sessions are facilitated by a team of three or four counselors, one IEC staff member, and two peer mentors.

With this collaboration of efforts, the IECC provided students with more information than they would have received in an individual counseling appointment as well as counseled more new students in less time. The other benefit was that students established contacts with other students within the sessions, some of which led to them finding roommates and new friends.

### **On-line Counseling**

Budget cuts to the District and a growing F1 population presented many problems for the effective delivery of counseling to our incoming students. With the reduction of course offerings, our new international students were also faced with the problem of finding appropriate courses once they arrived in the U.S. In addition, the budget cutbacks led to a reduction of counseling hours and decreased office hours during the inter-sessions. To help meet growing student needs with reduced staff and office hours, International Counseling piloted an online counseling service for new students. Students utilized online counseling for assistance in selecting up to six units of courses before they participated in group counseling. Online counseling was also available to all students during the few weeks when the office was closed. In line with the Mission of the College, this service is easily accessible for students and provides them with useful assistance in succeeding in college.

After some refinements, online counseling was open to all F1 students in Spring 2012. Online counseling is now a fully-functioning service where students submit inquiries through a web-form which requires background information on the student to assist the counselor in responding to the inquiry. Although the volume represents only about 9% of overall inquiries, the counselor time is efficient (3-4 students per half-hour) and most importantly, easily accessible by students who may not be in the U.S. Another advantage of online counseling is that both the student and the counselor have a written record of the 'conversation.' This precise form of communication sometimes adds to the student's sense of confidence in understanding the information. However, one limitation of online counseling is that there is no easy back-and-forth communication as there is in a face-to-face meeting.

### **Implementation of a paperless file system for F-1 counseling files**

In Summer 2012 International Counseling transitioned to a paperless filing system for all new counseling records. Previous hard-copy files took up a lot of space and were very time-consuming to maintain. Staff time was needed to make the initial files, and when students came in to meet with a counselor, more staff time was expended to pull files and often times "hunt" for misplaced files. Staff would later have to use additional time to file back all the files. The Center outgrew space for current files and storage space for inactive files was not available. Due to budget cuts, sending out inactive files for scanning by private companies was no longer an option.

The current paperless filing system, although not in the most ideal format, has proven to be a great improvement over the hard-copy system. It involves putting documents in two different areas, ISIS and webExtender. Staff time is saved by not having to make initial files and pull and refile files, however, substantial staff time is still needed to scan in documents into webExtender. The benefit is that student records can be viewed instantly by multiple staff members in different locations. This has been very helpful to other campus personnel who are in need of access to this information, such as the Crisis Team and the International Education Center Administrators.

## **Implementation of mandatory Group Counseling and Enrollment sessions**

Due to the increased F-1 student population and decrease in counseling hours resulting from budget cuts, implementing Group Counseling appeared to be the most viable option to assure that all new students were able to have an initial counseling contact and assistance with enrollment. This allowed for more counseling time in the office for continuing students. Overall, this allowed the Center to see more students within fewer amount of counseling hours. It served as the 'one-stop' event for new international students to take care of their enrollment. With a resourceful team of counselors, enrollment personnel, and peer mentors, most of the immediate needs and obstacles faced by students could be resolved exclusively within these sessions.

To implement mandatory Group Counseling and Enrollment, adequate facilities with proper technology are desperately needed to support this program. Currently, new F-1 students are mandated to go through a two-part college orientation consisting of an Information Seminar and a Group Counseling/Enrollment session. The goal is for students to attend the Seminar in the morning and the Group Counseling session in the afternoon. Having an adequate bank of computers is essential to support this format as it allows students to receive assistance with schedule planning through enrollment during these sessions. This enables problems or obstacles to be resolved on the spot and allow for timely enrollment.

For the Group Counseling session, International Counseling has struggled immensely to secure classrooms with an adequate number of computers to mirror the days of the Seminar. When available the room size is inadequate since the Seminars, which are generally held in B111 can accommodate more than 50 students, whereas the computer rooms given to us could only accommodate 34 students. Through past experience, we have found that a one-day experience works better in that we don't 'lose' as many students from the program. Students who had to return for their Group Counseling session on a different day often did not make it to their assigned session which led to serious accommodation issues for the remaining sessions.

Numerous problems existed with the rooms in the Library, Drescher, and the Business building. The room in the Library was not always available due to classes, closures for breaks, and maintenance. In Drescher, the rooms were small and not suitable for the larger presentations and in Business, aside from being too small, we also had to compete with classes and computer maintenance. Ideally, we would need a facility with the following:

- computers/seating for 50-70 students
- computer equipment for a power point presentation and ISIS accessible
- available to us on specific days between December through February and May through August

## **Implementation of on-line counseling**

On-line counseling appears to be here to stay. The need for on-line counseling has increased, particularly as a result of budget cuts. In 2011, the International Counseling Center, with the assistance of the Transfer Counseling Center and MIS formalized the on-line counseling process which allowed us to expand this service to our general F1 population. The e-mail address format used for the pre-enrollment students proved to be insufficient for meaningful responses. Often, students submitting questions by e-mail failed to provide adequate information about their status and goals so it was difficult to answer with a reasonable response.

During Summer 2011, the Center piloted a new web-based form accessed through [www.smc.edu/askiecc](http://www.smc.edu/askiecc). Students requesting on-line counseling would now have to provide basic information about themselves and their educational objectives before asking their questions. This format greatly improved the communication efficiency between student and counselor. International Counseling found this to be a very practical way to provide continuity of services to students abroad or to those needing time-critical assistance during peak periods of the year. This proved to be a valuable service to facilitate enrollment for students needing approvals or other assistance prior to enrolling.

When staffing was drastically cut, the International Counseling Center reverted to offering on-line counseling exclusively for two weeks during the summer session. This was very successful in that it allowed students to have access to counseling to resolve time-critical problems without having to fully staff the office. On-line counseling further assisted with cutting down the wait time during peak periods. For those who could not wait the hours to see a counselor, they were given the option of submitting their questions on-line. Lastly, on-line counseling has

been instrumental in assisting our students who go abroad during the winter and summer inter-sessions. Tasks, including disqualified student petitions, course repeat approvals, request for excess units, and general questions regarding enrollment can all be addressed on-line, thus allowing students to resolve these matters in a timely manner.

### **Implementation of CSN Memorandum drop-off service**

With nearly 500 Swedish students, most of who are on CSN funding from their government, completing the required CSN Memorandums in a timely manner became problematic, as requests for assistance came at the busiest times of the year. To cut down on the processing time for these Memorandums to better assure that students received their funding in time and avoid being dropped from classes, this drop-off service allowed students to receive a completed Memorandum back within 24 hours. This greatly helped expedite the process for Swedish students to receive their funding on time.

The implementation of a drop-off service for CSN Memorandums has further aided our ability to service more students in a shorter period of time. Rather than waiting for hours to see a counselor and have a form signed verifying their enrollment status and academic plans, Swedish students now have the option of dropping off their request and picking up the necessary Memorandum by the next day. This process has been a welcomed improvement by both students and staff. The Center is looking at other procedures that could benefit from this format.

### **Greater collaboration efforts with Psychological Services, Office of Judicial Affairs, Health Center, the Crisis Team, Campus Ombudsperson, and Disabled Student Services**

Over the past few years, there has been a growing need to collaborate with key offices dealing with psychological, medical, discipline, or disability issues. Through our requests, the Psychological Services Office have made available psychologists who speak some of the languages most common among our students: Chinese, Korean, Japanese, and Swedish. This has been a tremendous help, especially for those in need who have limited English skills. These services are now more 'accessible' to them. For students with discipline issues, International Counseling will now, upon request, accompany a student to a disciplinary session or help the student secure an interpreter, if needed. The Crisis Team often calls on us for notes and observations we may have regarding students they are concerned about and asks for our follow-up assistance. We are also coming across many more international students who either have been diagnosed with psychological issues or learning disabilities which requires our attention. Although we do not have specific numbers, we know that these students are coming in greater numbers and have found them to be very time-consuming to deal with. In most cases, collaborative efforts are required for a successful resolution.

### **AC College**

From Fall 2010 to Fall 2012, new and continuing F1 status students were particularly challenged to meet their full-time enrollment requirement. The reduction in state funding to community colleges and resulting reduction in class offerings during this period was cause for concern. New students were most impacted by the limited offerings since they often arrive in the country at the end of the enrollment period, when few classes remain open.

In 2009, the IEC started to encourage new students to "pre-enroll": that is, to enroll in up to six units before arriving in the U.S. and before taking the Assessment tests. The IEC Counselors compiled a list of course recommendations based on English proficiency to help students select classes before arriving on campus. (See Appendix: Admissions Packet-7) The recommended classes meet G.E. requirements, so are relevant for most students. The counselors also developed pre-enrollment instructions to guide students through an enrollment process that is unfamiliar for most of them. (See Appendix: Admissions Packet-7) This information and guidance helped new students enroll in high-demand classes, but did not solve the problem of providing sufficient courses for all F1 students.

In Fall 2010, Santa Monica College partnered with a third party to establish AC College. AC College offers contract education classes exclusively for F1 status students at Santa Monica College. These classes supplement the regular courses offered by the college. F1 students generally prefer to enroll in classes with domestic students, but are happy to enroll in AC College classes to meet their full time enrollment requirement if seats are not available in regular SMC classes. AC College classes are generally opened late in the enrollment cycle, primarily to meet the



needs of new students, but also to provide options for continuing students who were unable to enroll in a full course of study on their enrollment date.

AC College class offerings are determined by the expressed needs of the F1 student population as well as by previous trends in F1 enrollment. When they enroll through Corsair Connect, F1 students have a “classes needed” link available to them if the class they want is full. Students can add their names to the classes needed lists. IEC counselors use these lists to determine which classes are in high demand, and when there are sufficient students to open a new class section.

AC College classes solved a problem for the F1 population by providing classes beyond those that SMC could offer. This solution also benefitted domestic students as it diverted many F1 students away from SMC classes, leaving seats open for domestic students. In fact, as AC College gained acceptance among the F1 population, F1 enrollment in regular SMC classes declined even as F1 presence at the college increased.

**F1 Enrollment in SMC and AC College classes: Fall semesters (as of 10/22/2013)**

	2010	2011	2012	2013
SMC Units	38478.5	39634.5	37336	38273
AC Units	408	405	4670	3887
<b>Total Units</b>	38886.5	40039.5	42006	42160

Although SMC is now able to offer more classes, AC College continues to partner with the college to provide options for late-arriving new students. The needs of students who are close to graduating or transferring are also considered when arranging classes through AC College.

The partnership between SMC and AC College solved a serious problem during a challenging period, and advanced the college mission to “support students in achieving their educational goals.” AC College classes made it possible for SMC to maintain and even grow its F1 population, thus providing a multi-cultural environment for the entire population, and increasing an important source of funding for the college during financially challenging times.

**Intensive English Program (IEP)**

The IEP was restructured in Spring 2010 through collaboration with administration, the ESL Department Chair and ESL faculty members. This work was undertaken in response to a recommendation in the 2008 IEC Program Review that IEC establish greater cohesion between the IEP and the academic ESL program. The goal was to ensure that students have adequate academic preparation to transition seamlessly from the IEP to SMC’s credit ESL courses. This restructuring involved the implementation of a new curriculum that is consistent with the curricula that students will receive in their credit ESL courses. To further support the program’s cohesion with the academic ESL program, IEC hired a cadre of instructors to teach in IEP who were already teaching in the academic ESL program and who were familiar with the academic demands that students would encounter in the academic program

The restructured IEP was launched in Summer 2010. Since the program’s initiation, IEC has typically offered 4 to 5 IEP courses during the fall and spring semesters and 3 to 4 courses during the winter and summer semesters, with the number of classes offered contingent on enrollment.

In addition to a new curriculum and new instructors, a number of other structural changes were made to the program in the first year. Primary among these was the addition of an activities and field trip component to the curriculum. Each semester, IEP students participate in three off-campus activities and several on-campus activities designed to more fully integrate students into the Santa Monica College and wider community. On the SMC campus, students have attended campus events (e.g., college fairs, homecoming week activities), read the Corsair Newspaper, and learned about sustainability by visiting the SMC Vermicomposting Project. Generally, three off-campus activities are scheduled every semester and have included learning-focused field trips to the California Heritage Museum, UCLA, the Third Street Promenade, and the UCLA Mildred E. Mathias Botanical Gardens. The goal of these activities is to provide students with opportunities to participate actively in academic and social life at



SMC, thereby increasing student integration and motivation in a way that will lead to more positive student learning outcomes.

Also, in the first year, an IEP completion certificate was established for students to provide a tangible record of their performance in the IEP and increase student motivation to participate actively in their own learning processes while studying in the IEP. This orientation to academic achievement also helps to sustain student motivation as they transition from the IEP to their academic classes at SMC (See Appendix: Intensive English Program).

In the second year, 2011-12, the IEP continued to improve and the IEP curriculum was refined: A multi-level integrated skills textbook series was adopted for all classes, thus increasing the program's academic cohesion for students, as students could now progress through a series of multi-level books that taught and reinforced similar but progressively more complex academic skills across semesters. Adoption of a multi-level series also allowed instructors to work more collaboratively to create assignments aligned with the academic skills students needed in order to succeed in their credit classes. In addition, two curriculum-aligned field trips were added to the activities component of the program as students gained opportunities to learn about nutrition and diet by visiting the Santa Monica Farmer's Market. They also learned about Santa Monica history by visiting the Santa Monica History Museum.

At approximately the same time, IEC also created the position of Lead Instructor, with a senior IEP instructor acting as liaison between IEP instructors and administration, as well as point-person for instructors teaching in the IEP. Over the past two years, the role of the Lead Instructor has grown, assuring not only communicative functions among campus units but also quality of instruction. As will be discussed more fully in the next section, the Lead Instructor also plays a significant role in carrying out instructor professional development meetings as well as classroom observations. This has resulted in improved program cohesion as well as enhanced quality of instruction.

In Fall 2012, the program saw a slight upsurge in enrollment, which resulted in an increase in the number of classes offered from the customary 4 to 6 during the fall semester. During the year, the professional development component of the program was expanded and the eCompanion instructor digital workspace was redesigned. From 2012-2013, the following program improvements were implemented:

*Instructor Recruitment and Hiring:* In response to the increase in the number of students admitted to the program, 9 new instructors were recruited. Instructors were assigned to teach a variety of skill areas and proficiency levels. They worked in various team combinations to develop course outlines, design activities, and evaluate student progress. This served not only to increase instructional flexibility, but also to create a sense of community and foster a supportive atmosphere.

*Professional Development:* To further facilitate the integration of new instructors into the program, a number of professional development seminars were organized throughout the year. At various times, instructors met as one large group to collaboratively develop effective teaching strategies and discuss issues related to pedagogy and best practices. They also met in smaller groups focused on the development of materials and approaches to teaching their particular course levels. Instructors have reported positive outcomes stemming from these seminars.

*Instructional Technology:* During fall 2012, the IEC purchased two iPads and procured 2 computer carts for instructor use in IEP classes. This has allowed IEP instructors to use technology in the delivery of instruction and thus enhance the multi-modal presentation of concepts that helps students of varying learning styles to comprehend new concepts.

*Classroom observations:* During Spring 2013 a protocol for classroom observations was established and the lead instructor began visiting instructors' classes in order to provide constructive feedback on instructional practices.

*Redesign of eCompanion:* During Spring 2013, to provide additional coherence to the curriculum and increase the efficiency of distribution of administrative and instructional materials, the IEP companion site, a pedagogical resource for instructors, has undergone a redesign.

*Collaboration with ESL Department:* During Summer 2013 the lead instructor has met with ESL department faculty to discuss textbook and materials selection to make sure that resources are not being duplicated in both programs. Discussions have also covered classroom management and student participation expectations to make sure that IEP students begin academic ESL classes prepared to gainfully participate in classes.

*Instructor's Handbook:* The IEP Instructor handbook was updated to reflect new developments in program policies and procedures. Key revisions relate to the IEP's attendance and discipline policies and reflect greater integration of these programs with campus-wide policies.

**Immigration SEVIS Recertification**

The Department of Homeland Security, in compliance with statutory regulation, is required to review schools for recertification every two years. In reality, this recertification process happens only rarely. Santa Monica College was notified in May 2011, to begin the process of recertification. Recertification allows the college to issue the Form I-20 Certificate of Eligibility for Nonimmigrant (F1) Students. The I-17 Form, which details college information such as tuition costs, types of programs, satellite campuses, and a listing of the Designated School Officers (DSO) and Principal Designated School Officer (PDSO) was amended and forwarded to the Recertification Branch of the Department of Homeland Security. The college was approved for recertification on March 9, 2012.

The college was also required to add our satellite campuses to the Form I-17. The Form I-17 form now shows that international students can attend the following locations:

Santa Monica College	LOS214F00343000
AET-Satellite Campus	LOS214F00343003
Airport Arts Satellite Campus	LOS214F00343004
Bundy Satellite Campus	LOS214F00343005
PAC-Performing Arts Satellite Campus	LOS214F00343006

The college is required to amend the Form I-17 whenever changes are made to program offerings, new campus locations, and our list of PDSO and DSOs.

**Immigration Workshops**

As the F1 population grows, the International Education Center seeks more efficient ways to assist students. In 2012, the immigration staff in the IEC started to offer information workshops to students so that general information that had previously been delivered in one-to-one appointments could now be delivered to groups of students. The workshops currently offered by the immigration team include:

- Annual Tax Workshops – F1 students are required to file tax forms every year that they study in the U.S. The IEC invites CPAs to the campus to explain which forms students need to complete, and to provide one-to-one assistance in completing those forms.
- Employment Workshops – F1 students may be eligible to work off-campus either in conjunction with one of the SMC internship classes (Curricular Practical Training) or after graduating from the college with an Associate Degree (Optional Practical Training). This workshop explains the eligibility requirements for each program to the students, and explains the first steps to filing a CPT or OPT application. Students follow up individually with an immigration specialist at the IEC.
- Green Card and Beyond Workshop – Many students are interested in remaining permanently or semi-permanently in the U.S. after completing their studies. A local immigration attorney (Bernard Wolfsdorf or John Mei) provides a free workshop once or twice a year explaining options for obtaining a green card or a long term work visa such as the H-1B visa.
- On Campus Work Options – F1 students in the academic program are eligible to work on campus up to 19.5 hours per week. This workshop explains how to look for and apply for an on-campus position.

- Reinstatement to F1 Status – Students who violate F1 regulations have the option to apply to the Department of Homeland Security, US Citizenship and Immigration Service for reinstatement back to good standing. This workshop discusses options to help students avoid falling out of status, then introduces the options for regaining status either through the reinstatement process or through overseas travel. Students receive basic information about the reinstatement application process. Those who need to apply for reinstatement are invited to make an individual appointment with an immigration specialist.

## 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 Activities Program within the International Education Center was established in 2010. The Program serves to provide activities that meet the social, cultural, personal, emotional, recreational, and academic needs of the F1 student population. 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 F1 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 activities program complements the College's mission by developing students to be global leaders. 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.

The Activities Program has several components. One component offers social, cultural, and educational opportunities to the entire F1 population. This program includes the following events:

- International Education Week Celebration (This has included foreign films, international dance, international costumes, ceremonial dress displays, and food tasting from around the world.)
- L.A. Cultural Tour (This popular event is led by two SMC faculty who take the group on a bus tour of ethnic neighborhoods in Los Angeles, explaining the history of the neighborhoods, and stopping to eat ethnic snacks in some of the neighborhoods.)
- Community Sports Events (Lakers games, Galaxy games, etc.)
- J. Paul Getty Museum Trip
- University Campus Tours (UCLA, USC)
- Campus based activities (including a welcome BBQ, Halloween pumpkin carving event, gingerbread house decorating activity, and ice cream social.)

Please also see Appendix: Activities-1 for more detailed information, including attendance statistics.

The second component consists of activities delivered to the students in the Intensive English Program. IEP Field Trips are trips that complement the IEP classroom experience. Each class is required to attend 3 field trips during the semester. Field trips are not arranged during the winter or summer sessions. Typically, students are given assignments to complete during the activity.

- *Scavenger Hunt in Santa Monica* – Students and instructors use public transportation to travel to the Third Street Promenade/Santa Monica Pier. Once the students arrive at the Third Street Promenade, they are assigned to groups. They receive a Scavenger Hunt activity sheet. This activity allows IEP students the opportunity to practice their speaking skills with the general community and their classmates, and helps them feel comfortable using public transportation. In addition, they learn about the city of Santa Monica, historical sites, pop culture, and other community resources.
- *Getty Center* – Students use the SMC shuttle to go to the Getty Center. At the Getty Center, IEP instructors provide an assignment that helps students learn more about art and culture while practicing their writing skills. Students either work with a partner or individually to complete the assignment. They later present the information they learned at the Getty in their Speaking/Listening class.

- *Santa Monica Heritage Museum* – Students use public transportation to visit the Santa Monica Heritage Museum. The museum, a landmark Victorian building, features historic photos and arts as well as special exhibits tailored around California artists. A docent is assigned to each class group so that students are able to practice their listening skills with a native English speaker.
- *Santa Monica History Museum* – Students use public transportation to visit the Santa Monica History Museum. This museum features records, documents, paintings, photos, and other memorabilia connected to the city of Santa Monica. For this activity, a docent is assigned to each class so that students are able to practice their listening skills with a native English speaker.
- *Santa Monica Farmer's Market* – This activity is designed for students who have lower level English skills. Students use public transportation to visit the Santa Monica Farmer's market. At the Farmer's Market, students work in pairs to complete an activity that provides students with the opportunity to learn how to work with a classmate while communicating with both native and non-native English speakers.

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.

In the Spring 2013 semester, the IEC surveyed its students regarding the Activities program. Results from this survey will inform our future developments. (See Appendix: Activities -2)

#### **Advisor role for the International Student Forum**

The International Student Forum has been very successful in the past few years due to the motivation and leadership skills of the club President, however, several changes were made to improve the overall functioning of the club. One of the major changes involved having the Co-Advisor attend both the planning and regular meetings. The presence of this individual makes it much easier to apply what is planned. If any issues or concerns are raised, the Co-Advisor is fully informed and able to answer and assist in resolving these problems. The decision to only allow active members to run for this office was another major change. The experience gained as a member prepared the person to hold this post and be more efficient in leading the club. It is also important to stress continuity in terms of passing the knowledge gained through holding an office to the subsequent officer. At times, new officers are lost in the process and/or in fulfilling their duties and responsibilities.

One of the challenges the International Student Forum faces is tracking the membership as students are not held accountable for attendance. This makes it hard in terms of planning certain activities and events. The club has been actively experimenting with various ways to make students more accountable for their attendance in the future and will continue to explore new avenues.

Funding the campus tour trip has become a challenge as well; however, this coming fall semester the club has plans to promote fundraisers to increase funds. The Associated Student office has funded 50% of the cost but has suggested that the club coordinate fundraisers other than collecting a fee from each participant.

#### **FSA Atlas**

In June 2011, the IEC went live with the FSA Atlas software program. This program collects and organizes data for the F1 population. More importantly, it connects directly to the ISIS system and also connects to the SEVIS (government database) system. Previously, a significant amount of staff time was spent entering data into ISIS for students. Now, students enter their own data into the iApp online application system. This information flows into ISIS, then into FSA Atlas, and finally into SEVIS. The time staff has gained because they no longer have to do that data entry is spent in providing more and better one-to-one customer services to our applicants and enrolled students.

Through FSA Atlas, the IEC is able to develop templates for the Form I-20 and for admissions letters so that these documents are now prepared with the push of a button. Individual student data is automatically populated into those documents. The IEC is able to send mass communications to all F1 students, or to specific populations very

quickly and easily, without having to request this service through MIS. The IEC is also able to produce our own reports from the data in FSA Atlas.

One of the most important features of FSA Atlas for the IEC is the “Notes” section. The staff is now able to keep regular notes of our interactions with students. These notes are available to other staff members, just as counseling history notes are available through ISIS. This information has helped IEC staff provide more consistent and thorough support to the F1 population.

The FSA Atlas program has helped the IEC become more efficient and helped us communicate more regularly with our students. It has been an important addition to the program and helped us improve our customer service.

## Global Citizenship

[www.smc.edu/globalcitizenship](http://www.smc.edu/globalcitizenship)

SMC made an impressive investment of \$600,000 to lay the foundation over the course of three academic years from 2007-2010 in the four key areas of the Global Citizenship Initiative: curriculum, study abroad, professional development/extracurricular activities, and international students/student engagement.

- Curriculum Development, specifically the inclusion of a Global Studies requirement to earn the Associate of Arts degree and the creation of a formal Global Studies Program that grants Associate of Arts degrees in Global Studies and majors in Global Studies
- Professional Development/Extracurricular Awareness, specifically the involvement of students and faculty in activities outside the classroom that raise awareness of global concerns and support course content, including professional development, guest lectures, theme-based campus events, and brown bag discussions or café chats; and
- Study Abroad Experiences for faculty and students that provide in-country teaching and learning experiences, enhanced awareness of other cultures, and integrated foreign language study.

SMC was successful in securing a Title VIA UISFL grant in 2009 which leveraged resources to enhance Global Citizenship activities and expanded the initiative. (2009-2012 International Education served as co-Project Director with Academic Affairs)

Highlights of the Title VIA Grant include:

- Turkish I & Turkish II curriculum developed. Turkish I offered in Fall 2011, Spring 2012 and Fall 2013.
- AA Degree in Global Studies approved by the Chancellor’s Office (April 2012)
- Research Symposium and Tournament -Submissions included research papers, poetry, visual art, film & multimedia, speeches, dance/theatre, or music performances.
- Purchase of the Global Film Initiative (GFI) series for SMC Films Studies courses. GFI was created to promote cross-cultural understanding through the medium of cinema.
- Faculty site visits toward the development of study abroad programs in Turkey and China. Both of these countries have been identified by the Department of Education as priority languages/cultures.
- Two core courses revised—World Geography and International Political Economy—while two new courses have been developed, Global Issues and Global Studies 95. Global Studies 95 is an applied, experiential learning course that offers an interdisciplinary approach to studying the origins, current status, trends, and possible solutions of major global issues.
- International Education collaborated with the Communications Department and the Global Council to host two world films, “Becloud” (Mexico) and “Ordinary People” (Serbia) for the SMC community and general public with a discussion led by SMC film studies faculty. These films were part of the Global Film Initiative. The 2010-2013 Global Film Initiative series have been purchased by SMC through Title VIA funds and GC District funds for classroom use and public showings.
- Guest Speaker Eric Weiner, national correspondent, writing news and analysis for NPR.org. Author of *The New York Times* Bestseller, *The Geography of Bliss* is a “philosophical self-help humorous travel memoir” that sets out to describe, not what happiness is, but *where it is*, and what we can learn about happiness from different cultures.

International Education submitted a proposal which was approved in 2011 for Global Citizenship which outlined a structured approach to dedicate funds to ensure GC programming continues as an essential part of the SMC experience. SMC has the opportunity to further brand the SMC experience as a truly *global one offering* exceptional *international experiences* for students, faculty, staff and community – in country and abroad. SMC Global Citizenship is truly a *result of ongoing* collaborative efforts of dedicated faculty, classified staff, students, Senior Staff, Administration, the SMC Board of Trustees, and the Superintendent to make it what it is today. Since the last program review, International Education has been involved in a leadership capacity as co-Project Director for the aforementioned Title VIA UISFL Grant (2009-2012) and ongoing District activities including study abroad and some highlighted activities in the aforementioned UISFL Title VIA Grant and the below:

- SMC faculty Bill Selby and Nancy Grass-Hemmert in partnership with the IEC tour of several of the Los Angeles region’s distinctive ethnic neighborhoods every fall and spring for the popular LA Cultural Tour. Domestic students, F-1 international students, SMC staff and faculty are invited to attend this trip. Participants learn about the city’s historical richness and get a chance to taste the cultural diversity by stopping into some of city’s best eateries.
- International Education collaborates with Global Council and departments across campus for the annual International Education Week - an intercultural celebration including Global Citizenship Day which works toward one of our major goals for the year—increased student awareness and involvement in global citizenship while enjoying international foods, music, dance performances, and campus departments
- Mini Grants - Funding supported a variety of selected projects (speakers, field trips, professional development, campus events, and more), which centered on a variety of topics related to the idea or practice of global citizenship. This includes, but is not limited to the annual academic-year Global Citizenship theme. Some examples of funded proposals included:
  - Business faculty member publicizing her blog about “WOOF’ing” in New Zealand (Willing Workers on Organic Farms)
  - Sustainability department to support a mosaic installation made up of rescued pieces that would have ended up in landfill in the new Organic Learning garden
  - English faculty member brought David King to lecture on “Seeds: Local and Global” This lecture offered students information about the importance of seeds and seed saving both locally and globally. His lecture also addressed historical, social, and cultural issues related to the ancient practice of seed saving as well as the practical aspects of how it is done, with some of the fun of genetics thrown in.
- Professional Development Abroad: SMC & The Beijing Center for Chinese Studies  
Over the course of two summers, 32 SMC faculty and staff participated in the SMC Beijing Center for Chinese Studies Professional Development program to introduce the lands and peoples of China to our largest F-1 population at SMC, highlighting present-day issues and trends against the region’s deep historical backdrop. Participants attended lectures and seminars led by the Beijing Center faculty, explored Beijing and its surroundings, and took a weekend trip to Inner Mongolia (2012) and Xi’an (2013). Upon their return, participants will contribute to the Global Citizenship initiative equipped with a greater understanding of our trans-Pacific neighbors and the challenges and opportunities presented by China’s rising profile on the global stage. This program also supports infusion of global perspectives into SMC’s curriculum and campus life, as well as plans for an annual study abroad center in Beijing. Recipients of the professional development programs are required to do a follow-on project including a group presentation during flex day; faculty developing a module within their General Education course to bring global perspectives into curriculum, and classified staff to participate in campus Global Citizenship activities such as International Education Week, serve on the Research Symposium, or assist with the District Global Citizenship scholarship for study abroad.

## Study Abroad

SMC continues to move in the direction of the development of study abroad experiences for participants that provide academically rigorous courses complemented by an immersion experience with the host culture and community through service learning and/or other strategies that may promote this goal. During the 2008-09 year, Study Abroad Student Learning Outcomes were developed for study abroad participants as was a proposal process for faculty leading short-term study abroad programs during the intersession. Additionally, across the campus,



departments such as Risk Management, Auxiliary Services, Marketing, Associated Students, and Health Services were more involved as we developed a more structured approach to an institutional infrastructure to develop and support study abroad programs.

As a result of collaboration with ASG, scholarships for study abroad programs during the 2008-09 program enabled a number of students for Winter and Summer session 2009 participate in programs in Belize, Guatemala, South Africa, England, France, and Italy. Recipients of the scholarship were required to do a follow-on project as part of their award. One of the challenges of increasing student participation in study abroad is the cost of studying abroad. For this reason, the college has made a conscious effort to identify resources to support students who want to study abroad, in particular, traditionally underrepresented students. Associated Students of Santa Monica College generously dedicated substantial scholarship funds for students participating in Study Abroad. In 2008-09, the Associated Students gave \$60,000 to support low-income students enrolled in a Study Abroad Experience. In 2009-10, at the request of the faculty, the Associated Students gave an additional \$68,000 during Summer 2010 for programs to Italy (Astrology and Italian), Greece, (Philosophy and English), and Belize, Guatemala, and Mexico (Anthropology and Creative Writing). The generous AS support increases access to study abroad programming among traditionally underrepresented student groups, including Hispanic and African American students, first generation students, and students from lower socioeconomic backgrounds. (See Appendix: Study Abroad) These scholarships were based on financial need, and they allowed dozens of SMC students to have an invaluable international experience that would have otherwise been beyond their financial reach. The demographic mix of the summer group, in across all programs, over half of the participants came from traditionally underrepresented groups. Unfortunately, due to California's financial crisis, SMC had to cancel its Winter 2010 Study Abroad experiences.

During Fall 2010, the faculty co-chairs of the Study Abroad sub-committee began work on a master plan for the Study Abroad Program at Santa Monica College based on twelve months of committee meetings, strategizing sessions, and public forums to standardize practices and continually shape the program. To that end, the co-chairs of the Sub-Committee pulled together the following recommendations for developing a comprehensive program. This working document includes suggestions for planning, developing, recruiting, and supporting out-bound student study trips, in-bound study tours, and out-bound for-profit study tours for the public at large. This work represents the culmination of many meetings and brainstorming sessions with representatives from the Global Citizenship Council, the Academic Senate, the International Education Center, Academic Affairs, Associated Students, faculty leads of study abroad trips, and countless other faculty, staff, students, and the public who are committed to creating a dynamic study abroad program at Santa Monica College.

There were a number of factors that affected study abroad during the 2010-11 academic year. The economy, low enrollment for Winter 2011 (minimum 25 participants required) and the ongoing state budgetary situation, resulted in the Winter 2011 cancellation. While there are difficulties that result with program cancellations, the IEC, Global Council and the College administration and faculty are committed to Study Abroad as a valuable opportunity for SMC students. The IEC collaborates with iNext for their volunteer and service learning abroad programs as well as California Colleges for International Education (CCIE) to promote the Korea Study Abroad scholarship (3 SMC students were recipients this past year) to offer other international opportunities to SMC students during this time.

The development of the annual study abroad centers is still underway. To ensure Study Abroad as a more sustainable and viable offering at SMC, the plan to date for developing annual centers, with summer programs based in Turkey (Istanbul) and China, and winter programs based in Latin America and South Africa. Additional study abroad programs in other locations will also be offered on a two-year rotation. The goal of the annual centers is to maintain consistency of programming at a lower cost through establishment of partner institutions/organizations. Highlights of development of annual centers:

- Site visit to private universities in Istanbul and Beijing.
- Through the partnership with the Beijing Center for Chinese Studies for the professional development program; initial development of a future annual center site. Development of a comprehensive yet cost effective program for Beijing, China. Though the minimum number of 25 students was not met, the



program did generate lots of interest. The program was two weeks at SMC followed by a four-week study abroad program in China during Summer 2013 with study at The Beijing Center for Chinese Studies, and the historical cities of Beijing, Xi'an, and Wudang. The Beijing program combines a solid background in the history and culture of China, as students experience firsthand, the places studied in the Chinese History and Music Appreciation courses offered. With planned visits to the Great Wall, the Temple of Heaven, and Wudang Mountain, students will develop a deep understanding of China's history and its people, thus gaining a richer sense of the growth and development of one of the world's largest and most dynamic nations. In the process, we will examine the way that China is viewed by the western world, exploring the crossroads of where East meets West, and building bridges between our two cultures. Students who successfully completed the program would earn 6 units of SMC credit that is IGETC/UC Transferrable. While 18 students signed up for the program with deposits, the program did not meet the established minimum of 25 students.

- The plan is to offer the Beijing program in Summer 2014 with a lower minimum number of participants (18) and a program of three weeks at SMC, three weeks in China. Other programs are under development following the annual center model in South Africa (Winter 2015) and Istanbul, Turkey (Summer 2014, pending). A site in Latin America is under consideration once the destination has been determined.
- Meetings with foreign air carriers (China Air, South African Airlines, and Turkish Airlines) to discuss group and discounted student airfares. Comprehensive Travel & Health Insurance policies negotiated with iNext for study abroad and professional development programs abroad for faculty and staff.
- Establishment of Study Abroad scholarships from the District Global Citizenship fund with a scholarship committee consisting of representation from past participants of Beijing Professional Development Program and SMC Financial Aid

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

**Recommendations for Program Strengthening (2008)**

The International Student Center been effective in addressing numerous internal and external changes. However, the committee recommends the following to further strengthen the program:

1. Expand efforts to encourage continuing international students to enroll early to ensure access to appropriate/required courses, avoidance of the last minute crush, and sufficient credits to maintain visa status.
  - When they are admitted, students receive a "Welcome" e-mail that includes information about "Pre-enrollment". Essentially, students are encouraged to enroll in up to six units on their enrollment date, before they arrive at Santa Monica College. This has helped students enroll in some of their first-choice classes, even though they complete their enrollment only after arriving on campus, taking the assessment test, and completing the other steps in the international student orientation process.
  - As enrollment has increased, the IEC has added additional orientation dates to the schedule. Earlier dates have been added to give more students the opportunity to complete their enrollment as early as possible. Students coming from overseas are generally not interested in the early orientation dates because the earlier arrival would mean an additional month of living expenses, but transfer students coming from area language schools and other community colleges often take advantage of the earlier orientation offerings.
  - Through on-line counseling, counselors reinforce importance of students enrolling into classes on their enrollment date
  - Stronger push from on-ground counselors for students to enroll into their classes on their enrollment date
  - International Counseling advises Administration on which AC College classes to open based on consideration of the number of students below 12 units and the high demand classes requested by students through the 'classes needed' list generated by MIS
  - International Counseling immediately informs the International Education Center whenever new classes open so that students can be personally notified by e-mail, generally within 24 hours

- Counselors informing students of alternative options to enrolling in classes concurrently at area schools such as UCLA Extension and other community colleges
2. Collaborate and articulate with the ESL department to ensure students are adequately prepared to transition seamlessly from the Intensive English Program (IEP) to credit ESL courses.
    - The Intensive English Program was restructured in Spring 2010 through collaboration with administration, the ESL Department Chair, and ESL faculty members. This work was undertaken in response to a recommendation in the 2008 IEC Program Review that IEC establish greater cohesion between the IEP and the academic ESL program. The goal was to ensure that students have adequate academic preparation to transition seamlessly from the IEP to SMC's credit ESL courses. This restructuring involved the implementation of a new curriculum that is consistent with the curricula that students will receive in their credit ESL courses. To further support the program's cohesion with the academic ESL program, IEC hired a cadre of instructors to teach in IEP who were already teaching in the academic ESL program and who were familiar with the academic demands that students would encounter in the academic program. The restructured IEP was launched in summer 2010. Since the program's initiation, IEC has typically offered 4 to 5 IEP courses during the fall and spring semesters and 3 to 4 courses during the winter and summer semesters, with the number of classes offered contingent on enrollment.
    - Although it is the International Education Center Administrator and staff that collaborates with the ESL department on student transition from IEP to credit courses, the International Counseling Center facilitates a modified Group Counseling session for students transitioning out of the IEP program. The Group Counseling session for these students are personalized based on their ESL level. Plans are to continue to offer separate Group Counseling sessions for the transitioning IEP students since their needs are slightly different from other new students without any SMC experience.
  3. Develop a plan and processes for tracking the success and placement of IEP students.
    - Please (See Appendix: Intensive English Program)
  4. Continue efforts to develop on-line orientation and other modules.
    - The IEC cooperated with the Matriculation Department to develop an on-line orientation for F1 status students. Please see section D2 for a detailed discussion of this initiative.
    - K – LA Cultural Tour, IEW, other GC activities
    - An international counselor was actively involved with the development of an on-line pre-arrival orientation program for F-1 students which closely mirrors the version done for domestic students. Currently, another counselor has just been appointed to begin development of an educational plan component to this on-line orientation that will bring us in compliance with new state mandates. Collaborate with the Global Citizenship Task Force to develop strategies to enhance the international student experience at SMC.
  5. Work with Counseling to ensure there are sufficient counselors available to serve international students during peak enrollment periods.
    - To provide services to a growing student population, and to support the initiative to require every new F1 student to receive counseling support during their first-semester enrollment period, the IEC Counselors have started to offer on-line counseling and group counseling. Please see section D2 for a discussion of on-line counseling and group counseling.
    - Administrators in International Counseling have been very supportive of counseling needs despite the severe budget crisis. Although the Center has not resolved the issue of dealing with the masses during peak periods, International Counseling has used creative ways to maximize counselor time to best meet this high demand for services. Currently, the Center is limited on the number of counselor offices available so bringing in more counselors would mean needing more office space elsewhere on campus. If this were available, International Counseling could expand its on-line counseling service since these counselors could work elsewhere on campus. In addition, with the implementation of a paperless file system, International Counseling could even explore the possibility of a 'satellite' international counselor in a high traffic area like the ESL department.

**Recommendations for Institutional Support**

The committee recognizes that institutional review and/or support and collaboration with other areas as needed to help strengthen service to international students in the following areas:

1. Review intensive English program options to determine if the IEP, as currently configured, is the appropriate vehicle to best support international student success.
  - a. Please see section D2 of Program Review for detail.
2. Review all options and impacts of providing adequate international counseling service during peak periods.
  - a. Reassess staffing requirements and needs to determine if resources are adequate

**Managing high demand periods**

This year, we would like to once again explore ideas for servicing students during peak periods of the year. Since we are limited on office space in our Center and do not have extra funding to bring in new counselors just for the high demand weeks of the semester, we would like to explore ways to redistribute the flow of students by bringing in different groups of students at different times of the semester to avoid having them all come in at the end. Another idea was to implement special workshops or times earlier in the semester when we would evaluate transcripts since these appointments are time-consuming. We will continue to discuss these ideas throughout the 2013-14 school year and hope to implement one or two pilot ideas by Spring 2014.

**Expanding/revising on-line counseling process**

On-line counseling has been successful in providing students with another way to reach us. It has become evident to us that our facility is not adequate to service over 3300 students exclusively on an on-ground basis especially during peak periods of the year. We would like to continue to explore our on-line counseling process to see if we can further maximize its use.

Online Counseling runs smoothly, but the mechanics of the program are complex. A small team has been handling the inquiries, but all counselors have recently undergone training to assist with responding to inquiries and managing the program. Especially during the summer and winter sessions, counselor hours are varied and full staffing is a concern. The addition of this centralized, online service has also enabled the IEC to forward inquiries and submit transfer applicant transcripts for evaluation to IECC counselors in an organized manner.

**Revision of Group Counseling format**

Group counseling is not without its challenges. In this age of technology and online enrollment, it is difficult to obtain appropriate rooms with computers for each student. Also challenging are the demands of staffing both the office and the group counseling sessions with counselors, the availability of open classes for students and the lack of enrollment priority. Group counseling sessions are assigned by the IEC in conjunction with the information seminars. We are looking towards linking the two sessions more closely and piloting a single-day program for both programs in Winter-Spring 2014. One particular student group, the IEP, presents several challenges as the group sessions occur late in the cycle and many wish to re-test. For the future, the IEP is being asked to better prepare students for the initial testing date.

**Researching impact of the Back-to Success program**

This year, we would like to develop a way to test the success of the BTS program. Although our statistics indicate that our numbers of students on probation decreased since we implemented this program, we have never done any formal research on this to determine the success rate of students who met with a counselor in a timely manner. We will work with Institutional Research to help us design a way to measure the success of this program.

**Revisit Early Alert Follow-up Process**

The referrals we received through the Early Alert program allowed us to identify the recurring issues our F-1 students are facing. In many cases, students are lacking the English and study skills necessary to succeed in the course. The Early Alert meeting allowed both the student and Counselor to focus on resolving issues and to identify tangible steps in succeeding in the course.

We determined that the percentage of contacted students may be low due to the following reasons:

- Telephone numbers were incorrect or not able to record messages
- The student had dropped the course
- Students may not check/use their Santa Monica College e-mail address
- Students may have already met with their instructor.

There is a significant amount of time and effort used in coordinating the process and the meeting between the Counselor and student. The percentage of the actual Counselor to student contact is low. If the primary purpose is to connect the student with the professor, then this system is good. If the Counselor contact is important, then a new mechanism might be employed to facilitate this outcome. International Counseling will revisit this process to come up with a more time-efficient way of following up on Early Alert inquiries.

### **SLO revisions**

SLO assessment has been a challenge for us in the International Counseling Center. After trying several ways of collecting data and putting it into a meaningful format, we realize that we need to automate this process. Relying on staff to manually collect data has not been successful due to time constraints and other competing duties. We are currently in the process of coming up with new program SLOs and plan to have an accompanying assessment tool in place by Spring 2014.

4. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors that triggered the changes, and indicate the expected or anticipated outcomes.

### **Immigration**

The immigration team in the International Education Center supports students by providing education and information about F1 status immigration requirements and how to follow them, interprets F1 federal regulations as they apply to students, and assists students in applying for a variety of benefits.

During the last academic year, we have seen the Student and Exchange Visitor Program (SEVP) adopt stricter interpretations of the United States Code of Federal Regulations that apply to F-1 status students. Our Immigration Specialists have seen this conservative trend through interaction with the SEVIS help desk, the USCIS California Service Center and directly from the SEVP director and SEVP Policy Unit while working on specific student cases. To ensure that our students do not have any difficulty applying for benefits in the future, the Immigration Specialists have carefully reviewed many of the procedures that we follow to assist F1 students, and have made some changes to bring our practices into compliance with the new SEVP interpretations.

### **Reinstatement**

One business practice that we have reviewed is the guideline we follow in assisting F1 students with immigration reinstatement after they have violated the F1 status regulations. In the past, the office assisted almost every student who applied. Now, we have implemented a review procedure to determine whether the student will benefit from reinstatement. Students who have a history of failure or of not following college procedures or directions are not assisted with reinstatement. Those who have no history, or whose history shows an effort to pass classes and comply with procedures are assisted with reinstatement to lawful status. The IEC has started to keep statistics regarding the number of students who fall out of status, the number approved to continue at SMC, and the number who travel vs. file for reinstatement. The IEC will monitor these statistics to see what percentage of students successfully maintains their F1 status after travel or reinstatement.

### **Summer and Winter Enrollment**

Over the course of about eight months in 2012-13, the IEC engaged in an ongoing discussion with SEVP about the summer and winter terms. We determined that new students must enroll full time during these terms, and that the definition of "full time" for the F1 population must be consistent with the definition used by Admissions and Records and Financial Aid. Since these offices indicate that 4 units is a full course of study for the summer and winter terms, SMC now requires all new F1 students who have been admitted for the summer or winter term to complete a minimum of 4 units during their first term in order to maintain their lawful status. Continuing students in the academic program are not required to enroll in summer or winter classes.

The IEC began to implement this minimum enrollment in Winter 2013 for the newly admitted students. A challenge to implementing this new policy for Winter 2013 was that many students arrived in late December enrolled in less than four units, with few class offerings available through SMC's regular schedule of classes. Our AC College offerings helped us meet this challenge.

## **Online Enrollment**

The United States Code of Federal Regulations restricts online enrollment for full-time F1 students. The regulations limit F1 students to complete no more than the equivalent of one online class, or 3 units, towards their 12 unit minimum requirement each semester. This information is shared with students during their new-student orientation, but until 2012, the IEC did not have the staff to adequately follow up and ensure that students were complying with this rule. In the Spring 2012 semester, the IEC terminated 72 students in SEVIS who violated the online enrollment policy by completing more than one online class in the 12 unit minimum. These students had all completed 12 or more units and many had added late-starting online classes to avoid being under the 12 unit minimum. Following the Spring 2012 terminations, the IEC developed a plan to educate and alert students to the online enrollment policy.

A pop-up message was developed for Fall 2012 enrollment that alerts an F1 student when they enroll in an online class that this class may not be appropriate for them, and reminds them of the rule. Both the IEC and the IECC has posted signage to warn students about enrolling in more than one online class. The presentations in the Information Seminar and the Counseling 11 classes were revised to focus more on the online enrollment policy. Finally, in Fall 2012, the IEC Immigration Specialist started tracking F1 students enrolled in more than one online class and alerted those students with a personalized email up to five times during the semester. The personalized email provided specific advice on how the student could avoid SEVIS termination for violating the online enrollment policy.

As a result of these efforts, only 8 students were terminated in SEVIS in Fall 2012 for violating the online enrollment policy. At the time of this report, only 4 students are currently in violation of the online enrollment policy for Spring 2013, three of whom are also currently under-enrolled.

In the Spring 2012 semester, many of the immigration procedures underwent revisions when an additional full-time Immigration Specialist was brought on. Having an additional full-time specialist on staff provided the IEC with the time to revise and establish procedures for the reinstatement process, the extension of stay process, the transfer process, and the reduced course load process.

To help students follow the regulations, the Immigration Specialists have established procedures for alerting students about various immigration issues such as being under-enrolled or violating the online enrollment policy. In Spring 2013 under-enrolled students were alerted in weeks 2, 4, 8, and 13. This messaging, coupled with the availability of more classes than we have seen in the past few years, resulted in a 30-40% reduction in the number of students under-enrolled. Email templates were also created so these email blasts could be easily executed on schedule. Students in violation of the online enrollment policy were also alerted in weeks 2, 4, 8, and 11.

Several processes were re-designed this year to make better use of technology. The Immigration Specialists are required to work in three databases – ISIS, FSA Atlas and SEVIS. In the past, lists of all 3400 students were printed from each database and manually compared to find discrepancies. Now, the lists are merged in Excel so that comparison takes a few days, rather than weeks or months. We are able to reach out to students and correct student issues often in time to avoid status violations.

Another new tool implemented to streamline the communication between the immigration specialists and the front desk staff was an instant messenger chat tool. Prior to the use of the chat tool, a clerk would need to leave the front desk area to ask the immigration specialists a "quick question." All of these quick questions add up to numerous interruptions to the specialist and require the front desk to go under-staffed or even un-staffed at times. With the chat tool, the front desk can quickly communicate with an immigration specialist by typing a short message. The clerk can then assist another student while waiting on the reply. This avoids an interruption of the

immigration specialist who may be advising a student, on the phone, etc. This has also proven beneficial to alert specialists that their scheduled appointment has arrived. Specialists can also communicate with one another for simple, quick, and discreet issues. Overall, these procedural updates have made our immigration work more efficient for our staff and more consistent for our students and our immigration recordkeeping. Despite being under-staffed, our Immigration Specialists managed to advise our entire F-1 population on their immigration responsibilities through email alerts, clear request forms, updated immigration presentations, and daily walk-in hours.

In regards to F-1 work authorization developments, IEC front desk staff now screen the work authorization applications to ensure students have required materials before they meet with the Immigration Specialist. This change has cut the student's appointment time with the Immigration Specialist from 1 hour to ½ hour which facilitates the process in a more timely manner.

The IEC/IECC is committed to compliance with USCIS immigration regulations. The IEC/IECC also values the importance of continual improvement in the interpretation of these regulations to maintain compliance yet support students to maintain their F-1 status in a friendly and student-centered environment to the best of the IEC/IECC ability.

**Early Alert Follow-up Process** – Due to the lack of response from students and increasing number of referrals, we changed our way of contacting students for follow-up and now do it through e-mail. We also will no longer be making three attempts to bring in a student.

**SLO revisions** – SLOs were revised last year due to consistency in meeting learning objectives and will again undergo revisions this coming year to be in line with the Counseling Transfer Center.

5. 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).

**Part 2: Moving forward**

*In this section, please indicate what your plans are for the coming year(s).*

6. 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

The IEC conducted a General Satisfaction Survey in Spring 2013 (See Appendix: General Satisfaction Survey) Over the next few years, the program will try to address some of the weaknesses that turned up in the survey.

The survey showed that “students were most satisfied with the Information Seminar and IEC emails as methods of communicating F1 rules and regulations, and least satisfied with the IEC website as communication methods. “ The IEC will work on improving website information to include more useful information, and to make it more user friendly so that information is easier to find.

The survey showed that “less than half of students reported being satisfied with the student insurance and housing information received from the IEC/IECC.” The IEC will work with Institutional Research to conduct focus groups to get more information about these areas. Students who have used the mandatory insurance policy will be asked about their experience in using the policy. New students will be asked about their experience in finding suitable housing, and how the IEC can support them better in locating housing.

The survey indicated that “students were least aware of the services provided by the writing center and the Psychological Services.” The IEC will look for ways to increase student awareness of support services such as tutoring center availability and Psychological Services.

The survey showed that “A large majority of students reported they felt welcome at SMC, however, fewer than half reported feeling that SMC cares about them.” The IEC will look for ways to be more proactive in reaching out to assist students to show them that SMC cares about them and is available to support them. The IEC will also identify strategies to increase interaction between staff members who may not have as much in-person contact with F-1 students to assist with student integration into the community through activities for F-1 international students, such as, International Education Week and other campus or Global Citizenship activities.

7. List the objectives or target goals your program or service area has identified for the coming year. Indicate the number of objectives identified. \_\_\_\_\_ Use the comments section to indicate the reason for the objective (assessment results, changes in data, changes in external factors, etc.). Indicate how each objective or goal links to the division goals. Boxes for reporting three objectives have been included here. Please copy and insert boxes if additional objectives are proposed.

<b>Objective 1:</b> Gather and analyze data for possible change in minimum TOEFL/English Proficiency requirement to SMC Academic Program.		
<b>Area/Discipline/Function Responsible:</b> International Education		
<b>Assessment Data and Other Observations:</b>		
<input type="checkbox"/> SLO Assessment Data and/or <input type="checkbox"/> SUO Assessment Data and/or <input type="checkbox"/> UO Assessment Data	<input type="checkbox"/> TIMS Report Data  <input checked="" type="checkbox"/> Institutional Research Data	<input checked="" type="checkbox"/> Other data or observed trends (briefly describe in the comments field below)
<b>External Factors:</b>		
<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	<input type="checkbox"/> SMC Master Plan for Education	<input type="checkbox"/> Advisory Board Recommendation



specific initiatives in the comments section below)	Objective #___	(for CTE only)
<input type="checkbox"/> Other Factors (briefly describe below):		
<b>Timeline and Activities to accomplish the objective:</b> By the end of spring 2014: <ul style="list-style-type: none"> <li>Analyze data of admitted F-1 students with TOEFL range scores and placement into Academic ESL or English 1 courses</li> <li>Gathering data of comparable community colleges statewide and some national ones with TOEFL score requirements for Intensive English Programs and academic programs.</li> </ul>		

<b>Objective 2:</b> Implement strategies to handle high demand periods		
<b>Area/Discipline/Function Responsible:</b> International Counseling Center		
<b>Assessment Data and Other Observations:</b>		
<input type="checkbox"/> SLO Assessment Data and/or <input type="checkbox"/> SUO Assessment Data and/or <input 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)
<b>External Factors:</b>		
<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 type="checkbox"/> Other Factors (briefly describe below):		
<b>Timeline and Activities to accomplish the objective:</b> Implement 1-2 strategies by December, 2014		
<b>Describe how objective will be assessed/measured:</b> By comparing the weekly flow of student traffic from previous years to see if there is less of a demand during the peak weeks		
<b>Comments:</b> By evening out the flow of student traffic throughout the semester, we believe that students will be served in a more efficient and less stressful manner. In doing so, students will be able to complete required tasks such as enrollment and Immigration paperwork in a timely manner.		

<b>Objective 3:</b> Revision of Group Counseling format		
<b>Area/Discipline/Function Responsible:</b> International Counseling Center		
<b>Assessment Data and Other Observations:</b>		
<input type="checkbox"/> SLO Assessment Data and/or <input type="checkbox"/> SUO Assessment Data and/or <input 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)
<b>External Factors:</b>		
<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 type="checkbox"/> Other Factors (briefly describe below):		
<b>Timeline and Activities to accomplish the objective:</b> Evaluate current program and identify solutions to facility and other problems; revise program as needed by December, 2014.		

<b>Describe how objective will be assessed/measured:</b> By changes made to current program; we expect to identify at least two changes we can implement to improve the program.
<b>Comments:</b> Facilities continue to be the main obstacle to offering a cohesive and comprehensive orientation program for F-1 students. International Counseling will continue to work with the International Education Center to come up with possible solutions.

<b>Objective 4:</b> Revise/expand on-line counseling services		
<b>Area/Discipline/Function Responsible:</b> International Counseling Center		
<b>Assessment Data and Other Observations:</b>		
<input type="checkbox"/> SLO Assessment Data and/or <input type="checkbox"/> SUO Assessment Data and/or <input 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)
<b>External Factors:</b>		
<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 type="checkbox"/> Other Factors (briefly describe below):		
<b>Timeline and Activities to accomplish the objective:</b> Complete review and implement 1-2 strategies to improve efficiency of on-line counseling by December, 2014		
<b>Describe how objective will be assessed/measured:</b> By reports generated by the International Counseling Center		
<b>Comments:</b> On-line counseling program has passed the initial start-up stage and the International Counseling Center would like to expand and streamline the program for maximum efficiency and service to students.		

**E. Community Engagement**

1. List the engagement of program members in institutional efforts such as committees and presentations, and departmental activities.

Faculty and Staff Hiring Committees

- Probationary Faculty Evaluation Committee
- Counseling
- International Education Week
- SMC Beijing Study Abroad program
- SMC/Beijing Center 2013 Professional Development Program
- Global Citizenship Research Symposium and other GC Activities/Events
- Mental Health Week
- VIP Welcome Day Committee
- Hosting visitors from area higher educational institutions, international visitors and delegations

**SMC Committee Memberships**

- Vice Chair, Global Citizenship
- Vice Chair, Student Affairs Committee (Past)
- Chair, Distance Education Cyber-Counseling Team
- Chair, Academic Senate Student Relief Fund
- Chair, Social Committee – Counseling Department
- Chair, International Counseling Special Consideration Appeals Committee
- Senator, Faculty Senate
- Faculty Representative, Faculty Association
- Member, Crisis Team

- Member, Petition for Special Considerations
- Member, Academic Senate Student Affairs Committee
- Member, Academic Senate Professional Development Committee
- Member, Faculty hiring Committee (Math)
- Member, Faculty hiring Committee (Counseling-Psychological Services)
- Member, Global Council; Co-Chair, Student Affairs Committee
- Member, Distance Education Committee
- Member, On-line Educational Plan Module Workgroup
- Member, Online Orientation Development Committee
- Member, Admissions Special Consideration Committee
- Member, President's Ambassadors Selection Committee
- Member, Dr. Chui Tsang Scholarship Selection Committee
- Member, SMC Graduation/Commencement Planning Committee
- Member, International Counseling Special Consideration Appeals Committee
- Instructor, Counseling 1
- Instructor, Counseling 11
- Instructor Counseling 20

#### **Special Presentations**

- Presenter, Latino Youth at Virginia Park, 'My experience as a Latina'
- Presenter, Chinese Consulate delegation and others, 'Counseling and Support Services for F-1 Students'
- Presenter, AAPIA presentation for UCLA SITE Program, 'Becoming a Better Student'
- Co-presenter, SMC Flex Day, 'Unraveling the Mysteries of Assessment Placement'

#### **Club Involvement**

- Advisor, International Student Forum
- Co-Advisor, International Student Form
- Advisor, Karaoke Club
- Member, SMC Geek Club
- Creator/Coordinator, 'Running Group' (for all Counseling11 and Counseling 20 students)

#### **Study Abroad Programs**

- Participant, Salzburg Global Seminar, summer 2009
- Participant, Beijing Center for Chinese Studies, summer 2013

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

- Presentations at Regional and National NAFSA (International Educators) conference
- Presentations at California Higher Education institutions

#### **Community Memberships and Involvement**

- Director, Social Media Networking
- Member, Saving Lives, Drug and Alcohol Coalition
- Member, American Counseling Association
- Member, American Psychological Association
- Member, USC Counseling Education Graduate Program Advisory Committee
- Certified, Distance Credentialed Counselor (National Board for Certified Counselors—NBCC)
- Certified, National Certified Counselor (National Board for Certified Counselors—NBCC)
- Participant, Department of Mental Health, '*Suicide Prevention Training*'
- Participant, Latino Youth Conference
- Member, UCLA Alumni Association's Ralph Bunche Alumni Scholar's Program

- Member, Grants Committee, Los Angeles Valley College

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. Our 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. Many training issues come in this format as well. International counselors also are in constant contact with staff from the International Education Center who are in another physical location. This team effort between both offices is critical to assure that international student needs are met and that they remain in visa compliance.

International Counseling staff and counselors also collaborate extensively with other campus services and departments. Our office often receives calls and e-mails from concerned faculty from many departments, most commonly from the ESL, Math, Science and Business departments. In addition, we are in regular contact with a broad range of student services offices such as Psychological Services, Disabled Student Services, Assessment Center, Student Judicial Affairs, Admissions, Counseling/Transfer Center, Crisis Prevention Team, and Campus Police.

Our 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 our 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.

Overall, assisting international students encompasses a large amount of resources and staff time. International Counseling staff and counselors, through experience and training, are more than adequately prepared to deal with many problems and issues related to international students. Although we are unable to send out all counselors for training, we do look for opportunities to send a few people out to receive training and bring it back to the rest of the staff.

#### **E. Future Trends, Program Planning, Conclusions 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. Present any conclusions and recommendations resulting from the self-evaluation process.

Since the last program review, this has been a time of the IEC/IECC of adjusting course to continue to try and meet the comprehensive needs of a growing F-1 population within the current infrastructure and competing priorities to the best of the our ability.

The International Counseling Center has always strived to provide the best possible service to students and the SMC community, yet live within our means. We see ourselves as an important support system to our international students whom, in many cases have no others nearby. In the student's view, we are their bridge to the campus, classroom, and outside community. All that we do can be summed up by SMC's GRIT initiative as helping to empower students to be their own self-advocates and self-learners with true purpose to succeed.

The past few years were especially difficult for our Center given the budget cuts. Despite the decrease in resources, International Counseling continued to plan ahead and improve programs and services believed to have increased efficiency. The Center remains somewhat limited by the lack of adequate facilities to implement programs and services thought to be ideal for our students but we have been able to come up with alternate, although not ideal ways to implement segments of our program. We hope that as the budget situation improves, the College will be able to apply resources to some of the recommendations listed below.

**CURRENT TRENDS, PLANNING, RECOMMENDATIONS**

2. 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 has limited space and staffing levels to meet the needs of the current program infrastructure and student population.
  
3. 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].
  - More space, even in the interim, while awaiting the Student Services Building would help the IEC provide better service to our current population of students. Due to the high volume required by both the IEC and IECC physical offices, another trailer to meet the needs of current staffing levels and student access.
    - Not having adequate offices and reception area space impacts efficiency during peak periods because we do not have the office space to schedule the additional counselors that are needed. The office reception area is so small that it is very difficult to set up an 'express' work station when needed.
    - There has never been a space (even a shared cubicle) for the Intensive English Program (IEP) staff to store materials or have access to a computer.
    - Space for new staff to support current program levels – 3 staff – a Student Services Specialist, Student Assistant, and a Student Services Clerk.
    - Ability to have more Peer Mentors housed during peak times. Currently there is not enough space for Peer Mentors to work on different projects throughout the department during peak times.
    - Office furniture to accommodate a new express counseling work station and a new space (trailer) as earlier cited.
  - Not having enough counseling hours impacts effectiveness in the office because we are unable to meet the demand for counseling services, especially during peak periods of the year. The introduction of mandatory Group Counseling, online counseling, and day to day needs requires more staff. The F-1 student population has continued to increase from 2800 in 2008 to over 3300 students in 2013. In addition to the FT counselors and PT counseling hours, the department is in great need for a permanent allocation of 1175 additional PT counseling hours over the current allocation to meet the current needs.
  - Not having adequate facilities to regularly accommodate groups of students for Group Counseling impacts effectiveness because we are unable to offer the sessions when we need them. Classroom or facility set up with 50-70 computers (power point-ready, ISIS/internet accessible, available December through February and May through August)
  - Departmental budget cuts have an impact on upgrading technology including scanners and regular purchase of new computers or technology that would enhance office effectiveness. While one time funds have assisted, for the purpose of program planning, an increase in this type of institutional support is truly needed.
    - Not having a properly working scanner in the office which is ISIS compatible impacts efficiency in the office because we are unable to keep up with scanning documents into student files and too much time is spent searching for hard-copy documents waiting to be scanned.
    - Designated IEC media cart to facilitate 10-13 Counseling 11 classes and other presentations - Since most of the Counseling 11 classes are in classrooms that are not wired with a smart cart, instructors are often unable to properly present certain curriculum using technology. Instructors have much of

their class materials in a power point format or must utilize the internet. Often time, instructors are unable to reserve a cart through the Media Center due to high demand. Not having consistent use of the proper media equipment deeply impacts the effectiveness of their instruction and our program as a whole.

- 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 webextender. It currently takes several weeks to upload the paper check-in documents which includes student emergency contact details collected from new students. The IEC would like to streamline this process.
  - Increase of allocation of budget to purchase of 5-6 computers per annum due to nature of extreme heavy use of computers for the purpose of admissions, immigration and counseling for day to day tasks.
  - Technological assistance to continue streamlining business processes within IE department (e.g. IE seminar sign-up transitioned from community ed to within the iApp; connection of AC College registration on ISIS to minimize transaction errors and make process more transparent for F-1 students and departments)
4. 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*].
- Funding to support professional development for classified staff
  - Two Student Service Specialist positions (pending funding and space) to assist with year-round departmental and institutional IE needs including implementation of new initiatives and supporting current staff with high demand/impacted departmental needs during peak periods such as: coordination of international visitors/delegations campus tours/visits, assist with IEP and academic orientation, coordinate with staff schedules to assist with support of implementation of services including group assessment testing, information seminars, and group counseling, study abroad outreach and advising, student support services, Global Citizenship initiatives such as Research Symposium and International Education Week.
  - One Student Services Assistant position (pending funding and space) to support the growing number of applications.
  - Increased funding for PT counseling to 1175 hours per annum over the current allocation of PT funding to meet current F-1 student population to maintain immigration compliance and mandated group counseling sessions to provide comprehensive educational planning for new students yet maintain office coverage for currently attending students.
  - Additional counseling hours to support Group Counseling and other planned initiatives. (Although implementation of Group Counseling and other support services helped to maximize counseling time, it served as a temporary fix to the devastation of the budget cuts. Some needs could not be addressed during this time and plans to move forward with programming will not be possible without the restoration of hours at least to the 2008-2009 levels.) The overall population has continued to grow from 2800 F-1 students in 2008 to over 3300 in 2013.
  - Additional peer mentor hours to support Group Counseling and other planned initiatives
5. List all current positions assigned to the program.
- 1 Faculty Program Leader
  - 2 Full-time Counselors
  - 3.33 FTE Part-time Counselor
  - 2 Administrators
  - 3 Full-time Faculty, 11 PT Faculty (Counseling)
  - 2 Admin Assistants
  - 2 Senior Student Service Specialists



- 6 Student Service Specialists
- 3 Student Service Assistants
- 5 Student Service Clerks
- 6 Community Service Specialists (depending on size of IEP)

## **FUTURE TRENDS, PLANNING, RECOMMENDATIONS**

6. 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 both by trends from an institutional, local, national and international. While the below focuses primarily on inbound international students, many of the trends could impact outbound study abroad and/or professional development GC programs (SMC/Beijing Center Professional development program)

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. Tuition and fees are one factor yet combined with the high cost of living in southern California that needs to seek balance, especially for markets where we are trying to enhance recruitment that may be more cost sensitive.
- Lack of course availability. Especially important for students to maintain their immigration status and meet their educational program goals.
- Structure of a growing and comprehensive IE requires staffing to support the needs of a program of this size and scope yet there are constraints with budget, space and sometimes, competing departmental and institutional priorities.

### Local/Nationally:

- Competition from language programs and higher educational institutions on tuition and living costs.
- Availability of courses depending on state budgets
- Natural disasters or safety concerns (terrorism, campus safety issues)
- Changes in USCIS F-1 immigration regulations

### Internationally:

- 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 (Turkey), inflation, currency restrictions (e. g. – Venezuela)
- Natural disasters abroad (e. g. – Tsunami in Japan)
- Terrorism abroad targeting U.S. consulates/embassies in country. Perception of safety.
- Perception of community colleges abroad compared with two-year models within host country
- Difficulty securing visas to attend community college from U.S. embassies and/or consulates 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.

Changes in world-wide economic and political structures could definitely 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 times requires 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.

The advancement of technology will also play a key role in how we educate and address student needs. We expect that more things will be done on-line, including our Counseling 11 class. Appointments may be done in some other manner using technology and we expect that services will be more of a self-serve mode. We need to become more technologically savvy and explore innovative ways to best reach out to our international students. In the meantime, International Counseling is looking at ways to automate more of our processes to meet the demands of our technologically sophisticated students.

With SMC's GRIT initiative, counselors will need to possibly revise the way they teach and counsel. This way of thinking is so different than what our international students are accustomed to that this will take time to infuse these initiatives.

It appears that more international students are arriving at SMC with serious medical and psychological issues beyond what we are capable of addressing. Given the seriousness of some of these cases, it seems that our roles are becoming more aligned with that of a social worker. Future discussions should be held to determine whether additional personnel are needed to address these concerns.

Another trend happening within the international student population which appears to be growing is that many students are now deciding to transfer out-of-state. In particular, there is growing interest in schools such as Cornell, Columbia and other mid-west and east coast schools. Counselors find that they need to further explore these and other out-of-state options to prepare to counsel students appropriately

7. 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].*

Please see sections 3 & 4, above.

8. 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 sections 3 & 4 above.

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

10. Please use this field to share any information the program feels is not covered under any other questions. Despite our areas of concern, we appreciate the unusually strong Administrative support and commitment to student success, especially to the International Education program. Reflecting on our program over the past six years, we realize that program evaluation is an on-going process for the IEC. We regularly review the various units in our department, the programs that we offer, and student feedback, and make necessary adjustments to better meet the needs of our students and the mission of the college.

#### F. Executive Summary

*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

Commendations

Recommendations for Program Strengthening

Recommendations for Institutional Support

Resources, note on appendices etc.

**DATA**

Institutional Research website  
CalPASS  
Chancellor's Office Data mart  
TIMS reports  
SLO Assessment Data  
ISIS data  
Placement data

**RESOURCES**

Program Review website  
Institutional Effectiveness website  
Curriculum website  
Mission, Vision, Goals  
ILOs  
Strategic Initiatives  
Definitions for course and program SLOs & SUOs  
VTEA Core indicators  
CPEC- Transfer data  
IPEDS- Federal data  
Clearing House data

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# Activities 1

## Fall Semester 2010 and Spring 2011 IEC Activities

Activity	Date	Location	F-1 Attendance
VIP Welcome Day	August 27, 2010	SMC Main Campus	4500 prospective students and guests (130 or 10% of which were F-1 students)
Getty Museum trip by Public Transportation	August 28, 2010	Getty Museum	5
Here's the Scoop – Ice Cream and Root Beer Float Social	August 31, 2010	IEC-C Backyard	Approximately 50
Abbott Kinney Street Festival by Big Blue Bus	September 26, 2010	Abbott Kinney	3
LA Cultural Tour	October 1, 2010	LA Area	22
Extreme Bowling to Santa Monica AMF by Big Blue Bus	October 7, 2010	Santa Monica	5
Homecoming Week	October 11-16	SMC	10-16
UCLA Campus Tour	October 22, 2010	UCLA	3
Halloween Carving Event	October 28, 2011	IEC-C	Approximately 40
Halloween Party	October 29, 2011	IEC-C	Approximately 30
International Education Week	November 15-19 <sup>th</sup>	Santa Monica College	20 – to over 130 depending on the event. Lectures and film discussions were filled to capacity.
Thanksgiving Luncheon	November 23, 2010	IEC-C	Approximately 25
Winterlit Ice Skating Event	December 4, 2010	Santa Monica	0
Gingerbread Wonderland	December 8, 2010	IEC-C	Approximately 11
Counseling Valentine Coffee and Cookie Break	February 14, 2011	IEC-C	Approximately 35
Extreme Bowling	February 17, 2011	Santa Monica	0
Welcome BBQ Social	February 23, 2011	IEC-C	over 90
Game Night	March 9, 2011	B111	Approximately 30-40
LMU Transfer Day	March 18, 2011	LMU	10
LA Cultural Day	March 26, 2011	LA area	22
Tie Dye Stress Fest	March 28, 2011	IEC-C	Over 40
Global Film Series BeCloud	April 29, 2011	HSS 165	Approximately 50
Global Film Series Ordinary People	May 13, 2011	HSS 165	Approximately 30
Transfer/Grad Dinner	June 1, 2011	Pavilion	Approximately 100 grad/transfer, 90 guests of grad/transfer, and 50 staff and faculty.
Sundaes on Mondays Final Study break	June 6, 2011	IEC-C	16

## Fall 2011 and Spring 2012 IEC Activities

<b>Activity</b>	<b>Date</b>	<b>Location</b>	<b>F-1 Attendance</b>
VIP Welcome Day	August 26, 2011	SMC Main Campus	Attendance not taken. F1 check-in combined with the general student check-in process
F1 Welcome Day Break	August 29, 2011	IEC Counseling	50
Welcome BBQ	September 6, 2011	IEC Counseling	45
Dodgers Game	September 15, 2011	Dodger Stadium	27
LA Galaxy Game	October 16, 2011	Home Depot Center	21
Homecoming Week	October 21-29, 2011	SMC Main Campus	F1 Attendance not taken
Halloween Celebrations	October 31, 2011	IEC Counseling	~59
College Night at the Getty Villa	November 15, 2011	Getty Villa	14
International Education Week	November 14-18, 2011	SMC Main Campus	F1 Attendance not taken
Fall College Tour		Northern California	F1 Attendance not taken
Welcome Day Break	February 13, 2012	IEC Counseling	Approximately 25
Spring Welcome BBQ	February 28, 2012	IEC Counseling	120
Eric Weiner Guest Speaker	March 1, 2012	SMC Main Campus	Approximately 160 for both the day and evening events
LMU College Tour and Preview Day with the Transfer Center	March 9, 2012	LMU	F1 Attendance not taken
Tax Workshops	March 13 <sup>th</sup> and 23 <sup>rd</sup>	SMC Main Campus	Approximately 150
LA Cultural Tour	March 24, 2012	Los Angeles	Approximately 50
OPT Prep Workshop	March 27, 2012	SMC Main Campus	Approximately 5-10
OPT and Beyond Workshop	April 3, 2012	SMC Main Campus	Approximately 40-50
LA Lakers Game	April 3, 2012	Staples Center	20
Getty Center College Night	April 16, 2012	Getty Center	12
UC Santa Barbara Tour	April 20, 2012	UC Santa Barbara	Approximately 35
San Diego College Tour		San Diego	F1 Attendance not taken
International Graduation	May 30, 2012	SMC Main Campus	Approximately 100 grad/transfers, 60 faculty/staff/administrators, 60 guests of grads/transfers



## Fall 2012 and Spring 2013 IEC Activities

<b>Activity</b>	<b>Date</b>	<b>Location</b>	<b>F-1 Attendance</b>
VIP Welcome Day	August 24, 2012	SMC Main Campus	Attendance not taken. F1 check-in combined with the general student check-in process
F1 Welcome Day Break	August 27-30 2012	IEC Counseling	Attendance not taken.
Welcome BBQ	September 11, 2012	IEC Counseling	100
LA Galaxy Game	September 22, 2012	Home Depot Center	13
Dodgers Game	October 2, 2012	Dodger Stadium	26
Homecoming Week	October 22-27, 2012	SMC Main Campus	F1 Attendance not taken
Halloween Celebrations	October 31, 2012	IEC Counseling	~65
College Night at the Getty Villa	November 13, 2012	Getty Villa	28
International Education Week	November 12-16, 2012	SMC Main Campus	F1 Attendance not taken
Fall ISF College Tour		Northern California	
Welcome Day Break	February 11-12, 2013	IEC Counseling	Approximately 35
Spring Welcome BBQ	February 26, 2013	IEC Counseling	120
LA Clippers Game	March 13, 2013	Staples Center	9
LMU College Tour and Preview Day with the Transfer Center	April 26, 2013	LMU	F1 Attendance not taken
LA Kings Game	March 18, 2013	Staples Center	16
LA Cultural Tour	March 23, 2013	Los Angeles	51 (Attendance mixed between F1 and domestic)
Tax Workshops		SMC Main Campus	
OPT Prep Workshop		SMC Main Campus	
OPT and Beyond Workshop		SMC Main Campus	
Mental Health Awareness Week Workshop: How to be a Successful Student	Tuesday, May 14, 2013	SMC Main Campus	~13
Getty Center College Night	April 15, 2013	Getty Center	6
USC Campus Tour	May 10, 2013	USC	21
San Diego ISF College Tour		San Diego	
International Graduation	May 22, 2013	SMC Main Campus	Approximately 90 grad/transfers

## Activities 2

# International Education Center: Spring 2013 Activities Survey Results

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In the spring term of 2013, the International Education Center (IEC) administered a survey to gather feedback and assess interest for various events and activities.

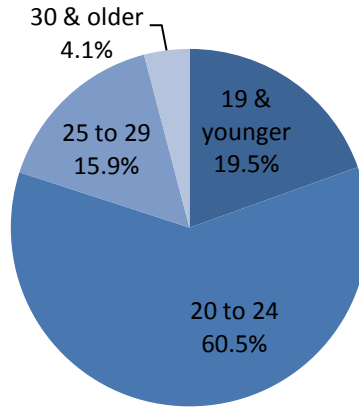
The survey was administered online and was completed by 195 students, 112 female students (57.4%) and 83 (42.6%) male students, the majority of whom (80%) were age 24 or younger. Roughly one-third of the respondents were citizens of the Republic of China (including Taiwan and the administrative units of Hong Kong and Macau) and about 6 in 10 students had completed fewer than 30 units of coursework at SMC.

### **Key Findings**

- Three-quarters or more of the sample students said improving their communication in English, improving their writing in English, and earning high grades were important to them.
- Students indicated the greatest likelihood of attending career-focused workshops with 7 in 10 students reporting they would be likely to attend.
- The communication method reaching the largest proportion of students (74%) with information about activities and events are emails sent by the IEC staff.
- Approximately half of the students believe co-curricular activities are important to the development of leadership skills, but a smaller proportion, about 37%, participate in IEC campus events at least once a month.
  - About one quarter of students reported never attending events.
  - The most common reason for not being able to attend events was a class schedule conflict.
  - The times the largest proportions of students reported being able to attend events are Fridays and weekends.
- Nearly half of students participate in at least one campus organization or club.
- The part IEC event most attended by the surveyed students was the Welcome Day BBQ which about 14% reported attending.
- About 3 in 10 students reported it was difficult getting involved at, feeling part of, and making friends at SMC.

The survey was completed by 195 students; 112 female students (57.4%) and 83 male students (42.6%). The majority of survey respondents were of traditional college age (i.e. 24 and younger) with 8 in 10 students identifying themselves as being in this range. Only 4% of students who responded to the survey were 30 or more years of age.

Figure 1. Age of survey respondents

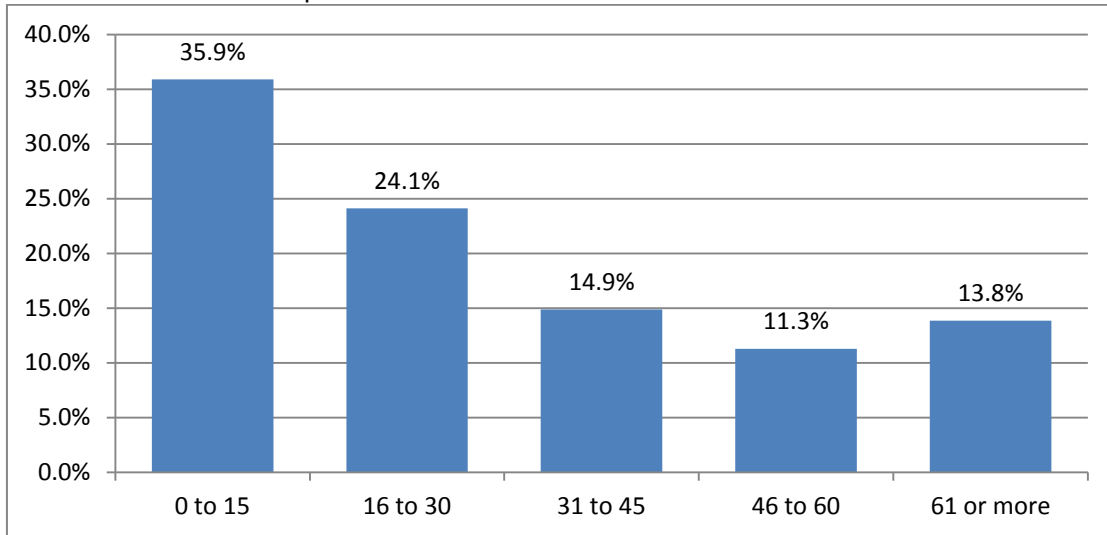


Students were asked to indicate their country of citizenship. Forty-three countries were represented by the survey respondents and the full list of countries identified by students is included in the appendix. Table 2 below, summarizes the 11 most represented countries among the survey respondents. The largest proportion of students taking the survey identified themselves as citizens of China (27%). Three other countries represented nearly 10% of the sample: Sweden, Republic of Korea (S. Korea), and Japan.

Table 1. *Countries of citizenship*

Country of Citizenship	Count	Percentage
China, the People's Republic of	53	27.18%
Sweden, the Kingdom of	19	9.74%
Korea, the Republic of	18	9.23%
Japan	17	8.72%
Hong Kong (Special Administrative Region of the People's Republic of China)	9	4.62%
France (French Republic)	8	4.10%
Saudi Arabia, the Kingdom of	5	2.56%
Turkey, the Republic of	5	2.56%
Italy (Italian Republic)	4	2.05%
Mexico (the United Mexican States)	4	2.05%
Taiwan, the Republic of	4	2.05%
Thailand (Siam), the Kingdom of	4	2.05%

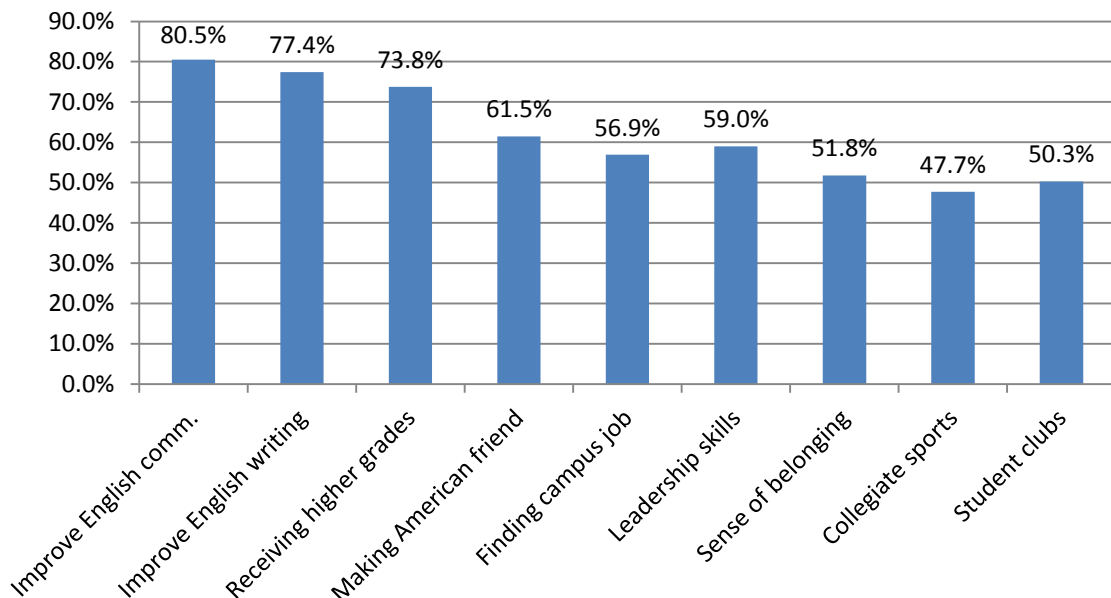
Figure 2. Number of units completed at SMC



The largest proportion of respondents, 36%, had completed 15 or fewer units at SMC and an additional 24% had completed between 16 and 30 units.

Students were asked to rate the importance of 9 potential goals. Students identified each goal as being either: very important, important, somewhat important, or not at all important. Consistent with common research practice to increase ease of interpretation, the ‘very important’ and ‘important’ response categories were combined into a single category representing the proportion of student respondents who rated each goal as being important. While each item was rated as being important by about half of all respondents, three goals received more support than the others. About 8 in 10 students identified improving their ability to communicate in English and their ability to write in English as being important to them. About 7 in 10 students said it was important to receive high grades. About 7 in 10 students said it was important to receive high grades.

Figure 3. The proportions of the student respondents rating ‘very important’ or ‘important.’



Students rated the likelihood that they would attend various possible IEC events on a 4-point scale. “Most likely” and “likely” responses were summed in order to meaningfully compare the events. The type of event that the largest proportion of students reported they would likely attend are career-focused workshops with 69% saying they would likely attend such an event. Between roughly 50 and 60% of respondents said they were likely to attend the other types of events which appear in Table 2 in order of the proportion of respondents answering “most likely” or “likely.”

Table 3.

Topic	Most + Likely	Most Likely	Likely	Unlikely	Least Likely
Career-focused workshops	69.2%	32.3%	36.9%	21.5%	9.2%
Academic workshops	63.1%	31.3%	31.8%	25.1%	11.8%
Cultural event	63.1%	20.5%	42.6%	25.1%	11.8%
US Cultural Adjustment/Customs	62.6%	19.5%	43.1%	20.0%	17.4%
Movie nights	62.1%	27.2%	34.9%	23.6%	14.4%
Leadership workshops	61.5%	25.1%	36.4%	23.1%	14.9%
Fitness/Outdoors	61.0%	25.1%	35.9%	23.6%	15.4%
Welcome Day gatherings	60.0%	23.1%	36.9%	26.7%	13.3%
Ice Cream Float Day	56.9%	23.1%	33.8%	22.6%	20.5%
Amusement park	56.4%	21.5%	34.9%	30.3%	13.3%
City tour	56.4%	21.5%	34.9%	24.6%	19.0%
Community service project	56.4%	17.4%	39.0%	28.2%	15.4%
Museum	54.4%	17.9%	36.4%	31.3%	14.4%
Professional sports event	53.8%	21.5%	32.3%	29.7%	16.4%
Theatre performance	52.8%	22.1%	30.8%	34.4%	12.8%
College campus tour	49.7%	18.5%	31.3%	26.2%	24.1%

Students were asked about the sources they utilize to find out about events and activities on campus. Table 3, below, summarizes the number of students that reported receiving information from each source and the percentage reflects the proportion of the survey sample selecting each source, therefore the percentages do not sum to 100%. A large majority of students, 74%, reported receiving information from emails from the IEC. The next most popular sources were friends (37%), emails from non-IEC staff (36%), and posters and flyers (26%). Less popular sources included social media site Facebook (12%), the Corsair newspaper (11%), visits to the IEC (10%) or IEC counseling (7%), and the digital displays in the cafeteria (4%). Approximately 1 in 10 students (12%) reported having “no idea what is happening on campus,” thus indicating that no information about events and activities is reaching them.

Table 4. Sources of information regarding events and activities on campus

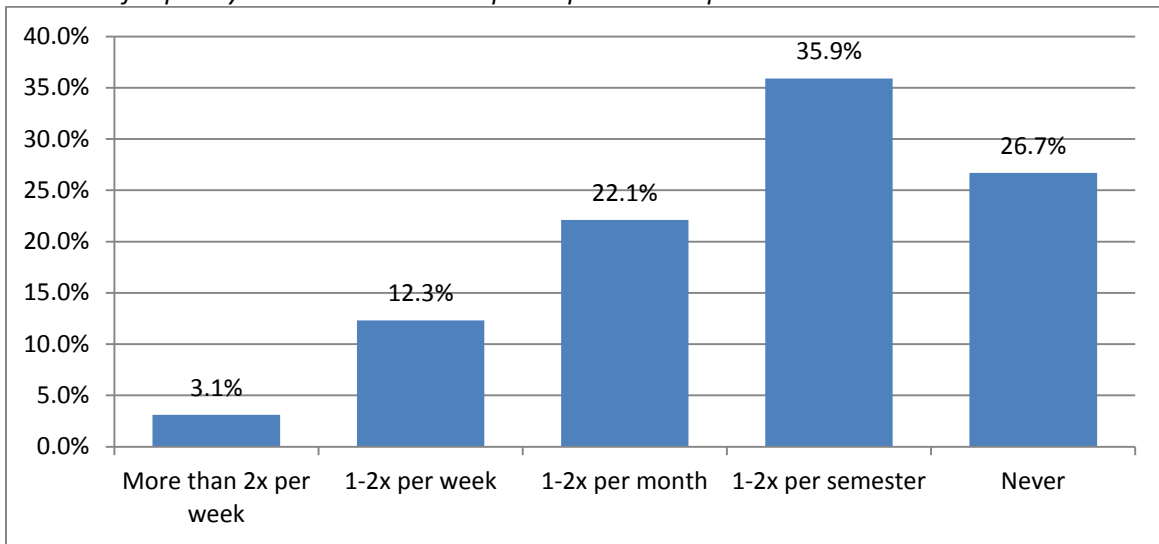
Sources	Count	Percentage
Emails from IEC	145	74.4%
Word of mouth – friends	72	36.9%
Emails from non-IEC SMC staff	70	35.9%
Posters & flyers	51	26.2%
SMC official Facebook	33	16.9%
Word of mouth – SMC faculty and staff	31	15.9%
I have no idea what is happening on campus	24	12.3%
IEC Facebook	23	11.8%
SMC Corsair newspaper	22	11.3%
Visiting the IEC	20	10.3%
Visiting the IEC counseling	14	7.2%
Digital Displays in cafeteria	8	4.1%
Other	7	3.6%

Table 5. Importance of attending co-curricular activities and important factors involved in deciding whether to attend

	Very Important + Important	Very Important	Important	Somewhat Important	Not at all Important
Importance of co-curricular activities in development of leadership skills	56.9%	20.5%	36.4%	29.2%	13.8%
Factors when choosing to attend...					
Wanting to meet other students	74.2%	37.6%	36.6%	19.1%	6.7%
Wanting to practice my English skills	71.8%	49.4%	22.1%	16.4%	11.8%
Wanting to meet students from other countries	70.8%	36.4%	34.4%	23.1%	6.2%
Wanting to get involved on campus	68.2%	29.2%	39.0%	21.5%	10.3%
Hearing that other friends are going	67.5%	33.3%	33.8%	23.6%	9.2%

While approximately half of the students surveyed indicated that they believe co-curricular activities are important to the development of leadership skills (see Table 5), a smaller proportion, about 37%, participate in IEC campus events and activities at least as frequently as once per month (Figure 6). Figure 6 summarizes how frequently students reported participating in events. About 36% of students participate in activities once or twice a semester and about a quarter of students reported never participating in any activities. Students identified how important various factors or considerations are in making their choices whether to attend co-curricular activities (see Table 5).

Figure 6. *The frequency with which students participate in campus events and activities.*



Students were also asked to identify campus organizations in which they participate. These answers are summarized in Table 7 in order of greatest student participation reported. A little over half of students (57%) reported that they do not participate in any campus organizations. The organizations with the largest number of IEC students participating are the Alpha Gamma Sigma Honor Society (13%), the International Student Forum (11%), and Associated Students (9%). Eleven students (6%) selected “other” and wrote in a different organization: 3 students participate in English Club, 3 in Chemistry Club, and 1 each participate in BBC, PASU, Brazilian Club, Pan-African Student Union, Robotics club, and Sustainable Works.

Table 7. *Participation in campus clubs and organizations.*

Campus Organizations	Count	Percentage
I do not participate in on campus organizations	111	56.9%
Alpha Gamma Sigma Honor Society (AGS)	26	13.3%
International Student Forum (ISF)	22	11.3%
Associated Students (AS)	17	8.7%
Phi Theta Kappa Honor Society (PTK)	12	6.2%
Other	11	5.6%
Film Club	9	4.6%
Japanese English Language Association (JELA)	8	4.1%
UNICEF (at SMC)	6	3.1%
Psychology Club	5	2.6%
Rotoract Club	5	2.6%
Math Lab Club (MLC)	4	2.1%
Vietnamese Student Association (VSA)	3	1.5%
Young Alumni Council (YAC)	1	0.5%



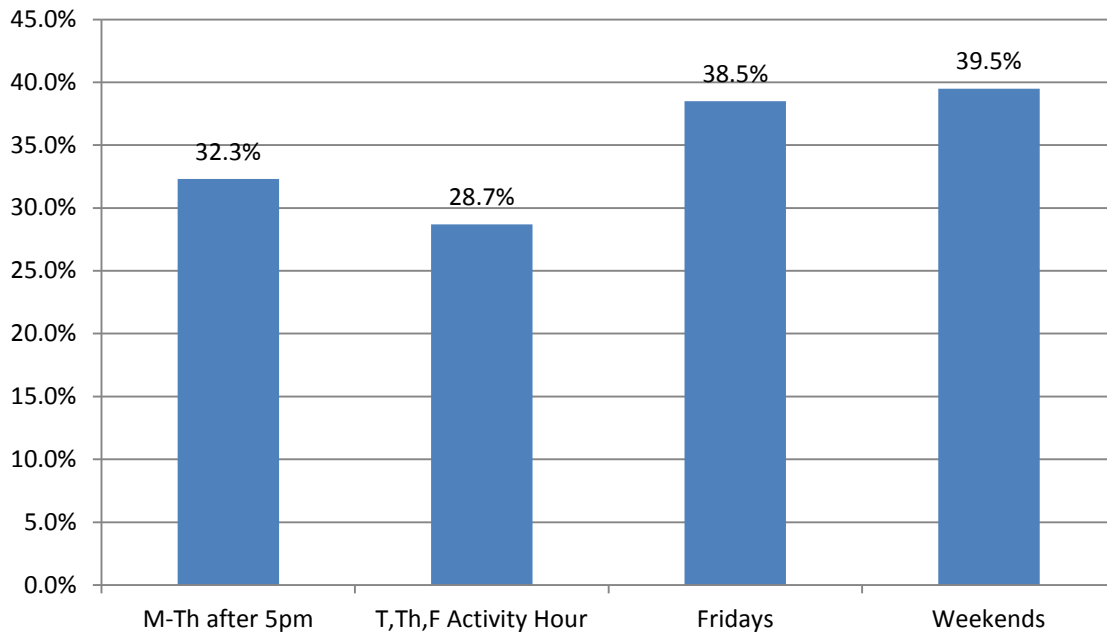
Survey respondents were also asked to identify which, if any, of the IEC activities or events they had attended in the past. These answers are summarized in Table 8 with the percentages of respondents reporting to have attended each. A little more than half of students (56%) reporting not having attended an IEC-sponsored activity or event. The event which the largest proportion of respondents reported attending was the Welcome Day BBQ (14%). One student selected “other” and listed an event that was not on the list: library research.

Table 8.

Past IEC events	Count	Percentage
I have not attended an activity and/or event sponsored by the IEC	110	56.4%
Welcome Day BBQ	27	13.8%
Tax Workshop	18	9.2%
VIP Welcome Day	16	8.2%
Getty Villa or Getty Center College Night	15	7.8%
Working Visas and Green Cards workshop	14	7.2%
How to Apply for Optional Practical Training (OPT) workshop	13	6.7%
LA Cultural Tour	13	6.7%
LA Lakers Basketball Game	8	4.1%
USC Campus Tour	8	4.1%
LA Clippers Basketball Game	6	3.1%
LA Galaxy Soccer Game	6	3.1%
LA Dodgers Baseball Game	4	2.1%
LA Kings Hockey Game	4	2.1%
Loyola Marymount University Campus Tour	2	1.0%
Other: (List other IEC sponsored activities and/or events not mentioned above)	1	0.5%

Figure 9 summarizes the times at which students reported they would be able to attend events and activities. Because each student was able to select multiple times, the percentages do not add up to 100%. The largest proportions of students reported being able to attend events on Fridays and weekends; about 4 in 10 students said they would be able to attend events held at those times. Nine students (5%) listed “other” times: 5 indicated it depends or varies and 1 student each said evenings, middays, Tuesday or Thursday 12-3pm, and none.

Figure 9. Day/times students are able to attend IEC sponsored events/activities.



Students were asked about the reasons why they may not have been able to attend an activity or event and selected any reasons which applied. Table 10 reflects summarizes the number and proportions of all the respondents who selected each reason. A class schedule conflict was the most popularly reported reason being selected by nearly 7 in 10 students. A lack of knowledge about the events and activities was a reason for non-attendance for 37% of respondents. About a third of students responded that the event was not scheduled at a convenient time. Ten students (5%) listed “other” reasons, of which 6 reflected a lack of interest or desire to attend, 2 indicated they were preoccupied with studying and school work, 1 student indicated that quality of events needs improvement, and 1 student gave a seemingly contradictory answer that while “it’s great...it’s a bother participating.”

Table 10. Reasons why students have not been able to attend an activity and/or event sponsored by IEC.

Reasons for non-attendance	Count	Percentage
Class schedule conflict	133	68.2%
Did not know about the event and/or activity	72	36.9%
Event not scheduled at a convenient time	66	33.8%
Work schedule conflict	31	15.9%
Received notification of the event and/or activity too late	28	14.4%
Family and/or friend obligations	24	12.3%
Too expensive to participate	18	9.2%
I have attended all the activities and/or events sponsored by the IEC that interested me	10	5.1%
Other: (Please list other reasons why you have not been able to attend an activity)	10	5.1%

Students were asked about the degree of difficulty they experienced with various social aspects of student life, including feeling like a part of the campus, getting involved on campus, and making friends at SMC. Roughly 3 in 10 students responded that their experience in these endeavors had been “very difficult” or “difficult.”

Figure 11. Areas with which students experienced difficulty

Area of difficulty	Very difficult +difficult	Very difficult	Difficult	Somewhat difficult	Not at all difficult
Feeling a part of campus	33.8%	11.8%	22.1%	39.5%	26.7%
Getting involved with campus	33.8%	12.3%	21.5%	42.6%	23.6%
Making friends at SMC	28.2%	9.7%	18.5%	39.0%	32.8%

# Appendix

Table 1. *Countries of citizenship*

Country of Citizenship	Count	Percentage
China, the People's Republic of	53	27.18%
Sweden, the Kingdom of	19	9.74%
Korea, the Republic of	18	9.23%
Japan	17	8.72%
Hong Kong (Special Administrative Region of the People's Republic of China)	9	4.62%
France (French Republic)	8	4.10%
Saudi Arabia, the Kingdom of	5	2.56%
Turkey, the Republic of	5	2.56%
Italy (Italian Republic)	4	2.05%
Mexico (the United Mexican States)	4	2.05%
Taiwan, the Republic of	4	2.05%
Thailand (Siam), the Kingdom of	4	2.05%
Brazil, the Federative Republic of	3	1.54%
Germany, the Federal Republic of	3	1.54%
Vietnam, the Socialist Republic of	3	1.54%
Bangladesh, the People's Republic of	2	1.03%
Indonesia, the Republic of	2	1.03%
Kazakhstan, the Republic of	2	1.03%
Korea, Democratic People's Republic of	2	1.03%
Norway, the Kingdom of	2	1.03%
Russia (Russian Federation)	2	1.03%
Switzerland (Swiss Confederation)	2	1.03%
United Kingdom of Great Britain and Northern Ireland	2	1.03%
Angola, the Republic of	1	0.51%
Bulgaria, the Republic of	1	0.51%
Canada	1	0.51%
Croatia, the Republic of	1	0.51%
Czech Republic	1	0.51%
Finland, the Republic of	1	0.51%
India, the Republic of	1	0.51%
Israel, the State of	1	0.51%
Kenya, the Republic of	1	0.51%
Macau	1	0.51%
Malaysia	1	0.51%
Nepal, the Federal Democratic Republic of	1	0.51%

Netherlands	1	0.51%
Philippines, the Republic of the	1	0.51%
Singapore, Republic of	1	0.51%
South Africa, the Republic of	1	0.51%
Suriname, the Republic of	1	0.51%
Tajikistan, the Republic of	1	0.51%
Ukraine	1	0.51%
Uzbekistan, the Republic of	1	0.51%
Total	195	100%

## SMC Proof of English Proficiency

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Applicants can demonstrate English Proficiency by fulfilling one of the following criteria:

- TOEFL 450 PBT, 133 CBT, 45 IBT or higher on the international TOEFL. Send official TOEFL scores directly from Educational Testing Service (ETS). The Institutional TOEFL test is accepted. (Visit [www.toefl.org](http://www.toefl.org) for test sites and schedules) Institution Code: 004691.
- iTEP of 4. Send an official score report. (Visit [www.bostoneducational.com](http://www.bostoneducational.com) for test sites and schedules)
- IELTS of 5.0. Send an official score report. (Visit [www.ielts.org](http://www.ielts.org) for test sites and schedules)
- Pearson Test of English: 39 or higher
- STEP-Eiken minimum score for 2nd grade of at least 75% and Results Pass. Send an official report. (Visit [www.stepeiken.org](http://www.stepeiken.org) for more information)
- Cambridge Certificate of Proficiency in English (CPE) score of "C" or better. Submit an official score report. (For more information, visit [www.cambridgeesol.org/exams/general-english/cpe.html](http://www.cambridgeesol.org/exams/general-english/cpe.html))
- Cambridge Certificate of Advanced English (CAE) score of "C" or better. Submit an official score report. (For more information, visit [www.cambridgeesol.org/exams/general-english/cae.html](http://www.cambridgeesol.org/exams/general-english/cae.html))
- Cambridge General Certificate of Education reflecting A Level Placement.
  - Successful completion of the appropriate ESL level or higher at these schools:
    - Aston International Academy Advanced Level
    - Cal America: Level 5 Plus IBT TOEFL Prep Course
    - EF International Language Schools: Advanced/Level 7
    - ELS Language Schools: Level 109
    - Embassy CES: Level 6
    - FLS: Level 7
    - GEOS English Academy: Level 6
    - Kaplan/Aspect: Higher Intermediate Level
    - Language Systems: Level 6
    - Mentor Language Institute: Level 6
    - UCLA Extension: Level 105
  - Secondary Education. Official high school completion diploma from accredited institutions in Australia, New Zealand, Canada, United Kingdom or the United States indicating a passing score in English. Nordic institutions: Gymnasium English A, B, or C scores of "G" or better / Singapore: Completion of "N" Level or higher. The Netherlands: VWO diploma: 6 for English. HAVO diploma: 7 for English, MBO diploma: 7 for English.

Attendance at a high school where English is the medium of instruction. Submit a letter from the high school counselor or headmaster indicating the English is the medium of instruction, and submit transcripts showing attendance for a minimum of one year, with grades of C or better (or the equivalent) in all English classes.

US Education: Send official transcript from all U.S. Schools attended mailed to the International Education Center at Santa Monica College directly from the college or university showing completion of college level English in the United States with a grade of "C" or higher, or minimum of one year of high school English (no ESL or equivalent) with a grade of "C" or higher.

SANTA MONICA COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES:

Dr. Andrew Walzer, Chair; Dr. Margaret R. Quiñones-Perez, Vice Chair; Dr. Susan Aminoff; Judge David Finkel (Ret.);  
Dr. Nancy Greenstein; Louise Jaffe; Rob Rader; Michael Song, Student Trustee; Dr. Chui L. Tsang, Superintendent/President

## Admissions 2 – Agency Newsletter

### *Greetings from the International Education Center*

- I: SMC Announcements & Reminders
- II: Application Pointers
- III: Housing Opportunities
- IV: 2013-2014 Tuition, Fees & Expenses
- V: 2014 Academic Calendar
- VI: Important Contacts

#### **I. SANTA MONICA COLLEGE ANNOUNCEMENTS & REMINDERS**

- **Invoices No Longer Required!** Beginning with the winter and spring intakes, you will no longer be required to submit commission invoices for the students that you introduce to Santa Monica College. We are now able to collect accurate information through our online application system. You can check your student list in that system to find out which students have been admitted and are being reviewed for commission payments. You will receive a Payment Detail by the middle of May showing the commission that will be paid according to the good standing of the students. You should receive any payment due by early June.
- **New Winter and Summer students must take 4 units** in their first winter or summer term. In the past, new students in the winter and summer terms were only required to take one class, with no specific unit requirement. However, the immigration service has notified us that in order to be considered in-status, new students are required to take the full-time equivalent of 4 units in the winter and summer terms. Students are being notified of this requirement.
- **Winter/Spring Class Schedule:** The Winter and Spring 2014 class schedules will be available online beginning Friday, November 15, 2013. Enrollment begins in mid-December. Students can find out what their specific enrollment date and time is by logging into Corsair Connect in early December.
- **Payment Deadlines:** F1 status students are subject to the published tuition payment deadlines. Students who do not pay their fees by the published deadlines will be dropped from their classes and must begin the enrollment process again, with no guarantee as to whether they will be able to add their classes back to their schedule. Students may come to the International Education Center to apply for Fee Postponement. Students must present compelling evidence as to why they cannot pay their fees and when their fees will be available to be approved for. When postponements are not approved, it is usually because students do not know when fees will become available.
- **Payment Deadlines**

Winter 2014 Fee Payment Deadline for all F1 students: **December 18, 2013 at 7 p.m.**

Winter 2014 Fee Postponement Application Deadline: **December 11, 2013 at 7 p.m.**

Spring 2014 Fee Payment Deadline for New F1 students: **February 5, 2014 at 7 p.m.**

Spring 2014 Fee Postponement Application Deadline for New F1 students: **January 23, 2014, 12 p.m.**

Spring 2014 Fee Payment Deadline for continuing F1 students: **January 15, 2014, 7 p.m.**

Spring 2014 Fee Postponement Application Deadline for continuing students: **January 8, 2014, 12 p.m.**

➤ Application Processing for Winter and Spring 2014: Processing for new applications submitted or deferred for Winter 2014 or Spring 2014 has begun. Generally, applications that are submitted very early will not be reviewed until processing for previous semesters has been completed. The admissions officers completed the summer/fall 2013 intake before they started to review applications for winter/spring. You will be able to follow the application progress through the on-line application system. Generally, documents are reviewed within 3 business days of being uploaded, and messages are answered within 3 business days of being posted to the Message Center.

➤ Visa Appointments: We recommend that students set up their visa appointments only *after* they have been accepted to SMC. We are not able to expedite application processing because a student has pre-booked a visa appointment. To be fair to all applicants, applications are reviewed on a first come, first served basis.

➤ Students accepted into the Intensive English Program (IEP) may not switch to the Academic Program when they arrive in the U.S. with an IEP I-20 and visa. Students may matriculate to the Academic Program only after first completing the IEP.

➤ Academic Program Students: ESL/English and mathematics are foundation courses for study in college and all students are required to take math and English assessment tests during their Information Seminar, before they can enroll in classes, regardless of whether a student plans to take English or math their first semester. Although these exams are merely placement tests and do not become part of the student's academic record, students should prepare for them prior to coming to SMC. The Assessment Center [website](#) provides review information, particularly for mathematics, as well as a practice test called "Prep 2 Test". Students who take Prep 2 Test tend to score higher on the Assessment Test, so we encourage all students to take advantage of this practice option.

➤ **Choose an Early Seminar Date!** Please note that the earlier the Seminar date, the earlier the student may enroll before classes get filled and closed. SMC is a public institution and everyone has an equal chance at enrolling in classes. **Classes are not guaranteed for any student.** We are not able to reserve classes for students. Sometimes it is difficult to get classes in one's major during the first semester and students therefore have to settle for less desirable class selections in order to maintain their visa status. Keep in mind that new and continuing students begin enrolling in early December for winter and spring classes. For the best class selection, students should be encouraged to attend the earliest Seminar possible. Continuing students need to enroll in their classes as soon as their enrollment date allows them to do so.

➤ **Arrive On Time:** Students who are unable to arrive by their assigned seminar date must defer to a later session or semester. Students may be able to change their seminar date if seats are still available in an alternate seminar, and if the admissions staff is able to provide new admissions documents. Admissions officers must approve the request to change the seminar date. Students who wish to change their date may request the change in the online application Message Center.



- **We strongly encourage students to pre-enroll in up to six units while still in their home country.** Students will need to pay for these classes by the published payment deadlines. Pre-enrollment information is provided in the student admission package.
- **Student Newsletter:** Santa Monica College has an e-newsletter for our students. Full of good information, it's a great guide to college activities, important dates and deadlines, and reminders about student responsibilities. You can view the student newsletter on our website at <http://www.smc.edu/EnrollmentDevelopment/IEC/Pages/Connections-Newsletter.aspx>.

## II. APPLICATION POINTERS

- Please login to the on-line application at [www.smc.edu/iapp](http://www.smc.edu/iapp). If you do not have login information, please request it from Ana Jara at [Jara\\_Ana@smc.edu](mailto:Jara_Ana@smc.edu).
- Paper applications or support documents are no longer accepted, unless specifically requested.
- Please make sure all transcripts and financial statements are translated into English to avoid unnecessary delays in review.
- If students will begin their studies at a language school in the United States prior to entering Santa Monica College, please be sure to advise us of this in the Message Center portion of the application. I-20s for students who are already in the US are prepared differently from I-20s for students in their home countries. If we do not have accurate information about the student's presence in the US, the student's I-20 can be delayed.
- Please make sure that students check the appropriate box on the application indicating that they are applying for the Intensive English Program (IEP) or the Academic Program.

## III: HOUSING OPPORTUNITIES

- Solutions in LA  
9646 Lucerne Avenue #204  
Culver City Los Angeles CA 90232  
Tel: 310-465-5578

Solutions in LA is a company dedicated to making your stay in Los Angeles enjoyable and pleasant in the most convenient fashion. Its goal is to provide students, working professionals, medical patients, patients' relatives and short term tourists with accommodation, transportation, adaptation guidance and counseling, and local information at an affordable cost, without any of the headaches associated with travel and with friendly, responsive service.

- Jefferson Court Apartments  
433 S. Midvale Ave. #106  
Los Angeles, CA 90024

Phone: (310) 824-1737

Fax: (310) 824-0574

Jefferson Court on Midvale offers fully furnished 2, 3, and 4 bedroom student living apartment homes. The community is conveniently located in the Westwood area, just a block away from the UCLA campus.

- Universal Student Housing (USH)  
424 Kelton Avenue, #514  
Los Angeles, CA 90024  
Tel: 310-824-4908  
Fax: 310-824-2412  
[www.usaish.com](http://www.usaish.com)

Students share an apartment with one to five other students. USH offers airport pick-up, telephone and answering machines in each apartment, free incoming fax service, tour packages, and weekly grocery shopping trips. All rooms are fully furnished; the building offers controlled access, a pool, laundry facilities, and is located near a bus stop.

- **Homestay Programs:** Homestay programs would like students to contact them at least two months in advance of the housing need, regardless of whether the student is inside or outside of the US. The sooner the better! However, most homestay companies can handle short notice requests, including same-day requests. Most homestay companies, such as [Global Student Services](#) and [Regency West Company](#), also offer pick-up service from the airport and introduce students to their homestay families. Please send all homestay applications directly to the homestay agency.

\*For further information regarding housing options, please view [here](#).

#### IV: 2013 - 2014 TUITION, FEES & EXPENSES

Application Fee	\$75.00
Information Seminar Fee	\$85.00

Financial statements must show a minimum of **\$26,500 USD**, and must be dated within **6 months**. Please visit our website at [http://www.smc.edu/EnrollmentDevelopment/IEC/Pages/Tuition\\_Fees.aspx](http://www.smc.edu/EnrollmentDevelopment/IEC/Pages/Tuition_Fees.aspx) for a current break-down of minimum tuition and fees.

#### V: 2013 - 2014 ACADEMIC CALENDAR

Due to the large number of applications Santa Monica College has been receiving, application deadlines will continue to be strictly enforced in the coming year. We will not be able to accommodate late applications. Those who apply early and are admitted early in the season will have a much better opportunity to enroll in classes. **Applications received close to the deadline may be deferred to a later semester if we run out of space in our classes.** Please encourage interested clients to submit their completed applications as early as possible.

<i>Out-of-Country Application Deadlines</i>	<i>In-Country* Application Deadlines</i>
Winter:      October 15, 2013 Spring:      November 15, 2013 Summer:     April 15, 2014 Fall:         June 15, 2014	Winter:      November 15, 2013 Spring:      January 5, 2014 Summer:     May 15, 2014 Fall:         July 15, 2014

*\* For students currently attending language school, college or university in the U.S. in F1 status, and transferring to SMC.*

	<b>Academic</b> <i>Orientation Seminar Week Dates</i>	<b>IEP</b> <i>Orientation Seminar &amp; Check-In Dates</i>
<b>Winter 2014</b>	Dec. 5-12, 2013 Dec. 9-13, 2013 Additional dates will be added as needed	Jan. 6, 2014
<b>Spring 2014</b>	Jan. 9-14, 2014 Jan. 28-Feb. 3, 2014 Additional dates will be added as needed	Feb. 11, 2014 Additional dates will be added as needed.

<i>Semester/Session Dates</i>
Winter 2014 Session: January 6 – February 13, 2014 Spring 2014 Session: February 18 – June 17, 2014 Summer 2014 Session: June 23 – August 15, 2014 Fall 2014 Session: September 2 – December 23, 2014

## VI: IMPORTANT CONTACTS

*For inquiries regarding the admission process and status updates for your students, please use the Message Center in the on-line application to contact the admissions officer assigned to that particular application.*

*For inquiries regarding academic or housing questions, please contact:*

Ms. Teresa Morris, Student Services Specialist

Tel: (310) 434-4126

Fax (310) 434-3632

Email: [morris\\_teresa@smc.edu](mailto:morris_teresa@smc.edu)

*For inquiries regarding agency contracts, commission or other questions or concerns, please contact:*

Ms. Denise Kinsella, Associate Dean

Tel: (310) 434-3466

Fax: (310) 434-3651

Email: [kinsella\\_denise@smc.edu](mailto:kinsella_denise@smc.edu)

## Admissions 3 – Welcome Guide

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## Welcome to SMC!

Welcome to Santa Monica College. SMC opened in 1929 with just 153 students. Today, SMC is home to over 30,000 students involved in more than 80 fields of study. Among those 30,000 students, over 3,300 are international students representing over 100 countries from around the world. That's one of the largest international student populations at any college in the U.S.!

You've made a great decision to come to SMC. You will find that the college provides many outstanding services and resources especially for you. The International Education Center (IEC) staff includes

- Immigration advisors to help you manage your F-1 student status;
- International academic counselors to guide you through your educational program;
- And specialists who plan social and cultural activities that will introduce you to the LA area and help you meet new friends.

SMC is also the number one transfer institution in California. SMC students transfer to great universities in California like UCLA, USC, the CSUs and Loyola Marymount; as well as colleges and universities throughout the U.S. Other students complete AA or AS degrees, Certificates in their professional fields, or study for personal enrichment. Whatever your academic goal, the IEC staff is here to support you.

We know you're going to have a wonderful experience here, and we hope that this Welcome Guidebook is helpful as you prepare for your arrival on campus.

Sincerely,

*International Education Center*

## Pre-Departure Information

### Applying for an F-1 Student Visa

As an international student in the U.S., you will need to have F-1 Student Visa status. If you are in your home country now, and don't already have your F-1 Student Visa, you will need to apply for one at an American Embassy in your country. There are specific instructions included in your Admission Packet about how to obtain an F-1 Student Visa on the page titled, "How to Process Your I-20." For more information, you can visit the U.S. government website at: <http://travel.state.gov/visa/>.

### Travel Documents

Most Santa Monica College (SMC) international students arrive at Los Angeles International Airport (LAX). Upon arrival at the Port of Entry, have the following immigration documents ready for a U.S. Customs and Border Protection (CBP) officer to review. Make sure to put these documents in your carry-on bag. Do not pack them in your checked luggage. While the officer is inspecting your original documents, students also may be asked general questions. Always answer the questions clearly and honestly. Don't get nervous; it is a routine procedure.

- **I-20** – SMC has sent you an I-20 form. Please check Section 1 of the form very carefully to be sure that all of your personal information is correct and the spelling of your name matches your passport. Also check that your birth date is correct in the form of Month/Day/Year.

You will need to show this original I-20 form to:

- Obtain an F-1 Student Visa
- Enter the United States every time you travel
- Prove your legal student status throughout your stay in the U.S.
- Apply for various benefits

*Be sure to enter the U.S. with your SMC I-20. **Do not** use the I-20 of another school to enter the U.S. if*

*you plan to study at SMC.*

- **Passport** – A passport is the required identification document for international travel. You will need to show your passport every time you travel, when you report to Santa Monica College, and on many other occasions when official identification and travel documentation are needed. Additionally, the F-1 Student Visa Stamp needs to be in your passport. If your passport expires and you obtain a new one while you are in the U.S., you will need to carry both your new passport and your expired passport as your visa stamp will not transfer to your new passport.

*Be sure to keep your passport valid at all times. You may renew your passport at your country's embassy or consulate while you are here in the U.S. Your passport must be valid for at least six months into the future every time you travel internationally.*

- **F-1 Student Visa Stamp** – In order to enter the U.S. as an international student, you must have a valid F-1 Visa Stamp in your passport. When you enter the U.S. on an F-1 Visa, you will usually be admitted for the duration of your student status. That means that you may stay in the U.S. as long as you maintain full-time student status. Your visa status will be valid as long as you are a full-time student, even if the expiration date on your visa stamp passes. If your visa expires while you are in the U.S., that is okay. You do not need to make a special trip to renew your visa. However, if you travel outside of the U.S. with an expired visa (or if you changed your status to F-1 while you were already in the U.S. and never received a visa stamp), you will need to obtain a valid F-1 Student Visa Stamp in your passport before you may re-enter the U.S.

*Do not enter the United States on a B-1/B-2 visitor visa or with a Visa Waiver. You will be prohibited from studying in the U.S. prior to obtaining approval of a change to F-1 student status.*



- **I-94** – Form I-94 is an electronic document. It is the Arrival/Departure Record that is created by the Customs and Border Patrol (CBP) officer when you come into the U.S. If you need a paper version of your I-94, you can print it from [www.cbp.gov/i94](http://www.cbp.gov/i94).

### Health and Dental Care

Before you leave your country you should have a complete physical and dental examination. You should tell your doctor that you will be in the U.S. to study. Get copies of your medical records if needed. Make sure the records are in English.

Have your teeth examined thoroughly by your dentist. Get any work done before you leave your home country. Dental work in the United States can be very expensive and isn't covered by SMC health insurance.

### Money Matters

When you arrive in Santa Monica, you will need enough money for immediate expenses including food, transportation, and living arrangements. Do not bring large amounts of cash! There are many safer options available. If you are receiving assistance from your government or private agency, it also may take some time before your funds are distributed to you. Do not bring a lot of money in foreign currency because it is difficult and expensive to exchange. It is a good idea to carry a combination of U.S. currency, traveler's checks, cashier's checks/bank drafts, and credit cards.

- **Cash** – You should bring some of your money in U.S. dollars. If possible, bring \$100 in smaller bills such as \$20, \$10, \$5, and \$1 bills to pay for your transportation from the airport and several meals. \$1 bills are easy to use for tips for taxis, hotels and restaurants, or taking public transportation. Again, do not carry a lot of cash because you may lose it.

- **Traveler's Checks** – If the checks are in U.S. dollars, the money is available for use immediately. They can be replaced if lost or stolen. You should bring checks in various denominations because checks in large sums can be difficult to use. In addition, checks in any foreign currency may be subject to exchange fees. Once you arrive in the U.S., you can safely and easily deposit checks into a bank account.
- **Cashier's Checks/Bank Drafts** – These are useful for large sums of money; however, the money may not be available immediately.
- **Credit Cards** – You can pay for your tuition and fees at SMC with a major U.S. credit card (Visa or Master Card). You can also use these cards in the SMC bookstore and for many other purchases in the U.S. It is very difficult for foreign citizens to open credit card accounts in the U.S. If you want to use a credit card from your home country, you will probably need to make arrangements with your family to pay the bills for you. Not all U.S. stores and businesses accept international credit cards. It is important to find out if your credit card has a daily spending limit. Remember to also inform your credit card company that you plan to use your credit card while studying in the U.S.
- **Debit/ATM/Check Cards** – These are useful because cash is available immediately from an Automated Teller Machine (ATM). Exchange rates, daily limits, and or additional fees may apply.

## Packing Your Luggage

What you bring depends largely upon how long you plan to study in the U.S. and who you are. Make sure you clearly identify your luggage inside and outside with your name and U.S. and overseas address. In your carry-on luggage, keep a change of clothes, toiletries, money, valuables, important documents (passport, visa, 1-20, SMC acceptance letter, arrival instructions), medications in their original containers, and prescriptions for your medications.

Do not bring fresh fruit, produce, meat or plants as you are not allowed to bring these items into the U.S.

- **Clothing** – Everyone has personal preferences when it comes to fashion and clothing, so you should bring whatever you feel comfortable wearing. The culture at SMC is casual. We do not have an official dress code at SMC. Most students choose to wear denim jeans and cotton t-shirts. You should bring clothes that are lightweight and heavyweight. For example, bring a sweater for cool summer evenings, and a heavy jacket for colder winter weather. Although it does not snow in Santa Monica, it is possible for temperatures to drop as low as 30°F (0°C). You need clothes you can layer and wear in any weather and at least one formal outfit for interviews and formal occasions. In addition, since the campus is near the beach, it is advisable to bring a bathing suit. Once you arrive, you can purchase additional clothes.
- **Footwear** – Typically, most students pack a variety of shoes depending on their preference. These include sandals, hiking shoes, athletic shoes, and dress shoes.
- **Toiletries** – Don't overstock on personal hygiene products as you can purchase these when you arrive in the US. Any medication should be stored in your carry-on. You may wish to bring an extra pair of eyeglasses and/or contacts in case yours are lost or broken.

### LAX Airport

LAX airport in Los Angeles is the closest airport to SMC. Upon arrival, collect your luggage, then proceed to the ground transportation. Depending on when your flight arrives, LAX can be quite crowded and overwhelming. Ideally, students should plan to have someone pick them up at LAX. However, if this is not an option, there are alternative forms of transportation available. We have listed a few of your options. For more information on other forms of ground transportation, you can visit the LAX website: <http://www.lawa.org/welcomeLAX.aspx>.

- **Shuttle Service** – Generally, most shuttle companies operate continuously and can take you from LAX to your housing accommodations. Shuttle vans are shared and seat about 7 people and their baggage. Shuttle stops are designated by an overhead sign bearing the name of the shuttle company.
- **Taxis** – Taxis are available at curbside (inside lanes), outside baggage claim. If one is not available, you can also order a taxi at one of the kiosks inside of the terminal. Unlike shuttles, taxis do not make stops on the way to drop off other passengers. They take you directly to your destination. Therefore, they may be expensive.
- **Buses** – Although riding on the bus may be the most affordable option for transportation, it is not recommended since you will be traveling with luggage. Buses that service the LAX area include the [Santa Monica Big Blue Bus](#), the [Metro](#) and [Culver City Bus](#).

## Hotels, Motels, and Hostels

Listed below are several hotels, motels, and hostels close to SMC. If you have not already arranged a place to live, be sure to make a reservation prior to your departure. Prices and availability are subject to change. For additional housing resources including temporary or permanent housing, visit the International Education Center homepage: [www.smc.edu/international](http://www.smc.edu/international) and click "New Student Housing."

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### \$300 and Higher Range

#### **Le Meridien Delfina**

530 West Pico Boulevard  
Santa Monica, CA 90405  
Phone: (310) 399-9344  
Fax: (310) 399-2504  
<http://www.limeridiendelfina.com>

#### **Hotel Shangri-La**

1301 Ocean Avenue  
Santa Monica, CA 90401  
Phone: (310) 394-2791  
Fax: (310) 451-3351  
<http://www.shangrila-hotel.com/>

#### **Loews Santa Monica Beach Hotel**

1700 Ocean Avenue  
Santa Monica, CA 90401  
Phone: (310) 458-6700  
Fax: (310) 458-6761  
<http://www.loewshotels.com/en/Santa-Monica-Beach-Hotel>

#### **Hotel Oceana Santa Monica**

849 Ocean Avenue  
Santa Monica, CA 90404  
Phone: (310) 393-0486  
Fax: (310) 458-1182  
<http://www.hoteloceanasantamonica.com/>

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### \$150 to \$250 Range

#### **Best Western Gateway Hotel**

1920 Santa Monica Boulevard  
Santa Monica, CA 90404  
Phone: (310) 829-9100  
Fax: (310) 829-9211  
<http://www.bestwestern.com/>

#### **Doubletree Guest Suites Hotel**

1707 4th Street  
Santa Monica, CA 90401  
Phone: (310) 395-3332  
Fax: (310) 458-6493  
<http://doubletree3.hilton.com/en/index.html>

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**\$150 to \$250 Range Continued**

**[Travelodge Santa Monica](#)**

3102 Pico Boulevard  
Santa Monica, CA 90405  
Phone: (310) 450-5766  
Fax: (310) 450-8843

<http://www.travelodgesantamonica.com/>

**[Wyndham at the Pier](#)**

120 Colorado Avenue  
Santa Monica, CA 90401  
Phone: (310) 451-0676  
Fax: (310) 393-7145

<http://www.wyndham.com/hotels/california/santa-monica/wyndham-santa-monica-at-the-pier/hotel-overview>

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**\$200 and Lower Range**

**[Comfort Inn Santa Monica](#)**

2815 Santa Monica Boulevard  
Santa Monica, CA 90404  
Phone: (310) 828-5517  
Fax: (310) 829-6084

<http://www.comfortinnsantamonica.com/>

**[Days Inn](#)**

3007 Santa Monica Boulevard  
Santa Monica, CA 90404  
Phone: (310) 829-6333  
Reservations: (800) 591-5995  
Fax: (310) 829-1983

<http://www.daysinn.com/>

**[Sea Shore Motel](#)**

2637 Main Street  
Santa Monica, CA 90405  
Phone: (310) 392-2787  
Fax: (310) 392-5167

<http://www.seashoremotel.com>

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**Hostels**

**[Hostelling International](#)**

1436 2nd Street  
Santa Monica, CA 90401  
Phone: (310) 393-9913  
Fax: (310) 393-1769

<http://www.hihostels.com/>

Here is a checklist of the things that you will need to do in order to begin your study program at SMC.

### Intensive English Program (IEP)

If you will be starting in the Intensive English Program (IEP), there are 3 steps that you need to take before you begin your classes.

- **Step 1 – Check-in and Take the Level Placement Test**  
First, you will check-in with your documents. Bring the following documents with you:
  - I-20 form
  - Passport (with I-94 Card and F-1 Student Visa Stamp)
  - Local U.S. address

Next, you will take the level placement test. The test will help determine the best level of Intensive English course for you.

- **Step 2 – Attend Your Information Seminar**  
Before starting your classes, all new international students attend a required Information Seminar. The dates and times of your Check-In, Placement Test, and Information Seminar are included in your Admission Packet.
- **Step 3 – Pay Your SMC Tuition and Fees**  
You will receive an invoice for your program fees after your Information Seminar. Once you have your invoice, you will pay your fees at the Bursar's office on campus by the published deadline.

## Academic Program (Non- IEP)

If you will be starting in the Academic Program, there are 6 steps that you need to take in your enrollment process.

- **Step 1 – Complete the Online Orientation & Pre-Enroll in Up to 6 Units**  
You should complete this step while in your home country. You can access the online orientation from the SMC International Student webpage. The online orientation will introduce you to the helpful programs and services that are available at Santa Monica College. The advising portion will provide you with the basic information about enrolling in courses. You should Pre-Enroll in up to 6 units as soon as possible. There are detailed instructions on how to pre-enroll in the Welcome email that you received.
- **Step 2 – Check-In at SMC**  
Upon arrival, you need to check-in at the International Education Center. Bring your I-20, your passport, I-94 Card and your local US address with you.
- **Step 3 – Take the Assessment Tests**  
You will take assessment tests in English/ESL and math. These tests will help to determine which classes are right for you. Visit the SMC [Assessment Center](#) website for study guides. Check the “Important Dates & Required Next Steps” document in your admissions packet for the location, date, and time of your Assessment Test appointment.
- **Step 4 – Attend Your Information Seminar**  
All new international students must attend a mandatory Information Seminar. You have already selected the date of your seminar and a confirmation is included in your Admission Packet. At the seminar, you will receive more in-depth information and meet the staff members who will assist you in becoming a successful student at Santa Monica College.

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□ **Step 5 – Attend the Group Counseling and Enrollment Session**

After the assessment tests and seminar, you will meet with an international student counselor who will help you develop a First Semester Education Plan of recommended courses. If you have college or university transcripts from your home country, bring a copy of your transcripts in English to show your counselor. Check your “Important Dates & Required Next Steps” document in your admissions packet for the location, date, and time of your Group Counseling Session.

□ **Step 6 – Finish Enrollment and Pay Your SMC Tuition and Fees**

The last step is to finish enrolling in the remainder of your units. You will enroll in your classes and pay your fees online with Corsair Connect by the published deadline. If the payment deadline has passed, you must pay for each class the same day that you enroll in it.

**Additional Items for all Students**

- Ride the Big Blue Bus anytime any line for free after having a zero balance and purchasing your SMC student ID and AS sticker at the Bursar’s office.
- Purchase your textbooks at the SMC bookstore. Your professors will give you a course syllabus with a list of required texts.
- For Academic Program students, maintain your F-1 status by enrolling in and completing 12 units per semester.
- For Intensive English Program (IEP) students, maintain your F-1 status, by adhering to the IEP Attendance Policy.



## **Four Phases of Adjustment**

- **Honeymoon** – Many students feel very happy for some time immediately after their arrival. In this phase, you feel excited and fascinated by your new experiences and the new environment.
- **Crisis** – When you reach the crisis stage, you are experiencing "culture shock." This is the most difficult stage in the process. The "honeymoon" is over and the realities of academic, social, and everyday life might seem overwhelming. You might feel alienated, confused and depressed by the cultural differences between your home and the U.S. You may feel angry because you might think the customs of the new culture are unreasonable or unfavorable. You may feel lonely since your close friends are back in your home country. You may also feel disappointed and discouraged because you think you are not "fitting in." During this phase, students often restrict their social interactions to only fellow international students who understand their experiences and challenges.
- **Recovery** – The third stage is marked by recovery. You find you can understand cultural clues better. Your attitude towards American culture and life in general improves. You might even find yourself laughing about stage two, or helping other international students who are suffering from culture shock.
- **Adjustment** – In the adjustment phase, your anxiety is largely in the past and you find yourself in a stage of equilibrium. You feel comfortable enough to assess your host country objectively, and you feel free to express both negative and positive opinions about your experience. It is during this stage that many students acknowledge that surviving culture shock has been a source of insight and personal growth.

## Culture Shock

"Culture shock" is not "shocking" at all! It is a perfectly normal part of learning to live in a new cultural environment. At some point during your stay in the United States, it is likely that you will feel overwhelmed and frustrated by the differences between your culture and the U.S. culture. The symptoms may range from mild to serious, but don't despair! There are strategies for you to try in order to cope with your culture shock.

### **Culture shock symptoms include:**

- Uneasiness/general anxiety
- Homesickness
- Irritability
- Hyper-sensitivity
- Loss of perspective
- Digestive problems
- Loss of appetite
- Low energy
- Depression
- Insomnia
- Headaches

### **Strategies to Cope with Culture Shock**

- **"Be prepared"** – Understand the phases of cultural adaptation, and expect that culture shock will probably affect you in one way or another.
- **Know yourself** – Clarify your own values and examine your own assumptions. Your responses to situations and people in the new culture will make more sense if you have a clear idea of what is important to you personally.

- **Be philosophical** – Understand that this is a learning process and that you will benefit from it.
- **Listen and observe** – Since there are new rules, norms, and cues that may be unfamiliar, you need to listen and observe communication behavior very carefully. Analyze verbal and nonverbal messages like a scientist. When something surprises or confuses you, investigate!
- **Ask questions and be honest** – You cannot assume that you always know what is going on, or that you always understand a particular communication. Most Americans will be very helpful if you need an explanation of something, but you need to be honest and ask.
- **Try not to judge** – You will see many things that are different from your own culture. Don't label anything as "good" or "bad" in comparison to your own culture. Most customs, habits, and ideas are simply different from the ones that you know.
- **Try to empathize** – Try to put yourself in another person's place, and look at the situation from his/her perspective. Culture influences how different people interpret the same situation.
- **Be open and curious** – Avoid isolating yourself with people from the same cultural background. Try new things and talk to different people. Discover how and why certain things are done.

*The more you explore, the more you'll learn.*

- **Keep a sense of humor** – It is likely that you will make mistakes as you explore a new culture. Laughing at your mistakes will encourage others to respond to you in a friendly manner and help you learn from them. Often the first sign of recovery from culture shock is the reappearance of one's sense of humor.
- **Try to accept frustration** – Learning to function in a new culture is not easy, and it is natural to feel anxious and frustrated at times. Realize that these feelings are normal.
- **Get involved** – The more you put into the experience, the more you'll learn from it. Make an effort to meet people, get involved in activities, and learn about the people and their culture.
- **Stay positive** – Don't complain about your experience, try to find someone who has gone through this experience and can offer you good advice and comfort.
- **Talk to someone** – Find friends who are going through a similar process, call your family back home, or see a counselor. If your culture shock symptoms are difficult to manage, or are interfering with your daily activities, visit the Psychological Services office. The trained counselors are from many cultural backgrounds and can help you through the difficult parts of cultural adaptation. In the U.S., it is very common to talk with a counselor about personal difficulties. Take advantage of the resources available to you at the college- *there are many people who are here to help you!*

## Housing

Comfortable, safe housing is an important concern for our international students. Although Santa Monica College does not provide on-campus housing or on-campus student dormitories, the International Education Center — Counseling (IECC) is happy to assist students with many housing options the Santa Monica area offers. Please remember that securing housing is your responsibility; therefore, we strongly recommend that you arrive in Santa Monica early enough to have adequate time to find suitable housing and to get settled in your new environment before beginning your studies. Also, keep in mind that SMC does not endorse, pre-screen the following housing information. Temporary housing should be arranged at a local hotel or youth hostel, while you are searching for a more permanent home.

- **Homestay Programs** – Homestay programs are arranged through private companies that charge a fee to match you with a compatible, pre-screened family, usually called a “Host Family”. If you choose a homestay program, be sure to contact the homestay company at least *two months before* you plan on arriving in the US. Applications must be submitted directly to the organization and processed prior to your arrival as SMC does not monitor or administer these programs. Your living arrangements would depend on your personal preferences, as well as those of the host family. The host family often provides meals; typically you would have a private bedroom and share a bathroom with members of the family. Some of these companies require full payment in advance. In most cases, a refundable damage deposit will be charged in addition to the processing fee and the monthly rent. Depending on the facilities provided, anticipate paying between \$800 to \$1,500 or more per month. Most homestays are within 30 to 45 minutes to SMC by public transportation, but be sure to confirm the location before signing any contract. You may check how long it might take by bus at [www.mta.net](http://www.mta.net). The following are local homestay companies:

<p><b>Global Student Services</b>  Tel: (310) 438-7485  Fax: (424) 254-2304  <a href="mailto:info@global-student-service.com">info@global-student-service.com</a>  <a href="http://www.global-student-service.com">www.global-student-service.com</a></p>	<p><b>Homestay in LA</b>  Tel: (310) 906-7236  (480) 319-3980  <a href="mailto:contact@homestayinla.com">contact@homestayinla.com</a>  <a href="http://www.homestayinla.com">www.homestayinla.com</a>  skype: Homestayinla</p>
<p><b>IHPS Homestays</b>  Tel: (626) 798-0209  Fax: (626) 795-5198  <a href="mailto:info@ihpshomestays.com">info@ihpshomestays.com</a>  <a href="http://www.ihpshomestays.com">www.ihpshomestays.com</a></p>	<p><b>International Student Placements</b>  Tel: (650) 947-8879  Fax: (650) 948-1105  <a href="mailto:info@isphomestays.com">info@isphomestays.com</a>  <a href="http://www.isphomestays.com">www.isphomestays.com</a></p>
<p><b>Universal Student Housing</b>  Tel: (310) 824-4908  (866) 900-4874  Fax: (310) 824-2412  <a href="mailto:contact@usaish.com">contact@usaish.com</a>  <a href="http://www.usaish.com">www.usaish.com</a></p>	

- **Hotels & Hostels** – If you prefer to rent or share an apartment, it is important to plan on arriving two or three weeks before the beginning of classes. Be sure to make reservations at a hotel, motel or hostel before leaving your home country. Check on-line for Santa Monica hotels, motels or hostels in your price range.
- **Rooms in Private Homes** – The IEC-C maintains a current listing of rooms for rent that includes a limited number of rooms in private homes. Please stop by the IEC-C to pick up a current copy of the list (it is not available on-line). Keep in mind, however, that this list is offered as a free service and SMC does not investigate, endorse, or guarantee the availability of these listings. The average monthly cost is \$850, depending on facilities provided, which may or may not include food or utilities. Move-in costs may include first and last month’s rent as well as a

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security deposit. Each listing is unique- it’s your job to find one that suits you best!

- **Apartment Rentals** – There are a variety of apartments available for rent in Santa Monica and the surrounding neighborhoods. Free lists may be found in local newspapers, on the Internet, or at the IEC-C.



For other listings, visit the following web sites:

- [www.apartmentguide.com](http://www.apartmentguide.com)
- [www.apartments.com](http://www.apartments.com)
- [www.aptmag.com](http://www.aptmag.com)
- [www.data.cho.ucla.edu](http://www.data.cho.ucla.edu)
- [www.mdrents.com](http://www.mdrents.com)
- [www.move.com](http://www.move.com)
- [www.rstrents.com](http://www.rstrents.com)
- [www.sublet.com](http://www.sublet.com)
- [www.westsiderentals.com](http://www.westsiderentals.com) (fee charged for subscription)

Visit these web sites for information on rules and regulations concerning rentals:

- [www.alllaw.com](http://www.alllaw.com)
  - [www.findlaw.com](http://www.findlaw.com)
  - [www.nolo.com](http://www.nolo.com)
- **Apartment Sharing** – Many students choose to share an apartment with other students, and the IEC-C maintains a current list of students who are available to share an apartment or who have a room in their apartment for rent. Students who wish to share their apartment make their own terms; be prepared for move-in costs to include first and last month rent as well as a security deposit. Approximate monthly cost to share an apartment starts around \$800, excluding utilities, telephone and Cable TV.

**Solutions in LA**

Tel: (310) 391-5030

[www.info@solutionsinla.com](mailto:www.info@solutionsinla.com)

Various singles, studios and shared apartments, 30 minutes by BBB #7, plus student services such as private tutoring, driver’s license applications, etc.

**Zuma Housing**

Tel: (310) 209-5577

[www.zumahousing.com](http://www.zumahousing.com)

[info@zumahousing.com](mailto:info@zumahousing.com)

Fully furnished apartments or rooms in Santa Monica and West LA for SMC students, various properties within walking and bus distance of SMC

- **Shared Student Housing** – Similar to traditional student housing, these programs are arranged through private organizations that charge a fee based on the services provided. Typically, the living accommodations are furnished and meals may be provided.

**Solutions in LA**

Tel: (310) 391-5030

[www.info@solutionsinla.com](mailto:www.info@solutionsinla.com)

Various singles, studios and shared apartments, 30 minutes by BBB #7, plus student services such as private tutoring, driver’s license applications, etc.

**Universal Student Housing**

Tel: (310) 824-4908

(866) 900-4874

Fax: (310) 824-2412

[contact@usaish.com](mailto:contact@usaish.com)

[www.usaish.com](http://www.usaish.com)

Students share an apartment with a choice of one to three other students. USH offers airport pickup, telephone & answering machines in each apartment, free incoming fax services, tour packages and weekly grocery shopping trips. All rooms are fully furnished; the buildings offers controlled access, a pool, laundry facilities, and is 30 minutes by BBB #8. Prices vary depending on accommodations offered.

**Fish Living**

Tel: (310) 804-6815

Fax: (310) 470-4744

[www.fishliving.com](http://www.fishliving.com)

[info@fishliving.com](mailto:info@fishliving.com)

Share a fully furnished house with other Santa Monica and UCLA students. Students enjoy a private room and share a large bath. Rooms are furnished. 20 minutes by BBB #7

**Universal Cooperative Housing Association**

500 Landfair Avenue  
Los Angeles, CA 90024

Tel: (310) 208-8242

Fax: (310) 824-0112

[uchaweb@earthlink.net](mailto:uchaweb@earthlink.net)

[www.uchaonline.com](http://www.uchaonline.com)

Located 2 blocks from the UCLA campus and 6 miles from SMC, the Co-Op offers affordable housing for students. All rooms are furnished and utilities are included. Each member of the Co-Op must contribute four hours of chores per week. 19 meals per week are provided and vegetarian fare is available. The Co-Op has single, double, and triple rooms. Residents may remain in rooms during UCLA academic breaks at no additional charge.

- **Corporate Housing** – Typically more expensive than the average apartment rental, but less expensive than many hotels, corporate-style apartments are also available. They offer nightly, weekly and monthly rates and may provide a valuable short-term alternative to a hotel stay or a long-term alternative to renting an unfurnished apartment. These apartments are fully furnished, the kitchens are fully equipped and there are laundry facilities on site. You may contact the following companies for corporate housing:

**Archstone Citrus Suites,  
Santa Monica**  
1915 Ocean Way  
Santa Monica, CA 90405  
Tel: (866) 474-8666  
[www.archstonecitrusuites.com](http://www.archstonecitrusuites.com)  
[citrussuites@archstonemail.com](mailto:citrussuites@archstonemail.com)

**Oakwood Marina del Rey  
Apartments**  
4111 S. Via Marina, 2nd Floor  
Marina del Rey, CA 90292  
Tel: (800) 846-8465  
Fax: (310) 578-1372  
Reservations: (866) 238-7269  
[www.oakwood.com](http://www.oakwood.com)  
[lrauch@oakwood.com](mailto:lrauch@oakwood.com)

**Travelodge Hotel at LAX  
Airport**  
5547 W. Century Blvd.  
Los Angeles, CA 90045  
Tel: (800) 421-3939  
(310) 649-4000  
Fax: (310) 649-0311  
[www.travelodgelax.com](http://www.travelodgelax.com)  
Maximum stay is 28 days

## Banking

Once you arrive in the U.S., you should open a bank account as soon as possible to keep your money in a secure location. In the U.S., you can make purchases and pay bills through a combination of check writing, ATM (automated teller machine) also referred to as debit, check or credit card. A checking account is the type of bank account most students have. It will allow you to deposit your money and then write checks against the balance. To open a bank checking account, you will need your passport, 1-20, 1-94, a secondary form of identification, a U.S. address, and some money to deposit into your account. The following are just a few of the banks local to SMC.

### **Bank of America**

3320 Ocean Park Blvd.  
(800) 432-1000  
*BBB 6, 8, and Sunset*

### **Chase Bank**

1333 4<sup>th</sup> Street  
(310) 458-1468  
*BBB 2, 4, 9 and Downtown*

### **City National Bank**

1620 26<sup>th</sup> Street  
(310) 264-2900  
*BBB Pico, Crosstown, 5*

### **Wells Fargo**

2940 Ocean Park Boulevard  
(310) 450-0749  
*BBB 6, 8, and Sunset*

\*\* BBB—Listed are [Big Blue Bus](#) lines that can take you to or near these businesses

## Restaurants

There are lots of places to eat and a wide variety of foods available in Southern California, especially in and around Santa Monica. We have everything from high-end cuisine, vegetarian/vegan friendly restaurants, to burgers and fries. For more information, visit: <http://www.santamonica.com/where-to-eat/>.

**Grocery Stores/Supermarkets**

There are many grocery stores/supermarkets located in Santa Monica and the surrounding areas. They sell a wide range of foods and merchandise including fresh produce, organic/international/ethnic foods, household items, etc. The various types of places are listed below. Try them all to get an idea of what is available:

<p><b>Albertsons</b>                      2627 Lincoln Blvd.                      Santa Monica, CA 90405                      (310) 452-3811  <i>BBB 3, Rapid 3, 8</i></p>	<p><b>Trader Joe’s</b>                      3212 Pico Blvd.                      Santa Monica, CA 90405                      (310) 581-0253  <i>BBB 7</i></p>
<p><b>Co-Opportunity</b>                      1525 Broadway                      Santa Monica, CA 90404                      (310) 451-8902  <i>BBB 1, Crosstown</i></p>	<p><b>Vons</b>                      1311 Wilshire Blvd.                      Santa Monica, CA 90403                      (310) 395-4510  <i>BBB Crosstown, 2</i></p>
<p><b>Ralphs</b>                      1644 Cloverfield Blvd.                      Santa Monica, CA 90404                      (310) 582-3900  <i>BBB 5, Sunsetride</i></p>	<p><b>Whole Foods</b>                      500 Wilshire Blvd.                      Santa Monica, CA 90401                      (310) 395-4510  <i>BBB 1, 2, 4, 7, 9</i></p>
<p><b>Smart and Final</b>                      12210 Santa Monica Blvd.                      Los Angeles, CA 90025                      (310) 207-8688  <i>BBB 1</i></p>	<p>** BBB—Listed are <a href="#">Big Blue Bus</a> lines that can take you to or near these businesses. BBB lines are subject to change. Please contact BBB directly for additional information.</p>

### Convenience Stores

These are small stores that are open from early in the morning to late at night and sell items such as snacks, soft drinks, newspapers, toiletries and some groceries. The largest convenience chain is 7-Eleven Food Store and ampm mini market.

### Farmers' Market

These markets are held outside where local farmers sell goods such as organic fruits, vegetables, fresh flowers and other products. They are usually located in public areas, on certain days and times during the week. There are several farmers' markets in Santa Monica. To find times and locations of a particular market, visit: [http://www01.smgov.net/farmers\\_market/](http://www01.smgov.net/farmers_market/).

### Transportation

There are a variety of options to commute to Santa Monica College including walking to campus, riding a bicycle, driving a vehicle or taking public transportation. Students who drive may either park on the main campus or park at one of the satellite campuses. Parking is extremely limited. Street parking in the surrounding neighborhood is restricted and SMC parking decals are not valid on these streets. For more information about parking at any of the SMC campuses, you can visit the Santa Monica College Transportation and Parking website at: <http://www.smc.edu/transportation/>

- **Riding your Bicycle** – Santa Monica College has an active bicycle community. Riding your bike is a great alternative to driving to campus. It is environmentally friendly, economical and healthy. However, biking in Los Angeles can be challenging. Be sure to plan ahead by mapping the safest route possible and following basic safety measures. For more information on bike paths, you can visit the Santa Monica College Transportation and Parking website at: <http://www.smc.edu/transportation/>.

- **Driving a vehicle** – If you plan to drive a vehicle (car, scooter, motorcycle) while in the U.S., you must have a valid driver’s license. California law states that if you are visiting and have a valid driver’s license from your home state or country, you may drive in our state without getting a California driver’s license as long as your home state/country license remains valid. However, if you are a student, take a job in California or move here, you must get a California driver’s license if you want to drive. Please note that liability insurance is required for all drivers of motor vehicles in California. You must carry your insurance card, driver’s license, and current registration with you at all times while driving. You must also have a valid SMC parking permit to park on campus. For more information, you can visit the California DMV website: [www.dmv.ca.gov](http://www.dmv.ca.gov).
- **Public Transportation** – There are three different forms of public transportation SMC students use to commute to and from campus. The most widely used form is the Santa Monica Big Blue Bus.
  - **Big Blue Bus** – The Big Blue Bus is **Free** to all SMC students with an active SMC student ID, and who have paid their AS and student ID fees each term and have a zero balance. The Big Blue Bus provides local service in Santa Monica and West Los Angeles. Service extends to the Pacific Palisades, UCLA, LAX, Venice, and Downtown Los Angeles. Visit the Bursar’s Office to obtain an SMC student ID and enrollment sticker. Timetables can be obtained at: <http://www.bigbluebus.com>.
  - **Metro Bus and Rail** – The Metro System offers close to 200 bus and rail lines to take you where you want to go in LA County. Exact change is

required. Timetables and fares can be obtained at: <http://www.metro.net>.

- **Culver City Bus** – The Culver City Bus system serves the Westside communities of Venice, Westchester, Westwood, West Los Angeles, Palms, Marina Del Rey, Rancho Park, Mar Vista, Century City, and Culver City. Exact change is required. Timetables and fares can be obtained at: <http://www.culvercity.org/en/Government/Transportation/Bus.aspx>

## Weather

Santa Monica enjoys mild temperatures and clear skies during most of the year. The average daytime winter temperature ranges from 55 to 75 °F (13 to 24 °C) and evening temperatures can be about 20 degrees cooler. Typically, it rains during the end of the winter months and the beginning of the spring. During the late spring to beginning of the summer, the weather is mild, often overcast and rainy. Summers can be dry and hot, reaching 95 °F (35 °C) during the day and dropping to 60 °F (16 °C) in the evening. The breeze from the Pacific Ocean blows year round, therefore temperatures can change unpredictably.

## Places to Visit

The city of Santa Monica has plenty to offer. There are a wide variety of events and activities happening in Santa Monica as well as in the local surrounding communities. Take a stroll on the Santa Monica Pier or ride the historic Carousel and solar-powered Ferris Wheel. Shop and dine at the 3rd Street Promenade, a large outdoor shopping area that stretches three blocks. Drive to the Santa Monica Mountains and enjoy the great outdoors. For more information, you can visit the Santa Monica Tourism website at: <http://www.santamonica.com/>.

Welcome Guide for International Students



**SMC Health Insurance**

Health care in the U.S. is very expensive. Insurance is necessary to manage the costs of treatment in the case of illness or injury. All international students at SMC are required to purchase the International Student Health Insurance Plan through SMC.

<p>Your health insurance is provided by:</p> <p><b>National Union Fire Insurance Company of Pittsburgh, PA</b></p> <p>Policy #: CHH0058774</p>	<p><i>And managed by:</i></p> <p><b>Ascension Student Health (formerly Renaissance)</b> P.O. Box 240042 Los Angeles, CA 90024 (800) 537-1777 <a href="http://www.4studenthealth.com">www.4studenthealth.com</a></p>	<p><i>Claims are administered by:</i></p> <p><b>Personal Insurance Administrators, Inc.</b> P.O. Box 6040 Agora Hills, CA 91376 (800) 468-4343 <a href="http://www.piaclaims.com">www.piaclaims.com</a></p>
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There is a **\$100** deductible per policy year. The deductible will be reduced to **\$25** per policy year when: 1) you receive a referral from the HSC; or 2) the HSC is closed. You will also need to pay a **\$25** copay for each doctor visit, and **\$50** per visit to the emergency room, waived only if admitted to hospital.

If you go to the Health Services Center (HSC), most charges are covered by the insurance at 100% of reasonable and customary charges. The deductible and copay do not apply to eligible expenses.

For other covered services outside the health center, the doctor or hospital must be a member of First Health Network, the Preferred Provider Organization (PPO), in order for charges to be covered at 100% of allowable charges (after copayment and deductible). Otherwise, charges will be covered at only 70% of reasonable and customary charges, meaning you will have to pay 30% of the cost.

In order for your bills to be paid, you must follow these basic rules:

- Always visit the Health Services Center first, unless it is closed or you have an emergency medical condition. The health center will treat you or give you a referral to see an off-campus doctor. If you do not get a referral first before seeing an outside doctor, your claim will not be paid by the insurance.
- Once you have a referral, be sure the doctor or hospital you go to is a member of the Preferred Provider Organization (PPO). To find a PPO provider, call First Health Network at 1-800-226-5116, or visit [www.myfirsthealth.com](http://www.myfirsthealth.com).
- After you visit the doctor, be sure to fill out and sign your claim form, and then mail it, along with your referral and all medical bills, to Personal Insurance Administrators, Inc.

Please see the International Student Health Insurance Plan policy brochure or contact Personal Insurance Administrations (PIA) for questions or information about benefits, or what conditions are covered. For answers to Frequently Asked Questions, or assistance in using your health insurance, please visit the International Education Counseling Center.

### **Health Services Center at SMC**

**Phone:** (310) 434-4262

**Location:** Northeast corner of the Cayton Center Complex

**Office Hours:** Monday – Thursday from 8:00 a.m. to 7:00 p.m.

Friday from 8:00 a.m. to 2:00 p.m.\*

*\* First Friday of every month open at 9:00 am.*

*Summer and winter session hours may vary.*

The Health Services Center provides cost-effective primary health care services to currently enrolled Santa Monica College students. They focus on health promotion, illness treatment and prevention, Welcome Guide for International Students

referrals for needed services, health education, and other services most needed by college students. They are staffed by registered nurses, health assistants, nurse practitioners, clinical psychologists, and doctors.

### **SMC Health Service Center services include:**

- Blood pressure screening
- Dental insurance info
- Emergency/first aid treatment
- Free condoms
- Gynecological services
- Health related pamphlets and literature
- HIV/STD testing & counseling
- Immunizations/vaccinations
- Over-the-counter medication
- Medical care and intervention
- Red Cross blood donation
- Referrals to specialists
- Tuberculin skin test

## Psychological Services at SMC

**Phone:** (310) 434-4503

**Location:** Liberal Arts building, room 110.

**Office Hours:** Monday from 9:00 a.m. to 4:00 p.m.  
Tuesday – Friday from 9:00 a.m. to 5:00 p.m.

Psychological Services is staffed by licensed psychologists and provides personal counseling services for SMC students. To schedule an appointment, you may go directly to the office or call.

### **SMC Psychological Services include:**

- Crisis intervention
- Individual psychotherapy
- Referral services
- Substance abuse counseling

Welcome Guide for International Students

### Local Medical Centers and Hospitals

If you need medical attention, but the SMC Health Services Center is closed, you can go to an urgent care center. For a complete list, go to [www.myfirsthealth.com](http://www.myfirsthealth.com)

#### Access Medical Group of Marina Del Rey

**Phone:** (310) 306-6966

**Location:** 4644 Lincoln Blvd. Suite #111, Marina Del Rey

**Office Hours:** Monday – Friday from 9:00 a.m. to 5:00 p.m.  
Saturday & Sunday from 9:00 am – 12:00 pm

#### West LA Urgent Care

**Phone:** (310) 390-9551

**Location:** 11600 Venice Blvd, Los Angeles

**Office Hours:** Monday – Friday from 9:30 a.m. to 9:00 p.m.  
Saturday from 10:00 am – 6:00 pm

If your situation is an emergency, you should call 911 or go directly to an emergency room. There are two emergency rooms near campus:

#### Nethercutt Emergency Center at Santa Monica/UCLA Medical Center

**Phone:** (310) 319-4870

**Location:** 1225 15th Street, Santa Monica

#### St. John's Health Center Emergency Room

**Phone:** (310) 829-5511

**Location:** 2121 Santa Monica Blvd., Santa Monica

Welcome Guide for International Students

## Health and Wellness Tips

College students lead very busy lives, and sometimes taking care of your health doesn't seem like a very high priority. However, maintaining good physical and mental health is essential to achieving student success!

- **Get enough sleep** – When it comes to balancing busy schedules, students tend to sacrifice their sleep time first. Don't do this. Lack of sleep can affect your ability to concentrate in your classes, and it can weaken your immune system which will make you more vulnerable to colds and the flu. So try to stick to a regular sleeping schedule, and aim for 7 to 8 hours a night.
- **Eat sensibly** – Attending college can make it hard to eat a healthy diet. Students often eat late at night and consume too much junk food. A bad diet can result in low energy and weight gain. To maintain a healthful diet, you should:
  - **Choose nutritious foods** – Limit the amount of fast food and processed foods that you eat. Those foods are high in fat, sugar, and salt. Replace those foods with alternatives like fruits, vegetables, lean meats, whole grains, and yogurt.
  - **Always eat breakfast** – Skipping breakfast actually contributes to weight gain and makes it hard to concentrate in class. You don't have to eat a big breakfast; a bowl of cereal, soup or a cup of yogurt will make you a happier and healthier human being.
  - **Eat enough** – Many college students have problems with eating disorders. If left untreated, eating disorders can be dangerous. If you think you might have psychological issues with food or body image, seek help at the Health Services Center or Psychological Services at SMC.

Welcome Guide for International Students

- **Drink water** – Most people do not get nearly enough water. Get a refillable water bottle and carry it around with you. You can refill your bottle at the water bottle refilling station in the cafeteria.
- **Don't drink too much alcohol** – Excessive drinking can lead to addiction, alcohol poisoning, and unsafe behavior. Know your limit! Remember the U.S. legal drinking age is 21 years old. Alcohol is not allowed on campus.
- **Don't smoke** – We all now know the dangers of smoking and the damage that it does to your health. However, the temptation to smoke can be great during college. Avoid starting, and if you are already a smoker, the single most beneficial decision you can make for your health is to quit. Please note that SMC is a non-smoking campus.
- **Get regular exercise** – Physical activity helps you stay healthy in both body and mind. It can help you maintain healthy body weight, focus better in your classes, and manage your stress! Even if you're busy with schoolwork, there are many ways to incorporate regular exercise into your schedule.
  - Take full advantage of walking opportunities! Even if you have a car, make walking your main form of transportation to, from, and on campus.
  - Enroll in one of the many physical education classes at SMC such as tennis, boxing, or yoga.
  - Visit the [SMC/Santa Monica City Swim Center](#) for SMC student swim hours.

- **Learn to relax** – This can be a difficult goal for college students, but do your best. Learn to put things in perspective and plan relaxation activities into your schedule. The counselors in the Psychological Services Center can provide you with techniques to help you relax.
- **Get psychological counseling if you need it** – College students frequently suffer from anxiety, depression, eating disorders, addiction, and homesickness. Although these conditions are common, they can be debilitating and dangerous. The campus Psychological Services Center offers free counseling to help with these issues.
- **Have safe sex** – You've heard this lecture before, but it's a lecture you need to remember. Communicate with your partner. Always use a condom. Know the physical and emotional risks that come with sexual activity. Behave respectfully and responsibly toward yourself and your partner.
- **Visit the campus Health Services Center** – The Health Services Center offers many free and discounted services to help you stay well, including free annual gynecological exams for female students. The Health Services Center is your first stop if you think you may need any kind of medical care.

### SMC Police Department

**Phone:** (310) 434-4608 (non-emergency)  
(310) 434-4300 (campus emergency line)  
9-1-1 (emergency)

**Location:** 1718 Pearl St.

**Hours:** Monday – Friday from 7:00 a.m. – 3:00 p.m.

*\* After 3:00 p.m., use the yellow call box located on the west side of the office for assistance.*

**SMC Police Department services include:**

- Lost and found
- Reporting a crime/crime statistics
- Parking information
- Emergency preparedness
- Safety Escort Service
- 

**Safety Tips**

- Report all crimes.
- Do not leave valuables unattended. Theft is the most common crime on campus. Always watch your *textbooks, laptops, cell phones, and MP3 players.*
- Always lock your car and do not leave valuables in your car.
- Do not carry a lot of cash or expensive valuables with you.
- Be aware of your surroundings at all times.
- At night, walk in well lit areas and do not walk alone. Walk with confidence. If you would like a SMC representative to escort you after dark from campus to your bus stop or car, call (310) 434-4300.
- Yellow emergency phones/call boxes are located across campus.
- Alcohol and illegal drugs are not allowed on campus.



**International Education Center/Counseling**

1900 Pico Boulevard  
Santa Monica, CA 90405  
Phone: (310) 434-3962  
Fax: (310) 434-3651  
Email: [intled@smc.edu](mailto:intled@smc.edu)  
Website: [www.smc.edu/international](http://www.smc.edu/international)

**SMC Departments**

- Academic Programs Click the link "Programs of Study" on the SMC website: [www.smc.edu](http://www.smc.edu)
- Assessment Center [www.smc.edu/assessment](http://www.smc.edu/assessment)
- Associated Students [www.smc.edu/associated\\_students/](http://www.smc.edu/associated_students/)
- Homepage [www.smc.edu](http://www.smc.edu)
- Student Life and Services Click the link "Student Services" on the SMC website: [www.smc.edu](http://www.smc.edu)

**Immigration**

- F-1 Visa Information <http://travel.state.gov/visa/>

**Other**

- Big Blue Bus Line [www.bigbluebus.com](http://www.bigbluebus.com)
- City of Santa Monica [www.smgov.net](http://www.smgov.net)
- LAX [www.lawa.org/welcomeLAX.aspx](http://www.lawa.org/welcomeLAX.aspx)
- U.S. Postal Service [www.usps.gov](http://www.usps.gov)

Welcome Guide for International Students

## Admissions 4 – Online Application Process

*Application Submission Deadline:* With the implementation of iApp, the IEC is able to close admissions to a particular term on the deadline date. Previously, applicants routinely submitted applications after the published deadlines, requiring quite a bit of time from staff to communicate with these applicants about deferring their admission, or putting pressure on staff to process these late applications. Since the IEC no longer receives late applications, this communication is no longer necessary.

*iApp Portals:* The iApp has three portals: one for students, one for agents and one for staff. The student view allows the student to see only his individual application. The agent view allows an agent to see a list of her students sorted by term of admission and stage in the application process, and also allows the agent to see the student view of individual applications. The staff view allows admissions staff to see individual applications, to see the document review screen, sortable application lists and statistical reports.

*Application Process:* A student or third party agent may initiate an application by creating an account with a unique e-mail address and PIN. Once the account is created, the applicant or agent can complete the application information, pay the application fee online (\$75), and upload required documents. All applicants are required to upload the following:

- Proof of financial ability
- Proof of English proficiency
- Essay (Not required of applicants to the Intensive English Program)
- High School and College/University transcripts (if they have them)
- General Requirements Sheet (explaining basic immigration and college policies)
- Copy of passport information page

In addition, transfer applicants who are already in the US with an F1 visa, and who are transferring from another US institution, must upload the following:

- Previous school I-20
- Copy of F1 visa

As students complete each step in the application process, a check-mark appears in the portal next to the completed step so that students can see they are moving forward in the process. This cuts down on e-mails from the student requesting status checks.

Meanwhile, each application is assigned a status number (0-7) based on the steps completed. The status number is only visible to staff and is used to organize work. When the application is in the initial stages (0-3), clerical staff are able to assist applicants and answer basic questions. Once the applicant pays the application fee, the application moves to status 4 and the applicant is considered “serious”. At

this point, and admissions officer (Student Services Assistant or Specialist) is assigned to review the application and assist the applicant through the rest of the process.

All communication about application progress occurs in the iApp Message Portal where a history of communication is maintained, including date and time of communication. Blast messages or occasionally sent through the Message Portal to remind applicants of upcoming deadlines. Applications that are incomplete by the deadline are withdrawn, but may be reactivated and deferred at the request of the applicant.

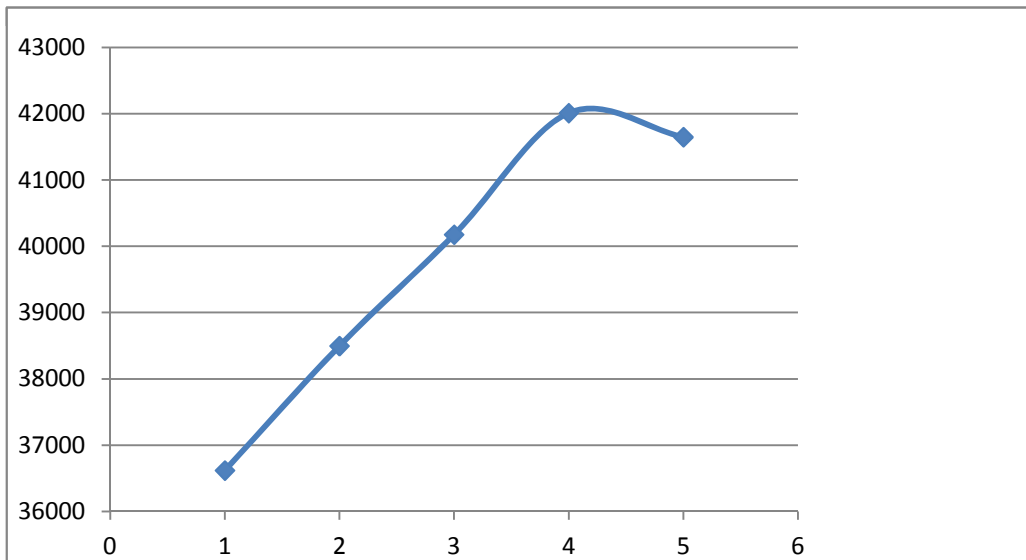
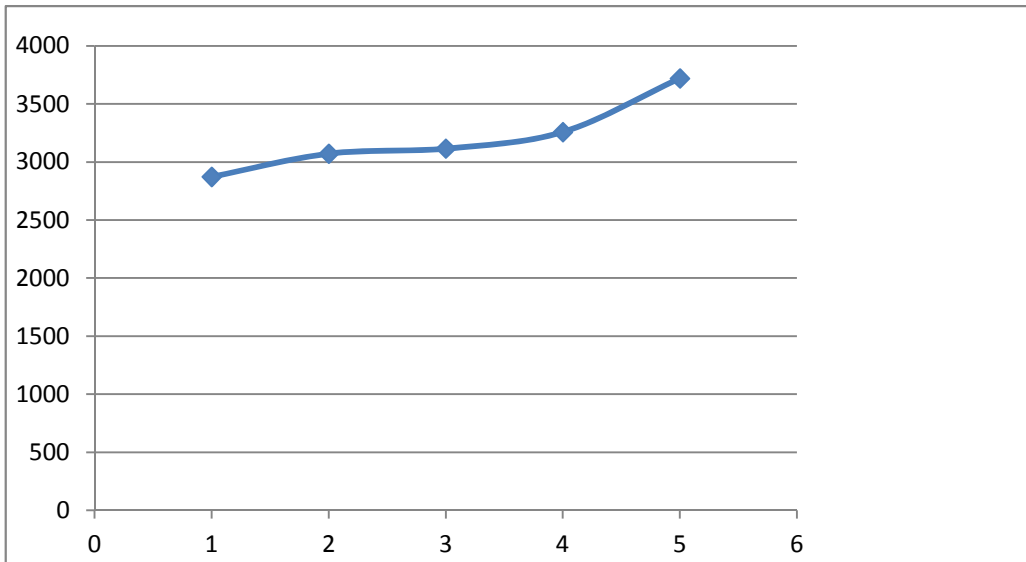
Once the application is complete, the admissions officer hits the “Admit” button, which automatically sends an electronic admissions letter to the student. Student information is also automatically sent to ISIS where a standard application screen is populated. Information is then automatically forwarded to the FSA Atlas database in the International Education Center where F1 student information is maintained for various immigration and office needs. This automation of some duties has made the admissions process much more efficient.

The admissions officer uses templates in FSA Atlas to print out an admission letter and the Form I-20 that the student will need to apply for the F1 visa. The student also receives information at this time about enrolling before arriving on campus (Pre-Enrollment), about preparing for the Assessment test, about preparing to travel to the US and about housing and airport transportation options.

# Admissions 5

Enrollment Snapshot: Fall Semesters 2009 - 2013 (as of 10/4/2013)

	Head Count	Unit Count
Fall 2009	2873	36619.5
Fall 2010	3072	38497
Fall 2011	3116	40176.5
Fall 2012	3258	42010
Fall 2013	3720	41647



## Admissions 5 – Application Statistics Snapshot

### Application Statistics Snapshot - Fall 2008 to Fall 2013

Date	Accepted Regular	Accepted IEP	Incomplete Regular	Incomplete IEP	Deferred or Withdrawn	Total Accepted	Total Applications Received
Fall 2008	737	185	236	28		992	1186
Fall 2009	692	139	320	38		831	1189
Fall 2010	840	153	303	21		993	1317
Fall 2011	813	128	470	43		941	1454
Fall 2012	1119	172	87	3	1430*	1291	2811
Fall 2013	985	126	772	93	871*	1111	2847

\*With the iApp, the IEC is able to get much more detailed data than was previously possible. We are now able to track applicants who withdraw or defer attendance to a future term.

## Admissions Packet 1 – Acceptance Letter Sample

Dear Student,

Congratulations! You have been accepted for admission to Santa Monica College for the Fall 2009 semester. On behalf of the counselors and staff at the International Education Center, I would like to welcome you to Santa Monica College. We assure you that we will do everything we can to help you achieve your educational goals.

Effective October 27, 2008, all new F-1 visa students must pay a SEVIS/I-901 fee of \$200 as part of the visa application process. Please carefully read the notice regarding the new SEVIS Fee that is attached to your I-20.

Classes for the Fall 2009 semester will begin on August 31, 2009; however, you must enter the United States before this date. Your report date at Santa Monica College will be the Information Seminar Date that you chose. This is important because you must attend an Information Seminar, take the Math and English placement tests, and meet with an academic counselor to plan your class schedule and then enroll in classes. Please read the enclosed **Important Student Information** to prepare for your arrival at Santa Monica College.

If you are unable to arrive by your Information Seminar date, we will be happy to defer your application to the Winter/Spring semester. If you would like to defer your attendance, please complete the enclosed questionnaire and return it to our office. Your admission will be considered for the next session or semester.

Thank you for choosing Santa Monica College. We look forward to meeting you at the International Education Center.

Sincerely,

## Admissions Packet 2 - Admissions Packet Information

### Admission Packet Information

Please Review the Following Information Carefully!

1. SMC Admission Letter
2. SMC Important Student Information for Winter and Spring Seminar
3. Important Dates Sheet (in left hand folder pocket)
4. I-20
5. Admissions Packet Information
6. Notice Regarding SEVIS Fee  
F-1 visa students are required to pay a fee of \$200. Please read instructions carefully.
7. How to Process your I-20  
Please review this information carefully and if you don't have a valid F-1 student visa, apply for your F-1 student visa immediately.
8. International Education Center – Early Enrollment Program
9. Welcome to Assessment  
Please review sample test questions for the English and Math Placement Test.
10. More Information for Math & ESL/English Tests
11. SMC International Student Health Insurance Plan  
The mandatory health insurance at Santa Monica College begins during the Information Seminar Season. You have accident and illness insurance coverage from your arrival date in the US so long as your fees have been paid.
12. Evaluating Foreign Course Work – Please Review Carefully
13. Questionnaire  
If you are unable to attend Santa Monica College, please complete the questionnaire and upload it to your on-line application, or return it by mail to:  
**Santa Monica College**  
  
**International Education Center  
1900 Pico Boulevard  
Santa Monica, CA 90405, USA**
14. Campus Map

# Admissions Packet 3 – Important Information

## Santa Monica College

### Important Student Information for

### Winter and Spring Seminar for International Students

If you plan to start classes at Santa Monica College (SMC) either Winter Session (January 3, 2012) or Spring Semester (February 13, 2012) please read the following carefully about the required International Student Seminar activities. During the Seminar, you will take the English and Math placement test, meet with your academic counselor to help you choose classes, learn about SMC, its academic programs, policies, student services and the Santa Monica community.

Here's what you need to do:

1. Prior to your arrival in Santa Monica, please complete the on-line orientation.

- Log on to the site at <http://www.smc.edu/orient/INT.htm>.
- It is important that you log in using your SMC student ID# and your birth date written as MMDDYY. If you enter the orientation as a guest, you will not get credit for completing this requirement and you will have to complete the module again before you can check in.

2. **Check in at the International Education Center (IEC)** at Santa Monica College (located off of Pearl Street and 20<sup>th</sup>, near the Counseling complex).

When you arrive in Santa Monica, please come to the International Education Center with your passport, I-20, I-94, your address in the U.S. and home country, phone number and current e-mail address.

**Please remember that you cannot enter the U.S. earlier than 30 days prior to your Check-in Date.**

3. **Attend the International Student Seminar.** Please go directly to the SMC Business Building Room 111 (B111) at your assigned time on your Seminar date. The Seminar will last for four hours on your Seminar Day. During this time, you will learn more about important immigration information, an overview of Santa Monica College and our academic programs. This will also be a great opportunity to meet our International Education Center and Counseling staff along with fellow international students from around the world. Did you know that SMC has over 3000 international students from 100 countries? We are excited that you are part of our global community.

For your convenience, we will e-mail a SMC Parking Pass if you are driving. Please view the enclosed SMC map for student parking areas prior to your arrival for the Seminar.

You can ride the "Big Blue Bus" to Santa Monica College. Here's the website about the Big Blue Bus [www.bigbluebus.com](http://www.bigbluebus.com) You can take Line 7 to reach SMC (you will need to get off at the stop 17<sup>th</sup> & Pico).

Complimentary refreshments will be offered at the Seminar location .

4. **Placement Test:** You will receive information about the date, time and location of your test during Check-in. All new F-1 international students will take the English placement test to determine if it is



necessary to take additional ESL classes. Depending on your placement results, some students may be required to take only ESL courses during their first session/semester at SMC and other students may take a combination of ESL courses and major courses in their degree program. Students who place into college-level writing will be allowed to take courses full-time in their major. If you have taken a U.S. college level (not ESL) writing or math course, you may be waived from taking the test. One of the SMC counselors will be able to tell you if you can be waived from the Placement Test requirement. For English and Math placement sample questions and additional details, please visit the Assessment Center webpage on the SMC website. Under the Testing Column, go to Accuplacer Sample Testing for Students. **Remember to bring your SMC Identification Number and your Passport to the testing center.**

**5. Counseling:** You will need your Placement Test results in order to schedule a Counseling appointment. Once you have finished the test and have your results (you will receive them immediately when you've completed the test), go to the International Counseling office, located at 1734 Pearl Street, to schedule your appointment. During your meeting with the counselor, you will discuss your English placement results and the counselor will assist you in selecting appropriate classes. Please note that all first semester students are required to take an English course(s) according to their placement level, and also a one unit course entitled Counseling 11 "Orientation to Higher Education".

**6. Enrollment in SMC Courses:** After your counseling appointment, please register for classes on-line in your Corsair Connect account. It is very important that you do this immediately as classes fill very quickly. You will need your SMC Student Identification Number to enroll for courses on-line. For your convenience, your SMC ID number is located in your on-line application portal. Remember you are required to take a minimum of 12 units during the fall semester and spring semester. Depending on when you enroll, you may not get into your first choice of classes. Your counselor will assist you in selecting alternate classes for your first session or semester at SMC.

**IMPORTANT:** SMC assigns enrollment dates in priority order: continuing students have priority over new students, and new students are assigned registration dates on a first come, first served basis. Therefore, new students may find that participating in earlier seminar dates will offer a better selection of classes.

**7. Pay for your SMC Tuition and Classes.** You can pay your fees on-line with a credit card (Visa or MasterCard) through your Corsair Connect account, or you can go to the Bursar's Office to pay these fees. Please plan to pay all of your tuition and fees immediately after registering for classes. If you do not pay by the payment deadline, you will be dropped from your classes.

\*If you are sponsored by your government or are a student from an agency that will wire transfer your tuition money directly to SMC for your first session or semester, you will not need to pay your tuition and fees at the Bursar's office. Depending on your agreement with your own agency, you may need to pay your International Student Insurance directly to the Bursar's office. On the next page, you'll find information about specific fees.

**ALL FEES ARE SUBJECT TO CHANGE WITHOUT NOTICE. THE FOLLOWING IS A ROUGH ESTIMATE OF FEES THAT YOU CAN EXPECT TO PAY.**

Tuition & Fees Estimate	Winter Session 2012 (January 3 – February 10, 2012)		Spring Semester (February 13 – June 12, 2012)	
	Based on a sample of units (5) during Summer session.		Based on a required minimum number of units (12) during Spring semester.	
Tuition \$239 per unit	\$239 x 5 units	\$1195	\$239 x 12	\$2868
Enrollment fee \$36 per unit	\$36 x 5 units	\$180	\$36 x 12	\$432
SMC Health Fee		\$13		\$16
Student Association Fee		\$21		\$21
Student Identification card		\$13		\$13
<b>TOTAL</b>		<b>\$1422</b>		<b>\$3342</b>
Required Insurance – Estimated \$432 for one semester and one session. This amount will be added to your tuition and fees.				
Please note the above expenses do not include books, supplies, laboratory fees, personal expenses including housing.				

**ALL FEES ARE SUBJECT TO CHANGE WITHOUT NOTICE. THE ABOVE IS A ROUGH ESTIMATE OF FEES THAT YOU CAN EXPECT TO PAY.**

**8. SMC Student Identification Card** - You can get your SMC Student Identification card once you enroll and pay for your tuition and fees. The office behind the Bursar's is where you will have your picture taken for the identification card. You will need to bring a receipt (available from the Bursar's office or online from your SMC student account) showing proof that you have paid your student tuition and fees. Once you have your SMC ID card, you can ride the Santa Monica "Big Blue Bus" for free - anytime! You just need to swipe your SMC Identification card when you board the bus. You will need to activate your SMC ID card every semester at one of the "swipe" stations conveniently located around the campus.

**9. Purchase Books from the SMC Bookstore** - you do not need to purchase books until after your first day of class. Get Ready for a Great Start at SMC!

# Admissions Packet 4

## Notice Regarding SEVIS Fee Rules

Effective September 1, 2004, all new F-1, M-1 and J-1 students and exchange visitors, who are applying for a visa, are subject to the new SEVIS fee. The fee is \$200.00 for

F-1 visa students effective October 27, 2008. Generally, current students will not have to pay the fee as long as they maintain continuity of their current non-immigrant status. The SEVIS fee is a one-time fee for each non-immigrant program in which the student participates. For purposes of this fee, a "single program" for an F-1 visa student generally extends from the time that the student is granted the F-1 visa until such time that the non-immigrant falls out-of-status, changes status, or departs from the U.S. for an extended period of time.

The fee must be paid at least 3 business days before the consular interview, unless the student has a printed receipt from the internet payment. Fees cannot be paid at the consulate.

### I. Determining who must pay the fee:

- A. An alien seeking an "initial" F-1 visa from an embassy or consulate abroad for initial attendance at an approved school.
- B. Canadian citizens who receive their F-1 visa stamp at the border.
- C. An alien seeking a change of status to F-1 within the U.S.
- D. An F-1 visa student seeking reinstatement, who has been out-of-status more than 5 months.
- E. An F-1 student who has been absent more than 5 months and was not enrolled in an approved study abroad program.
- F. A student who is re-entering the U.S. with an "initial" I-20 in order to reinstate a status violation

### II. Who is exempt?

- A. Continuing F-1 visa students whose I-20 was issued prior to September 1, 2004.
- B. F-2 dependents are not subject to the fee.
- C. No fee must be paid by F-1 visa students seeking a renewal of the F-1 visa at a consulate or embassy if they have been in continuous full-time status.
- D. No fee charge for students transferring between schools.
- E. No fee charge for students applying for an extension of the I-20 form.
- F. No new fee must be paid by an alien if their original application for the F-1 visa at the embassy or consulate was denied and it has been less than 12 months.
- G. No fee charge for a Motion to Re-consider a denied change of status within the U.S.
- H. No fee charge for students seeking reinstatement who have been out-of-status less than 5 months.

### III. Payment Options:

- A. Payment in U.S. Dollars by credit card over the Internet.
  - 1. SEVIS link for payment by credit card: <http://www.FMJfee.com>

2. A receipt can be printed from the website. A formal receipt will be issued by the DHS on Form I-797.
- B. Payment in U.S. Dollars by check or bank draft, drawn on a U.S. bank.
1. Internet-generated coupon. The student may go to the fee payment website, enter basic information, print out a coupon, and then mail a check or money order with the coupon to a lock-box address in Missouri. Once the information and fee are processed, SEVIS would then be updated with the fee payment information.
  2. Paper option. Students may use Form I-901, which may be downloaded, fill it in, and mail the form, with a check or money order to the lock-box address in Missouri.
  3. In both cases, Form I-797 will be sent as a receipt.
- C. The Post Office Box address:
1. I-901 Student/Exchange Visitor Processing Fee  
P.O. Box 970020  
  
St. Louis, MO 63197-0020
- D. Street address for courier/express delivery:
1. I-901 Student/Exchange Visitor Processing Fee  
1005 Convention Plaza  
  
St. Louis, MO 63101
- E. Checks are to be made payable to: I-901 Student/Exchange Visitor Processing Fee
- F. Payments may be made by a third party on behalf of the student.
- G. An alien required to pay the SEVIS fee must be able to prove that the fee has been paid in order to obtain immigration benefits such as a visa, admission to the U.S., or change of non-immigrant status.
- H. Payment should be made well in advance to ensure that the fee-activating benefit is documented before adjudication or granting of the visa.
1. If a student is paying electronically, it must be at least 3 business days in advance.
  2. If paid by credit card, a verification may be printed immediately.
- I. Data is stored on the SEVIS record page under Form I-901 information field.
- J. The verification must be stored in SEVIS prior to the student's admission to the U.S.
- K. When a student applies for more than one school, the information stored on one SEVIS record may apply to another SEVIS record. The student should bring proof of the payment when he enters the U.S.

If you have any questions regarding this fee, please feel free to contact the International Education Center at 310-434-4217 or email us at: [Intled@smc.edu](mailto:Intled@smc.edu)

# Admissions Packet 5

## HOW TO PROCESS YOUR I-20 FORM

### I. Applicants Outside of the United States:

**If you are currently in possession of a valid F-1 visa stamp** with a multiple entry in your passport, and have been outside of the United States less than 5 months, you may enter the United States with the I-20 that has been sent to you. You will be required to pay the I-901 fee for the new I-20 form. Please go to the I-901 webpage for instructions on how to pay this fee ([www.fmjfee.com](http://www.fmjfee.com)). Present the new I-20 form, I-901 receipt, and financial statement to the Immigration Officer at the Port-of-Entry to the United States. The Immigration Officer will stamp the I-20 form and issue you an I-94 stamped F-1 with D/S (Duration of Status). A copy of the I-20, I-94, visa page and passport expiration page will be made at the college and placed in your file. (Note: For Canadian citizens see instructions at the end of this section.)

**If you are applying for a new F-1 visa stamp**, please be advised you must go to the website of the United States American Embassy at: <http://travel.state.gov> to apply on-line for your appointment for an F-1 visa stamp. **You may apply for an F-1 visa up to 4 months before the start of classes, but you may not enter the U.S. more than 30 days prior to the start of classes.**

- 1) Electronically complete Form DS-160. Print a copy of the application with the barcode.
- 2) Pay the MRV fee, which in most cases will be \$100.00 and if any reciprocity fee is due. Please check the Visa Reciprocity Table for your country of citizenship. Bring the receipt with you on your appointment date.
- 3) Pay the I-901 fee and bring the receipt with you to the appointment. See the enclosed instruction page or visit the website at:  
<http://www.FMJfee.com>
- 4) You must have a passport that is valid for at least 6 months in advance of the date you plan to enter the United States.
- 5) Date and sign your SEVIS I-20 form..
- 6) One (1) 2X2 photograph. Visit the website for the required photo format explained in the nonimmigrant photograph requirements.
- 7) Be prepared to show transcripts and diplomas from previous institutions attended.
- 8) Scores from standardized tests such as: TOEFL, SAT, etc.
- 9) Financial evidence that shows that you or your sponsor are able to financially support your tuition and living expenses for at least the first year in the amount stated on the I-20 form.
- 10) Applicants with dependents must also show proof of sufficient funds to cover their spouse and each child's living expenses.

- 11) **You may apply for the student visa up to 120 days before the start of classes; however, you may not enter the United States more than 30 days before the start of classes as noted on the I-20 form.**
- 12) **Canadian citizens** are not required to have an F-1 visa stamp in their passport; however, they must have in their possession when entering the United States a valid I-20 form, receipt of the payment of the I-901 fee, proof of financial support, and a passport that is valid for at least 6 months.

## II. Applicants Inside the United States:

- 1) **School Transfers:** If you are transferring to Santa Monica College from another college, language school, secondary school or other institution in the United States, please notify your last authorized school of your intention to transfer to Santa Monica College and **request that your SEVIS record be transferred to Santa Monica College as soon as possible.** You have up to 60 days from your last date of attendance to request the record be transferred to Santa Monica College and you must begin the semester or session for which you have been admitted. Once your record has been transferred to Santa Monica College, a transfer will be processed and you will be given a new SEVIS I-20 form to show that you are now a student at Santa Monica College.
- 2) **Change of Visa Status:** In order to apply for a change of status to F-1, you must complete Form I-539, submit proof of your financial support, sign and date the SEVIS I-20 form, submit the original I-94 form, copies of the current visa and passport expiration page and supplementary evidence of current visa status, and a check in the amount of \$290.00 payable to DHS. For assistance in filing the change of status application, please see the Immigration Coordinator at the International Education Center. Note: W-T (visa waivers) and M-1 Vocational Visas cannot apply for a change of status within the U.S. (Also, please note B-1/B-2 visas and F-2 visas may not attend school until the change of status to F-1 student visa has been approved.)
- 3) **Out-of-Status:** If you are currently in the United States on an F-1 visa and do not have an authorized leave of absence from your last school or you failed to maintain a full-time status, you will be required to apply for reinstatement. If traveling for reinstatement purposes, you will be issued a new SEVIS I-20 marked "initial attendance". You must leave the U.S. and re-enter using the new I-20 form. You will also be required to pay the I-901 fee for the new I-20 form. Once you return, please bring in a copy of your I-20 and passport with I-94. If you do not plan to travel for reinstatement, you will be required to apply for reinstatement through the California Service Center. Please see the Immigration Coordinator at the International Education Center regarding the procedure for reinstatement.

# Admissions Packet 6

## **Assessment Tests in Mathematics and ESL/English**

Before you can enroll in classes, you will be required to sit for Assessment Tests in Mathematics and ESL (or English - ONLY for native speakers). You can sit for these tests either before or after your Information Seminar. Although these tests do not become part of your academic record, the results will be used for placement in math and ESL/English courses and for planning your class schedule. It is highly recommended that you prepare and review for these tests, especially the mathematics test. The tests are conducted on a computer and there is no time limit for testing. Dictionaries and calculators may not be used during testing. Most students complete the tests within 2-3 hours. It is possible to re-test, but there is a two-week waiting period during which time you cannot enroll in classes. Re-testing will delay your enrollment and your class options will be reduced. Review and prepare NOW!

Useful information is available to help you prepare for the Assessment Tests. Please refer to the links listed below:

### **Prepare Before Testing**

This site provides general information on test preparation and how test results are utilized <http://www.smc.edu/EnrollmentDevelopment/AssessmentCenter/>

### **Math Assessment & Preparation**

Many levels of mathematics, from basic arithmetic to calculus are placement options based upon this test.

Review information and practice tests are available online. Students are urged to review carefully before testing.

### **ESL Assessment & Preparation**

The ESL test includes 20 questions on reading, 20 questions on sentence meaning and 20 questions on language usage.

Follow the link for sample questions, test-taking tips and practice tests.

### **Assessment Center Location:**

Main Campus  
Liberal Arts Building, Room 109  
1900 Pico Boulevard  
Santa Monica, CA 90405

# Admissions Packet 7

**SANTA MONICA COLLEGE  
INTERNATIONAL EDUCATION CENTER  
PRE-ENROLLMENT AUTHORIZATION**

Dear International Student:

Congratulations on your recent acceptance to Santa Monica College! We look forward to welcoming you on campus and assisting you as you further your academic endeavors.

**YOU ARE ELIGIBLE TO PRE-ENROLL INTO YOUR FIRST 6 UNITS!**

We are happy to announce that as a new F-1 visa student, you have been selected to **pre-enroll** in a **maximum of 6 semester** at this time. Pre-enrollment is intended to allow new students the opportunity to self-select a few classes that they would like to take before arriving on campus. Because enrollment in classes is competitive, and classes are only available on a first-come, first served basis, it is important that you pre-enroll in some classes now. Some classes will already be full and unavailable by the time you arrive on campus. To pre-enroll, refer to the chart below for instructions on how to enroll on-line through the Student Self Serve System.

Keep in mind that the system only allows you to pre-enroll in a maximum of 6 units until you arrive at Santa Monica College. Once you arrive at SMC and complete the arrival requirements below, you will then need to enroll in additional units to complete your schedule. Remember that you must enroll in a minimum of 4 units for Summer or Winter term if you are accepted beginning Summer/Winter and 12 units for the Fall or Spring semester regardless of your first semester of attendance. Pre-enrollment is **strongly advised** as class offerings will be extremely limited at the time you arrive on campus. You are not guaranteed enrollment in any classes.

Please use the following chart to assist you through the enrollment process.

<b>PRE-ENROLLMENT (to be completed prior to arriving at SMC)</b>	
Step 1	Review attached <i>Pre-enrollment Class Recommendations</i> sheet for recommended class selections based on TOEFL scores



Step 2	<p>Select classes you would like to take (up to 6 units maximum). Refer to the Schedule of Classes. Go to the Santa Monica College homepage at <a href="http://www.smc.edu">www.smc.edu</a>, and click on the “Class Schedule” link at the very top of the page. You will find course descriptions and other information regarding class times and university transferability. Keep in mind the following information when selecting classes:</p> <ul style="list-style-type: none"> <li>▪ <b>On-line and short-term classes (5-8 weeks long)</b> are generally not recommended for new students unless they have a high command of English and strong computer skills. Short-term classes are intensive sessions that are geared for the highly motivated student with a high level of English abilities. Students in F1 status may not take more than one on-line class each term.</li> <li>▪ Check for <b>pre-requisites or skills advisories</b> in the schedule of classes prior to enrolling into a class. Pre-requisites are required courses or skills one must have prior to taking that class. Skills advisories are recommended courses or skills that would enable a student to be more successful in that class.</li> <li>▪ Avoid classes that are offered in the <b>evenings</b> if you do not have adequate means of transportation after class or are concerned about your safety.</li> <li>▪ Watch for classes that are offered at <b>different locations</b> to allow for adequate travel time between classes. SMC has 5 different campus locations.</li> </ul>
Step 3	<p>Log on to the Student Self Serve System at <a href="https://isismc01.smc.edu/pls/smcweb/f?p=126:102:1374061943723909:&amp;c=home_isis">https://isismc01.smc.edu/pls/smcweb/f?p=126:102:1374061943723909:&amp;c=home_isis</a> using your SMC student ID # and password (your birth date). Once you log in for the first time, follow the instructions on how to change your password.</p>
Step 4	<p>Click on <b>‘Add Class’</b> and begin enrolling in your selected classes. Keep in mind that you can only pre-enroll in a <b>total of 6 units</b>. For example, if you are accepted beginning Summer, you can pre-enroll into 4 units for summer and 2 units for Fall. Or you can pre-enroll into 6 units in Fall and wait to enroll into your summer class until after you arrive at SMC and complete the arrival requirements. Keep in mind that Summer and Winter offerings will be very limited.</p>
Step 5	<p>Sign up on-line for the first available new student Information Seminar. The earlier you attend the Seminar, the sooner you can complete your enrollment.</p>

Step 6	Complete the on-line orientation. This must be completed before you can Check In at SMC.
<b>ARRIVAL REQUIREMENTS (to be completed after arriving at SMC)</b>	
Step 7	Upon arrival to SMC, check in to the International Education Center during the Immigration document check in times.
Step 8	Attend your new student Information Seminar session that you signed up for on-line. You must attend a full Seminar session in order to complete your enrollment.
Step 9	<p>Take the Math and ESL/Eng assessment tests at the Assessment Center. Your scores will be given to you immediately following your test. For more information on preparing for your tests, refer to the Assessment Center website at <a href="http://www.smc.edu/EnrollmentDevelopment/AssessmentCenter">http://www.smc.edu/EnrollmentDevelopment/AssessmentCenter</a></p> <p>You can also find further assistance with math topics at the Math Department website at <a href="http://www.smc.edu/AcademicPrograms/Mathematics/Pages/Assessment-and-Prerequisites.aspx">http://www.smc.edu/AcademicPrograms/Mathematics/Pages/Assessment-and-Prerequisites.aspx</a></p> <p>Both Math and ESL/Eng tests must be completed <b>before</b> completing your enrollment. (Students with previous U.S. college or university work will be instructed during the Information Seminar on the waiver procedures.)</p>
Step 10	Take your Math and ESL/Eng assessment test scores to the International Education Counseling Center to make a counseling appointment. Be sure to attend your appointment on time as second appointments are not available.
Step 11	Meet with a counselor to plan your first semester schedule. Counselors will review your test scores and pre-enrolled courses and provide a recommended list of classes based on your assessment test scores and academic goals.
Step 12	Log in to the Student Self Serve System again at <a href="https://isismc01.smc.edu/pls/smcweb/f?p=126:102:1374061943723909:&amp;c=home">https://isismc01.smc.edu/pls/smcweb/f?p=126:102:1374061943723909:&amp;c=home</a> <a href="#">isis</a> and complete your enrollment in a minimum of 4 units for the intersession and 12 units for the

	<p>semester. Remember that you are limited to no more than one on-line class as part of your minimum full course of study requirement. Note that you will not be able to enroll into your math or ESL/Eng class until the day <i>after</i> you have completed your assessment tests.</p>
<p>Step 13</p>	<p>Pay fees, print out your class schedule, take your picture for your SMC ID card, purchase books and locate classrooms for your classes.</p>

We strongly encourage you to pre-enroll in 6 units as soon as you are allowed. If you pre-enroll into any classes and decide not to attend SMC, you need to drop your classes on-line by the deadlines to avoid fee and grade penalties. Please let us know if you have any questions.

International Education Center Staff

(310) 434-4217      [intled@smc.edu](mailto:intled@smc.edu)

## TOEFL = 450 - 500

Course #	Course title	Units	Comments
Art 10A	Design I	3	Recommended for 480+ TOEFL
Art 20A	Drawing I	3	Recommended for 480+ TOEFL
CIS 1	Computer Concepts w/ Applications	3	Recommended for 480+ TOEFL
Couns 1	Developing Learning Skills	1	
<b>Couns 11</b>	<b>Orientation to Higher Education</b>	<b>1</b>	<b>Required for new F-1 students preferably with 480+ TOEFL</b>
Dance	Any performance class	1-2	Check for course pre-requisites
ESL 14A	Pronunciation & Spelling: Vowel and Consonant Sounds	2	
ESL 14B	Pronunciation: Rhythm & Intonation	3	
ESL 15	Conversation and Culture in the US	3	Recommended for 480+ TOEFL
ESL 16A	The Noun System and Articles	1	Recommended for 480+ TOEFL
ESL 16B	Using Verb Tenses	1	Recommended for 480+ TOEFL
ESL 16C	Sentence Structure and Punctuation	1	Recommended for 480+ TOEFL
ESL 17	Intermediate Reading Skills	3	Recommended for 480+ TOEFL
Kin/PE	Any activity course	1	
Music 50A	Elementary Voice	2	
Music 60A	Elementary Piano, First level	2	
Music 84A	Popular Guitar, First level	2	
Oftech 1	Keyboarding I	3	Recommended for 480+ TOEFL
Oftech 1A	Keyboarding IA	1	Recommended for 480+ TOEFL
Oftech 9	Keyboarding Improvement	1	Recommended for 480+ TOEFL
Speech 3	Voice and Diction	3	Recommended for 480+ TOEFL

## TOEFL = 500 – 550

Course #	Course title	Units	Comments
Art 10A	Design I	3	
Art 20A	Drawing I	3	
AHIS 72	American Art History	3	
Astron 1	Stellar Astronomy	3	
Astron 2	Planetary Astronomy	3	
Comm 1	Survey of Mass Media Communications	3	
Comm 10	Journalism, Gender and Race	3	
CIS 1	Computer Concepts w/ Applications	3	Not for computer science or engineering majors
CIS 4	Intro to Computers, Business Applic	3	Ability to keyboard 25 wpm
CS 3	Introduction to Computer Systems	3	For engineering and computer science majors
Cosm	Any with proper prerequisites	.5-2	Intro courses recommended for Cosmetology students
Couns 1	Developing Learning Skills	1	
<b>Couns 11</b>	<b>Orientation to Higher Education</b>	<b>1</b>	<b>Required for new F-1 visa students</b>
Couns 12	Career Planning	1	
Dance	Any with proper prerequisites	1-2	Check for course prerequisites
Dance 2	Dance in American Culture	3	
ESL 14A	Pronunciation & Spelling: Vowel and Consonant Sounds	2	
ESL 14B	Pronunciation: Rhythm & Intonation	3	
ESL 15	Conversation and Culture in the US	3	
ESL 16A	The Noun System and Articles	1	
ESL 16B	Using Verb Tenses	1	
ESL 16C	Sentence Structure and Punctuation	1	
ESL 17	Intermediate Reading Skills	3	
ESL 20A	Advanced Grammar Workshop 1	3	
ESL 20B	Advanced Grammar Workshop 2	3	
ESL 23	Academic Reading and Study Skills	3	
ESL 28	Academic Vocabulary Skills	3	
E T 11	Computer Skills for Digital Media	3	
Fashn 1	Fashion Trends and Design	3	
Fashn 2	Color Analysis	3	
Fashn 3	Apparel Construction	3	
Fashn 5	Fashion Buying	3	
Geol 1 or 4	Introduction to Physical Geography	3-4	
Health 10	Fundamentals of Healthful Living	3	

## TOEFL = 500 – 550 (continued)

Kin/PE	Any activity course	1	
Libr 1	Library Research Methods	1	
Music 1	Fundamentals of Music	3	
Music 32	Appreciation of Music	3	Strong English skills required
Music 33	Jazz in American Culture	3	
Music 36	History of Rock Music	3	
Music 37	Music in American Culture	3	
Music 50A	Elementary Voice	2	
Music 60A	Elementary Piano, First level	2	
Music 84A	Popular Guitar, First level	2	
Oftech 1	Keyboarding I	3	
Oftech 1A	Keyboarding IA	1	
Oftech 9	Keyboarding Improvement	1	
Photo 1	Introduction to Photography	3	Special equipment required – see course description
Photo 2	Basic Photography Lab Techniques	2	Can take with or after Photo 1
Physcs 12	Introductory Physics	3	
Physcs 14	Introductory Physics with Laboratory	4	
Speech 1	Elements of Public Speaking	3	
Speech 3	Voice and Diction	3	
Speech 5	Interpersonal Communication	3	
Th Art 41	Acting I	3	

## TOEFL = 550+

Course #	Course title	Units	Comments
Art 10A	Design I	3	
Art 20A	Drawing I	3	
AHIS 72	American Art History	3	
Astron 1	Stellar Astronomy	3	
Astron 2	Planetary Astronomy	3	
Biol 2	Human Biology	3	Strong English skills required
Biol 9	Environmental Biology	3	Strong English skills required
Biol 15N	Marine Biology	3	Strong English skills required
Bus 1	Introduction to Business	3	Strong English skills required
Chem 10	Introductory General Chemistry	5	For science, computer science and engineering majors
Comm 1	Survey of Mass Media Communications	3	
Comm 10	Journalism, Gender and Race	3	
CIS 1	Computer Concepts w/ Applications	3	Not for computer science or engineering majors
CIS 4	Intro to Computers, Business Applic	3	Ability to keyboard 25 wpm
CS 3	Introduction to Computer Systems	3	For engineering and computer science majors
Cosm	Any with proper prerequisites	.5-2	Check for course prerequisites
Couns 1	Developing Learning Skills	1	
Couns 11	Orientation to Higher Education	1	Required for new F-1 students
Couns 12	Career Planning	1	
Dance	Activity courses	1-2	Check for course prerequisites
Dance 2	Dance in American Culture	3	
Dance 5	Dance History	3	Strong English skills required
ECE 18	Childhood: Culture and Personality	3	
Econ 1	Principles of Microeconomics	3	Strong English skills required
Econ 2	Principles of Macroeconomics	3	Strong English skills required
ESL 23	Academic Reading and Study Skills	3	
ESL 28	Academic Vocabulary Skills	3	
E T 11	Computer Skills for Digital Media	3	
Environ 7	Intro to Environmental Studies	3	
Fashn 1	Fashion Trends and Design	3	
Fashn 2	Color Analysis	3	
Fashn 3	Apparel Construction	3	
Fashn 5	Fashion Buying	3	
Fashn 7	Fabrics for Fash Design and Merch	3	
Film 1	Film Appreciation Intro to Cinema	3	Strong English skills required

## TOEFL = 550+ (continued)

Film 2	History of Motion Pictures	3	Strong English skills required
Film 5	Film and Society	3	Strong English skills required
Film 6	Women in Film	3	Strong English skills required
Film 8	The Popular Film Genres	3	Strong English skills required
Geog 1	Introduction to Natural Environment	3	Strong English skills required
Geog 2	Introduction to Human Geography	3	Strong English skills required
Geog 3	Weather and Climate	3	
Geog 5	Physical Geography with lab	4	
Geol 1 or 4	Introduction to Physical Geography	3-4	
Geol 5	Earth History	3	
Geol 31	Introduction to Physical Oceanography	3	
Health 10	Fundamentals of Healthful Living	3	
Hist 10	Ethnicity and American Culture	3	Strong English skills required
Kin/PE	Any activity course	1	
Libr 1	Library Research Methods	1	
Music 1	Fundamentals of Music	3	
Music 32	Appreciation of Music	3	Strong English skills required
Music 33	Jazz in American Culture	3	
Music 36	History of Rock Music	3	
Music 37	Music in American Culture	3	
Music 50A	Elementary Voice	2	
Music 60A	Elementary Piano, First level	2	
Music 84A	Popular Guitar, First level	2	
Nutr 1	Introduction to Nutrition Science	3	Strong English skills required; listed under Biological Sciences
Oftech 1	Keyboarding I	3	
Oftech 1A	Keyboarding IA	1	
Oftech 9	Keyboarding Improvement	1	
Photo 1	Introduction to Photography	3	Special equipment required – see course description
Photo 2	Basic Photography Lab Techniques	2	Can be taken with or after Photo 1
Physcs 12	Introductory Physics	3	
Physcs 14	Introductory Physics with Laboratory	4	
Photo 1	Introduction to Photography	3	Special equipment required – see course description
Photo 2	Basic Photography Lab Techniques	2	Can be taken with or after Photo 1
Physcs 12	Introductory Physics	3	Strong English skills required



## TOEFL = 550+ (continued)

Physcs 14	Introductory Physics with Laboratory	4	Strong English skills required
Pol Sci 1	National and California Government	3	Strong English skills required
Pol Sci 2	Comparative Government and Politics	3	Strong English skills required
Pol Sci 7	International Politics	3	Strong English skills required
Pol Sci 14	Middle East Government and Politics	3	Strong English skills required
Pol Sci 21	Race, Ethnicity and the Politics of Differ	3	Strong English skills required
Psych 1	General Psychology	3	Strong English skills required
Psych 11	Child Growth and Development	3	Strong English skills required
Psych 18	Childhood: Culture and Personality	3	Strong English skills required
Sociol 1	Introduction to Sociology	3	Strong English skills required
Sociol 2	Social Problems	3	Strong English skills required
Sociol 12	Sociology of the Family	3	Strong English skills required
Sociol 31	Latinas/os in Contemporary Society	3	Strong English skills required
Sociol 33	Sociology of Sex and Gender	3	Strong English skills required
Sociol 34	Racial and Ethnic Relations in American Society		Strong English skills required
Speech 1	Elements of Public Speaking	3	
Speech 3	Voice and Diction	3	
Speech 5	Interpersonal Communication	3	
Speech 7	Intercultural Communication	3	Strong English skills required
Th Arts 2	Introduction to the Theatre	3	
Th Arts 5	History of World Theatre	3	Strong English skills required
Th Arts 41	Acting I	3	
Wom St 10	Introduction to Women's Studies	3	

# SHIP

## International Student Health Insurance Plan

### 2013–2014 Plan FAQ

#### Frequently Asked Questions

# Santa Monica College

#### WHY DO I NEED HEALTH INSURANCE?

Medical care in the U.S. is expensive, complicated, and often difficult to obtain. There is no government-sponsored health plan, which means no free medical care. A typical doctor's visit averages \$150, and an overnight hospital stay can cost thousands of dollars. When an unforeseen accident or illness occurs, it is important that you have insurance to help cover these high costs. When used in accordance with the guidelines, the insurance policy provided by Santa Monica College is designed to cover the cost of necessary medical treatment, as well as 50% of the cost for generic medications.

We know the health care system in the United States may be very different from what you are used to, so please call Ascension at **1-800-537-1777** (Monday—Friday, 8:00 a.m. to 5:00 p.m. PT) with any questions you might have.



#### WHAT IF I ALREADY HAVE A HEALTH INSURANCE POLICY FROM MY HOME COUNTRY?

No other insurance policies will be accepted as a substitute for the one that Santa Monica College provides. International Students attending SMC are required to use the medical insurance policy provided by SMC during their matriculation.

#### WHAT KIND OF INSURANCE DO I HAVE THROUGH SANTA MONICA COLLEGE?

Your insurance is a health insurance policy, which covers accidents, illnesses, prescription drugs, mental health care, some immunizations, and wellness services, such as an annual woman's well visit. Additionally, contraceptives are covered at 100% with no copay or deductible.

#### WHAT IF I GET SICK AND I NEED TO SEE A DOCTOR?

Unless it's an emergency, you must go to Student Health Services first. They will either treat you or give you a referral to see another doctor. Treatment at SHS is covered at 100% with no deductible or copay. **If you need to see another doctor, you must have a referral from SHS, unless Student Health Services is closed or you are more than 50 miles from campus, or the insurance WILL NOT PAY.** Make sure you are familiar with the location of Student Health Services and the operating hours.

If you get a referral from SHS to see another doctor, your deductible will be \$25 per year. You will also need to pay a \$25 copay for each doctor visit. The doctor or hospital must be a member of First Health Network (FHN), the Preferred Provider Organization, in order for charges to be covered at 100% (after copayment). Otherwise, charges will be covered at only 70% (you will have to pay 30% of the cost).

To find a doctor or facility that is part of the Preferred Provider Organization (PPO), contact First Health Network by calling **1-800-226-5116** or visiting [www.myfirsthealth.com](http://www.myfirsthealth.com).

#### WHAT IF I HAVE AN EMERGENCY, SUCH AS AN ACCIDENT OR LIFE-THREATENING SITUATION?

In the case of an emergency, go to the nearest hospital or call 911 for an ambulance. You may receive treatment at any hospital for an emergency. You will have to pay a \$100 annual deductible for an Emergency Room visit, as well as a \$50 copay per visit (copay is waived if you are admitted to the hospital). Please visit Student Health Services for non-emergency follow-up care.

#### WHAT IF IT'S NOT AN EMERGENCY, BUT THE HEALTH CENTER IS CLOSED OR I'M AWAY FROM CAMPUS?

If you need to go to the doctor when SHS is closed, or if you are more than 50 miles from campus, you should go to an Urgent Care Center. If you go to an Urgent Care Center you will only need to pay the \$25 annual deductible and a \$25 copayment per visit. If you go to another doctor, will have to pay a \$100 annual deductible and a \$25 copay per visit. **Remember, you must have a referral from SHS, unless Student Health Services is closed or you are more than 50 miles from campus, or the insurance WILL NOT PAY.** Please see the list of local Urgent Care Centers in your brochure (available at [www.4studenthealth.com/smc](http://www.4studenthealth.com/smc)), and visit Student Health Services for follow-up care.

#### HOW MUCH DO I HAVE TO PAY TO SEE A DOCTOR OR GO TO THE HOSPITAL?

If you go to Student Health Services, most charges are covered by the insurance at 100%. If you receive a referral from SHS to see another doctor, you will have to pay a \$25 copayment and a \$25 annual deductible. After you pay the copay and deductible, charges are covered at 100% if you use a PPO doctor, or 70% if you use a non-PPO doctor (therefore you would have to pay 30% of charges). Also, there is a \$100 deductible if you go to an Emergency Room, unless you are admitted to the hospital.

***If you do not visit the health center first before going to a doctor or hospital for non-emergency treatment, you will have to pay for ALL charges and the insurance will not pay for any charges, unless Student Health Services is closed or you are more than 50 miles away from campus.***

#### WHAT IS A PPO?

PPO stands for Preferred Provider Organization. It is the network of all doctors, specialists, and hospitals that accept the Santa Monica College International Student Health Insurance Plan. Providers listed on the website [www.myfirsthealth.com](http://www.myfirsthealth.com) are available to you for consultation and treatment, with a referral from Student Health Services. Always verify that providers are still participating in the PPO network before making an appointment.

**WHAT IF I USE A DOCTOR OR HOSPITAL THAT IS NOT PART OF THE PPO?**

If you visit a doctor or hospital that is not a member of the Preferred Provider Organization, you will be responsible for 30% of the eligible charges (after copayment and deductible).

**HOW DO I FIND A DOCTOR AFTER I HAVE RECEIVED A REFERRAL FROM STUDENT HEALTH SERVICES?**

1. Go to **www.myfirsthealth.com**.
2. Enter your ZIP code or the ZIP code of the College (90405) and click "Go."
3. Select the preferred distance from your location in miles and move the slider or enter the number of miles.
4. Optional: Select a Provider type and choose a specialty from the list.
5. You will then see a list of providers. Choose an appropriate provider from this list. Please contact the provider you select first to verify that they are still part of the First Health PPO network, that they treat your condition, and that they accept new patients.

**WHAT DO I NEED TO BRING WITH ME WHEN I GO TO A DOCTOR OR HOSPITAL?**

Always bring your insurance ID card, a referral form from Student Health Services, and a claim form. You will also need cash or a credit card for the copayment. If you do not have a claim form, give the following address to the doctor or hospital:

**Personal Insurance Administrators, Inc., P.O. Box 6040, Agoura Hills, CA 91376-6040**  
**1-800-468-4343 | www.piaclaims.com | PAYER ID 95397**

If bills from a doctor or hospital visit are given or sent to you, you must file a claim form. Please see below for more information.

**WHAT SHOULD I DO IF I RECEIVE A BILL FROM THE DOCTOR?**

If the doctor or hospital does not send a claim directly to the insurance company for your medical treatment and instead asks you to pay up front or sends you a bill, you will be required to submit a claim form. If that is the case, follow these instructions:

1. Download a claim form from **www.4studenthealth.com/smc** and fill it out.
  - a) Include your policy number (as shown on your ID card) on the form.
  - b) Answer all the questions and sign the claim form before submitting it.
2. If you have any other expenses such as medicines, X-rays, or laboratory charges, attach these bills to the claim form.
3. Send your claim form and all other bills the address below. Try to have all itemized bills attached to the same claim form.
  - a) Please do not send bills without completed claim form. Bills cannot be considered unless all the information required on the claim form is submitted.
  - b) A properly completed claim form must be submitted for each Injury or Sickness.
4. Send claim form and bills to:

**Personal Insurance Administrators, Inc.**  
**P.O. Box 6040**  
**Agoura Hills, CA 91376-6040**

**Keep copies of all documents submitted for claims.** It's a good idea to keep the original forms for yourself, then make photocopies and mail the copies to the address above.

Please note that the timely payment of claims will vary depending on receipt of all the necessary documents. It is very important to keep the insurance company and your school updated with your current mailing address.

**HOW DO I CHECK ON THE STATUS OF A CLAIM?**

You may contact Personal Insurance Administrators, Inc., directly by calling **1-800-468-4343**.

**HOW DO I GET MY ID CARD?**

If you have paid your health insurance fees, you will receive your insurance ID card in the mail within three to four weeks. If you do not receive an ID card, call Ascension at **1-800-537-1777** to request a duplicate. Always report a change of address to your school officials and the International Student Office. Carry your insurance ID card with you at all times.

If you need to see a doctor before receiving your ID card, you can download a temporary one from **www.4studenthealth.com/smc**.

**HOW DO I KNOW MY INFORMATION IS CONFIDENTIAL? WILL THE HEALTH CENTER TELL MY PARENTS OR GUARDIANS ABOUT MY CASE?**

Every case is treated confidentially by the Health Services Center and Psychological Services on campus. Additionally, laws in the United States require all doctors and hospitals to keep your information private. No information will be released, except as permitted and required by law to the insurance company and claims administrator, without your expressed written consent.

**WHAT IF I'M OUTSIDE CALIFORNIA AND I NEED MEDICAL TREATMENT?**

Any treatment received outside California is covered at 70% (non-PPO rate) after the copay. The \$100 annual deductible will apply.

Be sure to file a claim and send copies of all the bills, receipts, and other information to Personal Insurance Administrators, Inc., at the address above.

## Admissions Packet 9



International Education  
Counseling Center  
310-434-4218

### Evaluating Foreign Course Work

#### IMPORTANT NOTICE

Please be aware that if you plan to use any foreign course work towards your Associate in Arts degree **or** to verify that you have met a particular course requirement here at Santa Monica College, **you must bring the following documents with you:**

- 1) Transcript verifying the classes you have taken and the grades you received
- 2) Course description/outline written in English **clearly identifying all the topics covered** in the course along with the units or hours and possibly, applicable textbooks used

You will need to show these documents to the counselor when you meet to discuss the use of your foreign credentials. **We will be unable to take into consideration any of your foreign course work until we receive the proper documentation described above.**

Please note that in order to use any foreign course work towards our Associate in Arts Degree, students will be required to have their foreign credentials evaluated by an approved credential evaluation agency. The International Education Counseling Center can refer you to several such agencies when you meet with one of our counselors. The cost for this evaluation is approximately US\$180. Once Santa Monica College receives a copy of your initial credential evaluation, our Admissions Office and the academic department for your major will determine how your course work will be applied toward your degree.



If you do not plan to pursue an Associate in Arts degree while at Santa Monica College and only want to work toward transferring to a university, you are not required to go through this credential evaluation process. The university will normally evaluate your foreign course work once you have filed an admission application. Please feel free to discuss this evaluation process with one of our counselors when you arrive.


-International Education Counseling Center

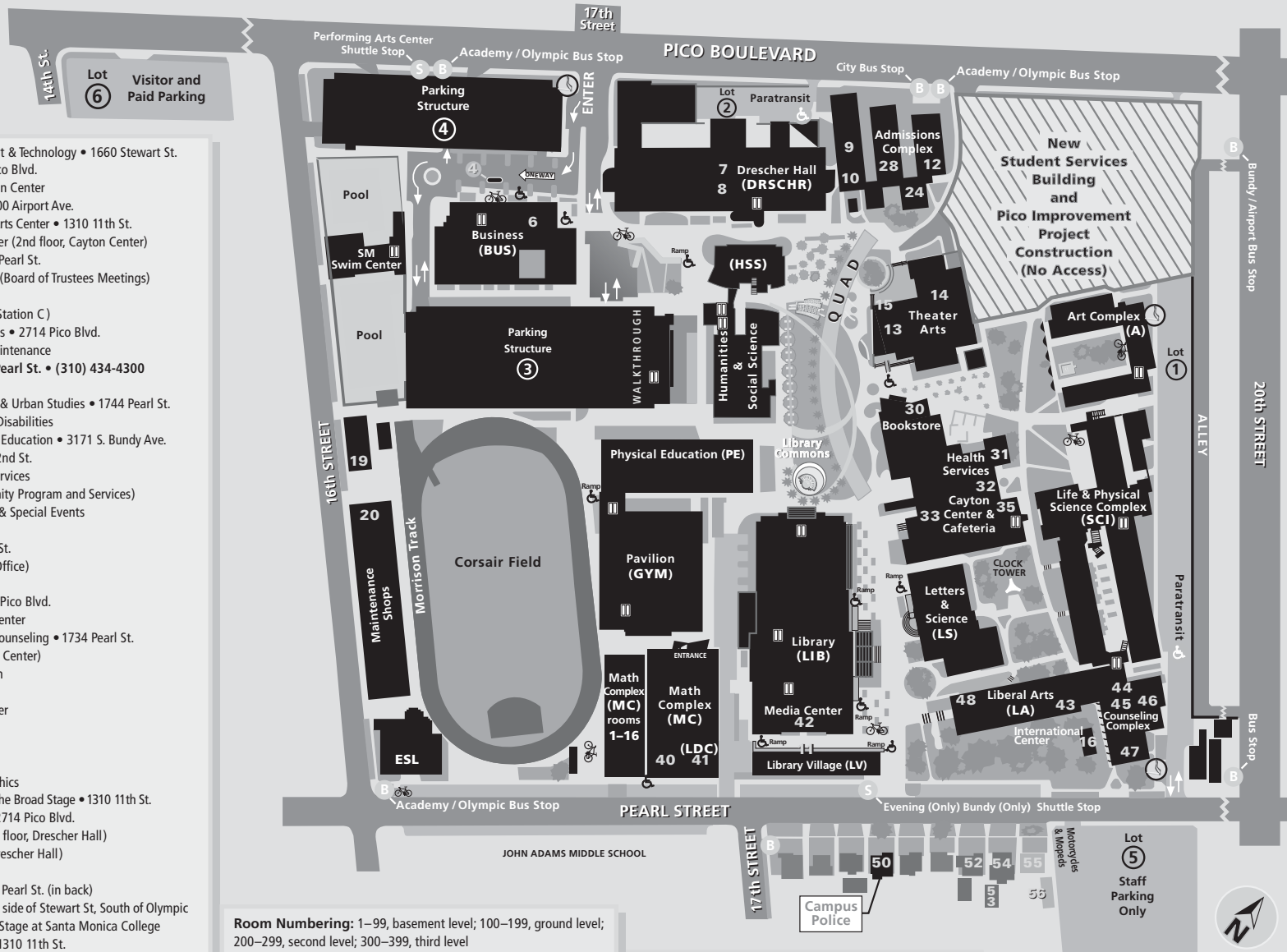
### CAMPUS SERVICES

- Academy of Entertainment & Technology • 1660 Stewart St.
- Administration • 2714 Pico Blvd.
- 45 African American Collegian Center
- Airport Arts Campus • 2800 Airport Ave.
- Art Gallery • Performing Arts Center • 1310 11th St.
- 35 Associated Students Center (2nd floor, Cayton Center)
- 54 Auxiliary Services • 1738 Pearl St.
- 6 Board Conference Center (Board of Trustees Meetings)
- 30 Bookstore
- 44 Bursar's Office (formerly Station C)
- Business & Payroll Services • 2714 Pico Blvd.
- 19 Campus Operations & Maintenance
- 50 **Campus Police** • 1718 Pearl St. • (310) 434-4300
- 11 Career Services Center
- 55 Center for Environmental & Urban Studies • 1744 Pearl St.
- 24 Center for Students with Disabilities
- Continuing & Community Education • 3171 S. Bundy Ave.
- Emeritus College • 1227 2nd St.
- 12 Admissions/Enrollment Services
- 9 EOPS (Extended Opportunity Program and Services)
- 15 Events / Ticket Box Office & Special Events
- 10 Financial Aid
- 56 Greenhouse • 1744 Pearl St.
- 31 Health Services (Nurse's Office)
- 28 High Tech Training Center
- Human Resources • 2714 Pico Blvd.
- 16 International Education Center
- 52 International Education Counseling • 1734 Pearl St.
- 33 KCRW (Basement, Cayton Center)
- 4 Kiosk / Visitors Information
- 46 Latino Center
- 41 Learning Disabilities Center
- 43 Mail Room
- 13 Main Stage (Theatre Arts)
- 40 Math Lab
- 42 Media Center / Reprographics
- Performing Arts Center & The Broad Stage • 1310 11th St.
- Personnel Commission • 2714 Pico Blvd.
- 7 Photography Gallery (2nd floor, Drescher Hall)
- 8 Planetarium (2nd floor, Drescher Hall)
- 20 Receiving
- 53 Scholarship Office • 1738 Pearl St. (in back)
- Olympic Shuttle Lot • East side of Stewart St, South of Olympic
- The Eli and Edythe Broad Stage at Santa Monica College Performing Arts Center • 1310 11th St.
- 14 Studio Stage (Theatre Arts)
- 47 Transfer / Counseling Complex / CalWORKS
- 48 Veterans Resource Center
- 32 Welcome Center

**Room Numbering:** 1–99, basement level; 100–199, ground level; 200–299, second level; 300–399, third level  
**Staff Permit Parking:** Lots 1, 2, 5, Parking Structures 3 & 4  
**Student Decal Parking:** Parking Structures 3 & 4  
**Visitor Parking:** Lot 6 or check in at Kiosk, legend #4 for permit  
 🚲 – Bicycle Parking

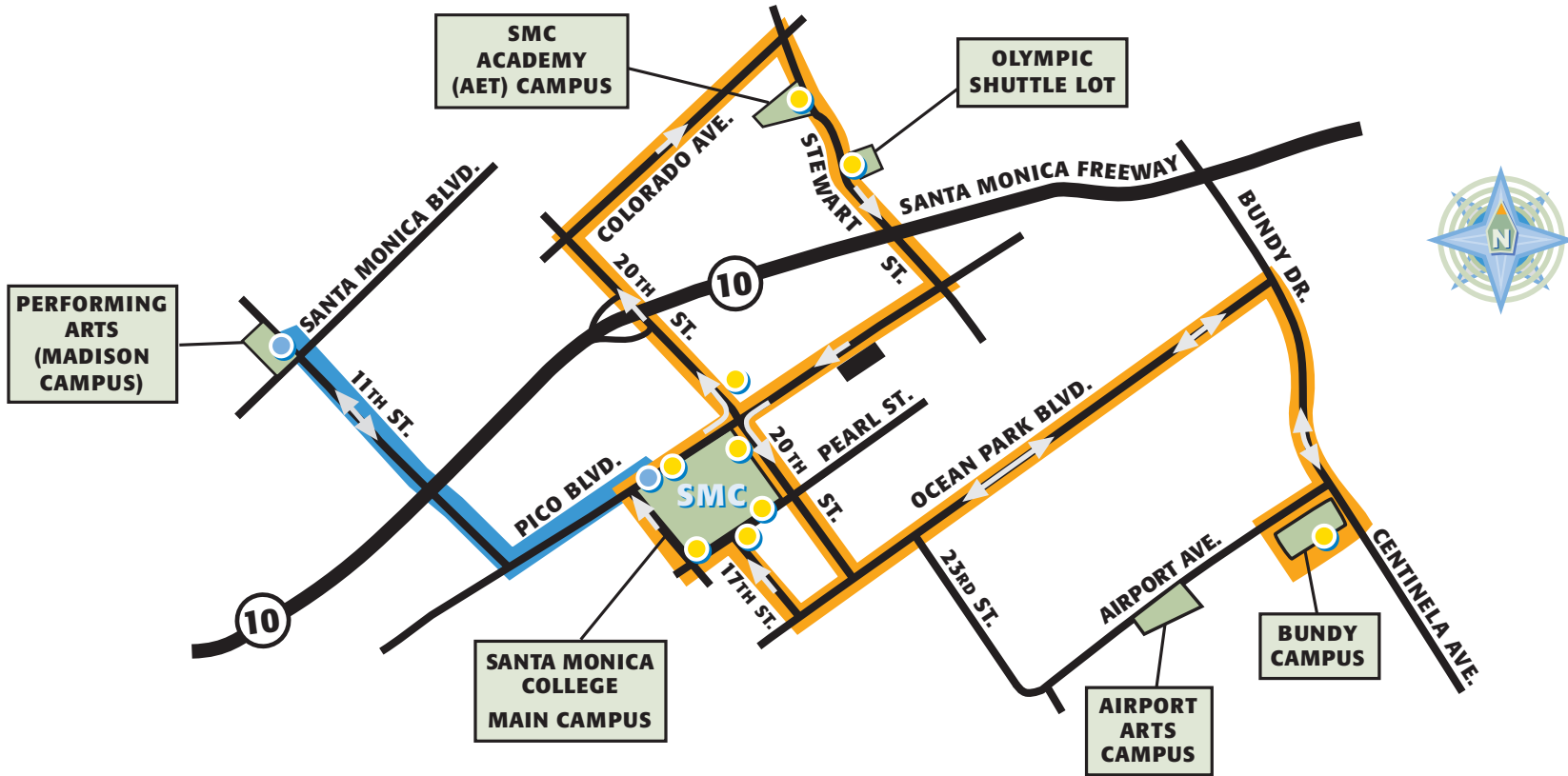
 Elevators  
 **Handicapped Accessible Entrances**  
 Entrances in buildings not marked are accessible. Handicapped parking available in every lot.

*We're a Smoke-Free Campus.*  
*Smoking permitted areas =*   
**Thank You!**



# Santa Monica College Campuses & Transit Map

▶ Satellite Campus Parking & Connecting Shuttles are Free for Students & Staff with SMC ID



▶ The Sunset Ride route in orange connects all Campuses except Performing Arts (Madison), which connects by way of the route in blue.

▶ For more Information and Schedules go to: [www.smc.edu/transportation](http://www.smc.edu/transportation)



## Admissions Packet 11

November 20, 2012

Dear SMC F1 Visa Student,

Reports of academic dishonesty involving F-1 international students have recently come to the attention of the Santa Monica College administration. Academic dishonesty is taken very seriously at SMC and it is important that you are aware of the penalties for such infractions.

There have been several incidents of F-1 students impersonating or posing as another student, or hiring another individual outside the college to take the placement test at the SMC Assessment Center for another student. In addition, we are aware there is an ongoing practice of F-1 international students registering for high demand classes and then "selling" the seats to new and continuing F-1 students.

We are aware of these practices and inform you that this is against the SMC Code of Academic Conduct:

*To maintain the academic integrity of Santa Monica College, faculty and students must take responsibility for maintaining an educational environment characterized by academic honesty.*

***Therefore, under no circumstances will academic dishonesty be tolerated. Santa Monica College defines academic dishonesty as an act of fraud or deception in any academic exercise.***

Students caught in the act of violating the SMC Code of Academic Conduct will be subject to disciplinary action, which may result in suspension from Santa Monica College. As an F-1 student, if you are suspended from SMC, your I-20 will be immediately terminated and reported to Homeland Security. You are then subject to deportation.

It is our desire for you to have a successful college experience at SMC, but the college regulations must be observed. Please act responsibly and avoid these serious consequences.

Sincerely,

Deyna Hearn  
Dean of Student Life / College Disciplinarian



# Counseling 1

## F-1 Student Contact Tally 2008-2013

11/18/2013 2:51 PM

<b>2008</b>	<b>Wint 2008</b>	<b>Spring 2008</b>	<b>Sum 2008</b>	<b>Fall 2008</b>	<b>Yearly Totals</b>
<b>Total Students Seen</b>	<b>1394</b>	<b>3593</b>	<b>1888</b>	<b>3846</b>	<b>10721</b>
# Cancelled	126	335	135	340	936
<b>2009</b>	<b>Wint 2009</b>	<b>Spring 2009</b>	<b>Sum 2009</b>	<b>Fall 2009</b>	
<b>Total Students Seen</b>	<b>1549</b>	<b>4134</b>	<b>2266</b>	<b>4283</b>	<b>12232</b>
# Cancelled		493	119	359	971
<b>2010</b>	<b>Wint 2010</b>	<b>Spring 2010</b>	<b>Sum 2010</b>	<b>Fall 2010</b>	
<b>Total Students Seen</b>	<b>1395</b>	<b>4422</b>	<b>2071</b>	<b>4305</b>	<b>12193</b>
#Cancelled	139	455	139	605	1338
<b>2011</b>	<b>Wint 2011</b>	<b>Spring 2011</b>	<b>Sum 2011</b>	<b>Fall 2011</b>	
<b>Total Students Seen</b>	<b>1416</b>	<b>4347</b>	<b>1970</b>	<b>4804</b>	<b>12537</b>
# Cancelled	218	622	134	627	1601
<b>2012</b>	<b>Wint 2012</b>	<b>Spring 2012</b>	<b>Sum 2012</b>	<b>Fall 2012</b>	
<b>Total Students Seen</b>	<b>1873</b>	<b>5217</b>	<b>3730</b>	<b>5680</b>	<b>16500</b>
Express	0	90	30	2	122
Drop-in/Regular	1824	4814	2896	5001	14535
Disqualified	0	7	11	3	21
Early Alert	0	44	6	74	124
On-line Contacts	0	155	548	423	1126
Telep Contacts	0	10	115	12	137
Cyber	49	59	72	64	244
Special Petitions	0	38	52	101	191
# No Shows	15	36	21	86	158
# Cancelled	151	696	153	626	1626
	<b>Winter 2013</b>	<b>Spring 2013</b>	<b>Sum 2013</b>	<b>Fall 2013</b>	
<b>Total Students Seen</b>	<b>2211</b>	<b>5812</b>	<b>3361</b>		
Express	0	2	0		
Drop-in/Regular	1974	5165	2862		
Disqualified	14	0	9		
Early Alert	0	55	0		
On-line Contacts	129	457	331		
Telep Contacts	2	17	4		
Cyber	32	33	55		
Special Petitions	44	83	100		
# No Shows	34	222	10		
# Cancelled	128	498	145		



# Counseling 2

# F-1 Student Contact Tally 2008-2013

11/19/2013 7:37 AM

<b>2008</b>	<b>Wint 2008</b>	<b>Spring 2008</b>	<b>Sum 2008</b>	<b>Fall 2008</b>	<b>Yearly Totals</b>
<b>Total Students Seen</b>	<b>1394</b>	<b>3593</b>	<b>1888</b>	<b>3846</b>	<b>10721</b>
# Cancelled	126	335	135	340	936
<b>2009</b>	<b>Wint 2009</b>	<b>Spring 2009</b>	<b>Sum 2009</b>	<b>Fall 2009</b>	
<b>Total Students Seen</b>	<b>1549</b>	<b>4134</b>	<b>2266</b>	<b>4283</b>	<b>12232</b>
# Cancelled		493	119	359	971
<b>2010</b>	<b>Wint 2010</b>	<b>Spring 2010</b>	<b>Sum 2010</b>	<b>Fall 2010</b>	
<b>Total Students Seen</b>	<b>1395</b>	<b>4422</b>	<b>2071</b>	<b>4305</b>	<b>12193</b>
#Cancelled	139	455	139	605	1338
<b>2011</b>	<b>Wint 2011</b>	<b>Spring 2011</b>	<b>Sum 2011</b>	<b>Fall 2011</b>	
<b>Total Students Seen</b>	<b>1416</b>	<b>4347</b>	<b>1970</b>	<b>4804</b>	<b>12537</b>
# Cancelled	218	622	134	627	1601
<b>2012</b>	<b>Wint 2012</b>	<b>Spring 2012</b>	<b>Sum 2012</b>	<b>Fall 2012</b>	
<b>Total Students Seen</b>	<b>1873</b>	<b>5217</b>	<b>3730</b>	<b>5680</b>	<b>16500</b>
Express	0	90	30	2	122
Drop-in/Regular	1824	4814	2896	5001	14535
Disqualified	0	7	11	3	21
Early Alert	0	44	6	74	124
On-line Contacts	0	155	548	423	1126
Telep Contacts	0	10	115	12	137
Cyber	49	59	72	64	244
Special Petitions	0	38	52	101	191
# No Shows	15	36	21	86	158
# Cancelled	151	696	153	626	1626
	<b>Winter 2013</b>	<b>Spring 2013</b>	<b>Sum 2013</b>	<b>Fall 2013</b>	
<b>Total Students Seen</b>	<b>2211</b>	<b>5812</b>	<b>3361</b>		
Express	0	2	0		
Drop-in/Regular	1974	5165	2862		
Disqualified	14	0	9		
Early Alert	0	55	0		
On-line Contacts	129	457	331		
Telep Contacts	2	17	4		
Cyber	32	33	55		
Special Petitions	44	83	100		
# No Shows	34	222	10		
# Cancelled	128	498	145		

## Counseling 3

### \*\*\*IMPORTANT NOTICE FOR WINTER/SPRING 2014 ENROLLMENT\*\*\*

September 27, 2013

Dear International Student,

Our records indicate that you are on probation due to one or more of the following reasons:

- 1) your cumulative grade point average is below 2.0
- 2) you have accumulated too many Ws (withdrawals)

This means that you must show improvement in your course work this semester to avoid being disqualified from SMC. In order to avoid delays with your Winter and Spring enrollment, you must meet with a counselor to discuss your probation status **by FRIDAY, NOV 8, 2013**. If you believe you are getting this letter in error, please contact our office immediately at [www.smc.edu/askiecc](http://www.smc.edu/askiecc).

#### ***IMPORTANT POLICIES***

Course repeats SMC policy allows students to take the same course twice without Counselor approval. **A third attempt to take a class requires a Special Consideration Petition and may be denied.**

New enrollment priorities coming soon New enrollment priority policies will be implemented soon and will assign students on probation the latest enrollment dates. Because of this, we strongly encourage you to work on removing yourself from probation as soon as possible.

Disqualified students Students who are **disqualified two or more times** will likely be denied further enrollment at SMC. If you believe you may be disqualified for a second time after this semester, we strongly advise that you immediately apply for admission to another school for the Spring 2014 semester if you plan to remain in the United States. Students who are denied reinstatement after multiple disqualifications must show proof of completing 12 units with a 2.0

or higher GPA at another college before returning to SMC. This is something you should discuss with a Counselor as soon as possible.

### **WHAT TO DO NOW?**

- ▶ Complete the enclosed Back-to-Success (BTS) Worksheet
- ▶ Schedule a BTS appointment and meet with a counselor by **FRIDAY, NOVEMBER 8**

To schedule an appointment, call (310) 434-4218 or visit the International Counseling Center and ask to schedule a “BTS appointment.” Appointments will be very limited in November.

### **WHAT HAPPENS IF I DO NOT MEET WITH A COUNSELOR BY NOVEMBER 8?**

- ▶ A hold will be placed on your Corsair Connect account
- ▶ You will not be able to enroll in your classes for Winter or Spring 2014 or complete any other transactions through your Corsair Connect account until the hold is removed.
- ▶ There may be a delay in removing the hold on your account if Counselors are unavailable to meet with you immediately.

**Enrollment for Winter and Spring is expected to begin in early December.** Check your Corsair Connect account in late November to determine your assigned enrollment date and time. It is important that you **enroll on your assigned date and time**. Remember that you will be allowed to enroll for both Winter and Spring semester on the same day. Avoid the rush and long waiting times by scheduling your appointment as soon as possible. **You must bring your completed BTS Worksheet with you when you meet with the counselor.** We look forward to meeting with you and helping you return to good academic standing.

International Education Counseling Center Staff

# Counseling 4



## International Education Counseling Center "BACK TO SUCCESS" WORKSHEET

Student Name \_\_\_\_\_ ID # \_\_\_\_\_

(Please print) Last Name First Name

Semester/Term \_\_\_\_\_ Type of Probation: \_\_\_\_\_ Academic \_\_\_\_\_ Lack of Progress

Briefly explain why you did not do well last semester:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

List Current Classes (Eng 1, etc.)	Estimate grade in each class	Possible problematic areas (Fill in blanks and include any comments under "other")	Counselor recommendations and comments (for counselor use only)
		# of days absent/tardy _____ # of missed tests/quizzes _____ # of incomplete assignments _____ other _____ _____ _____ _____	___ tutoring ___ workshops ___ meet with instructor ___ counseling appointment ___ other _____ ___
		# of days absent/tardy _____ # of missed tests/quizzes _____ _____	___ tutoring ___ workshops ___ meet instructor ___ counseling appointment



		_____ # of missed tests/quizzes _____ # of incomplete assignments _____ other _____ _____ _____ _____	___workshops ___meet instructor ___counseling appointment ___other _____ _____
--	--	-------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------

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\_\_\_\_\_  
**Counselor Printed Name & Signature**  
**Date**

**Date**

**Student Signature**

rev 08/05/13

# Counseling 5

## Early Alert Statistics

Spring 2008 through Summer 2013

	# Students Contacted	No contact/Dropped	TOTAL	% Contacted
Spring 2008	8	6	14	57%
Fall 2008	18	11	29	62%
Spring 2009	20	16	36	56%
Fall 2009	63	15	78	81%
Winter 2010	0	1	1	0%
Spring 2010	37	18	55	67%
Summer 2010	0	3	3	0%
Fall 2010	19	22	41	46%
Spring 2011	30	12	42	71%
Summer 2011	0	1	1	0%
Fall 2011	24	21	45	53%
Spring 2012	21	20	41	51%
Summer 2012	4	1	5	80%
Fall 2012	15	33	48	31%
Spring 2013	11	30	41	27%
Summer 2013	2	0	2	100%

# Counseling 6 – Counseling 11 Syllabus

## COUNSELING 11 ORIENTATION TO HIGHER EDUCATION IN CALIFORNIA Fall 2013

**Instructor & Section:** Ms. Srey Ngov, Section 1532  
**Day & Time:** Wednesdays, 2:15 - 3:20 pm  
**Location:** MC 7  
**Instructor's Office Location:** International Education Counseling Center, 1734 Pearl Street  
**ngov\_srey@smc.edu** or 310.434.4218

### **COURSE DESCRIPTION**

Counseling 11 introduces new students to the Master Plan of higher education in California, as well as institutions of higher education in other states. Students will be introduced to the requirements for Certificates, Associate's degrees, and for transferring to a four-year institution. During the course students will develop an educational plan in order to accomplish their future goals. Campus policies and resources, a general orientation to American culture, career planning and F-1 Visa issues are also included.

**Student Learning Outcome #1:** Students enrolled in Counseling 11 will develop an understanding of the educational system in the U.S.

**Student Learning Outcome #2:** Students enrolled in Counseling 11 will be able to apply information and guidance offered through instruction to formulate a realistic educational plan.

### **REQUIRED MATERIALS**

1. Three ring binder with paper or college ruled notebook
2. Highlighter, pens, and pencils
3. The *SMC Catalog/Schedule of Classes* will be used as a reference book for the course

### **GRADING**

Grading for this course will be on a Pass/No Pass basis only.



## **COURSE REQUIREMENTS**

Course requirements include both in-class participation and out-of-class assignments. **In order to receive a passing score (P) for the class, students must earn at least 15 points.** The course requirements are explained below:

### ***Class Sessions (1 point each)***

Students should attend and participate in class each week, excluding Weeks 9, 10, 11 and 12. Students will be assigned to an advisement group and will attend class only for **one class meeting** during these four weeks. In this course assignments are minimal; therefore attendance and participation are carefully monitored.

### ***Homework Assignments (1 point each)***

This includes the GPA Calculation worksheet, Resource Questionnaire, and Student Education Plan

### ***Final Exam***

**Students must complete and pass the final exam in order to earn a passing grade in the class.** If a student attends class but does not complete the required assignments, including the final exam, NO points will be earned and a **NO PASS** will be given.

### ***Late Arrivals***

If a student arrives late, the student must inform the instructor at the end of class they are present.

Students may not, at a later date, attempt to claim attendance in a class meeting for which they have already been recorded as absent. **Students who arrive more than 10 minutes late will receive only half a point for the class.** Missing more than one class will affect your ability to pass the final.

Information covered in class is very important and will be not be repeated at a later date.

## **CELL PHONES AND ELECTRONIC DEVICES**

Please have all items turned off! If you are caught texting or interrupting class for any reason, your phone will be taken from you for the class period.

<b>WEEK</b>	<b>Date</b>	<b>Class Discussion</b>	<b>Assignments</b>
<b>1</b>	August 28	Introduction to Course: Syllabus, Important Dates and Deadlines; E-companion website review  Ice Breaker	
<b>2</b>	September 4	Calculating Grade Point Averages (GPA), Understanding Transcripts, and Academic Policies  <b>Enrollment Quiz</b>	
<b>3</b>	September 11	Introduction to Higher Education	<b>GPA Calculation Worksheet</b>
<b>4</b>	September 18	F-1 Visa Presentation	
<b>5</b>	September 25  <b>September 27</b>	Associate in Arts Degree and Certificate Programs;  Campus Resources	<b>Resource Questionnaire</b>
		<b><i>Deadline to apply for Pass/No Pass grading option for Spring classes</i></b>	
<b>6</b>	October 2	How to Choose a Transfer School	
<b>7</b>	October 9	Transfer Highlights: Major courses and General Education Pathways (IGETC, CSU GE, etc.); Articulation Agreements	
<b>8</b>	October 16	Preparation for Group Course Planning Session	<b>General Education Worksheet</b>
<b>9</b>	October 23	*Group 1 Course Planning	Student Education Plan
<b>10</b>	October 30	*Group 2 Course Planning	Student Education Plan

<b>11</b>	November 6	*Group 3 Course Planning	Student Education Plan
<b>12</b>	November 13		Student Education Plan
	<b>November 17</b>	<i>*Group 4 Course Planning</i>	
<b><i>Deadline to withdraw and receive a GUARANTEED "W"</i></b>			
<b>13</b>	November 20	<b><u>ALL STUDENTS RETURN BACK TO CLASS</u></b>	<b>Last day to turn in Extra Credit/Makeup Assignments</b>
		Discussion on American Culture or CSUN Presentation (TBA)	
<b>14</b>	November 27	SMC Student Conduct Code and Review for Final Exam	
<b>15</b>	December 4	<b>FINAL EXAM</b>	

\*\*This is a tentative schedule; the instructor may update the dates during class\*\*

### **GROUP COURSE PLANNING MEETING**

Please bring your SMC catalog, AA/CSU/UC/USC general education and major sheets to this meeting. The Grade Point Average worksheet and Student Educational Plan are due on your group course planning day.

### **OPTIONAL ASSIGNMENTS (Due November 20, 2013)**

Extra credit can be earned if students are unable to reach the points needed to pass the class. Students will need to receive approval from the instructor before completing the assignments listed below.

#### ***Student Services Workshop (1 point)***

Students may attend an instructor approved Student Services workshop(s) and receive one point for each workshop attended. Students must submit a signed attendance card which can be obtained from the instructor. **A maximum of two workshops allowed.**

#### ***Complete a Long Term Educational Plan (1 point)***

Prepare a two or three year education plan. List all general education, major, and elective courses you plan to take to meet your educational goal. Indicate prerequisite requirements for all courses.

### ***Career Research Assignment (1 point)***

Choose a career that interests you (e.g. Biologist, Graphic Designer, Computer Analyst, etc.)

Write a two-page typed report summarizing (in your own words) your findings. The resources in the

Career Services Center or library should be helpful. Your information should include:

- 1) Schools which offer preparation for your career
- 2) Level of education required
- 3) Salary range in this field
- 4) Future job prospects for this career

### ***Interview an Instructor (1 point)***

Choose an SMC instructor (not your COUNS 11 teacher) to interview. It may be your “favorite” instructor or one you’d like to get to know better. Make an appointment so he or she will have time to talk with you. Be prepared with your questions, but also allow for additional topics. Suggested questions:

1. What were you like as a freshman?
2. When did you decide to be a teacher? Why?
3. What has been your educational path?
4. What do you like most about your job? What do you like least?
5. What has been your most important professional experience so far?
6. Do you have a philosophy of teaching?
7. What do you expect from your students? What should they expect from you?
8. What area of your field interests you the most?
9. What are some of your other interests (family, recreation, hobbies)?
10. Have you traveled outside the U.S.?
11. What are your plans for the future

**Write a one page typed report about what you learned from your instructor. Include what surprise you the most.**

**CLASS CONTRACT**

By signing this page, I am confirming that:

1. I have read carefully, understand and agree with and will follow all the guidelines, statements and requirements stated in the Counseling 11 syllabus.
2. I understand that the grade I earn in this class is entirely my responsibility.
3. I understand that our class is a learning community. I will support my learning and the learning of my classmates and instructor by coming to class prepared, participating fully and completing my work; and
4. I commit to giving my best effort throughout the term of the course and to seek out my fellow students to support my success.

Please sign your name here: \_\_\_\_\_ Today's date

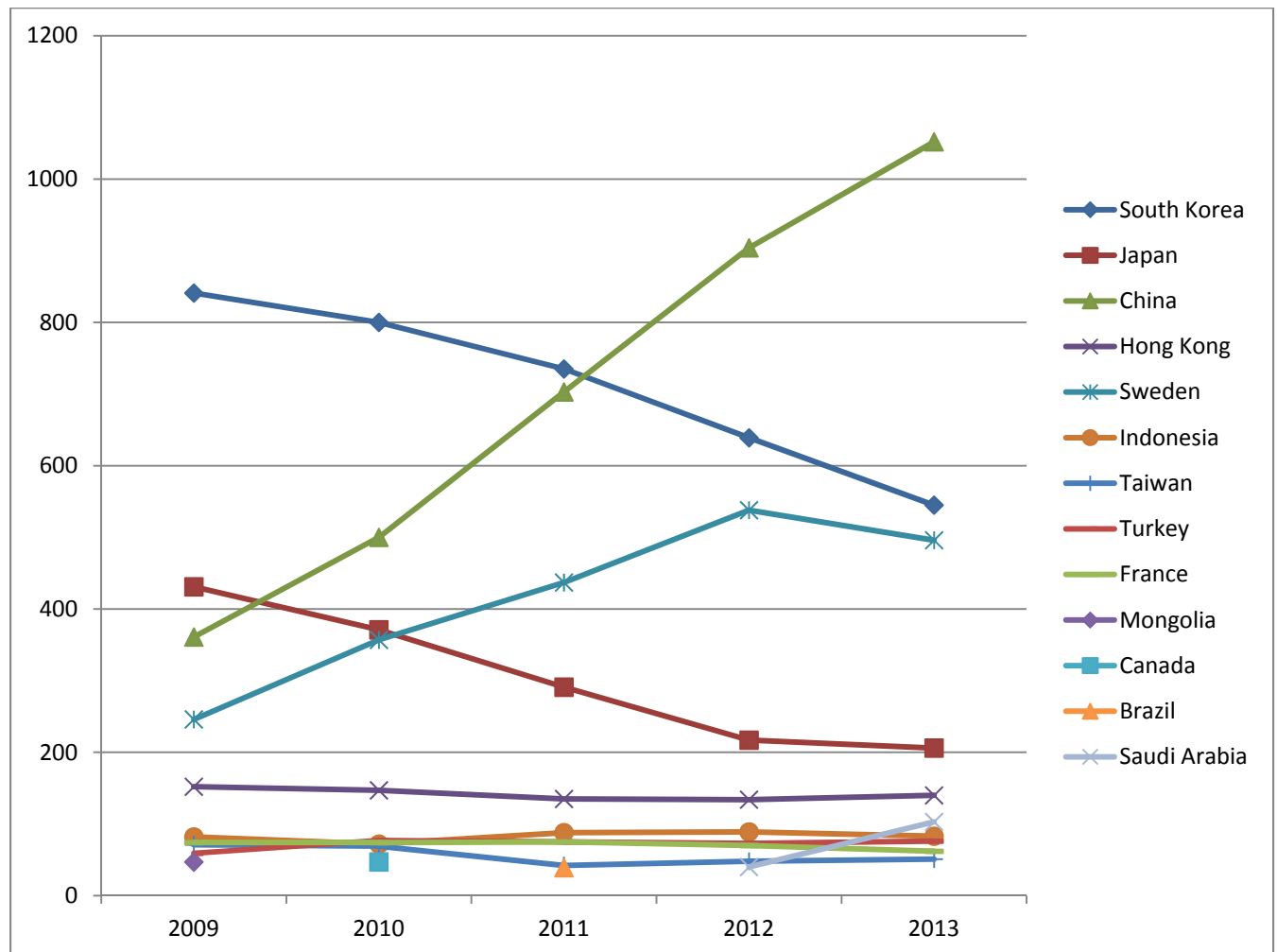
Print your name here: \_\_\_\_\_

Please ask two of your fellow students to write down their names, telephone numbers and email addresses to clarify homework, find out what you missed in the event you are absent and to support your learning.

Classmate #1 - Name	Classmate #2 - Name
Phone Number and Email	Phone Number and Email

# Demographics 1

## Top 10 F1 Populations: 2009 – 2013



Fall Semester	2009	2010	2011	2012	2013
South Korea	841	800	735	639	545
Japan	431	371	291	217	206
China	361	500	703	904	1052
Hong Kong	152	147	135	134	140
Sweden	246	357	437	538	496
Indonesia	82	72	88	89	83
Taiwan	71	69	42	48	51
Turkey	59	77	75	73	76
France	74	74	75	70	62
Mongolia	47				
Canada		47			
Brazil			39		
Saudi Arabia				40	103

# Demographics 2

## New Student Demographics: Fall 2013

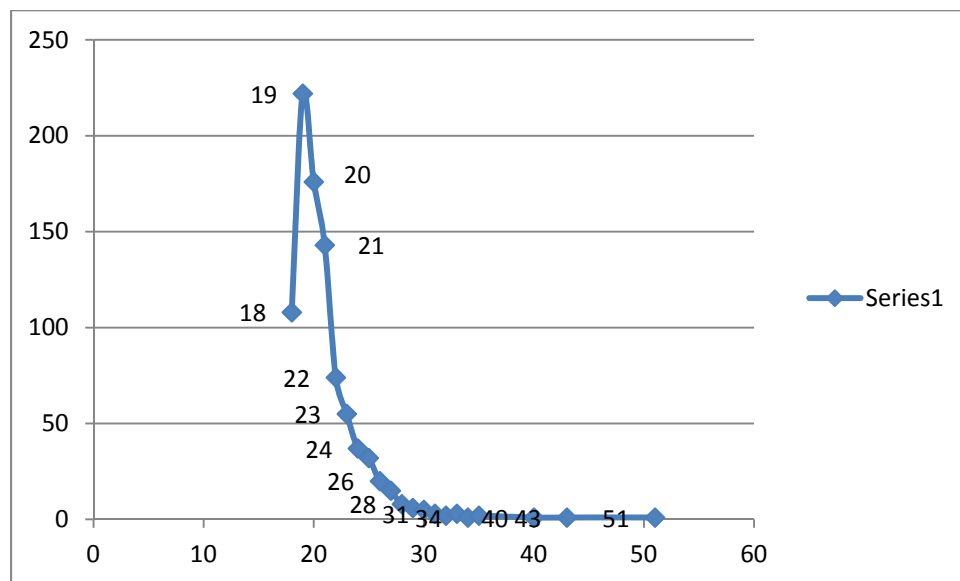
### Citizenship

Algeria	2	Hong Kong	28	Morocco	6	Spain	1
Australia	3	Iceland	2	Nepal	1	Sri Lanka	1
Bangladesh	2	India	3	Netherlands	4	Swaziland	1
Benin	1	Indonesia	26	Norway	5	Sweden	215
Bolivia	1	Iran	4	Oman	1	Switzerland	3
Brazil	7	Ireland	1	Pakistan	1	Syria	1
Burma	4	Israel	3	Philippines	1	Taiwan	14
Canada	5	Italy	9	Poland	1	Thailand	8
China	244	Japan	41	Portugal	2	Tunisia	8
Denmark	6	Kazakhstan	6	Russia	12	Turkey	20
Ecuador	1	Kuwait	12	Saudi Arabia	29	United Kingdom	4
Egypt	1	Kyrgyzstan	1	Singapore	4	United Arab Emirates	1
Finland	1	Macao	7	Slovakia	1	Vietnam	6
France	15	Malaysia	5	Slovenia	1	Yemen	1
Germany	2	Mexico	5	South Africa	1		
Guatemala	1	Mongolia	4	South Korea	107		

### Gender

Male 472      Female 443

### Age (X axis = # of students Y axis = age of students)



## Demographics 2

### Education Goal (Major Field of Study)

Accounting	33	Computer Programming	4	Interior Arch. Design	25
Animation	6	Computer Science	26	Journalism	4
Art	12	Cosmetology	3	Kinesiology P.E.	12
Art History	1	Dance	6	Liberal Arts: Arts & Hum.	154
Athletic Coaching	3	Digital Media	4	Liberal Arts: Soc. Sci.	49
Bus. Marketing	33	Early Childhood Education	3	Mathematics	15
Bus. Mgt./Leadership	23	Environmental Science	4	Media Studies	4
Bus. Administration	141	Environmental Technology	2	Medical Admin. Asst.	1
Bus. Admin. Logistics	3	Fashion Design	15	Music	14
Bus. Entrepreneurship	5	Fashion Merchandising	28	Nursing (RN)	6
Bus. Management	70	Film Studies	39	Photography	9
Bus. Merchandising	2	General Science	43	Political Science	7
Bus. – International	53	Global Studies	1	Theater Arts	12
Comm. Studies	26	Graphic Design	11	Website Software Specialist	1
Computer Bus. App.	1	History	1		



## Demographics 3

### Student Profile: International Education Students

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The student profile section contains data describing the gender, age, ethnicity/race, enrollment status, educational goal, education status, and full-time/part-time status. Student demographic information was obtained from the college's Management Information Systems. Gender, age, ethnicity/race, educational goal, and education status are self-reported by students on the college application. Students are able to revise their information at any time. The totals describe the number of unduplicated international education students enrolled in credit courses in fall terms.

#### Gender

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	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	College-Wide Fall 2012
<b>Female</b>	1483	1498	1567	1612	1612	16019
	<b>51.8%</b>	<b>50.7%</b>	<b>49.7%</b>	<b>50.5%</b>	<b>49.4%</b>	<b>52.9%</b>
<b>Male</b>	1381	1456	1585	1583	1652	14241
	<b>48.2%</b>	<b>49.3%</b>	<b>50.3%</b>	<b>49.5%</b>	<b>50.6%</b>	<b>47.1%</b>
<b>Total</b>	2864	2954	3152	3195	3264	30260
	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Demographics 3

### Age

Age was calculated from student birth date information and reflects ages as of October 15 for the term recorded.

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	College- Wide Fall 2012
<b>19 or Younger</b>	617 <b>21.5%</b>	558 <b>18.9%</b>	587 <b>18.6%</b>	588 <b>18.4%</b>	648 <b>19.9%</b>	9260 <b>30.6%</b>
<b>20 to 24</b>	1607 <b>56.1%</b>	1730 <b>58.6%</b>	1919 <b>60.9%</b>	2005 <b>62.8%</b>	2041 <b>62.5%</b>	12296 <b>40.6%</b>
<b>25 to 29</b>	460 <b>16.1%</b>	485 <b>16.4%</b>	455 <b>14.4%</b>	449 <b>14.1%</b>	459 <b>14.1%</b>	3783 <b>12.5%</b>
<b>30 to 39</b>	160 <b>5.6%</b>	157 <b>5.3%</b>	166 <b>5.3%</b>	132 <b>4.1%</b>	98 <b>3.0%</b>	2815 <b>9.3%</b>
<b>40 to 49</b>	18 <b>0.6%</b>	22 <b>0.7%</b>	21 <b>0.7%</b>	18 <b>0.6%</b>	14 <b>0.4%</b>	1192 <b>3.9%</b>
<b>50 or Older</b>	2 <b>0.1%</b>	2 <b>0.1%</b>	4 <b>0.1%</b>	3 <b>0.1%</b>	4 <b>0.1%</b>	914 <b>3.0%</b>
<b>Total</b>	2864 <b>100%</b>	2954 <b>100%</b>	3152 <b>100%</b>	3195 <b>100%</b>	3264 <b>100%</b>	30260 <b>100%</b>

## Demographics 3

### Ethnicity/Race

The Chancellor's Office introduced the "multiple races" ethnicity/race category in the summer of 2009 and eliminated the "other" category.

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	College- Wide Fall 2012
<b>Asian/PI</b>	2030 <b>70.9%</b>	2011 <b>68.1%</b>	2059 <b>65.3%</b>	2036 <b>63.7%</b>	1203 <b>36.9%</b>	4680 <b>15.5%</b>
<b>Black</b>	59 <b>2.1%</b>	61 <b>2.1%</b>	51 <b>1.6%</b>	48 <b>1.5%</b>	20 <b>0.6%</b>	2914 <b>9.6%</b>
<b>Hispanic</b>	62 <b>2.2%</b>	60 <b>2.0%</b>	55 <b>1.7%</b>	70 <b>2.2%</b>	45 <b>1.4%</b>	10838 <b>35.8%</b>
<b>Native Am</b>	3 <b>0.1%</b>	3 <b>0.1%</b>	2 <b>0.1%</b>	0 <b>0.0%</b>	0 <b>0.0%</b>	79 <b>0.3%</b>
<b>Other</b>	100 <b>3.5%</b>	-- <b>--</b>	-- <b>--</b>	-- <b>--</b>	-- <b>--</b>	-- <b>--</b>
<b>White</b>	498 <b>17.4%</b>	434 <b>14.7%</b>	536 <b>17.0%</b>	635 <b>19.9%</b>	344 <b>10.5%</b>	8504 <b>28.1%</b>
<b>Multi-Races</b>	-- <b>--</b>	8 <b>0.3%</b>	26 <b>0.8%</b>	21 <b>0.7%</b>	11 <b>0.3%</b>	1100 <b>3.6%</b>
<b>Unreported</b>	112 <b>3.9%</b>	377 <b>12.8%</b>	423 <b>13.4%</b>	385 <b>12.1%</b>	1641 <b>50.3%</b>	2145 <b>7.1%</b>
<b>Total</b>	2864 <b>100%</b>	2954 <b>100%</b>	3152 <b>100%</b>	3195 <b>100%</b>	3264 <b>100%</b>	30260 <b>100%</b>

## Demographics 3

### Enrollment Status

Student's current standing with respect to attendance at the college.

**First-time students** are those enrolled in college for the first time after high school in a primary term (fall or spring).

**First-time transfers** are students enrolled at SMC for the first time and who transferred from another institution of higher education.

**Returning students** enrolled at SMC after an absence of one or more primary terms.

**Continuing students** are those who were enrolled at SMC in the previous regular session.

**Special Admit** students are high school students concurrently or dually enrolled at SMC.

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	College-Wide Fall 2012
<b>First-Time Student</b>	614 21.4%	644 21.8%	872 27.7%	795 24.9%	736 22.5%	5827 19.3%
<b>First-Time Transfer</b>	248 8.7%	232 7.9%	96 3.0%	145 4.5%	283 8.7%	3579 11.8%
<b>Returning Student</b>	42 1.5%	28 0.9%	19 0.6%	19 0.6%	16 0.5%	3139 10.4%
<b>Continuing Student</b>	1960 68.4%	2050 69.4%	2165 68.7%	2235 70.0%	2229 68.3%	17546 58.0%
<b>Special Admit (K12)</b>	0 0.0%	0 0.0%	0 0.0%	1 0.0%	0 0.0%	169 0.6%
<b>Total</b>	2864 100%	2954 100%	3152 100%	3195 100%	3264 100%	30260 100%

## Demographics 3

### Educational Goal

Student's primary educational goal. The goal is not updated unless the student's enrollment lapses for at least an academic year.

**Transfer:** Transfer to a four-year institution with or without an associate degree

**Associate Degree:** Obtain a two-year associate's degree or vocational degree without transfer.

**Certificate:** Earn a vocational certificate without transfer.

**Career Objective:** Discover/formulate career interests, plans, or goals, prepare for a new career, advance in a current job/career, or maintain certificate or license (e.g., Nursing, Real Estate)

**Educational Development:** Personal intellectual or cultural development.

**Improve Basic Skills:** Improve basic skills in English, reading, or math

**Complete HS Credits/GED:** Complete credits for high school diploma or GED

**Move from NC to Credit:** To move from noncredit coursework to credit coursework

**4-Yr Student:** Four-year college student taking courses to meeting four-year college requirements

**Unreported:** Undecided on goal, uncollected, unreported

## Demographics 3

### Educational Goal (continued from previous page)

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	College- Wide Fall 2012
<b>Transfer</b>	2125 <b>74.2%</b>	2340 <b>79.2%</b>	2643 <b>83.9%</b>	2700 <b>84.5%</b>	2670 <b>81.8%</b>	22095 <b>73.0%</b>
<b>Associate Degree</b>	298 <b>10.4%</b>	318 <b>10.8%</b>	328 <b>10.4%</b>	363 <b>11.4%</b>	465 <b>14.2%</b>	1916 <b>6.3%</b>
<b>Certificate</b>	29 <b>1.0%</b>	18 <b>0.6%</b>	12 <b>0.4%</b>	13 <b>0.4%</b>	16 <b>0.5%</b>	468 <b>1.5%</b>
<b>Career Objective</b>	120 <b>4.2%</b>	76 <b>2.6%</b>	47 <b>1.5%</b>	28 <b>0.9%</b>	22 <b>0.7%</b>	1696 <b>5.6%</b>
<b>Educational Development</b>	94 <b>3.3%</b>	78 <b>2.6%</b>	45 <b>1.4%</b>	18 <b>0.6%</b>	11 <b>0.3%</b>	1441 <b>4.8%</b>
<b>Improve Basic Skills</b>	29 <b>1.0%</b>	22 <b>0.7%</b>	12 <b>0.4%</b>	5 <b>0.2%</b>	6 <b>0.2%</b>	86 <b>0.3%</b>
<b>Complete HS Credits/GED</b>	7 <b>0.2%</b>	4 <b>0.1%</b>	1 <b>0.0%</b>	1 <b>0.0%</b>	0 <b>0.0%</b>	46 <b>0.2%</b>
<b>Move from NC to Credit</b>	0 <b>0.0%</b>	0 <b>0.0%</b>	0 <b>0.0%</b>	0 <b>0.0%</b>	0 <b>0.0%</b>	11 <b>0.0%</b>
<b>4-Yr Stu</b>	3 <b>0.1%</b>	8 <b>0.3%</b>	11 <b>0.3%</b>	7 <b>0.2%</b>	10 <b>0.3%</b>	1094 <b>3.6%</b>
<b>Unreported</b>	159 <b>5.6%</b>	90 <b>3.0%</b>	53 <b>1.7%</b>	60 <b>1.9%</b>	64 <b>2.0%</b>	1407 <b>4.6%</b>
<b>Total</b>	2864 <b>100%</b>	2954 <b>100%</b>	3152 <b>100%</b>	3195 <b>100%</b>	3264 <b>100%</b>	30260 <b>100%</b>

## Demographics 3

### Education Status

Student's highest level of education.

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	College- Wide Fall 2012
<b>Not a High School Graduate</b>	19 0.7%	19 0.6%	13 0.4%	11 0.3%	50 1.5%	732 2.4%
<b>High School Graduate or Equivalent</b>	2599 90.7%	2677 90.6%	2958 93.8%	3065 95.9%	3133 96.0%	25640 84.7%
<b>Associate Degree</b>	90 3.1%	83 2.8%	56 1.8%	35 1.1%	18 0.6%	764 2.5%
<b>Bachelor's Degree or Higher</b>	156 5.4%	175 5.9%	124 3.9%	83 2.6%	54 1.7%	3,115 10.3%
<b>Unknown</b>	0 0.0%	0 0.0%	1 0.0%	1 0.0%	9 0.3%	9 0.3%
<b>Total</b>	2864 100%	2954 100%	3152 100%	3195 100%	3264 100%	30,260 100%

### Part/Full Time Status

Full-time students enrolled in 12 or more credit units during the time recorded. Part-time student enrolled in 0.5 to 11.5 credit units during the term recorded.

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	College- Wide Fall 2012
<b>Part-time</b>	250 8.7%	367 12.4%	473 15.0%	439 13.7%	955 29.3%	19,578 64.7%
<b>Full-time</b>	2614 91.3%	2587 87.6%	2679 85.0%	2756 86.3%	2309 70.7%	10,682 35.3%
<b>Total</b>	2864 100%	2954 100%	3152 100%	3195 100%	3264 100%	30260 100%

## Demographics 4

FALL SEMESTER 2011 Total Population 3165	
KOREA REPUBLIC	735
CHINA	703
SWEDEN	437
JAPAN	291
HONG KONG	135
INDONESIA	88
FRANCE	75
TURKEY	75
TAIWAN	42
BRAZIL	39
CANADA	37
MONGOLIA	30
VIETNAM	29
RUSSIA	28
GERMANY	27
KUWAIT	26
SINGAPORE	24
THAILAND	22
ISRAEL	18
ITALY	18
MOROCCO	16
MALAYSIA	14
MEXICO	13
SAUDI ARABIA	12
ENGLAND/G BRITAIN	11
FINLAND	11
SWITZERLAND	11
AUSTRALIA	10

FALL SEMESTER 2012 Total Population 3346	
CHINA	904
SO KOREA	639
SWEDEN	538
JAPAN	217
HONG KONG	134
INDONESIA	89
TURKEY	73
FRANCE	70
TAIWAN	48
SAUDI ARABIA	40
BRAZIL	39
RUSSIA	35
CANADA	34
KUWAIT	29
THAILAND	23
VIETNAM	23
GERMANY	22
MEXICO	21
MONGOLIA	20
SINGAPORE	20
ITALY	19
KAZAKHSTAN	18
MOROCCO	15
MALAYSIA	14
ISRAEL	14
VENEZUELA	13
ENGLAND/G BRITAIN	12
TUNISIA	12

FALL SEMESTER 2013 Total Population 3324	
CHINA	1031
SO KOREA	529
SWEDEN	496
JAPAN	201
HONG KONG	132
SAUDI ARABIA	98
INDONESIA	84
TURKEY	74
FRANCE	60
TAIWAN	49
RUSSIA	33
BRAZIL	29
CANADA	29
KUWAIT	28
KAZAKHSTAN	25
SINGAPORE	21
VIETNAM	21
ITALY	21
TUNISIA	19
THAILAND	18
GERMANY	18
MEXICO	18
MALAYSIA	17
IRAN	16
MOROCCO	15
MACAO	14
MONGOLIA	14
ENGLAND/G BRITAIN	13



NETHERLANDS	10
UAE	10
KAZAKHSTAN	9
MACAO	9
NORWAY	8
CAMEROON	7
COLOMBIA	7
ANGOLA	6
VENEZUELA	6
AUSTRIA	5
IRAN	5
KENYA	5
PHILIPPINES	5
PORTUGAL	5
SO AFRICA	5
UKRAINE	5
BELGIUM	4
BULGARIA	4
GUATAMALA	4
INDIA	4
NEPAL	4
NEW ZEALAND	4
SRI LANKA	4
TUNISIA	4
BANGLADESH	3
CZECH REP	3
LITHUANIA	3
PARAGUAY	3
PERU	3
POLAND	3
BAHRAIN	2
BURMA/MYANMAR	2
CHILE	2
DENMARK	2

AUSTRALIA	11
MACAO	10
NETHERLANDS	10
INDIA	9
NORWAY	9
SPAIN	9
SWITZERLAND	9
COLOMBIA	9
IRAN	9
FINLAND	8
UAE	8
PORTUGAL	7
UKRAINE	7
BULGARIA	6
ANGOLA	6
PHILIPPINES	5
SO AFRICA	5
BANGLADESH	4
POLAND	4
CHILE	4
MYANMAR/BURMA	3
SRI LANKA	3
DENMARK	3
AZERBAIJAN	3
CZECH REP	3
PARAGUAY	3
PERU	3
CAMEROON	3
BAHRAIN	3
NEPAL	2
AUSTRIA	2
BELGIUM	2
BELARUS	2
HUNGARY	2

ISRAEL	10
BANGLADESH	9
VENEZUELA	9
AUSTRALIA	9
INDIA	8
DENMARK	8
NETHERLANDS	8
NORWAY	8
SWITZERLAND	8
UAE	8
PHILIPPINES	7
COLOMBIA	7
SO AFRICA	7
PORTUGAL	6
SPAIN	6
POLAND	6
MYANMAR/BURMA	5
ECUADOR	5
SRI LANKA	4
FINLAND	4
BULGARIA	4
UKRAINE	4
NEPAL	3
EGYPT	3
CAMBODIA (Kampuchea)	2
PAKISTAN	2
UZBEKISTAN	2
AZERBAIJAN	2
HUNGARY	2
LITHUANIA	2
SLOVAKIA	2
BOLIVIA	2
CHILE	2
GUATAMALA	2

EL SALVADOR	2
HUNGARY	2
PANAMA	2
SPAIN	2
ARGENTINA	1
AZERBAIJAN	1
BELARUS	1
BOLIVIA	1
CROATIA	1
ECUADOR	1
EGYPT	1
ETHIOPIA	1
GHANA	1
GUINEA	1
HONDURAS	1
JORDAN	1
MACEDONIA	1
NIGER	1
PAKISTAN	1
SENEGAL	1
SLOVAKIA	1
COSTA RICA	
CYPRUS	
GREECE	
LAOS	
LATVIA	
LEBANON	
NAMIBIA	
NIGERIA	
QATAR	
ROMANIA	
SYRIA	
TANZANIA	
TOGO	

LITHUANIA	2
BOLIVIA	2
GUATAMALA	2
HONDURAS	2
PANAMA	2
KENYA	2
EGYPT	2
LEBANON	2
CROATIA	1
MACEDONIA	1
ROMANIA	1
SLOVAKIA	1
COSTA RICA	1
ECUADOR	1
ETHIOPIA	1
TANZANIA	1
NIGERIA	1
CAMBODIA (Kampuchea)	
LAOS	
KYRGYSTAN	
PAKISTAN	
UZBEKISTAN	
GREECE	
ESTONIA	
LATVIA	
YUGOSLAVIA	
ARGENTINA	
EL SALVADOR	
SURINAME	
URUGUAY	
CONGO	
GABON	
ALGERIA	
NAMIBIA	

PANAMA	2
ETHIOPIA	2
ANGOLA	2
SENEGAL	2
LEBANON	2
AUSTRIA	1
BELGIUM	1
GREECE	1
BELARUS	1
CZECH REP	1
LATVIA	1
MACEDONIA	1
ROMANIA	1
COSTA RICA	1
PARAGUAY	1
PERU	1
TANZANIA	1
CAMEROON	1
SYRIA	1
NEW ZEALAND	1
LAOS	
KYRGYSTAN	
CROATIA	
ESTONIA	
YUGOSLAVIA	
ARGENTINA	
EL SALVADOR	
HONDURAS	
SURINAME	
URUGUAY	
KENYA	
CONGO	
GABON	
ALGERIA	

URUGUAY	
YEMEN	
YUGOSLAVIA	
<b>TOTALS</b>	<b>3167</b>

GHANA	
GUINEA	
NIGER	
SENEGAL	
TOGO	
CYPRUS	
JORDAN	
LIBYA	
OMAN	
QATAR	
SYRIA	
YEMEN	
NEW ZEALAND	
<b>TOTALS</b>	<b>3346</b>

NAMIBIA	
GHANA	
GUINEA	
NIGER	
NIGERIA	
TOGO	
BAHRAIN	
CYPRUS	
JORDAN	
LIBYA	
OMAN	
QATAR	
YEMEN	
<b>TOTALS</b>	<b>3324</b>

Growth from 2011 179

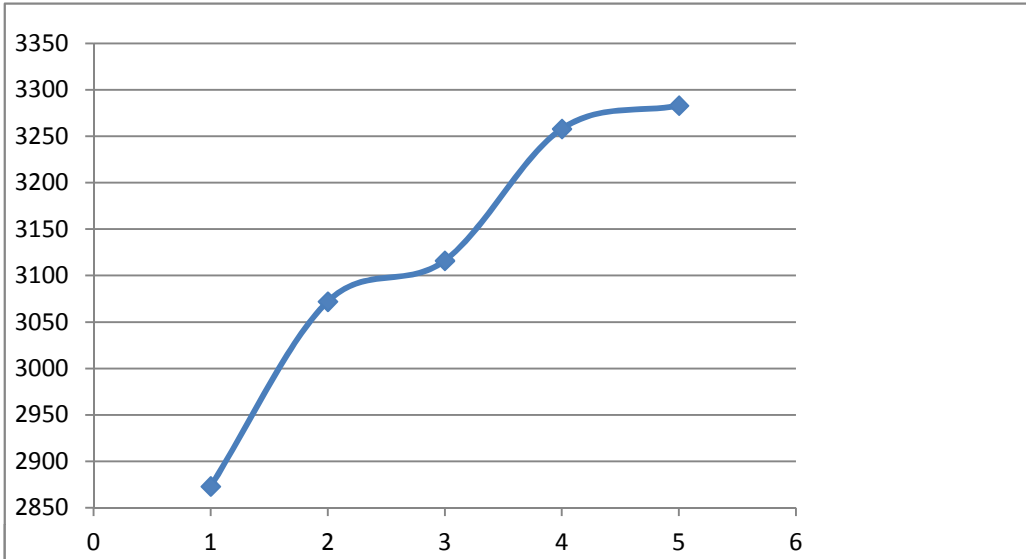
Loss from 2011 -22

# General Enrollment Statistics

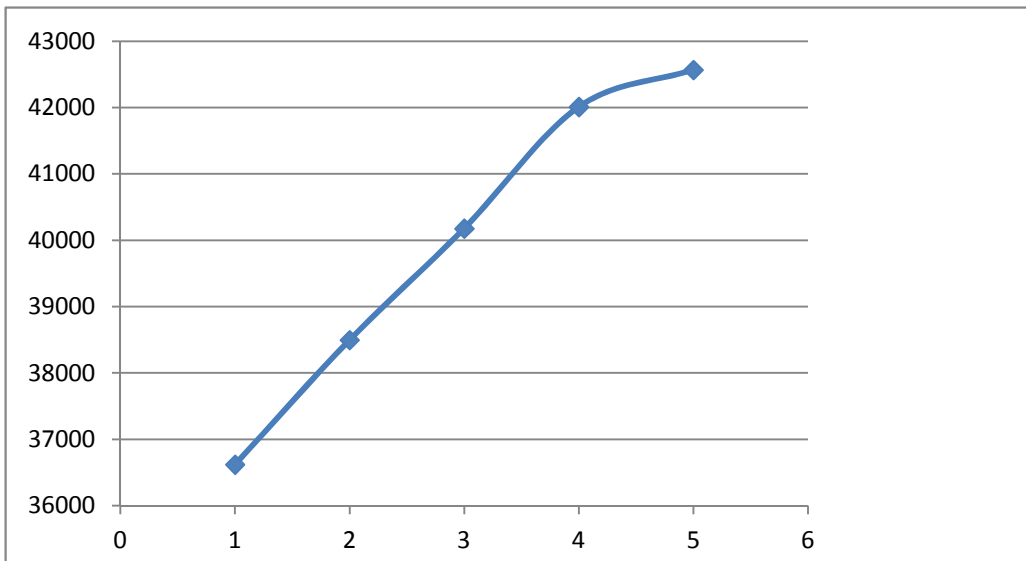
Enrollment Snapshot: Fall Semesters 2009 - 2013 (as of 11/19/2013)

	Head Count	Unit Count
Fall 2009	2873	36619.5
Fall 2010	3072	38497
Fall 2011	3116	40176.5
Fall 2012	3258	42010
Fall 2013	3283	42568

Head Count



Unit Count



# General Satisfaction Survey

## 2013 International Student General Satisfaction Survey Findings

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In spring of 2013, the Office of International Education administered an online survey assessing student satisfaction with the services provided by the International Education Center (IEC) and the International Education Counseling Center (IECC). A total of 130 international education students completed the survey. Nearly 60% of the survey respondents were enrolled at SMC for at least one year. One-third of the respondents indicated that the spring 2013 term was their first term at SMC.

The survey asked students to provide feedback on various services and programs provided by the IEC and IECC, including the Intensive English Program, F-1 immigration rules and regulations, satisfaction with IEC and IECC staff, communication methods, student support services, and others. The current report provides a detailed analysis of the survey findings by service category.

### **Key Findings**

- A large majority (over 70%) of international students reported being satisfied with the IEP classes and reported that the IEP classes prepared them for credit ESL courses;
- Overall, 8 in 10 international students had at least a good understanding of F-1 rules and regulations; however, only 6 in 10 students reported being satisfied with how well the IEC and IECC communicate these rules to them;
- Students were most satisfied with the information seminar and IEC emails as methods of communicating F-1 rules and regulations, and least satisfied with IEC website as a communication method;
- More than two-thirds of students reported being satisfied with the IEC/IECC front desk staff, student peer mentors, and counselors. Students were least satisfied with the accessibility of the counselors and the ease of making an appointment with a counselor;
- Less than half (46.5%) of students always or often received the information they need from the IEC/IECC. Most preferred communicating with IEC/IECC by email;
- Less than half of students reported being satisfied with the student insurance and housing information received from IEC/IECC;
- Most students reported being at least moderately aware of instructor office hours and tutoring services. Students were least aware of the services provided by the writing center and Psychological Services; and,
- A large majority of students reported they felt welcome at SMC, however, fewer than half reported feeling that SMC cares about them.

## Intensive English Program

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A large majority (95.5%) of survey respondents were not currently enrolled in the Intensive English Program (IEP). A handful of students responded to the two survey items related to the IEP. Among students who had previously enrolled in IEP classes (10 students), 70% reported being “satisfied” or “very satisfied” with the classes (see Table 1.)

Table 1. Satisfaction with IEP Classes

Satisfaction Level	Number Respondents	Percentage of Respondents
Very satisfied	2	20.0%
Satisfied	5	50.0%
Somewhat satisfied	2	20.0%
Somewhat dissatisfied	0	0.0%
Dissatisfied	0	0.0%
Very dissatisfied	1	10.0%
Total	10	100.0%

A large majority (71.4%) of credit international education students who had previously enrolled in IEP classes indicated that the IEP program did a “good” or “excellent” job preparing them for credit ESL courses (see Table 2).

Table 2. Quality of Preparation of IEP for Credit ESL

Quality of Preparation	Number Respondents	Percentage of Respondents
Excellent	1	14.3%
Good	4	57.1%
Fair	1	14.3%
Poor	1	14.3%
Total	10	100%

## F-1 Immigration Rules and Regulations

Overall, a large majority (80%) of international students indicated that they had a good or excellent understanding of the F-1 immigration rules and regulations. Disproportionately fewer students (18.5%) indicated they had some understanding and even fewer (1.5%) reported having no understanding of the F-1 immigration rules and regulations (see Figure 3).

Figure 3. Level of Understanding of F1 Rules & Regulations

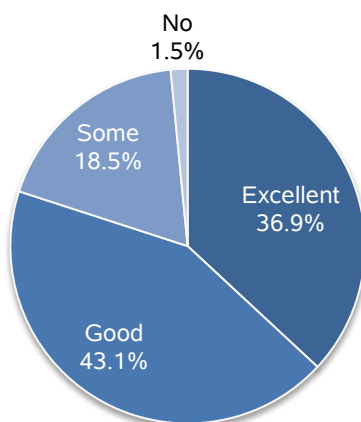


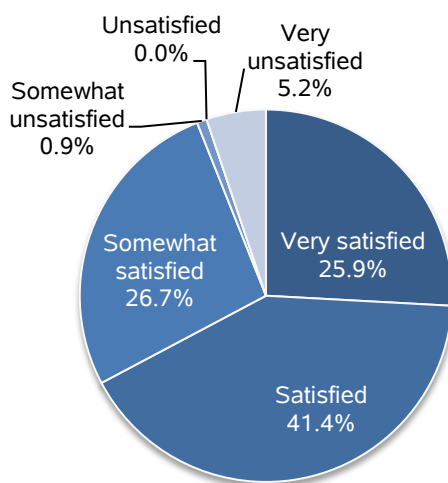
Table 4 describes the level of understanding reported by international students of specific F-1 immigration rules and regulations. Over 90% of international students reported that they had a good or excellent understanding of rules related to the 12 unit per semester requirement (95.4%), obtaining permission to drop below 12 units (91.5%), and one online class allowed per semester (90.8%). Approximately 85% of the international students who completed the survey reported that they had a good or excellent understanding of the rule related to obtaining authorization to work.

Table 4. Level of Understanding of F1 Rules & Regulations by Rule

	Excellent understanding	Good understanding	Some understanding	No understanding
Required to enroll in 12 or more units each fall and spring semester (N = 130)	87.7%	7.7%	3.8%	0.8%
Required to obtain permission from IEC/IECC to drop below 12 units each fall and spring semester (N = 129)	69.8%	21.7%	7.0%	1.6%
Required to obtain authorization to work (N = 130)	63.1%	22.3%	11.5%	3.1%
Only allowed to enroll in one online class each semester (N = 130)	76.2%	14.6%	6.2%	3.1%

Approximately 60% of international students indicated that they were satisfied or very satisfied with how well the IEC and IECC communicate the F-1 immigration rules and regulations (see Figure 5). An additional 27% of students were somewhat satisfied with how well the IEC and IECC communicate the immigration rules.

Figure 5. Satisfaction with Communication of F-1 Immigration Rules & Regulations



The IEC and IECC provide information about the F-1 immigration rules and regulations in multiple ways. International students reported being most satisfied/very satisfied with information provided by the information seminar (71.2%), IEC emails (69.0%), and the admissions packet (63.2%), and least satisfied with the information provided on the IEC website (51.6%) (see Table 6).

Table 6. Satisfaction with Communication of F-1 Immigration Rules & Regulations by Communication Method

	Very satisfied/ satisfied combined	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied/ dissatisfied combined
Information seminar (N = 125)	71.2%	20.0%	3.2%	5.6%
IEC emails (N = 129)	69.0%	19.4%	5.4%	6.2%
Admissions packet (N = 125)	63.2%	23.2%	7.2%	6.4%
Newsletter (N = 119)	57.1%	26.1%	8.4%	8.4%
COUNS 11 class (N = 107)	55.1%	25.2%	10.3%	9.3%
One-on-one counseling (N = 118)	54.2%	20.3%	10.2%	15.3%
IEC website (N = 124)	51.6%	27.4%	7.3%	13.7%

In an open-ended question, survey respondents were able to report how else they would like to learn about F-1 immigration rules and regulations. The following communication methods were mentioned in the open-ended responses: workshops, videos, social events, Q and A section on the website, online chat, and immigration experts.



## IEC and IECC Staff

A large majority of international students reported being satisfied or very satisfied with their interactions with both front desk staff (68.2%) and instructional student peer mentors (68.8%) (see Tables 7 and 8). Fewer students reported being satisfied/very satisfied with the accessibility of the front desk staff (60.9%) when compared to their level of satisfaction with front desk staff friendliness (65.6%), promptness of response (65.6%), and approachability (62.7%). More than two-thirds of survey respondents reported being satisfied or very satisfied with the friendliness (75.0%), approachability (70.3%), promptness of response (67.9%), and accessibility (67.9%) of the peer mentors. Just under two-thirds of students reported being satisfied/very satisfied with the value of information (64.3%) provided by peer mentors.

*Table 7. Satisfaction with Front Desk Staff*

	Very satisfied/ satisfied combined	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied/ dissatisfied combined
Overall satisfaction with interaction (N = 129)	68.2%	23.3%	3.1%	5.4%
Friendliness (N = 128)	65.6%	25.8%	5.5%	3.1%
Promptness of response (N = 128)	65.6%	20.3%	7.8%	6.3%
Approachability (N = 126)	62.7%	23.8%	7.1%	6.3%
Accessibility (N = 128)	60.9%	18.0%	10.9%	10.2%

*Table 8. Satisfaction with Instructional Student Peer Mentors*

	Very satisfied/ satisfied combined	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied/ dissatisfied combined
Overall satisfaction with interaction (N = 112)	68.8%	25.9%	2.7%	2.7%
Friendliness (N = 112)	75.0%	20.5%	1.8%	2.7%
Approachability (N = 111)	70.3%	20.7%	3.6%	5.4%
Promptness of response (N = 112)	67.9%	25.0%	3.6%	3.6%
Accessibility (N = 112)	67.9%	18.8%	5.4%	8.0%
Value of information provided (N = 112)	64.3%	23.2%	9.8%	2.7%

Overall, international students who participated in the survey reported being satisfied or very satisfied with their interactions with IECC counselors (68.5%) (see Table 9). Students reported being most satisfied with the friendliness (69.4%) of, promptness of response (61.6%), and value of the information provided (60.7%) by IECC counselors. Just over half of the survey respondents indicated they were satisfied or very satisfied with the ease of making an appointment with an IECC counselor (51.6%).

Table 9. Satisfaction with IECC Counselors

	Very satisfied/ satisfied combined	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied/ dissatisfied combined
Overall satisfaction with interaction (N = 124)	68.5%	21.8%	3.2%	6.5%
Friendliness (N = 121)	69.4%	20.7%	5.8%	4.1%
Promptness of response (N = 125)	61.6%	24.8%	8.8%	4.8%
Value of information provided (N = 122)	60.7%	21.3%	10.7%	7.4%
Approachability (N = 121)	59.5%	26.4%	7.4%	6.6%
Accessibility (N = 123)	55.3%	22.8%	8.9%	13.0%
Ease of making an appointment (N = 122)	51.6%	21.3%	11.5%	15.6%

## Communication

Nearly half (46.5%) of international students reported always or often receiving the information they need from the IEC and/or IECC (See Figure 10).

Figure 10. Frequency – Received Information Needed From IEC and/or IECC

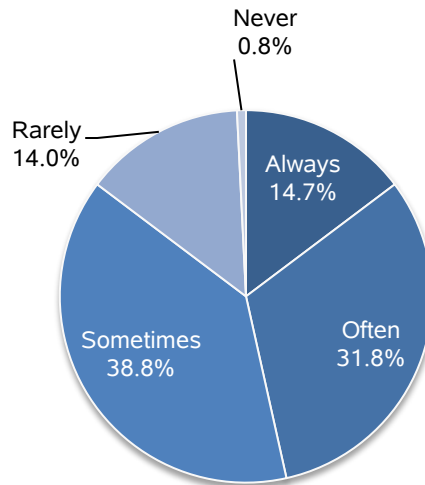
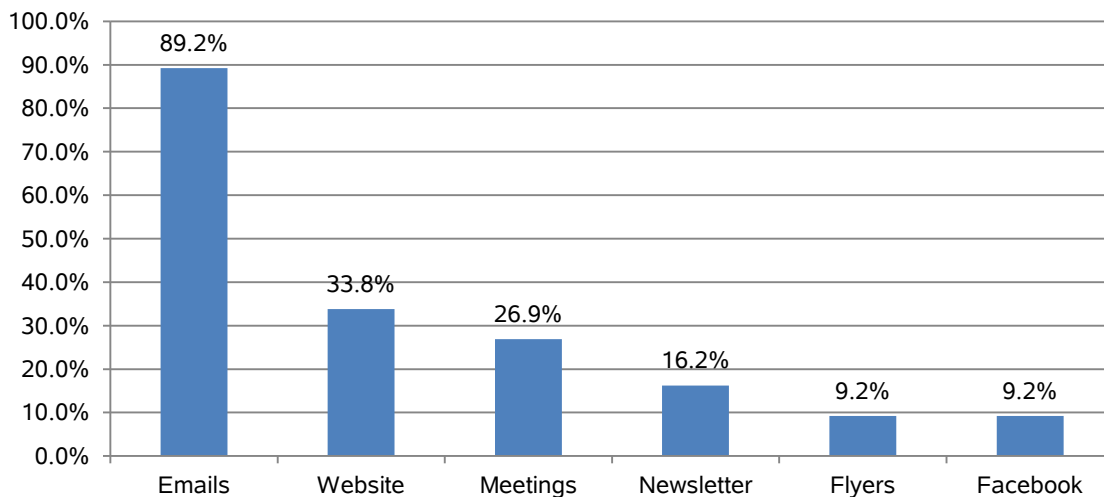


Figure 11 describes the percentage of survey respondents who indicated a preference for the specified communication method. Respondents were able to mark more than one response; therefore, the percentages do not sum to 100%. International students most prefer to receive information from the IEC and/or IECC by email (89.2%). Students indicated that the least preferred methods of communication were flyers (9.2%) and Facebook (9.2%).

Figure 11. Percentage of Survey Respondents by Preferred Method of Communication



Students who indicated a preference for an “other” method of communication reported wanting to receiving information through text, face-to-face conversation, and online chat.

## Student Support

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About four in ten students indicated that they were satisfied or very satisfied with the student information (42.9%) and housing information (41.6%) they received from the IEC and/or IECC (See Figures 12 and 13).

Figure 12. Satisfaction – Student Insurance Information Received from IEC/IECC

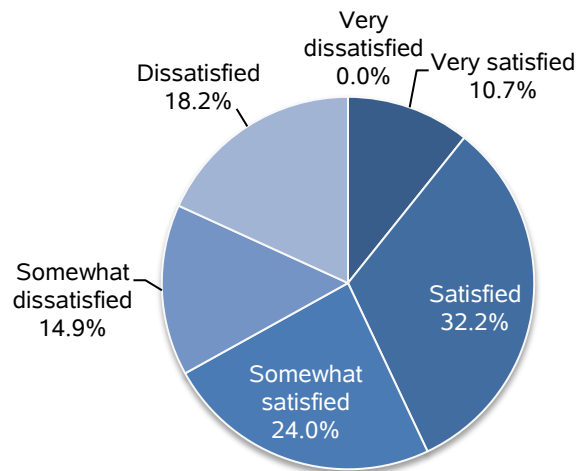
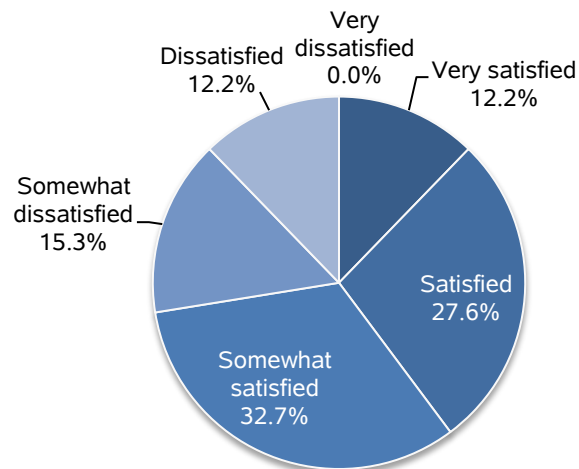


Figure 13. Satisfaction – Housing Information Received from IEC/IECC



International students reported being most aware of instructor office hours and tutoring services with 47.3% and 40.3% of students, respectively, reporting being very aware of those on-campus services. International students are least aware of writing center and psychological services with 25.6% and 23.4% of students, respectively, reporting they were not aware at all of these services (see Table 14).

Table 14. Awareness of On-Campus Services and Programs

	Very aware	Moderately aware	Somewhat aware	Not aware at all
Instructor office hours (N = 129)	47.3%	28.7%	14.7%	9.3%
Tutoring services (N = 129)	40.3%	28.7%	17.1%	14.0%
Health services (N = 129)	35.7%	30.2%	22.5%	11.6%
Student clubs (N = 129)	31.0%	27.9%	21.7%	19.4%
Writing center (N = 129)	27.9%	26.4%	20.2%	25.6%
Psychological services (N = 128)	26.6%	28.1%	21.9%	23.4%

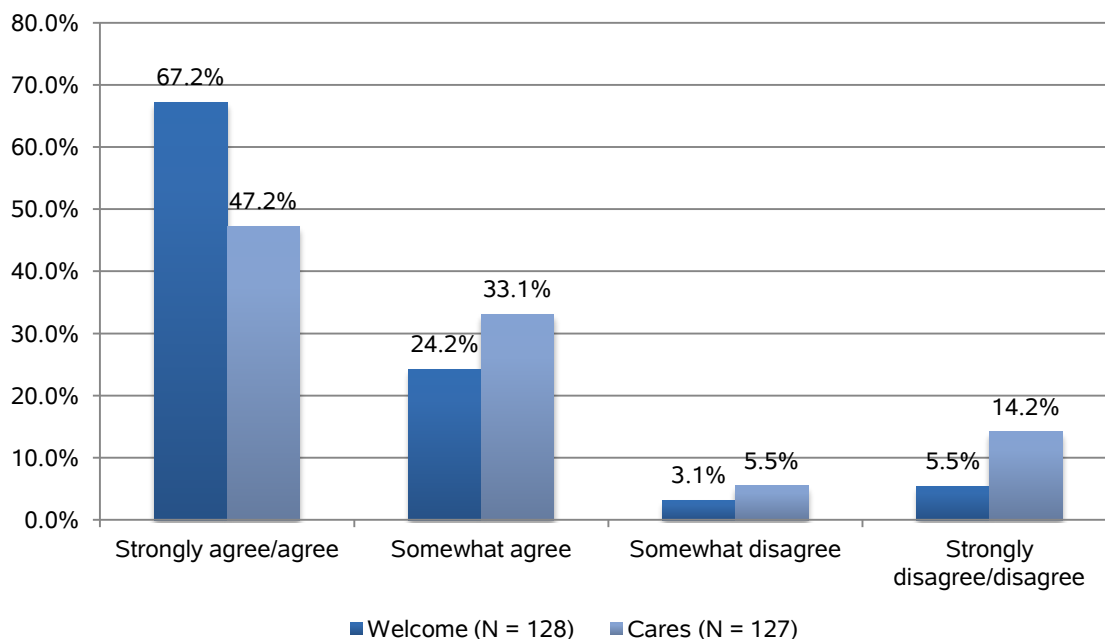
## General

The survey asked students to rate the extent to which they agree with the following statements:

- “Santa Monica College makes me feel welcome”; and,
- “Santa Monica College cares about me”.

The data findings suggest that a large majority (67.2%) of international students feel that the college makes them feel welcome, however, disproportionately fewer (47.2%) students feel that the college cares about them (see Figure 15).

Figure 15. Agreement Level – Sense of Caring/Welcome



The last question on the survey asked international students to identify the four-year universities and college they have applied and been accepted into as of spring 2013. Only 10 of the 130 students responded to the survey item. Students were able to report more than one school. The following table describes the transfer institutions that students reported being accepted into:

Table 16. Accepted Transfer Institutions

	Count of Students
California State University, Long Beach	1
California State University, Northridge	3
Emily Carr University of Art & Design (Canada)	1
Loyola Marymount University	1
Santa Fe University of Art & Design	1
School of Visual Arts (New York)	1
UC Berkeley	1
UC Davis	1
UC Los Angeles	1
UC Riverside	2
UC San Diego	1
University of Southern California	1

# Housing Information for International Students

### ❖ NOTES FROM THE INTERNATIONAL EDUCATION COUNSELING CENTER (IEC-C)



Welcome to Santa Monica! Comfortable, secure housing is an important concern for our international students. Although SMC does not have a student dormitory, the IEC-C, located at 1734 Pearl Street, is happy to assist you

with the many housing options available in the area. Please remember that securing housing is your responsibility and that it is essential to choose a neighborhood that is both safe and close to SMC. Los Angeles has some of the worst traffic in the US, and professors drop students who arrive late, especially during the first week of school. **DO NOT** choose a location like West Hollywood or Koreatown – they may be cheap but involve a very difficult commute even if you have a car.

### ❖ HOMESTAY PROGRAMS

Homestay programs are arranged through private companies that charge a fee to match you with a compatible, pre-screened family, usually called a “Host Family”. If you choose a Homestay Program, be sure to contact the Homestay Company at least *two months before* you plan on arriving in the US. Applications must be submitted directly to the organization and processed prior to your arrival as SMC does not monitor or administer these programs. Your living arrangements would depend on your personal preferences, as well as those of the host family. The host family often provides meals; typically you would have a private bedroom and share a bathroom with members of the family. Some of these companies require full payment in advance. In most cases, a refundable damage deposit will be charged in addition to the processing fee and the monthly rent. Depending on the facilities provided, anticipate paying between \$800 to \$1,500 or more per month. Most Homestays are within 30 to 45 minutes to SMC by public

transportation, but be sure to confirm the location before signing any contract. You may check how long it might take by bus at: [www.mta.net](http://www.mta.net)

### The following are local Homestay companies:

#### Global Student Services

Tel: 310-438-7485

Fax: 424-254-2304

info@global-student-service.com

www.global-student-service.com

#### Homestay in LA

Tel: 310-906-7236 or 480-319-3980

contact@homestayinla.com

www.homestayinla.com

skype: Homestayinla

#### IHPS Homestays

Tel: 626-798-0209

Fax: 626-795-5198

info@ihpshomestays.com

www.ihpshomestays.com

#### International Student Placements

Tel: 650-947-8879

Fax: 650-948-1105

info@isphomestays.com

www.isphomestays.com

#### Universal Student Housing

Tel: 310-824-4908 or 866-900-4874

Fax: 310-824-2412

contact@usaish.com

www.usaish.com

### ❖ HOTELS & HOSTELS

If you prefer to rent or share an apartment, it is important to plan on arriving two or three weeks before the beginning of classes. Be sure to make reservations at a hotel, motel or hostel *before* leaving your home country. Check on-line for Santa Monica hotels, motels or hostels in your price range.

### ❖ ROOMS IN PRIVATE HOMES

The IEC-C maintains a current listing of rooms for rent that includes a limited number of rooms in private homes. Please stop by the IEC-C to pick up a current copy of the list (it is not available on-line). Keep in mind, however, that this list is offered as a free service and SMC does not investigate, endorse, or guarantee the availability of these listings. The average monthly cost is \$850, depending on facilities provided, which

# Housing Information for International Students

**International Education**

may or may not include food or utilities. Move-in costs may include first and last month's rent as well as a security deposit. Each listing is unique- it's your job to find one that suits you best!

❖ **APARTMENT RENTALS**

There are a variety of apartments available for rent in Santa Monica and the surrounding neighborhoods. Free lists may be found in local newspapers, on the Internet, or at the IEC-C.

**Midvale Plaza** (30 minutes by Big Blue Bus #7)

527/540 Midvale Ave Los Angeles, CA 90024  
Luxury apartments; pool, study lounge; fitness center; controlled access  
www.midvaleplaza.com  
Tel: 310-208-4868 Fax: 310-824-5831

**Pico Lanai Apartments** (Walk to SMC)

2501 Pico Blvd . Santa Monica, CA 90405  
One bedroom , one bath apartments, pool, laundry, controlled access  
www.picolanai.com  
Tel: 888-770-4214 Fax: 310-828-2119

**Solutions in LA** (30 minutes by Big Blue Bus #7)

Various singles, studios and shared apartments plus student services- private tutoring, drivers license applications, etc.  
www.info@solutionsinla.com  
Tel : 310-391-5030

**Universal Student Housing**

Tel: 310-824-4908 or 866-900-4874  
Fax: 310-824-2412  
contact@usaish.com  
www.usaish.com

**Westwood Villa Apartments** (25 minutes by Big Blue Bus #8 & the Sunset Ride)

2901 S Sepulveda Blvd, Los Angeles, CA 90064  
Pool, laundry facility, bus, shops & restaurant close  
www.westwoodvillaapts.com  
Tel: 310-479-2120

**Zuma Housing** (various properties within walking and bus distance of SMC)

Fully furnished apartments or rooms in Santa Monica and West La for SMC students  
Tel: 310-209-5577  
www.zumahousing.com or info@zumahousing.com

**For other listings, visit the following web sites:**

- [www.apartmentguide.com](http://www.apartmentguide.com)
- [www.apartments.com](http://www.apartments.com)
- [www.aptmag.com](http://www.aptmag.com)
- [www.data.cho.ucla.edu](http://www.data.cho.ucla.edu)
- [www.mdrents.com](http://www.mdrents.com)
- [www.move.com](http://www.move.com)
- [www.rstrents.com](http://www.rstrents.com)
- [www.sublet.com](http://www.sublet.com)
- [www.westsiderentals.com](http://www.westsiderentals.com) (fee charged for subscription)



**Visit these web sites for information on rules and regulations concerning rentals:**

- [www.alllaw.com](http://www.alllaw.com)
- [www.findlaw.com](http://www.findlaw.com)
- [www.nolo.com](http://www.nolo.com)

❖ **APARTMENT SHARING**

Many students choose to share an apartment with other students, and the IEC-C maintains a current list of students who are available to share an apartment or who have a room in their apartment for rent. Students who wish to share their apartment make their own terms; be prepared for move-in costs to include first and last month rent as well as a security deposit. Approximate monthly cost to share an apartment starts around \$800, excluding utilities, telephone and Cable TV.

**Solutions in LA** (30 minutes by Big Blue Bus #7)

Singles, studios and shared apartments plus student services- including private tutoring, drivers license applications.  
www.info@solutionsinla.com  
Tel : 310-391-5030



# Housing Information for International Students

International Education

**Zuma Housing** (various properties within walking and bus distance of SMC)

Fully furnished apartments or rooms in Santa Monica and West La for SMC students

Tel: 310-209-5577

[www.zumahousing.com](http://www.zumahousing.com) or [info@zumahousing.com](mailto:info@zumahousing.com)

❖ **DORMITORY STYLE HOUSING**

**Fish Living** (15 minutes by Bus #7)

Share a fully furnished house with other Santa Monica and UCLA students. Students enjoy a private room and share large bath. Rooms are furnished. House is located one 20 minute bus ride to SMC (3 miles).

Tel: 310-804-6815; Fax: 310-470-4744

[www.fishliving.com](http://www.fishliving.com)

[info@fishliving.com](mailto:info@fishliving.com)

**Solutions in LA** (30 minutes by Big Blue Bus #7)

Singles, studios and shared apartments plus student services- including private tutoring, drivers license applications.

[www.info@solutionsinla.com](http://www.info@solutionsinla.com)

Tel : 310-391-5030

**Universal Student Housing (USH)** (30 minutes by Big Blue Bus #8)

Students share an apartment with a choice of one to three other students. USH offers airport pick-up, telephone & answering machines in each apartment, free incoming fax services, tour packages and weekly grocery shopping trips. All rooms are fully furnished; the building offers controlled access, a pool, laundry facilities, and is located near a bus stop. Prices vary depending on accommodations offered.

Tel: 310-824-4908 or 866-900-4874

Fax: 310-824-2412

[contact@usaish.com](mailto:contact@usaish.com)

[www.usaish.com](http://www.usaish.com)

**University Cooperative Housing Association** (30 minutes by Big Blue Bus #8)

Located 2 blocks from the UCLA campus and 6 miles from SMC, the Co-Op offers a very affordable housing alternative for international and domestic students alike. All rooms are furnished and utilities are included. Each member of the Co-Op must contribute four hours of chores per week. Nineteen meals per week are provided and vegetarian fare is available. The Co-Op has single, double, and triple rooms, and allows residents to remain in them during UCLA academic breaks at no additional charge.

Co-Op:

500 Landfair Avenue

Los Angeles, CA 90024

Tel: 310-208-8242; Fax: 310-824-0112

email: [uchaweb@earthlink.net](mailto:uchaweb@earthlink.net)

[www.uchaonline.com](http://www.uchaonline.com)

❖ **CORPORATE HOUSING**

Typically more expensive than the average apartment rental, but less expensive than many hotels, corporate-style apartments are also available. They offer nightly, weekly and monthly rates and may provide a valuable short-term alternative to a hotel stay or a long-term alternative to renting an unfurnished apartment. These apartments are fully furnished, the kitchens are fully equipped and there are laundry facilities on site. You may contact the following companies for corporate housing:

**Archstone Citrus Suites, Santa Monica**

1915 Ocean Way

Santa Monica, CA 90405

Tel: 866-474-8666

[www.archstonecitrusuites.com](http://www.archstonecitrusuites.com)

[citrussuites@archstonemail.com](mailto:citrussuites@archstonemail.com)

**Oakwood Marina del Rey Apts**

4111 S. Via Marina, 2nd Floor

Marina del Rey, CA 90292

Tel: 800-846-8465 ; Fax: 310-578-1372

[lrauch@oakwood.com](mailto:lrauch@oakwood.com)

Reservations: 866-238-7269

[www.oakwood.com](http://www.oakwood.com)

**Travelodge Hotel at LAX Airport**

Maximum stay: 28 days

5547 W. Century Blvd.

Los Angeles, CA 90045

Tel: 800-421-3939 or 310-649-4000

Fax: 310-649-0311

[www.travelodgelax.com](http://www.travelodgelax.com)

❖ **Transportation & Locales**

Santa Monica has an efficient and reliable public bus system. Go to the following sites for bus routes, travel times, directions, distances, and costs as well as area maps:



- |                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><a href="http://www.mta.net">www.mta.net</a></p> <p><a href="http://www.bigbluebus.com">www.bigbluebus.com</a></p> <p><a href="http://www.maps.yahoo.com">www.maps.yahoo.com</a></p> <p><a href="http://www.maps.google.com">www.maps.google.com</a></p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

# Housing Information for International Students

NEIGHBORHOODS IN THE SMC VICINITY	Approximate Distance in Miles to SMC	Approximate Distance in Kilometers	Zip Codes	Minimum Approximate Travel Times (by bus)	Bus Name and Number	Total # of Buses
<b>MORE EXPENSIVE</b>						
Bel Air/ Brentwood	4.5	7.5	90049	47 minutes	BBB #4	2
Beverly Hills	7	12	90209 to 90213	1 hour	BBB #1 & MTA #4	2
Pacific Palisades	6	10	90272	40 minutes	BBB #4 or #9	2
Marina Del Rey	4	6.5	90292 & 90295	44 minutes	BBB #7 or #3	2
<b>LESS EXPENSIVE</b>						
Culver City	7	12	90230 to 90233	48 minutes	BBB #6	1 or 2
Palms	4	6.5	90034	25 minutes	BBB #6 or 12	1 or 2
Mar Vista	5	8.5	90066	25 minutes	BBB #6 or 14	
West LA; Cheviot Hills; Rancho Park	4	6.5	90025 to 90064	22 minutes	BBB # 6 or #8	1or 2
Westwood	5	8.5	90024	36 minutes	BBB #7 & 12 or #8	1 or 2

### While looking for housing, keep the following in mind!

#### 1. Preparing for your search:

- Choose your preferred location carefully. Students are **strongly advised against** living in **West Hollywood** or **Koreatown** due to commute and safety concerns. Instructors do not excuse tardy or absent students who choose to live out of the area
- Open a local bank account
- Request landlord recommendation letter from Teresa Morris (International Counseling)
- Request a copy of your financial statement (International Admissions)
- Request letters of reference from local relatives or friends
- Be prepared to pay first month's rent, last month's rent and security deposit
- Choose your preferred accommodation (see preceding information):
  - Rent your own apartment
  - Share an apartment with another student
  - Live in a private home
  - Live in a dormitory

#### 2. Before you sign any lease, rental contract or other agreement regarding accommodations:

- Check with local police for safety statistics
- Ask questions:
  - Is the unit furnished?
  - Are utilities included? (if not, budget approximately \$75 to \$125 extra per month)

- Are overnight guests allowed?
- What is the maximum occupancy of the unit?
- Who else lives there or has access?
- What are the move-in costs?
- Are you expected to share any household chores?
- If sharing, make sure other tenant(s) are compatible in terms of schedules and living arrangements

#### 3. Remember:

- Always make **any** arrangements in writing. Verbal contracts or agreements will not protect you in the event of a disagreement
- Leases or rental contracts are legal documents! You may not change your mind for any reason once you have signed the contract
- If you are not listed as a tenant on a lease agreement, your rights as a tenant are not protected
- **Each** tenant is individually responsible for the care and full rent of the unit for the duration of the agreement
- Do not sign a lease or rental contract without reading and understanding it
- Make sure all damages are listed on the lease and initialed by landlord **before** you move in
- It is acceptable to pay by cash, check, or money order, but ALWAYS get a receipt

# Immigration 1 – Top Ten Transfer Out Institutions

Program Review-Top 10 School Rankings-Spring 2008 through Spring 2013

## Overall Top Ten Choices for Transfers

1. California State University	568
2. University of California, Los Angeles	534
3. University of Southern California	370
4. University of California, San Diego	288
5. University of California, Berkeley	250
6. University of California, Irvine	144
7. California State University, Long Beach	106
8. University of California, Davis	82
9. University of California, Riverside	65
10. University of Santa Barbara	59

## California State Universities

1. California State University, Northridge	568
2. California State University, Long Beach	106
3. California State Polytechnic University	31
4. California State University, Los Angeles	30
5. San Francisco State University	30
6. California State University, Fullerton	28
7. San Diego State University	20
8. San Jose State University	6
9. California State University, Dominguez Hills	5
10. California State Polytechnic, San Luis Obispo	3
11. California State University, Chico	2
12. California State University, East Bay	2
13. California State University, San Marcos	2
14. California State University, Stanislaus	<u>1</u>
Total	834

## University of California

1. University of California, Los Angeles	534
2. University of California, San Diego	288
3. University of California, Berkeley	250
4. University of California, Irvine	144
5. University of California, Davis	82
6. University of California, Riverside	65
7. University of California, Santa Barbara	59
8. University of California, Merced	2
9. University of California, Santa Cruz	<u>2</u>
Total	1426

## Top Ten Art/Technical Schools

1. FIDM	57
2. Otis College of Art and Design	31
3. Academy of Art University	22
4. Art Center College of Design	14
5. SCI-Arc	12
6. Art Institute of California	11
7. Likie Fashion and Technology	7
8. Musicians Institute	7
9. NY Film Academy	5
10. LeCordon Bleu of Culinary Arts	4

#### Top Ten California Private Schools

1. University of Southern California	370
2. Loyola Marymount College	54
3. Pepperdine University	41
4. Nobel University	21
5. Shepherd University	19
6. Cal Lutheran University	16
7. Woodbury University	14
8. Columbia West University	11
9. California International University	7
10. Mt. Saint Mary's College	6

#### Top Ten Out of State Schools-State Universities

1. University of Nevada, Las Vegas	29
2. Indiana University	16
3. University of Minnesota	11
4. State University of New York (SUNY)	9
5. University of Illinois	9
6. Arizona State University	8
7. New York University	8
8. University of Hawaii	7
9. Pennsylvania State University	4
10. University of Alaska	4

#### Top Ten Out of State Schools-Private

1. Columbia University	20
2. Berkeley College-NY	2
3. Hawaii Pacific University	6
4. Baruch College-NY	5
5. Cornell University	5
6. Fashion Institute of Technology-NY	5
7. John Hopkins University	4
8. Purdue University	4
9. Georgia Institute of Technology	3
10. Fordham University	2

# Immigration 2

List of Schools	20081-2	20083-20090	20091-2	20093-20100	20101-2	20103-20110	20111-2	20113-20120	20121-2	20123-20130	20131-2	Totals
<b>California State University</b>												
CSU Poly Pomona	5	2	11	0	2	1	0	3	4	0	3	31
CSU Poly San Luis Obispo	0	0	0	0	0	0	2	0	1	0	0	3
CSU Chico	0	1	0	0	0	0	1	0	0	0	0	2
CSU Dominguez Hills	2	1	0	0	0	0	1	0	1	0	0	5
CSU East Bay	0	0	1	0	0	0	1	0	0	0	0	2
CSU Fullerton	1	3	2	1	3	0	1	0	14	0	3	28
CSU San Marcos	0	0	0	0	0	0	1	0	0	0	1	2
CSU Stanislaus	0	0	1	0	0	0	0	0	0	0	0	1
CSULA	6	3	3	0	1	1	4	1	7	1	3	30
CSULB	11	0	13	0	25	2	10	0	21	8	16	106
CSUN	73	35	75	27	90	26	75	30	56	23	58	568
SDSU	8	0	4	0	1	0	2	1	0	0	4	20
SJSU	0	0	0	0	0	0	4	0	1	0	1	6
SFSU	4	1	7	0	4	0	4	1	3	1	5	30
<b>Total CSU</b>	<b>110</b>	<b>46</b>	<b>117</b>	<b>28</b>	<b>126</b>	<b>30</b>	<b>106</b>	<b>36</b>	<b>108</b>	<b>33</b>	<b>94</b>	<b>834</b>
<b>University of California</b>												
UC Berkeley	14	2	25	7	32	3	71	6	51	4	35	250
UC Davis	8	0	12	0	11	0	15	0	13	0	23	82
UC Irvine	22	2	20	0	18	0	30	0	25	0	27	144
UCLA	80	0	99	2	100	0	76	1	91	0	85	534
UC Merced	0	0	0	0	1	0	0	0	0	0	1	2
UC Riverside	8	1	3	1	9	0	14	0	12	0	17	65
UC Santa Barbara	6	0	6	0	9	0	11	0	12	1	14	59
UC Santa Cruz	2	0	0	0	0	0	0	0	0	0	0	2
UC San Diego	24	0	43	0	34	0	64	0	43	0	80	288
<b>Total UC</b>	<b>164</b>	<b>5</b>	<b>208</b>	<b>10</b>	<b>214</b>	<b>3</b>	<b>281</b>	<b>7</b>	<b>247</b>	<b>5</b>	<b>282</b>	<b>1426</b>
<b>Popular Art/Tech Schools</b>												
Academy of Art University	2	0	0	0	1	2	5	3	4	1	3	22
American Academy of Dramatic Arts	0	1	0	0	0	0	0	0	0	0	0	1
Art Center College of Design	3	0	0	0	1	0	2	1	2	3	2	14

## Immigration 2

Art Institute of California	0	2	1	0	0	2	0	3	2	0	1	11
Fashion Institute of Technology	1	0	0	0	0	0	0	0	0	1	0	2
FIDM	10	2	5	2	8	2	8	2	7	2	9	57
LeCordon Bleu of Culinary Arts	0	0	0	0	2	0	0	0	1	0	1	4
Likie Fashion and Technology College	0	0	1	0	0	1	0	2	3	0	0	7
Musician's Institute	1	1	1	0	0	0	1	0	2	0	1	7
NY Film Academy-Los Angeles	0	0	2	0	0	1	1	0	0	0	1	5
Otis College of Art and Design	1	1	9	2	3	0	1	3	5	2	4	31
SCIARC	2	0	1	0	1	0	3	0	3	0	2	12
Popular Private Schools												
Antioch University	1	0	0	0	0	0	0	0	0	1	1	3
Argosy University	1	0	0	0	0	0	0	0	0	0	2	2
Azusa Pacific University	0	0	0	0	1	0	1	0	0	0	1	3
Biola University	0	0	1	0	0	0	0	0	0	0	0	1
Cal Lutheran University	3	3	1	1	0	0	0	1	1	4	2	16
California International University	0	2	1	0	3	1	0	0	0	0	0	7
California University of Management	0	0	0	1	0	0	0	0	0	0	2	3
Chapman University	0	0	0	1	1	0	0	0	2	0	0	4
Columbia West College	1	1	4	0	2	2	1	0	0	0	0	11
Galilee School of Theology	0	0	2	0	0	0	0	0	0	0	1	3
Loma Linda University	0	0	1	0	0	2	0	0	0	0	0	3
Loyola Marymount College	4	1	14	5	1	0	5	3	7	6	8	54
Mt. Saint Mary's College	0	1	1	1	0	0	1	0	0	1	1	6
Nobel University	0	5	0	1	1	0	6	1	4	3	0	21
Pepperdine University	3	1	5	2	2	7	4	7	5	2	3	41
Shepherd University	3	1	3	1	5	1	1	3	0	0	1	19
University of San Diego	0	0	1	1	0	0	1	0	0	1	0	4
University of San Francisco	0	0	0	1	1	0	3	1	0	0	0	6
USC	72	8	60	5	64	4	51	5	52	4	45	370
Woodbury University	1	0	1	0	0	0	1	2	5	4	0	14
Popular Out of State Schools-State Universities												
Arizona State University	1	0	0	0	0	1	1	0	2	1	2	8

## Immigration 2

University of Arizona	0	1	0	0	0	0	0	0	0	0	2	3
Indiana University	1	0	5	0	3	1	3	1	1	0	1	16
Iowa State University	0	0	1	0	0	0	0	0	0	0	1	2
Louisiana State University	0	0	0	0	0	0	1	0	0	0	0	1
Minnesota State University	1	0	0	0	0	0	0	0	1	0	0	2
New York University	0	0	1	0	1	0	2	0	2	0	2	8
North Arizona University	0	0	0	1	1	0	0	0	0	0	0	2
Oklahoma State University	0	0	1	0	0	0	0	0	0	1	0	2
Pennsylvania State University	1	0	0	0	0	0	1	0	0	0	2	4
Southern Illinois University	0	0	1	0	0	0	0	0	0	0	0	1
SUNY-NY	1	0	1	0	0	1	2	1	3	0	0	9
University of Alabama	0	0	0	0	0	0	1	0	0	0	0	1
University of Alaska	0	0	0	0	0	0	0	2	1	0	1	4
University of Bridgeport-CT	0	0	1	0	0	0	0	0	0	0	0	1
University of Hawaii	3	0	1	0	2	1	0	0	0	0	0	7
University of Illinois	1	1	0	0	2	0	1	0	2	0	2	9
University of Kentucky	0	0	1	0	0	0	0	0	0	0	0	1
University of Maryland	0	0	0	0	0	0	1	0	0	0	1	2
University of Massachusetts	0	0	0	0	0	0	1	1	0	0	1	3
University of Miami-FL	0	0	1	0	0	0	1	0	1	0	0	3
University of Michigan	1	0	0	0	0	0	0	0	0	0	0	1
University of Minnesota	0	0	1	0	3	0	1	1	2	1	2	11
University of Nebraska	0	0	0	0	0	0	1	0	0	0	0	1
University of Nevada-Reno	0	0	0	0	0	0	1	0	0	0	0	1
University of New Mexico	0	0	0	0	0	0	1	0	0	0	0	1
University of Northern Iowa	0	0	0	0	1	0	0	0	0	0	0	1
University of Oregon	0	0	0	0	0	0	1	0	0	0	0	1
University of Pittsburgh	0	0	0	0	1	0	0	0	0	0	0	1
University of Southern Florida	0	0	0	0	1	0	0	0	0	0	0	1
Universit of Southern Nevada	0	0	0	0	0	0	1	0	0	0	0	1
University of Texas	1	0	0	0	0	0	0	0	1	0	0	2
University of Utah	0	1	0	0	0	0	0	0	0	0	1	2
University of Washington	0	0	0	0	2	0	0	0	0	0	0	2
University of Wisconsin	0	0	0	1	0	0	0	0	2	0	0	3

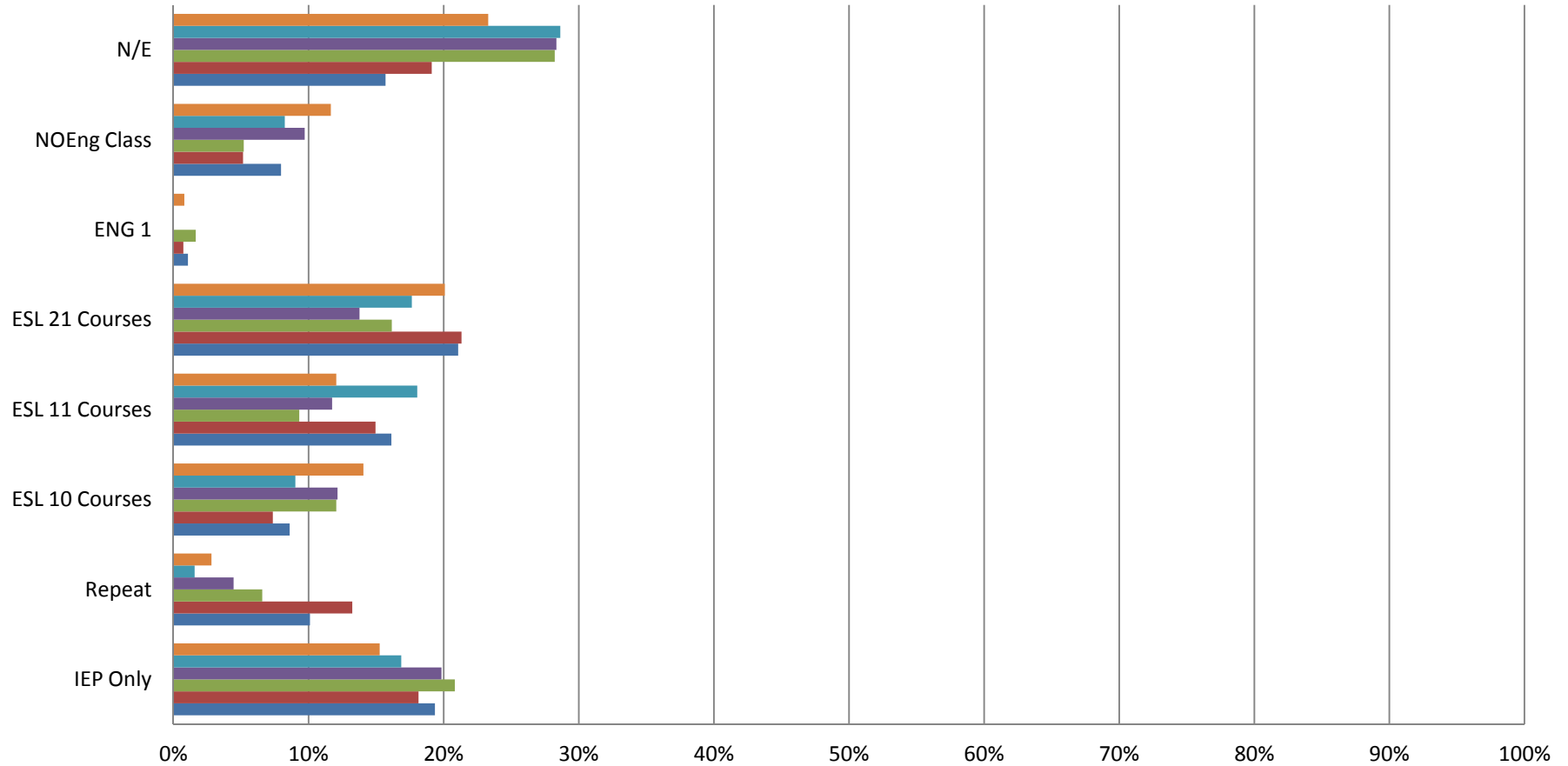
## Immigration 2

UNLV	2	0	2	0	8	4	1	3	3	2	4	29
Wright State University-OH	1	0	0	0	0	0	0	0	0	0	0	1
Popular Out of State Schools-Private												
Baruch College-NY	2	0	0	0	2	0	0	0	0	0	1	5
Berkeley College-NY	1	1	0	0	0	0	2	1	1	0	0	6
Boston Conservatory of Music	1	0	0	0	0	0	0	0	0	0	0	1
Brigham Young University	0	0	0	0	1	0	0	0	0	0	0	1
Brown University	1	0	0	0	0	0	0	0	0	0	0	1
Case Western Reserve University-OH	0	0	1	0	0	0	0	0	0	0	0	1
Columbia University	4	0	3	0	2	1	2	1	3	0	4	20
Cornell University	2	0	0	0	0	0	0	0	2	0	1	5
Embry-Riddle Aeronautical University	0	0	0	0	1	0	0	0	0	0	0	1
Fashion Institute of Technology-NY	0	0	1	1	1	0	0	0	1	1	0	5
Fordham University-NY	0	0	1	0	0	0	1	0	0	0	0	2
Georgia Institute of Technology	0	0	0	0	1	0	0	1	0	1	0	3
Hawaii Pacific University	0	0	1	0	2	1	1	1	0	0	0	6
Hunter University	2	0	0	0	0	0	0	0	0	0	0	2
John Hopkins University-MD	1	0	3	0	1	0	0	0	0	0	0	5
New Jersey Institute of Technology	1	0	0	0	0	0	0	0	0	0	0	1
New York Institute of Technology	1	0	0	0	0	0	0	0	0	0	0	2
Pace University-NY	1	0	1	0	0	0	0	0	0	0	0	2
Purdue University-IN	0	0	2	1	1	0	0	0	0	0	0	4
St. Ambrose College-IA	0	0	0	0	1	0	0	0	0	0	0	1
Syracuse University	0	0	0	0	1	0	0	0	0	0	0	1
Temple University-PA	1	0	0	0	0	0	0	0	0	0	0	1
Texas Technical University	0	0	1	0	0	0	0	0	0	0	0	1
Virginia Technology Institute	0	0	0	0	0	1	1	0	0	0	0	1
Wellesley College	1	0	0	0	0	0	0	0	0	0	0	1



# Intensive English Program

## First Course Enrolled After IEP

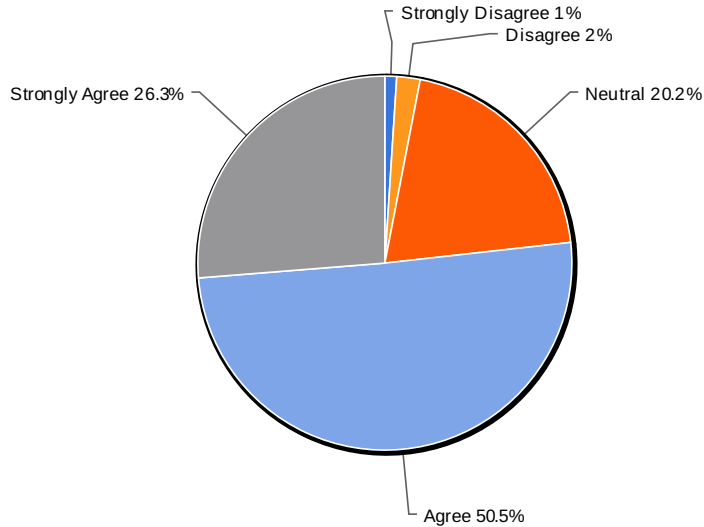


	IEP Only	Repeat	ESL 10 Courses	ESL 11 Courses	ESL 21 Courses	ENG 1	NOEng Class	N/E
2012-2013	15%	3%	14%	12%	20%	1%	12%	23%
2011-2012	17%	2%	9%	18%	18%	0%	8%	29%
2010-2011	20%	4%	12%	12%	14%	0%	10%	28%
2009-2010	21%	7%	12%	9%	16%	2%	5%	28%
2008-2009	18%	13%	7%	15%	21%	1%	5%	19%
2007-2008	19%	10%	9%	16%	21%	1%	8%	16%

## Summary Report - Apr 11, 2013

Survey: International Orientation Evaluation (20130-20131)

### 1. The Online Orientation was easy to navigate.

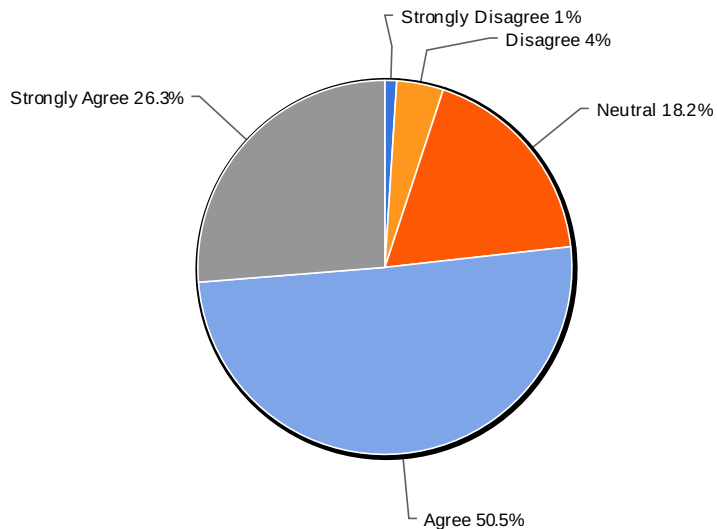


### 1. The Online Orientation was easy to navigate.

Value	Count	Percent %
Strongly Disagree	1	1.0%
Disagree	2	2.0%
Neutral	20	20.2%
Agree	50	50.5%
Strongly Agree	26	26.3%

Statistics	
Total Responses	99
Sum	395.0
Avg.	4.0
StdDev	0.8
Max	5.0

### 2. I was able to understand all of the information in the Online Orientation.

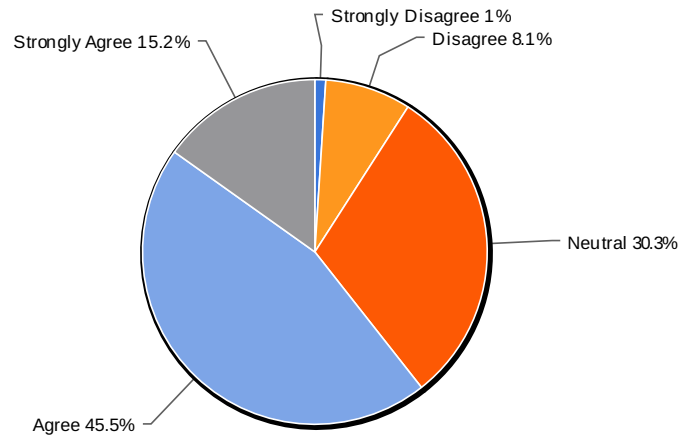


### 2. I was able to understand all of the information in the Online Orientation.

Value	Count	Percent %
Strongly Disagree	1	1.0%
Disagree	4	4.0%
Neutral	18	18.2%
Agree	50	50.5%
Strongly Agree	26	26.3%

Statistics	
Total Responses	99
Sum	393.0
Avg.	4.0
StdDev	0.8
Max	5.0

3. The information in the Online Orientation helped me prepare for my first semester at SMC.

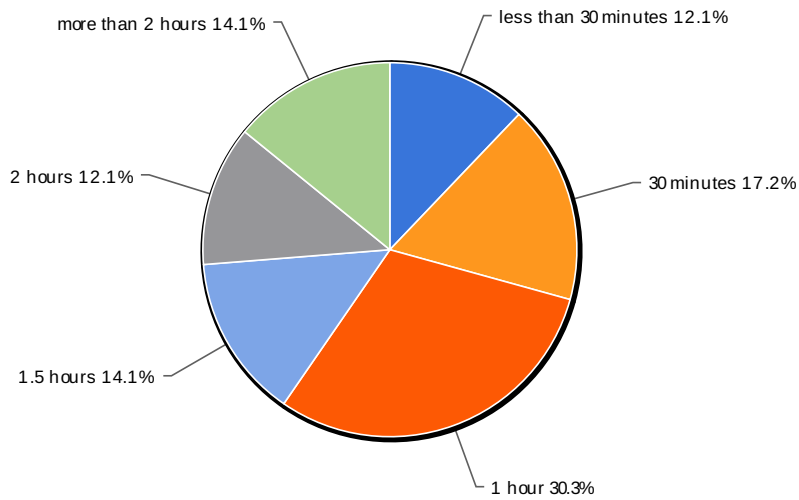


**3. The information in the Online Orientation helped me prepare for my first semester at SMC.**

Value	Count	Percent %
Strongly Disagree	1	1.0%
Disagree	8	8.1%
Neutral	30	30.3%
Agree	45	45.5%
Strongly Agree	15	15.2%

Statistics	
Total Responses	99
Sum	362.0
Avg.	3.7
StdDev	0.9
Max	5.0

4. How much time did you spend viewing the Online Orientation?

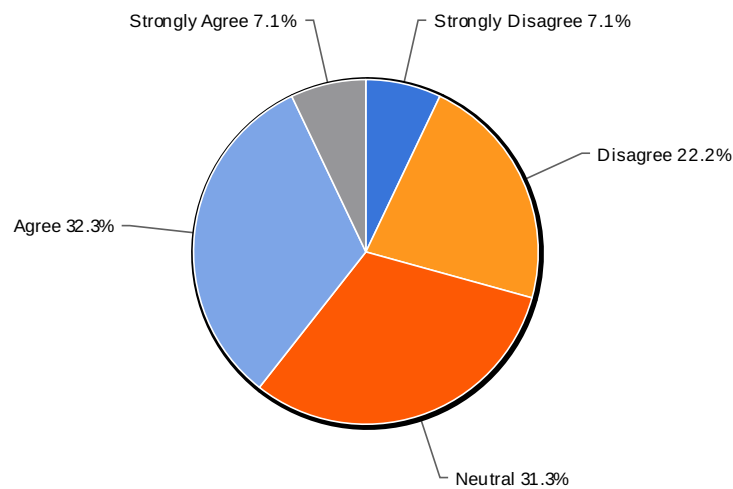


4. How much time did you spend viewing the Online Orientation?

Value	Count	Percent %
less than 30 minutes	12	12.1%
30 minutes	17	17.2%
1 hour	30	30.3%
1.5 hours	14	14.1%
2 hours	12	12.1%
more than 2 hours	14	14.1%

Statistics	
Total Responses	99
Sum	585.0
Avg.	8.0
StdDev	12.1
Max	30.0

5. I will login to the Online Orientation in the future if I want to review the information.



5. I will login to the Online Orientation in the future if I want to review the information.

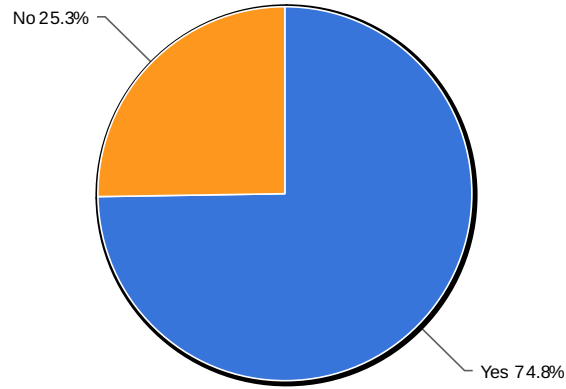
Value	Count	Percent %
Strongly Disagree	7	7.1%
Disagree	22	22.2%
Neutral	31	31.3%
Agree	32	32.3%

Statistics	
Total Responses	99
Sum	307.0
Avg.	3.1
StdDev	1.0

## 6. Additional comments about the Online Orientation:

Count	Response
1	For internal students, the document is a little difficult.
1	Good job!
1	I don't like to be forced hearing the narration.
1	I love smc and online orientation system is perfect
1	I think the contents was old.
1	I think there must be more information about the international students
1	Im returning student so I didnt have to do that.
1	It is organized well, so students can understand clearly.
1	It was a great resource
1	Online Orientation was really helpful for me. I got many informations before arriving the campus.
1	Should be more detailed info for international students
1	THANK YOU VERY MUCH
1	it can store my process, so I can finish the online orientation by many times.
1	it is easy to understand.
1	it was easy to understand
1	too much
1	I hope online orientation includes more infromation on IGETC progress and assist.org. I really had no idea when I get to choose the classes. I would be very helpful if it gives studnets a list of recomended classes for the first semester based on their major.
1	I love ONLINE orientation because you dont have to actually attend orientation at school. I JUST LOVE ONLINE!!!
1	The online orientation was quite easy to understand what I prepare before starting to study in classes. However, It was kind of long.
1	It was more complicated to submit my all documents. Since I could not upload some of them, I could not enroll earlier. It's not related to Online Orientation, but I like the traditional style which was two years.

7. Did you complete the Online Advisor program with Monica?

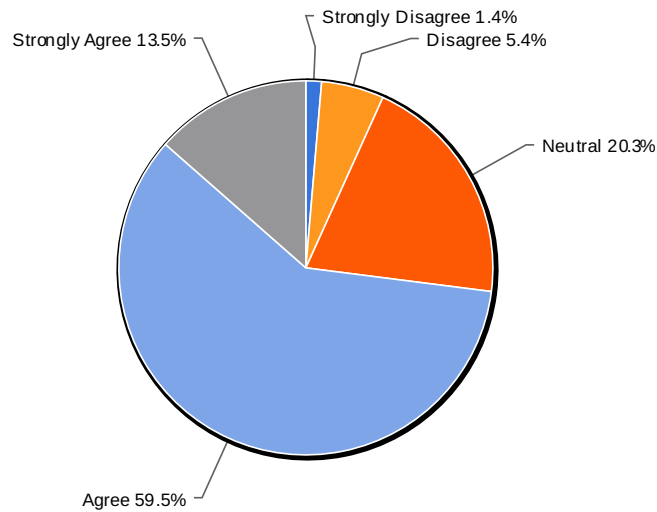


7. Did you complete the Online Advisor program with Monica?

Value	Count	Percent %
Yes	74	74.8%
No	25	25.3%

Statistics	
Total Responses	99

8. I was able to understand all of the information in the Online Advisor.

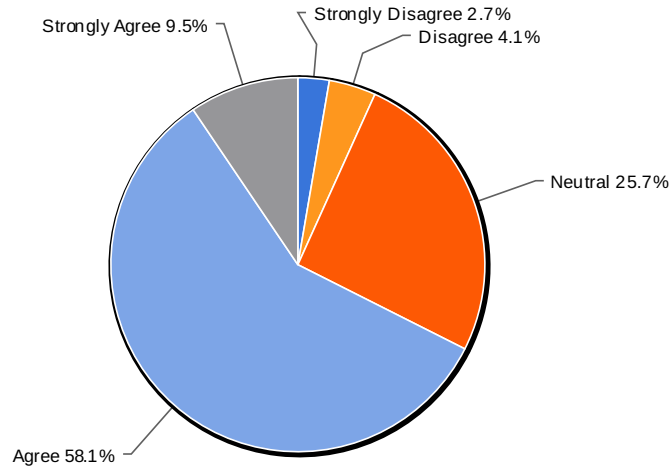


8. I was able to understand all of the information in the Online Advisor.

Value	Count	Percent %
Strongly Disagree	1	1.4%
Disagree	4	5.4%
Neutral	15	20.3%
Agree	44	59.5%
Strongly Agree	10	13.5%

Statistics	
Total Responses	74
Sum	280.0
Avg.	3.8
StdDev	0.8
Max	5.0

9. The Online Advisor helped me understand the American college system.

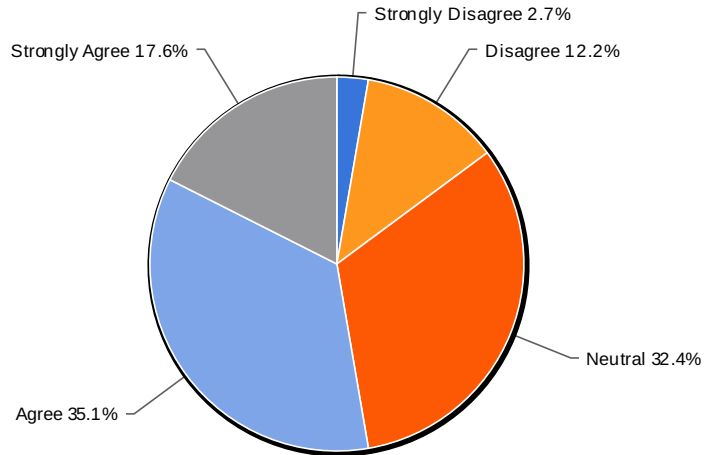


9. The Online Advisor helped me understand the American college system.

Value	Count	Percent %
Strongly Disagree	2	2.7%
Disagree	3	4.1%
Neutral	19	25.7%
Agree	43	58.1%
Strongly Agree	7	9.5%

Statistics	
Total Responses	74
Sum	272.0
Avg.	3.7
StdDev	0.8
Max	5.0

10. The Online Advisor answered my questions about the class enrollment process.

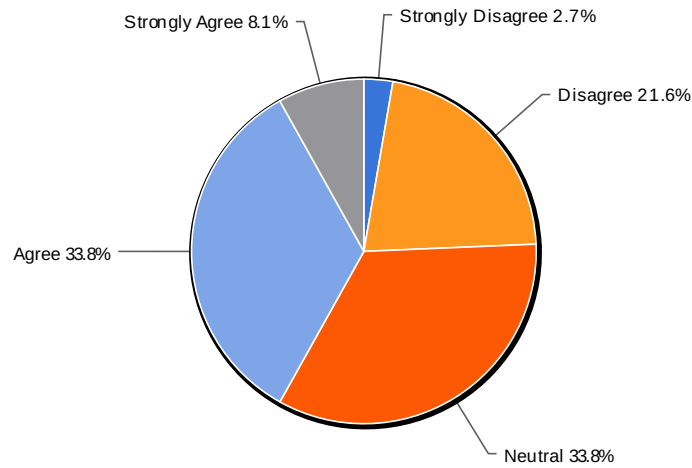


10. The Online Advisor answered my questions about the class enrollment process.

Value	Count	Percent %
Strongly Disagree	2	2.7%
Disagree	9	12.2%
Neutral	24	32.4%
Agree	26	35.1%
Strongly Agree	13	17.6%

Statistics	
Total Responses	74
Sum	261.0
Avg.	3.5
StdDev	1.0
Max	5.0

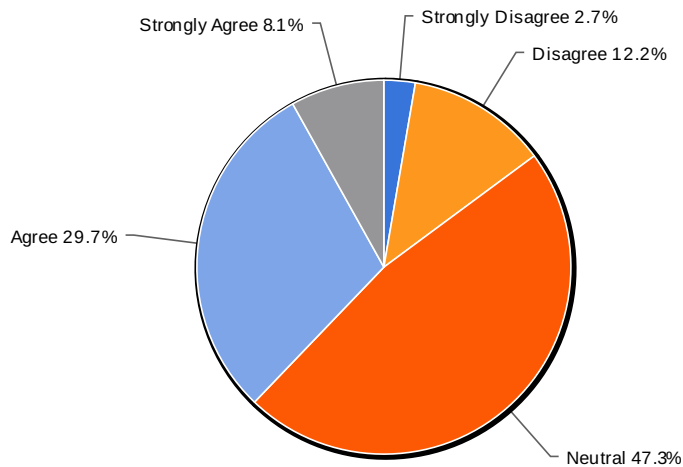
11. Completing the Online Advisor helped me plan my first semester class schedule.



11. Completing the Online Advisor helped me plan my first semester class schedule.

Value	Count	Percent %	Statistics	
Strongly Disagree	2	2.7%	Total Responses	74
Disagree	16	21.6%	Sum	239.0
Neutral	25	33.8%	Avg.	3.2
Agree	25	33.8%	StdDev	1.0
Strongly Agree	6	8.1%	Max	5.0

12. I feel more confident about my academic plan because of the Online Advisor.



12. I feel more confident about my academic plan because of the Online Advisor.

Value	Count	Percent %	Statistics	
Strongly Disagree	2	2.7%	Total Responses	74
Disagree	9	12.2%	Sum	243.0



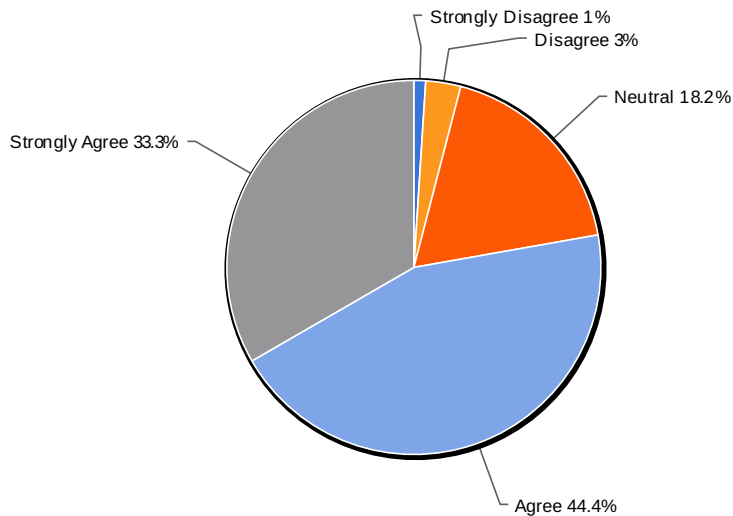
Neutral	35	47.3%
Agree	22	29.7%
Strongly Agree	6	8.1%

Avg.	3.3
StdDev	0.9
Max	5.0

### 13. Additional comments about the Online Advisor:

Count	Response
1	THANK YOU VERY MUCH
1	The Internal Education Center is great place! Also advisors is excellent.
1	she talks very slow.
1	I couldn't understand the IGETC until I took a workshop, even in my counseling class the teacher wouldn't be helpful because they have students with different majors and I thought I wouldn't need to look at it until my last semester
1	Online advisor was good but I could not find the exact planning about taking my first semester courses.
1	I did not give me a full picture of the American College System. I understand it is too complicated to explain in short time. But I definitely need some more explanation on the class enrollment process and how to crash the classes if they could not get to add enough.
1	It is difficult to enroll classes for international students. We need some help instead of online adviser.
1	Monica can only answer some general questions, but she can't answer any specific questions. It would be better if Monica can have a live chat.
1	I had no idea about the Scantron testing (we don't have it in Europe) til the first testing day and online orientation has no word about it

### 14. The Information Seminar made me feel welcome at SMC.

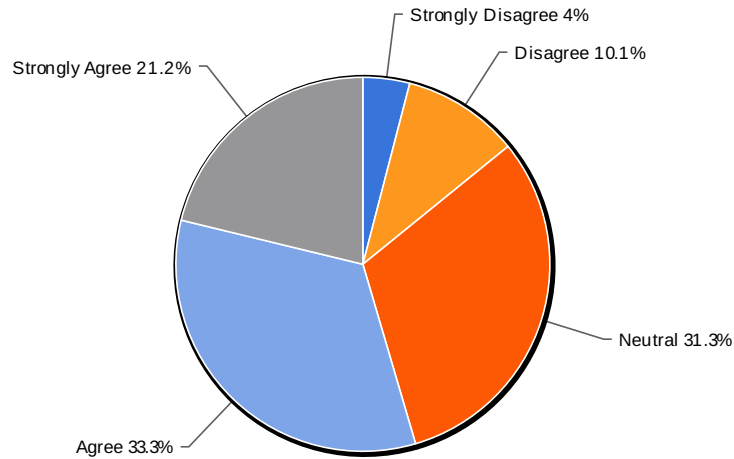


### 14. The Information Seminar made me feel welcome at SMC.

Value	Count	Percent %
Strongly Disagree	1	1.0%
Disagree	3	3.0%
Neutral	18	18.2%
Agree	44	44.4%
Strongly Agree	33	33.3%

Statistics	
Total Responses	99
Sum	402.0
Avg.	4.1
StdDev	0.9
Max	5.0

15. The Information Seminar helped me meet other students.

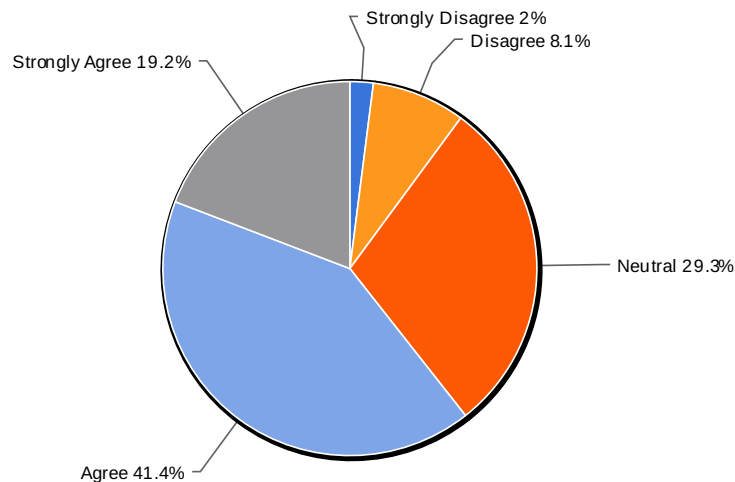


15. The Information Seminar helped me meet other students.

Value	Count	Percent %
Strongly Disagree	4	4.0%
Disagree	10	10.1%
Neutral	31	31.3%
Agree	33	33.3%
Strongly Agree	21	21.2%

Statistics	
Total Responses	99
Sum	354.0
Avg.	3.6
StdDev	1.1
Max	5.0

16. I enjoyed attending the Information Seminar.



16. I enjoyed attending the Information Seminar.

Value	Count	Percent %
Strongly Disagree	2	2.0%
Disagree	8	8.1%
Neutral	29	29.3%

Statistics	
Total Responses	99
Sum	364.0
Avg.	3.7

Agree	41	41.4%	StdDev	0.9
Strongly Agree	19	19.2%	Max	5.0

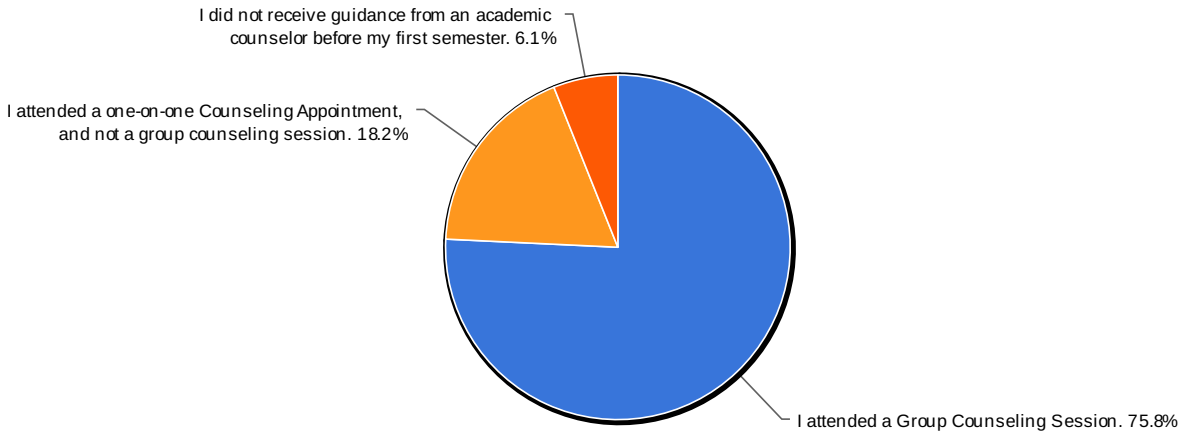
**17. After finishing the Information Seminar,**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
<b>I better understood how to maintain my F-1 visa status.</b>	<b>2.0%</b> 2	<b>3.0%</b> 3	<b>13.1%</b> 13	<b>51.5%</b> 51	<b>30.3%</b> 30	<b>99</b>
<b>I knew where to find important offices on campus.</b>	<b>2.0%</b> 2	<b>5.1%</b> 5	<b>14.1%</b> 14	<b>49.5%</b> 49	<b>29.3%</b> 29	<b>99</b>
<b>I knew which offices on campus can help me when I have questions or problems.</b>	<b>3.1%</b> 3	<b>5.1%</b> 5	<b>16.3%</b> 16	<b>51.0%</b> 50	<b>24.5%</b> 24	<b>98</b>
<b>I felt better prepared for my first semester at SMC.</b>	<b>4.0%</b> 4	<b>6.1%</b> 6	<b>22.2%</b> 22	<b>45.5%</b> 45	<b>22.2%</b> 22	<b>99</b>

**18. Additional comments about your Information Seminar:**

Count	Response
1	At that time, I felt nervous, but the seminar maked me confident at SMC.
1	Due to the weather have not tour
1	I would like to meet more new students
1	It would be better if students play some interact games.
1	THANK YOU VERY MUCH
1	Um..
1	it was good.
1	it was just for fun.
1	that cost too much time
1	Some aspects of f-1visa was not clear, so I spend additional 2 hours to know what I am able to do and what's not. And probably a paper with list of departments and what are they responsible for would be helpful
1	Information Semener helped me giving a lot of informations including F-1 Visa, Education process etc.
1	I made no friends. The ice breaking games were too academic oriented to make proper social connections.
1	Concerning maintaining the visa status it is still unclear to me what happens if I can't keep up with the schedule, have 2 drop a class and am beyond 12 units - it only says I have to have 12 units in the beginning of a semester
1	I think this seminal was focused on those students who just came from foreign countries. The seminar was mostly about stuffs I knew already. So, it was not kind of helpful for transferrer students or students whos been here long time. And I spent rest of time awakdly and the seminar was totally boring !
1	Tours inside the buildings would have been much more effective rather than walking outside and having someone point them out

19. Please check the box below that best describes your experience with academic counseling.

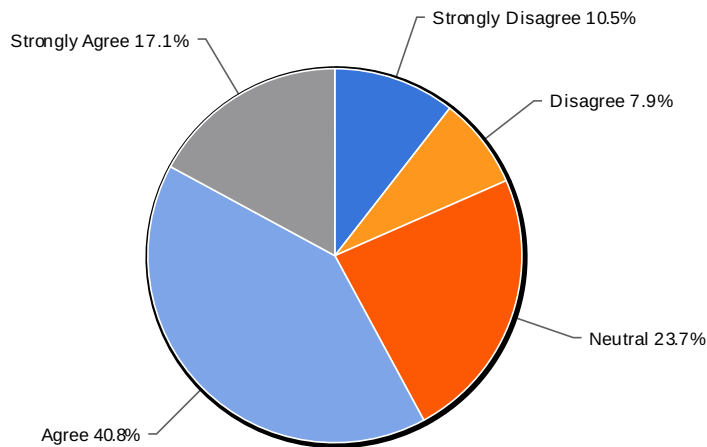


19. Please check the box below that best describes your experience with academic counseling.

Value	Count	Percent %
I attended a Group Counseling Session.	75	75.8%
I attended a one-on-one Counseling Appointment, and not a group counseling session.	18	18.2%
I did not receive guidance from an academic counselor before my first semester.	6	6.1%

Statistics	
Total Responses	99

20. The Group Counseling Session helped me plan my first semester classes.

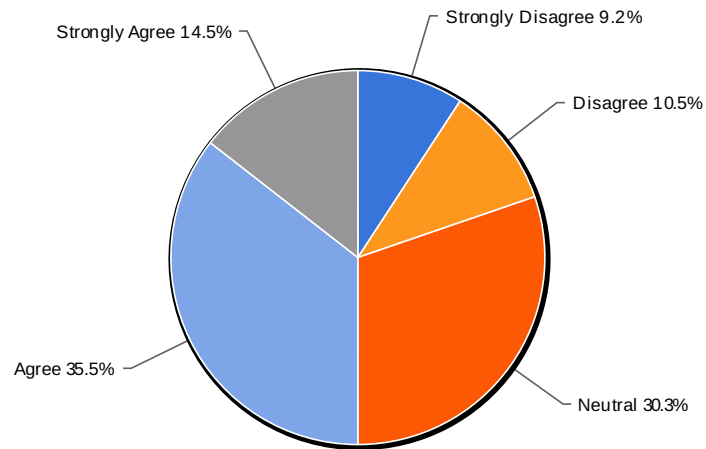


20. The Group Counseling Session helped me plan my first semester classes.

Value	Count	Percent %
Strongly Disagree	8	10.5%
Disagree	6	7.9%
Neutral	18	23.7%
Agree	31	40.8%
Strongly Agree	13	17.1%

Statistics	
Total Responses	76
Sum	263.0
Avg.	3.5
StdDev	1.2
Max	5.0

21. My individual questions were answered during the Group Counseling Session.

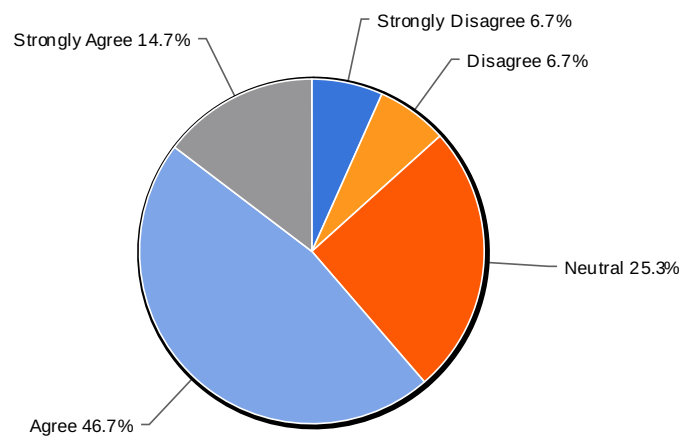


21. My individual questions were answered during the Group Counseling Session.

Value	Count	Percent %
Strongly Disagree	7	9.2%
Disagree	8	10.5%
Neutral	23	30.3%
Agree	27	35.5%
Strongly Agree	11	14.5%

Statistics	
Total Responses	76
Sum	255.0
Avg.	3.4
StdDev	1.1
Max	5.0

22. The Group Counseling Session helped me to more completely understand the enrollment process.



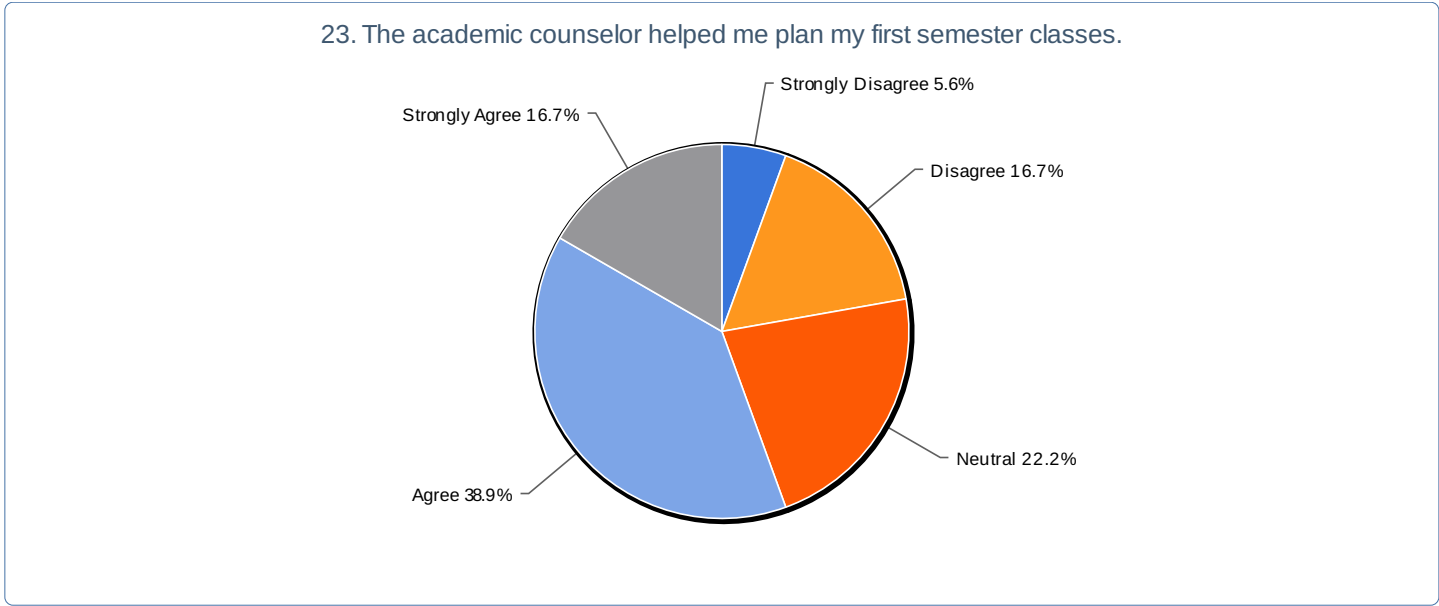
22. The Group Counseling Session helped me to more completely understand the enrollment process.

Value	Count	Percent %
Strongly Disagree	5	6.7%
Disagree	5	6.7%

Statistics	
Total Responses	75
Sum	267.0

Neutral	19	25.3%
Agree	35	46.7%
Strongly Agree	11	14.7%

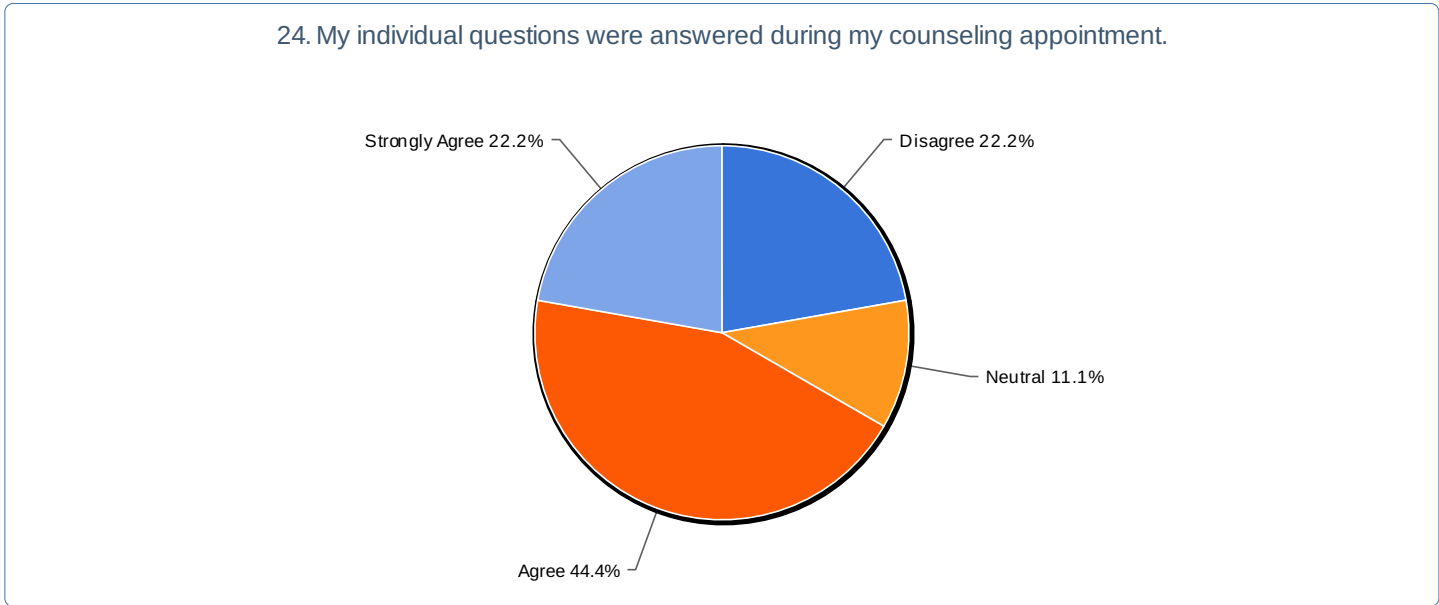
Avg.	3.6
StdDev	1.0
Max	5.0



**23. The academic counselor helped me plan my first semester classes.**

Value	Count	Percent %
Strongly Disagree	1	5.6%
Disagree	3	16.7%
Neutral	4	22.2%
Agree	7	38.9%
Strongly Agree	3	16.7%

Statistics	
Total Responses	18
Sum	62.0
Avg.	3.4
StdDev	1.1
Max	5.0



**24. My individual questions were answered during my counseling appointment.**

Value	Count	Percent %
Value151		

Statistics	
------------	--

Strongly Disagree	0	0.0%
Disagree	4	22.2%
Neutral	2	11.1%
Agree	8	44.4%
Strongly Agree	4	22.2%

Total Responses	18
Sum	66.0
Avg.	3.7
StdDev	1.1
Max	5.0

25. Academic counseling is required for all F-1 students before their first semester. In the box below please let us know why you didn't attend your counseling session.

Count	Response
-------	----------

26. Additional comments about your Academic Counseling experience:

Count	Response
1	Good
1	I can see my counselor every week or month
1	I got some help, but I thought that they suggested me classes that I didn't want.
1	I haven't really recieved the help that I would need.
1	It was very difficult how to enroll. I wanted more time at the Academic Counseling.
1	It's ok
1	She was so angry and didn't really try to help me!
1	THANK YOU VERY MUCH
1	There are only 2 people who can help us, so not enough.
1	counselor was too busy and didn't give particular attention to what I was asking
1	great
1	group counseling has too many people
1	really helpful
1	was good for new students
1	we must spend much time waiting for counselor
1	I had a group counseling, and it kind of hard to ask a question with counselor because they weren't enough for all of students
1	I still had 2 see a conselor after attending it, in fact I feel I might need to see a conselor again
1	At the beginning of the semester, it usually took me 1 hour waiting for a counselor. It would be better if the waiting time was shorter.
1	Academic Counselling is really good. My counsellor is really good at giving informationsuch as how to get OPT, how to get Associate Degree, How many courses to be completed in order to get Associate and also transfer, Which courses will be easy for me in my entry level etc.
1	This was perhaps the most helpful of all. I got to learn a lot, and it was through the questions that my fellow students were asking in addition to the ones I had.
1	In my case I probably needed one-to-one counselor meeting. I am still looking for some answers for my questions and I do not have clear understanding what exactly I should do.
1	The seminar was great, as well as the online orientation, but the group counseling felt too disorganized, instructors were busy all the time with some chinese kids and I just had to figure it all out on my own. Didn't help me at all.
1	She helped me understand which credits I already have that are transferrable for my associate's degree.

- 1 counselor doesn't know what they are talking about. They gave me wrong answer over and over. I had to go there many time to make sure with one question, but each counselor gave me different answer so i got confused. They need to be more professional.
- 1 The old lady didnt know much about transferre students.She didnt even know if certain class was transferable. Moreover, shes not kind. she barely smile. She made me so awkward. Id like to tell her name but I forgot. She was old lady. Oh, peggie? I dont know peggie or something. But I like the old guy, the taller one. hes so nice. awesome. You guys should hire people like him. He also gave me candies :D .

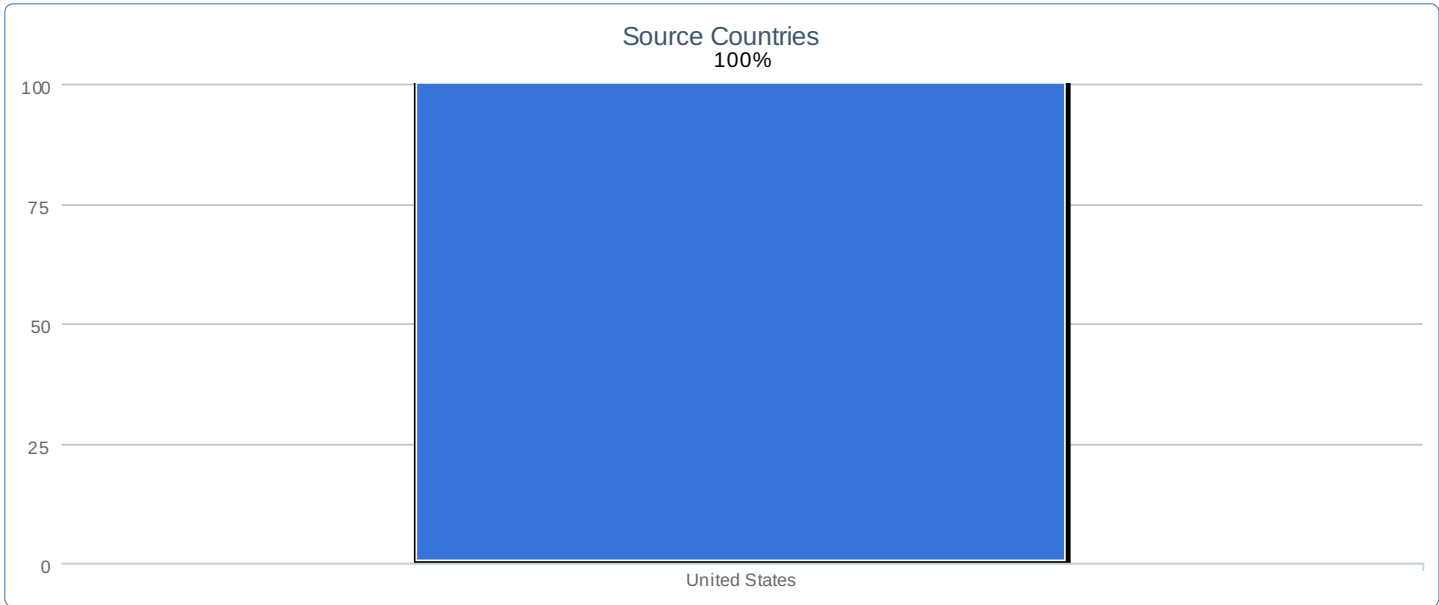
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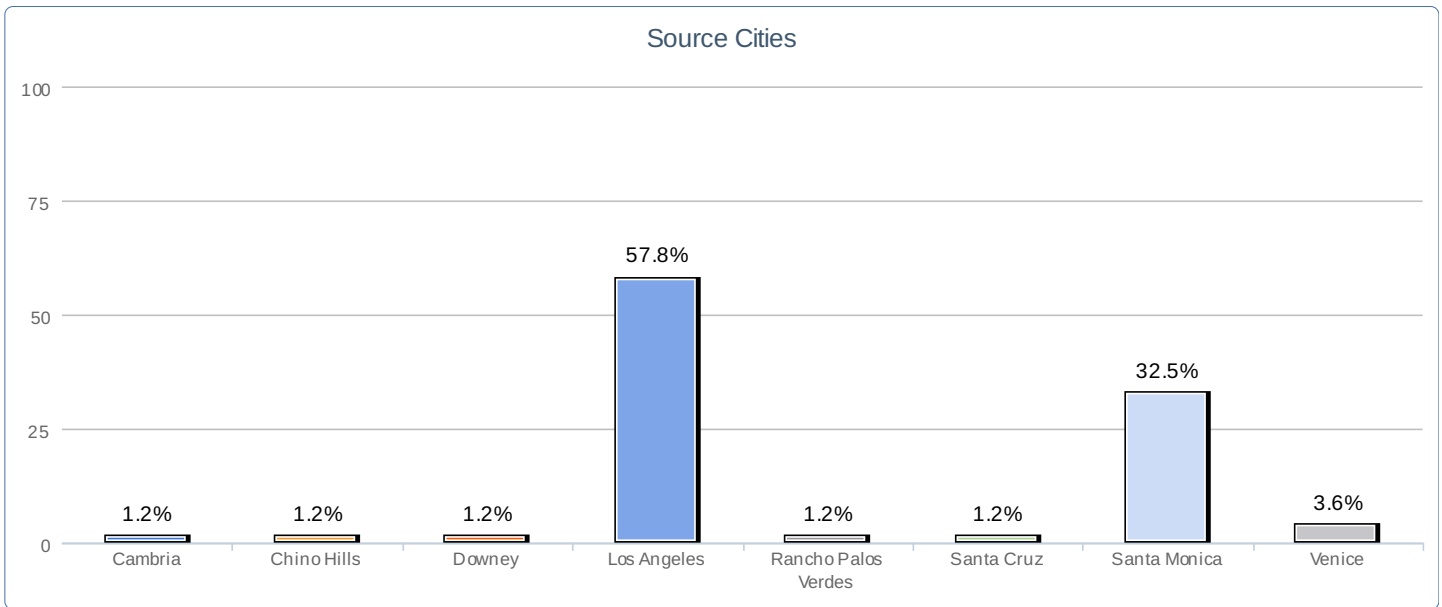
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1	25928337



**Source Countries**

Value	Count	Percent %
United States	87	100.0%

Statistics	
Total Responses	87



### Source Cities

Value	Count	Percent %
Cambria	1	1.2%
Chino Hills	1	1.2%
Downey	1	1.2%
Los Angeles	48	57.8%
Rancho Palos Verdes	1	1.2%
Santa Cruz	1	1.2%
Santa Monica	27	32.5%
Venice	3	3.6%

Statistics	
Total Responses	83

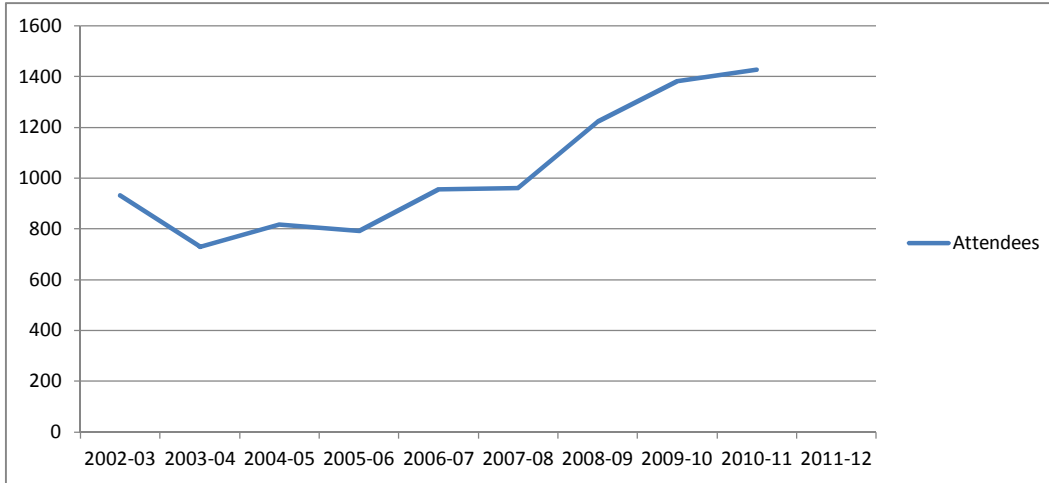
# Seminar 2

## Information Seminar Attendance Report

### Summary of Data 2002-2012

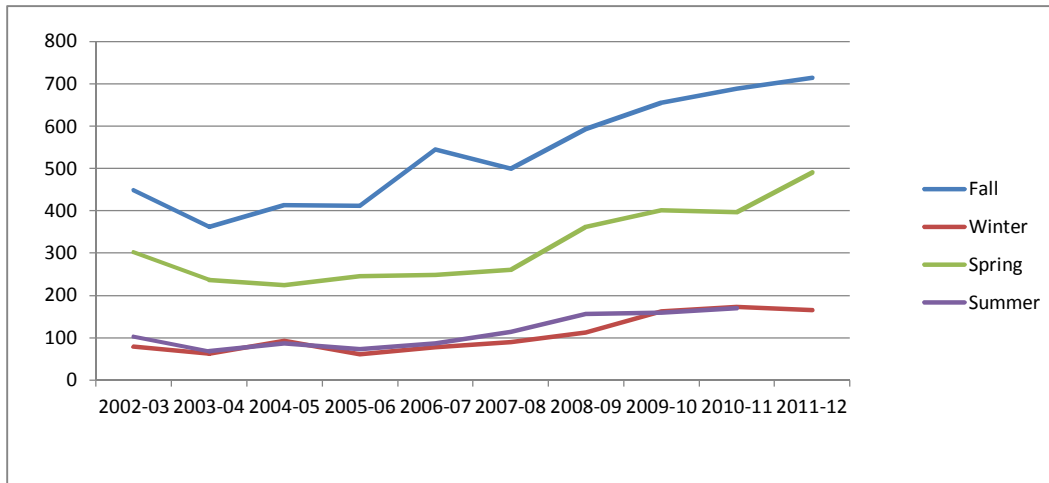
#### Total Attendance at New Academic Information Seminars by Academic Year

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Attendees	931	729	818	792	957	962	1224	1381	1428	



#### Attendance at New Academic Information Seminars by Entry Semester

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Fall	449	362	414	412	545	499	593	656	688	714
Winter	78	62	92	61	77	89	113	163	173	165
Spring	302	237	225	246	248	260	362	402	397	490
Summer	102	68	87	73	87	114	156	160	170	



#### Percent Change in Attendance from Previous Academic Year

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Overall	-22%	12%	-3%	21%	1%	27%	13%	3%	
By semester									
Fall	-19%	14%	0%	32%	-8%	19%	11%	5%	4%
Winter	-21%	48%	-34%	26%	16%	27%	44%	6%	-5%
Spring	-22%	-5%	9%	1%	5%	39%	11%	-1%	23%
Summer	-33%	28%	-16%	19%	31%	37%	3%	6%	





















**New Academic Students**

**Summary**

Total Number of Attendees: 1559  
 Total Number of Seminars: 30  
 Average Attendance per Seminar: 52

**Attendance by Session/Semester & Seminar Date**

Fall 2011		Winter 2012		Spring 2012		Summer 2012	
12-Jul	54	30-Nov	47	11-Jan	55	17-May	40
20-Jul	47	8-Dec	51	19-Jan	49	24-May	52
26-Jul	55	14-Dec	48	19-Jan	58	7-Jun	49
2-Aug	46	21-Dec	19	24-Jan	57	12-Jun	33
2-Aug	48			24-Jan	45	14-Jun	16
4-Aug	52			26-Jan	46		<b>190</b>
4-Aug	46			26-Jan	49		
9-Aug	50			31-Jan	42		
9-Aug	48			31-Jan	41		
10-Aug	43			2-Feb	43		
10-Aug	53			7-Feb	5		
11-Aug	37						
11-Aug	38						
17-Aug	52						
22-Aug	45						
<b>Totals:</b>	<b>714</b>		<b>165</b>		<b>490</b>		

**New Intensive English Program Students**

**Summary**

Total Number of Attendees: #REF!  
 Total Number of Seminars: 7  
 Average Attendance per Seminar: #REF!

**Attendance by Session/Semester & Seminar Date**

Fall 2011		Winter 2012		Spring 2012		Summer 2012	
1-Aug	30	3-Jan	33	25-Jan	30	6-Jun	33
24-Aug	39	4-Jan	18	1-Feb	25	13-Jun	38
25-Aug	34			8-Feb	CANC.		
<b>Totals:</b>	<b>103</b>		<b>51</b>		<b>55</b>		<b>71</b>







**New Academic Students**

**Summary 2013-2014:**

Total Number Signed Up: 1016  
 Total Number of Attendees: 854  
 Total Number of Seminars: 17  
 Average Attendance per Seminar: 50

**Attendance by Session/Semester & Seminar Date**

Fall	Signed up	Attended	Standby
17-Jul	65	46	3
19-Jul	56	42	8
22-Jul	56	56	5
23-Jul	65	54	1
25-Jul	64	45	5
25-Jul	62	51	9
31-Jul	65	52	2
31-Jul	34	29	7
2-Aug	64	56	4
2-Aug	64	55	3
6-Aug	45	38	2
7-Aug	65	53	3
7-Aug	65	60	0
9-Aug	78	61	3
9-Aug	78	63	6
14-Aug	80	59	9
14-Aug	10	32	23
19-Aug	0	2	2
<b>Totals:</b>	<b>1016</b>	<b>854</b>	<b>95</b>

Winter	Signed up	Attended	Standby
	<b>0</b>		

**New Intensive English Program Students**

**Summary**

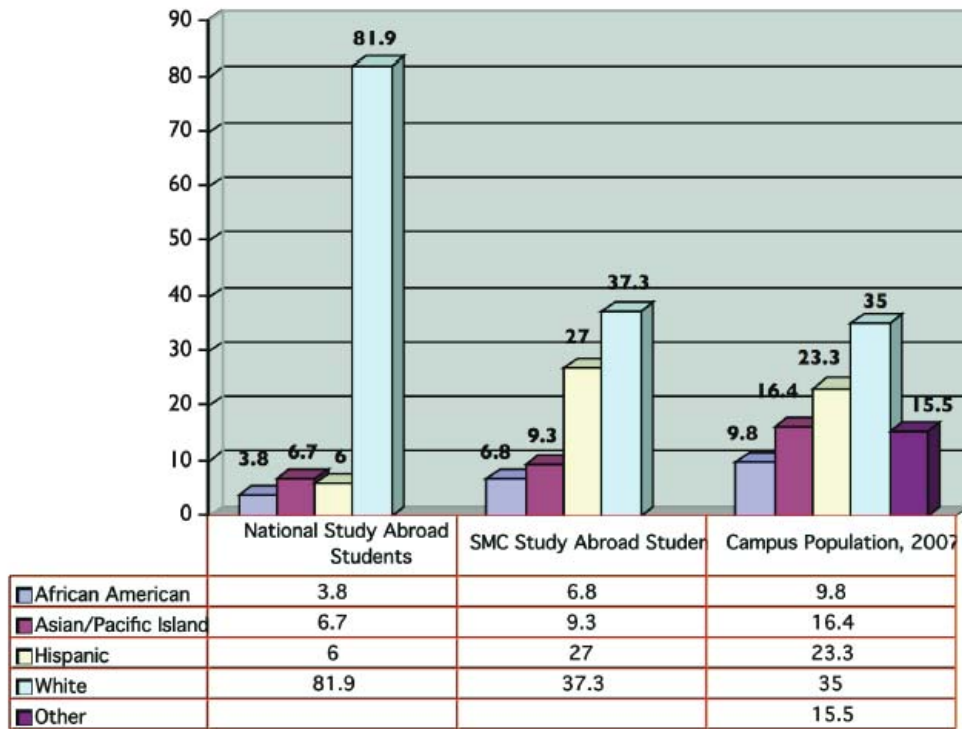
Total Number Signed Up: 77  
 Total Number of Attendees: 136  
 Total Number of Seminars: 2  
 Average Attendance per Seminar: 39

**Attendance by Session/Semester & Seminar Date**

<b>Fall</b>	Signed up	Attended	Standby
29-Jul	64	31	0
12-Aug	58	32	0
21-Aug	14	14	2
<b>Totals:</b>	<b>136</b>	<b>77</b>	<b>2</b>

<b>Winter</b>	Signed up	Attended	Standby

# Study Abroad



## Summer 2010 Study Abroad Programs - 75 Participants by Ethnicity (Self-identified in ISIS)

