De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

Left - Column 1: Indicates the **requested information** for the 2013-14 Comprehensive Program Review (CPR).

Center - Column 2: Records the **program responses** to the requested information in Column 1.

Right - Column 3: Contains the **instructions/suggestions** for responding to the requested information in Column 1.

General Instructions: The CPR is not intended to be a document written by one person. **Involve** the entire program in the process as much as possible. **Complete** all 15 Parts of the CPR. (There is a Part 16 to provide a Divisional Perspective but only for those Student Services divisions that have multiple programs.) Parts 1 through 14 must include information that answers the applicable questions. Part 15 is a summary of the entire CPR. Input (copy/paste or type) the program response information into the Center Column 2. Be mindful that the members of the SSPBT will be reading every draft CPR so please be brief and to the point. **Save** this word doc with the following file name: sspbt2014CPR_*programname*. Once the draft CPR is completed, e-mail the file as an attachment to <haynesjim@fhda.edu>. Members of the SSPBT will review the draft CPR and feedback will be provided before the final CPR is submitted and posted to the SSPBT web site. **Maintain** a soft copy of the CPR for the program's files and to deposit the file into the program's TracDat repository of documents. Please contact: Jim Haynes < haynesjim@fhda.edu > if there are any questions.

Getting Started: First - read the instructions for **Part 15** that is intended to be a brief yet thorough overarching summary of Parts 1 through 14. Review the program's 2008-09 Comprehensive Program Review (CPR) and the 2009-10, 2010-11, 2011-12, and 2012-13 Annual Program Review Updates (APRU) posted on the SSPBT website: http://deanza.edu/gov/SSPBT. Review your TracDat account including the documents repository. Both the APRU and TracDat information can be used to cite documents or cut/paste information into the CPR. For those programs with curriculum, the 2012-13 course productivity, student success, and equity data is available at: http://deanza.edu/ir/program-review.12-13.html .

Timelines: All draft CPR documents are to be submitted to the SSPBT no later than **Thursday, May 1, 2014**. The members of the Student Services Planning & Budgeting Team will read every CPR. The SSPBT will provide feedback on the draft CPR and return it for any editing needs or suggestions. The finalized CPR must be submitted to the SSPBT no late than **Friday May 30, 2014**. The final CPR will then be publically posted to the SSPBT web site.

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2013-14 Comprehensive Program Review

Trainings: The SSPBT will set up trainings and workshops to help CPR writers through the process. Look for times and locations.

Column 1	Column 2	Column 3
Information Requested for the 2013-14 SSPBT - CPR	**Input the program responses**	**Instructions:** Word wrap is turned on so the text box will expand with the input entered into Column 2. Please provide brief, to-the-point responses. Note: Reference documents may also be attached, i.e. TracDat reports, APRUs, Data Sheets, etc. Make sure to note the exact file name and location of any referenced digital documents or websites.
PART 1 -	**Program Information**	
1a) Program Name:	International Student Programs (ISP)	Enter the name of the program being reviewed.
1b) Name(s) of the author(s) of this report:	Marilyn Cheung and Angela Caballero de Cordero (Inputs received from ISP staff: Cleve Freeman, Jue Thao, Susanne Chan, Joseph Ng, Angelica Strongone, Janny Thai, Ginny Kramasz, Quan Peng & Gail Vandiver) *Revised* by Joseph Ng	Enter the name or names of those who authored this CPR.
1c) How many students are served by this program annually and is this number trending up, even, or down?	ISP serves approximately 2,000 international students on F-1 visas plus additional 20% international students on other status changing to F-1. International enrollment has been increasing systematically every year. It is recommended that administration strategize on the feasibility of continued growth. Is De Anza able to meet the demands for courses from a high enrollment student population whose average unit load is 15 units per quarter?	Please discuss the number of students who are served in the program and explain whether the number of students is increasing, even, or decreasing. Are there any anticipated trends in the number of students served?
1d) Who are the typical students served by this program?	International students who are on F-1 visas are the primary student population served by ISP. But there are students who are on other visa status that also seek assistance from ISP because they intend to change to F-1 status or they are not sure which department to go to on campus. The majority of F-1 international students are from Asia because that is the largest regional feeder	Please discuss the typical students who are served in the program. Does the program specifically address the college's goals to increase access and success of 'targeted' student populations (Latina/o, African Ancestry, Pacific Islander, Filipino)?

	of international students to the U.S.	
PART 2 -	**MISSION** **and** **Accreditation Standard II.B.1**	
2a) What is the program Mission Statement?	International Student Programs (ISP) serves as the office overseeing all aspects of international student programs, services and exchanges at De Anza College. Its mission is to nurture a lifelong global perspective and provide a user-friendly environment to international students so to ensure a rewarding educational and personal experience at this college. ISP plays a key role in increasing De Anza's visibility around the world and serves as a resource to the campus community on information and resources concerning international education and activities.	Cut/paste or type in the program's most current Mission Statement.
2b) In what ways and to what extent does the program assure the quality of its services to students?	Frequent assessment and evaluation of ISP's services and programs are conducted (e.g., orientations, fieldtrips, summer intensive ESL courses, transfer fairs, etc.) by the staff and via Survey Monkey and Learning Outcome. Statistical analysis are conducted with Institutional Research on various topics.	Please address part 1 of **Accreditation Standard II.B.1** -The institution assures the **quality** of student support services ….
2c) In what ways and to what extent does the program demonstrate that its services support student learning and enhances the achievement of the College Mission?	ISP has gathered enrollment, transfer, student success, and related data both internally and from Institutional Research. ISP works closely with all programs under Student Services in cross referring students, e.g. DSAP&S, Admissions & Records, Psychological Services, Health Services, Assessment, Office of College Life, and Tutoring, as well as instructional divisions, especially Language and Arts, Business and CIS, and Social Sciences. International students not only have access to all services, but to a certain extent, benefit from a greater level of monitoring especially when their enrollment is reviewed quarterly via reporting to SEVIS on student registration status, tracking students to make sure they are maintaining full-time status, monitoring their GPA 2.0, etc. To	Please address part 2 of **Accreditation Standard II.B.1** -The institution … demonstrates that these services, regardless of location or means of delivery, support student learning and enhance **achievement of the mission** of the institution. The college Mission Statement can be found at: http://deanza.edu/about/mission.html

	support student learning, new international students are highly advised to take COUN 200 as part of the Orientation Program each quarter prior to registration.	
PART 3 -	**Accreditation Standard II.B.3**	**Accreditation Standard II.B.3** - The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.
3a) In what ways and to what extent does the program assure equitable access for all students?	ISP provides a broad spectrum of services specific to the needs of international students. Counseling and advising services are provided by two certified counselors who provide academic and personal counseling when/as needed. Services are available year round and are supported by the general counseling center when needed. Counselors are bilingual and bicultural and the diversity of the program staff reflects the student population served. To meet the student support needs of ISP students, communications via Facebook, Survey Monkey and listserv are utilized. Staff members participate in professional development opportunities relating to their work as offered by the Counseling Division, College, professional organization such as NAFSA, and other educational institutions such as CSU and UC when feasible.	**Accreditation Standard II.B.3.a** - The institution assures **equitable** access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method. Please address how the program is, or plans on, incorporating universal design concepts into its operations (materials, processes, activities, professional development, etc.) to assure that the program's services are accessible and effective for all students regardless of personal demographics or background. Cite specific examples.
3b) In what ways and to what extent does the program provide an environment that encourages personal and civic responsibility?	International students go through a process of acculturation upon arrival to the U.S. and De Anza College. The Orientation Program at the beginning of each quarter is intended to offer students resources and information for active participation both on- and off-campus as well as to provide a better understanding of academic requirements and expectations. The self-contained program design of ISP provides a setting where students can develop a sense of belonging and community. To help students feel more involved, ISP connects and encourages students to participate actively in DASB clubs and activities. This provides international students with opportunities to engage in exchanges with domestic students and community members. Global awareness, the values of social justice and equity need to be integrated as part of the	**Accreditation Standard II.B.3.b** - The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic and personal development for all of its students.

	programmatic offerings of ISP. There is a need for structured cultural activities to develop the knowledge about how U.S. society works, its values and customs. This is for the most part seen as an extracurricular activity that enhances the knowledge development above and beyond the academic experience.	
3c) In what ways and to what extent does the program design, maintain and evaluate counseling and/or academic advising programs?	ISP currently has 2.0 International Student Counselors plus one Article 19 Counselor who works a limited number of hours. The Counselors not only provide a full range of services as prescribed by the College and Counseling Division but also additional cross-cultural and F-1 student specific counseling services. Other members of the staff also provide advising on F-1 SEVIS (federal government) rules and regulations, international admissions, health insurances, housing, and more. The Counselors and the entire ISP work closely as a team in updating changes in different areas. Due to limited budget and staffing, there is growing gap between the needs of ISP students and the actual availability and provision of services.	**Accreditation Standard II.B.3.c** - The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. (Answer only if applicable to the program under review)
3d) In what ways and to what extent does the program design and maintain practices and services that support and enhance student understanding and appreciation of diversity?	ISP maintains an open door and non-discriminatory policy and access to F-1 international students of all cultural and socio-economic backgrounds. Students are highly encouraged to participate in DASB activities and clubs. ISP also organizes cross-cultural, social and community activities to enhance an international student's experience living in the Bay Area and the U.S., such as workshops, baseball and sports games, international coffee hours, etc. And ISP events, such as ISP Open House, the International Student Transfer Fair, are open to all students. However, due to limited manpower and lack of funding, as well as funding restrictions in recent years, ISP had to reduce the number and types of programs, activities and services. This reduction is counter to the mission of ISP as one of its roles is to help international students adapt and broaden their personal experience and intercultural understanding. Programming is an important aspect of effective internationalization that needs attention and development.	**Accreditation Standard II.B.3.d** - The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.

3e) In what ways and to what extent does the program regularly evaluate admissions and placement instruments and practices to validate their effectiveness while minimizing biases?	Assessment instruments, placement and procedures mirror those used for domestic students. ISP maintains non-discriminatory admission policies towards international students. These procedures and policies are routinely evaluated for their effectiveness and to assure there is no disproportionate impact. The program has been meeting with Language and Arts faculty to examine assessment and placement of these students as well as to examine the use of multiple measure. These meetings are still in progress and procedures have not been changed as a result.	**Accreditation Standard II.B.3.e** - The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. (Answer only if applicable to the program under review)
3f) In what ways and to what extent does the program maintain student records permanently, securely and confidentially, with provision for secure backup of all files?	As De Anza College students, student data is maintained through Banner, SARs, and DW. Other information specific to international student status is kept in locked file cabinets consistent with the policies and procedures of the college to safeguard student confidentiality. Recommended length of time for keeping F-1 student files is 3-5 years. Due to space limitation within ISP, student files are currently being kept for 3 years. Although hard copies of certain documents still need to be maintained, with the purchase of a scanner, the program will be moving towards scanning these records which will allow the program and college to maintain these records indefinitely.	**Accreditation Standard II.B.3.f** - The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.
PART 4 -	**Staffing**	
4a) Have there been any significant **staffing** changes since the last CPR in 2008-09?	Although no staffing changes have been experienced in the last five years, the systematic increase of international students from year to year, has caused a significant increase in the counselor to student ratio, as well as a SEVIS advisor and admission coordinator to student ratio. In 2008 when the last CPR was completed, the counselor to student ratio was 1:750. This ratio was considered inadequate at that time due to the level of support these students need. Now in 2013, this ratio has increased to 1:1000 for counselor to student and 1:2000 for the International Student (SEVIS) Advisor as well as the Program Coordinator for international admission. In addition, office staff are similarly overwhelmed with the number of student/visitor walk-in traffic to ISP office which averages 1618 per month.	Please explain any significant changes in **Classified, Faculty, and Administration positions** that have occurred over the past five years.

	One full-time International Student Counselor retired in summer 2013 and is currently doing limited hours via Article 19. The position is presently being filled by General Counselors on temporary contract. Depending on funding availability, the Dean of Counseling tries to assign Academic Advisors or Counselors to work additional hours at ISP on overload. This revolving door approach to international student counseling is not conducive to consistency and effectiveness.	
4b) Are there any significant **staffing** changes that will be needed over the next five years?	Although there are no scheduled staffing changes to occur in 2013-14, there has been a documented interest in De Anza worldwide that is not sustainable with current staffing. At the ISP Staff Retreat in August 2013, there was consensus among program staff, Vice President of Student Services and the Dean of the division overseeing this program that changes in funding formula, program structure needs to change in order to maintain high quality, access, and continued growth. As mentioned previously, the current number of counseling, immigration advising and admission advising far exceeded the recommended 1:300 ratio. The need for specialized staffing with unique job descriptions for certain positions was discussed as well. Serving international students require a particular set of skills and knowledge that must be possessed by those assigned to the program. Assignments need to be permanent for program continuity and consistency so not to impact student's F-1 visa and program/institution's SEVIS (Form I-17) certification.	Please identify any anticipated changes in **Classified, Faculty, and Administration positions** that could occur over the next five years. (Explain why these changes may be needed i.e. new directions, retirements, policy issues, etc.) (Specifically identify any anticipated **Student Success Support and Program (3SP)** connections)
PART 5 -	**Facilities**	
5a) Have there been any significant **facility** changes since the last CPR in 2008-09?	ISP moved from a mobile building to current location in LCW 102, which was formerly Distance Learning office. When this space was initially assigned, ISP already informed the College that the current space was tight and inadequate for expansion.	Please explain any significant changes in program **facilities** that have occurred over the past five years. (Specifically identify any anticipated **3SP** connections)

5b) Are there any significant **facility** changes that will be needed over the next five years?	This program has outgrown the current location. The current student/visitor waiting area is inadequate for the number of students and visitors who come in on a daily basis. The front reception is noisy given the heavy traffic. There is not enough space for storage, filing cabinets and equipment. There is a need for a multi-functional meeting/conference room to conduct small meetings, student workshops, assembling orientation and event materials, etc. If able to acquire larger space, it is important to still maintain the one-stop center concept for centralized and cost-effective delivery of services and for the international students to feel connected to ISP.	Please identify any anticipated facility needs that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated **3SP** connections)
PART 6 -	**Equipment**	
6a) Have there been any significant **equipment** changes since the last CPR in 2008-09?	As part of 2011-14 Measure C request, ISP received the scanner, new fax machine, printers, and laptops in early 2014.	Please explain any significant changes in program **equipment** that have occurred over the past five years. (Instructional and non-instructional)
6b) Are there any significant **equipment** changes that will be needed over the next five years?	No additional equipment is anticipated other than furniture due to redesign and expansion of ISP physical space.	Please identify any anticipated program **equipment** needs that could occur over the next five years. (Explain why these changes may be needed. Include both instructional and non-instructional needs) (Specifically identify any anticipated **3SP** connections)
PART 7 -	**Operational Costs**	
7a) Have there been any significant **operational cost** changes since the last CPR in 2008-09?	There have been some major changes: In the last five years, the program has lost operational funding that was originally integrated as part of ISP budget for programmatic functions. The loss occurred as a result of college's financial constraints which resulted in budget reconfigurations. Supervising and administrative support staff positions were able to be saved by combining Fund 14 and 15 to support the salaries of two administrative support staff and 25% or the program supervisor's	Please explain any significant changes in program **operational funding** that have occurred over the past five years. (B budgets)

	salary. This budget reconfiguration has impacted the program as these funds were used to pay for application and admission expenses. This included postage, orientation expenses, printing, etc. In addition to this loss, ISP's B Budget was further reduced on an annual basis.	
7b) Are there any significant **operational cost** changes that will be needed over the next five years?	During the August 2013 ISP Staff Retreat, it was urged that in order to meet the expected growth, to be able to meet federal mandates, and to provide quality services to its international students and campus community, additional staffing and space are needed. Due to inadequate staffing, ISP had to reduce certain services and there here has been a lack of programming services to encourage community enrichment and civic engagement.	Please identify any anticipated changes to **operational cost** needs that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated **3SP** connections)
PART 8 -	**Organizational Alignment**	
8a) Have there been any significant **organizational alignment** changes since the last CPR in 2008-09?	None. ISP is still under Counseling Division.	Please explain any significant **organizational alignment** changes that have occurred over the past five years.
8b) Are there any significant **organizational alignment** changes that will be needed over the next five years?	During the August 2013 ISP Retreat and meetings by De Anza administrators with the District, there has been discussions about restructuring the funding model for ISP. Such restructuring is necessary in order to meet service demands due to student increases to maintain the quality of services, and to continue growing. The ISP self-contained model is unique and provides several advantages that benefit students and the college. Being a One Stop Center for international students provides a central location where they can find answers to their questions such as immigration, admission, housing, academic, transfers, etc. Its	Please identify any anticipated changes to **organizational alignments** that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated 3SP connections)

	success is documented by the academic success of our international students who graduate and transfer at high rates. The continuation of this model is recommended.	
PART 9 -	**Regulations/Laws/Policies**	
9a) Have there been any significant changes in **regulations/laws/policies** since the last CPR in 2008-09?	ISP has followed recent policy and procedural changes initiated by the College and federal government: - The implementation of Pay-to-Stay - The implementation of Banner - Changes in placement test policies - Changes in tuition refund, third party payment authorization and installment plans - Additional immunization requirement for MMR - Institutional recertification policy mandated by SEVIS/Homeland Security	Please explain any significant changes in **regulations/laws/policies** that have occurred over the past five years. (Federal, State, Local, District, college, etc.)
9b) Are there any significant changes in **regulations/laws/policies** that will affect the program over the next five years?	One major change that will affect ISP operation is the implementation of Chancellor Office's SSSP. Unlike general counseling, ISP students are required to go through a pre-assessment orientation for which students may receive credits as the SSSP orientation. Students will take their placement upon arrival, and they enroll in 12 units or more as a condition of SEVIS mandate for F-1 visa holders. These programmatic interventions already exist and will not impact service delivery. A potential SSSP impact is on priority registration and how and when students are available to become matriculated students. eAssessment is currently being explored, but decisions have not been made. Another impact is the change in regulation that SSSP funds will not pay for instruction nor for ISP counselors. Labor redistributions will need to be made to reflect these changes.	Please identify any anticipated changes in **regulations/laws/policies** that could affect the program over the next five years. (Federal, State, Local, District, college, etc.) (Specifically identify any anticipated **3SP** connections)

	There are potential changes with F-1 student rules and procedures, but none confirmed.	
PART 10 -	**Professional Development**	
10a) Have there been any significant **professional development** activities for the program (or others) since the last CPR in 2008-09?	Almost all of ISP staff attended the 2012 NAFSA Regional Conference held in San Jose. This is important for staff to receive updated information about international education and networking with their counterparts at other institutions. Classified staff has attended Classified Retreats, which is important for networking, updates, etc. International Student Counselors attended UC and CSU conferences, which are important in getting updates about changes in transfer policies and procedures and networking. ISP Staff Retreats were held three times between 2009 and 2013 to review past practices and discuss future directions. The most recent staff retreat was with the Vice President of Student Services and Dean of Counseling and Matriculation in August 2013.	Please explain any significant **professional development** activities that have occurred over the past five years. Include the nature, reason, significance, and outcomes of the activities.
10b) Are there any significant **professional development** needs for the program (or others) over the next five years?	Staff will be encouraged to participate in professional development opportunities as time and budget allows. Similar conferences and meetings listed above will continue to be offered.	Please identify any anticipated **professional development** needs for the program over the next five years. Include the anticipated nature, reason, significance, and outcomes of the activities. (Specifically identify any anticipated **3SP** connections)

PART 11 -	Curriculum, Student Success, and Equity	The 2012-13 course data is located at: http://deanza.edu/ir/program-review.12-13.html .
11a) Have there been any significant **curriculum** since the last CPR in 2008-09?	Although ISP is a non-instructional unit; however, ISP plays an important role in supporting student learning. For example, ISP organizes the annual International Student Transfer Fair and various workshops on transfers, study skills, personal statements, etc.	Please explain any significant **curriculum** changes in that have occurred over the past five years.
11b) Are there any significant **curriculum** issues in that will affect the program over the next five years?	As part of the changes initiated by SSSP, change to COUN 200 are underway. This class will be substituted by COUN 50, a one unit class that will focus on the development of a comprehensive educational plan, among other things. Concerns regarding the changes in placement test retest policy to no retest within 5 years have been expressed during meetings with Assessment Center and Language and Arts. Majority of international student desire to transfer to an upper division university within two years, this is in large part dictated by UC's one admission cycle. If international students miss out the third fall to transfer, then they have to wait another year and will face SEVIS restrictions.	Please identify any anticipated **curriculum** issues in that could affect the program over the next five years. (Specifically identify any anticipated **3SP** connections)
11c) What is the aggregate student success rate in the instructional portions of the program? Has the **60%** requirement been met or exceeded?	COUN 200 is incorporated into ISP's orientation programs; therefore, majority of all new international students complete the COUN 200 course prior to start of their first quarter. An estimated 70% of all new international students complete the COUN 200 during orientation. Due to limited capacity and varying arrivals of new international students each quarter, some students register for COUN 200 later or are waived since they have another U.S. degree already. According to research conducted by Assessment Center in summer 2013 as part of broader discussions concerning placement tests and English/ESL course taking at De Anza, using Fall 2011 new international students as sample population, 34%	In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above **60%** http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf If student success rates in the program are below 60%, what plans are there to bring course success rates up to this level?

	took ESL placement test and 78% took English placement test. For additional information about this report, please contact Stephen Fletcher of Assessment Center.	
11d) What are the student success rates between groupings of students? Is there a success rate gap that exceeds **5%** between any of these groupings?	F-1 international students are mandated by U.S. government to enroll as full-time students and demonstrate good academic standing. Thus international students must complete at least 12 units each quarter and maintain a minimum of 2.0 GPA. Given international students' desire to transfer to top tier universities and institutions and to save money by completing their transfer requirements and/or associate degrees within two years, these students are disciplined, focused and demonstrate high success rates. As mentioned, nearly 50% of international students transfer to the UCs.	The college equity goal is to have no more that a 5% student success gap between any groupings of students. Please explain any gaps exceeding **5%** and what plans are in place, or are being made, to address closing this gap
PART 12 -	**Other**	
12a) Have there been any **other** significant program changes since the last CPR in 2008-09?	As part of an institution's eligibility to enroll F-1 international students, the institution is required to maintain additional information about the international student in the school's database. Hence, data entry and update is a major function of ISP. The implementation of Banner has become more labor intensive and time consuming for staff. Together with SEVIS requirement to register each F-1 student quarterly and more complicated SEVIS procedures, the growth of international students without any increase in staffing has become a major burden to ISP staff and a potential barrier to accessibility and quality of services.	Please explain any **other** significant program changes that have occurred over the past five years.
12b) Are there any **other** significant issues that will affect the program over the next five years?	Many institutions are utilizing social media to maintain communication and outreach with its student population. The Office Coordinator is using social media to a limited extent. Additional staffing is needed to expand the use of technology and social media for more effective operation and communication.	Please identify any **other** anticipated issues in that could affect the program over the next five years. (Specifically identify any anticipated **3SP** connections)

	Due to complexities involved in working with international students, there needs to be job specialization to ensure delivery of quality services. Areas where specializations or unique job descriptions are needed are International Student Counselors, immigration services and international admissions. It has been finalized with ETS that FHDA will adopt CCCApply's international application and purchase **Sunapsis** (an information and community management system for international students). The implementation of these two software will improve office processes and will increase efficiency. This will result in a paper-less application system and more effective information dissemination process.	
PART 13 -	**Student Success and Support Programs (3SP)**	
13a) How will the new 3SP **orientation** requirements affect the program over the next five years?	ISP already conducts a very comprehensive and extensive orientation program that meets SSSP requirements.	Summarize any **orientation** issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.
13b) How will the new 3SP **assessment** requirements affect the program over the next five years?	ISP has had discussions internally and with the Dean of Counseling/Matriculation, Admissions & Records, and Assessment Center about the assessment component of 3SP. Concerns were expressed by ISP about giving placement tests abroad, the restriction of no retest within five years, and the lack of adequate testing facilities during ISP Orientations. The outcome of these discussions will affect students and service delivery.	Summarize any **assessment** issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.
13c) How will the new 3SP **student education planning** requirements affect the program over the next five years?	International Student Counselors and other counselors who will be teaching COUN 200 to international students will develop comprehensive education planning with students as required by 3SP. However, concerns regarding the low number of counselors will affect the delivery of education planning in a timely manner.	Summarize any **student education planning** issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.

PART 14 -	Student Services Learning Outcomes and Accreditation Standard II.B.4	**Accreditation Standard II.B.4 -** The institution evaluates Student Support Services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
14a) What are the current/active program **outcome statements**?	1. Students will understand the process of international student admission and application. 2. Incoming new international students will be aware that in ISP orientation program provides information on such topics as: health, banking, transportation, housing immigration, cultural adjustment, and medical insurance. 3. International students understand that there are specialized International Student Counselors housed within ISP who can provide personal, academic, career, and transfer counseling. 4. International students understand that they need to comply with the state rules and regulations mandated by the Department of Homeland Security – Immigration and Custom Enforcement (ICE) and maintain full-time enrollment and legal F-1 status. 5. International students will complete the transfer process to other U.S. institutions by following SEVIS rules and procedures determined by SEVIS and complete the EXIT form prior to leaving De Anza College for which student data is compiled and recorded.	Please list all of the **Student Services Learning Outcomes (SSLO) statements** for the program. (Cut/paste from TracDat, APRU or other documents.)
14b) How many SSLO/SLO statements have been assessed since the last CPR in 2008-09?	All five SSLOs have been assessed. Additional assessment was done on SSLO #1. Due to other demands, #2 – 5 were not further assessed.	Please identify the SSLO statements that have been assessed over the past five years. (Cut/paste from TracDat, APRU or other documents.)
14c) Summarize the outcomes assessment findings and resulting program enhancements made since the last CPR	SSLO #1: 65.1% of respondents applied to De Anza on their own; 33.3% applied via an agent; 1.6% applied via others. Majority (90.5%) found our international application easily understood and over 90% found our admission requirements clear. 93.7% of respondents think by having online application and	Please summarize the outcomes assessment findings and resulting program enhancements made over the last five years. (Cut/paste from TracDat, APRU or other documents.)

in 2008-09.	accepting scanned documents would simplify the application process. SSLO #2: Almost 80% of respondents are aware of the International Student Orientation Program; 20% were not aware. SSLO #3: 90% knew that counselors are available for personal, academic and other issues.10% was not aware of the role ISP counselors. SSLO #4: 97.4% of students know that they need to maintain at least 12 units to maintain full-time status. 2.6% stated they did not know about this requirement. SSLO #5 asked for additional comments from the students.	
14d) What are the program outcome assessment plans for the next five years?	ISP may be undergoing some changes with new funding model and new staffing. Since the current supervisor will be moving to a new position within the District, the new supervisor may wish to either assess the current SSLOs further or develop new assessment plans and tools.	Please indicate which SSLO/SLO statements will be assessed over the next five years and when. (Include any plans to create new outcome statements.)
Part 15 -	**CPR SUMMARY**	**Part 15** is intended to be a brief yet thorough overarching summary of **Parts 1 through 14**.
15) Where has the program come from since 2008-09, where is it now, and where does it anticipate or need to go over the next five years?	International student enrollment has continued to grow at a rapid pace since 2008, yet no increase in staffing. ISP has contributed significantly towards the District's and College's goals set for enrollment and revenue; yet, the lack of investment by the College towards ISP and services for international students has created much frustrations and delays. The length of wait for counseling and advising services is much longer than five years ago, often hours for drop-ins and 3-4 weeks for appointments. ISP is greatly concerned about student access to ISP. Certain ISP services and activities had to be cut given the high volume of documentations needed to process them resulting in a shift from student contact to paper pushing. Given heavy student/visitor traffic, more space and staffing is needed for the front reception area, which is crowded	Based on the information provided in Parts 1 through 14 above, please summarize: 1) Where the program has come from since the last CPR (2008-09), 2) Where the program is now (2013-14), and 3) Where the program anticipates or needs to go over the next five years (up to 2018-19).

	and noisy. The level of involvement and amount of communications with educational agents around the world has increased due to increased competition in international student recruitment. This trend will continue to be more demanding. Since majority of international students wish to transfer to one of the UCs or top universities whereby they need to complete the basic skill and GE courses, prerequisites, and major courses in a timely manner, registration difficulties have impacted international students' wish to transfer within two years. Hence, students seeking concurrent enrollment (i.e., cross registering at other colleges and universities) have increased in order for these students to complete their degree program or transfer in two years. The District and the College have become very dependent on non-resident revenue via international students to sustain FHDA operations. If the administration wish to continuously attract international students to come to De Anza, both quantity and quality, some fundamental needs have to be met: more course offerings, program development to engage international students in campus life and community, and additional and specialized ISP staffing.	
Part 16 -	**DIVISIONAL PERSPECTIVE**	**Applicable to Divisions that have multiple programs that are writing CPRs**
16a) Name of the Division and the names of the programs.	Counseling and Matriculation Division: International Student Programs, Puente, Sankofa, SSRS, Transfer Center, Counseling Center	Write the name of the division and the names of the programs that are submitting CPRs
16b) Who wrote the Divisional Perspective?	Angela Caballero de Cordero, Ph.D., Dean of Counseling and Matriculation	Enter the name or names of those who authored this Divisional Perspective.
16c) Summarize the CPRs written by the programs of the Division.	Please refer to those CPRs.	Please summarize all the CPRs to be submitted in the Division. Provide a Division wide perspective on the CPRs explaining how they all fit or work together into a cohesive division plan.