

Salt Lake Community College
External Program Review: International Student Services
Spring 2021

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Introduction

Beginning on March 09, 2021, an external review committee reviewed the International Student Services Department (ISS) at Salt Lake Community College in Salt Lake City, Utah. The external review committee team members consisted of the following individuals:

- Chelsea Wells, Director of International Student & Scholar Services, University of Utah
- Shelly Ortiz, Director of International Student & Scholar Services, Utah State University
- Elizete Bond, Academic Advisor, Academic Advising, Salt Lake Community College

Methodology

The external review committee members were provided with a list of questions in order to guide their meetings and discussions and formulate a final report. Prior to beginning the interview meetings with ISS staff, ISS campus partners, and international students, the committee reviewed the ISS Self Study analysis prepared by ISS staff. In addition to the self-study prepared by ISS, the committee also requested the following documentation:

- Mission/Vision statement for ISS
- Metrics used by ISS to track performance and success
- Number of international students currently served at SLCC
- Historical data of international student enrollment for the past 3-5 years
- Number of international student applications for current application cycle
- Historical data regarding the number of international student applications for the past 3-5 years
- Job descriptions for each ISS position
- Mechanisms/tools used to support training and teamwork
- Description of the level of optimization and the functionality offered in ISSM and other systems used campus-wide
- Resources to support the advising workload beyond website/available forms
- Calendar of annual events sponsored by ISS
- An explanation of the 2026 enrollment “cliff”

After reviewing the ISS Self-Study, as well as the supplemental documentation requested, the committee began a series of meetings to conduct interviews with current ISS staff, SLCC international students, and ISS campus partners. The campus partners were selected based on how frequently these departments collaborate with ISS in terms of programming and advising and shared needs for international students to increase the overall international student experience at SLCC. The interview meetings were conducted with all committee members present for each meeting. Due to the COVID-19 global pandemic, all meetings were conducted virtually over Zoom, and an in-person on-site visit was not performed at this time.

Interview/Meeting Schedule

SLCC Departmental Unit	Meeting Date/Time	SLCC Personnel
Athletics	March 09, 2021, 11:00-12:00	Kevin Dustin, Director Marcilina Grayer, Assistant Director
Rob Robbins (Director, ISS)	March 11, 2021, 8:30-9:00	Rob Robbins, Director of ISS
SLCC Campus Administration	March 11, 2021, 9:00-10:00	Charles Lepper, Vice President for Student Affairs & Enrollment Management Kathie Campbell, Assistant Vice President for Student Services
ISS	March 11, 2021, 10:30-12:00	Rob Robbins, Director Venita Ross, International Student Admissions Advisor Michael Hasfurther, International Continuing Student Advisor Laura Klingenstein, International Student Advisor Tori Hunter, ISS Office Assistant
Orientation & Student Success	March 12, 2021, 1:30-2:30	Richard Diaz, Director Erin Stirling, Assistant Director Sulistiyan Kathol, Coordinator
Academic Advising and ESL	March 12, 2021, 3:00-4:00	Ashley Sokia, Director Verl Long, Assistant Director Anni Tedder, Assistant Director Maria Ammar, Associate Dean, English as a Second Language
SLCC International Students	March 17, 2021, 10:30-11:30	Gabby, Angel, Maria, Tracy
Office of Diversity & Multicultural Affairs	March 30, 2021, 3:00-4:00	Maria Martinez, Director Alonso Rivarola, Assistant Director Kamal Bewar, Student Success Coordinator

Prior to beginning the interview meetings, the external review committee determined a list of standard questions to be asked to each group, which included: director of ISS, ISS staff, international students, and campus partners. All questions designated in advance were addressed, and additional questions were added, as needed, to provide further clarification or address a specific comment made by an interviewee. [\[See Appendix A\]](#)

Upon completion of the interview meetings, the external review committee met weekly to discuss interview perceptions, findings, and final recommendations.

Findings

Strengths:

Salt Lake City Community College

Throughout all interview meetings conducted, it is readily apparent Salt Lake Community College is committed to providing a diverse and inclusive campus for all students. The campus holds strong institutional pride in its values for diversity and inclusivity, viewing international students as bringing a special richness to the campus. As the most diverse institution in the state, the inclusivity efforts fit well into the college's overall goals and strategic methods. As a college, substantial efforts are made to ensure proper resources are allocated to support its various efforts to increase diversity, create an inclusive environment for students, and provide specialized support for marginalized populations.

International Student Services

International Student Services (ISS) staff are passionate about the work they do. The Director is deeply invested in the professional development, job satisfaction, and emotional well-being of the staff. This is demonstrated by his efforts to build consensus within the team relating to projects, as well as individual and team-wide goals. Regular team meetings are held to discuss program outcomes, celebrate successes, and identify areas for future improvement. The Director wants everyone on the team to be experts in their area of specialization and have autonomy over their own projects and goals.

ISS staff demonstrate dedication to their F-1 international student population. They are committed to their students' success and regularly go above and beyond to help their students and respond to their questions and needs in a timely manner. The primary goal in the ISS office is to protect federal certification to sponsor international students. This has resulted in a high level of commitment to International Student Orientation, which is federally mandated. In addition to International Student Orientation, ISS staff remain committed to staying current with immigration regulations, policies, and exceptions. They possess a desire to share all available options with students, as well as the positives and negatives about the specific options. This empowers students to make appropriate decisions about their specific immigration situation.

The ISS staff strive to create a "sense of home" for their international student population by creating student programming to celebrate various cultural and religious holidays around the world. They do so with the objective to facilitate engagement and ensure these important holidays are respected, recognized, and celebrated on campus. Furthermore, ISS conducts weekly outreach efforts to students

by phone calling campaigns and emails. Additionally, efforts are made to ensure the ISS website has easily accessible information and available forms to ensure information is transparent. This results in further empowering their students to take charge of maintaining their immigration status.

ISS demonstrates a strong commitment to networking with other institutions on the local and national level to share best practices within the field and establish benchmarking through both UBIE (Utah Board of International Education) and NAFSA: Association for International Educators.

Areas for Improvement and Recommendations:

International Student Services

International Student Services lacks a clear vision of the ISS role within the context of the college's strategic plan and initiatives. A mission statement is needed to clearly define the ISS office's role and boundaries of service. Staff, including those in other campus departments, are unsure of the scope of services that should be provided to students and the campus community. They are also unsure of expectations in terms of campus initiatives (e.g. Care Team, use of campus-wide systems, such as MySuccess). A clearly articulated vision for the scope of services is beneficial to direct staff development, progress, and productivity.

The perception is the ISS office should be the primary resource for all things for international students. An additional perception is ISS staff are stretched too far and unable to implement new initiatives. Greater collaboration with other campus departments and resources could be appropriately utilized and defined to better meet the needs of international students across the SLCC campus. Furthermore, collaboration is needed to clarify expectations and responsibilities of event ownership-specifically International Student Orientation.

During the interview meetings, ISS staff referred to internal conflict within the ISS team due to conflicting personalities. While ISS staff believe they are managing the internal conflicts and keep these issues contained within their team, other campus partners have observed these internal conflicts arise during committee or planning meetings. This has a negative result on the perception of ISS staff professionalism, and also creates issues during collaboration with other departments. Fortunately, it does not seem these internal conflicts are apparent to international students and ISS staff professionalism is always maintained in front of students.

Recommendations

Best Practices

At this time, no national norms exist for scope of service and structure. The scope of services provided in the field of International Student & Scholar Services varies greatly based on institutional construct,

institutional commitment to internationalization, and other institutional factors. Thus, it is urgent for ISS to define the scope of its services to address what they are committed to, and feasibly capable of, doing to best serve and support international students at SLCC. This should be based on institutional internationalization goals and available resources (including Human Resources).

The International Education professional field supports a move to Comprehensive Internationalization where there are institutionally identified outcomes and all campus departments support these desired outcomes. One such collaboration is through the internationalization of the curriculum in which the instructor introduces differing global perspectives to course content. This could include inviting international students in advance to share their experiences and background in their home country.

Critical Needs

The external review committee has identified several critical needs, which are addressed in further detail in the sections below.

- More effective use of existing resources/funding
- Greater collaboration with other campus departments to expand the college's internationalization efforts and provide a better experience for international students, while reducing additional work on ISS staff
- Utilization and optimization of existing technological resources
- Clearly defined roles, processes, and expectations- including the creation of quantitative and qualitative assessment of employees and services

Effective Use of Existing Resources/Funding

In the ISS Self-Study document provided, as well as during interviews with ISS staff, it is clear ISS desires additional funding and resources for additional staff positions in the office. They also desire funding to support international recruitment efforts.

The external review committee recommends ISS focus on establishing clear objectives and measurable goals with an emphasis on achieving efficiency. Optimizing existing technological solution systems will create additional efficiencies in the office. This allows ISS staff to focus on other internal office and campus-wide initiatives, such as international recruitment efforts.

Due to the evolving nature of international recruitment as a direct result of the COVID-19 global pandemic, the committee recommends investigating and developing alternative models for recruitment (e.g. onshore recruiting, participation in virtual recruitment affairs, establishing solid relationships with foreign high schools in key countries/demographics). Establishing clear returns on investment for traditional international recruitment models will likely be unclear for the next few years as the market adjusts to the current public health crisis.

Equitable and Inclusive Services

ISS and Salt Lake Community College could benefit from a widened scope of focus in regards to international student programming to find ways to include the larger campus community in programming efforts. This can be achieved by creating more opportunities for interaction with different populations through increased collaboration with other campus departments that serve and support diverse populations.

ISS needs to advocate for the work they are doing to encourage collaboration and campus-wide support for initiatives.

Strategic Execution

Roles and Responsibilities

The ISS office would benefit by defining the specific roles, duties, and responsibilities clearly for each position within the office. Roles and responsibilities should be determined by identifying what is needed in comparison to what is currently being done, and assessing priorities accordingly.

According to the ISS Self-Study document and interviews with ISS staff, they identified a need for additional funding and resources for additional ISS staff. NAFSA best practices state the national standard ratio for advisor to students is one immigration advisor for every 350 students. The current international student enrollment at SLCC fits well within the scope of the recommended advisor to student ratio. However, formalization of the work (e.g. clearly defined roles for each position, utilization of existing systems, establishing metrics/Key Performance Indicators, and available documentation of training, onboarding, and processing procedures) could address some of these concerns mentioned in the ISS Self-Study.

The external review committee recommends proceeding with plans for system optimization, establishing clear expectations for each role and responsibility within the office, as well as creating dynamic onboarding and training materials (further detail provided in sections below). After these types of efficiencies are established, the Director of ISSS may wish to review the part-time positions within the ISS office to determine how roles and responsibilities may be combined to create positions that will attract long-term employees.

Challenges with collaboration arise when ISS staff are not present at committee meetings and sometimes lack follow-through to implement new initiatives and ideas. This includes planning for student orientations, as well as participation on student success initiatives, such as the campus-wide Care Team.

Closer collaboration with other campus departments and services is needed to identify interfaces which support international students. This is especially true when ISS is working and collaborating with other departments which have a different reporting line (i.e. Academic Advising, ODMA). These collaborations should focus on leveraging integration with other students through the other departments' areas of

expertise, as this would ease the workload on ISS staff. Internationalization can and should be a campus-wide initiative, and all campus departments should be working to increase these efforts. It cannot fall entirely on the ISS office.

Systems and Structures

The ISS office has a primarily paper-based system and does not fully engage with the various systems used campus-wide. This creates work silos, and other campus departments lack critical knowledge about ISS student advising and specific student issues. The external review committee strongly recommends use of the institutional systems (such as MySuccess) be mandated to require all campus departments be actively involved in these institutional initiatives. It was not clear during the meetings if ISS staff currently have access to all of these systems. If staff are not able to access these systems, the external review committee strongly recommends that access be granted as soon as possible.

These initiatives demonstrate a commitment to facilitate completion efforts, and also provide a better student experience. The process for students to schedule appointments with various advisors is therefore standardized, with the same practices in each office, reducing confusion. If an ISS advisor were to need to reschedule an advising appointment, others within the ISS office can easily help to manage communication regarding the rescheduled appointment, further removing additional work from ISS staff. By actively utilizing advising notes in MySuccess, all advisors or other campus administrators can easily track information about a particular student's situation, needs, concerns, and advising that has been provided, which creates a more efficient and cohesive approach- rather than having to seek out information from various departments or individuals separately from the system.

Furthermore, ISS staff members do not fully utilize the capabilities of its own database and other platforms. ISS staff members are unsure what other members of the ISS team are doing and what advising schedules may look like. Better optimization of ISSM is also needed to increase workflow efficiencies within the ISS office, allowing ISS staff to address other needs and initiatives.

The ISS office would be better served by utilizing standard operating procedures and handbooks for training and quality assurance. These should be dynamic documents, updated regularly as staff identify solutions, changes in protocol, etc. This prevents a knowledge gap when staff leave their position, increases efficiencies when training and onboarding new staff, and facilitates increased cross-training within the office.

All of these available tools should act to reinforce the overall mission objectives of the ISS office.

Accountability

Establish Metrics for Qualitative and Quantitative Review

Difficulties in establishing expectations and creating efficiencies were observed due to lack of measured outcomes within the campus unit. Annual goals tend to reflect the core mission and responsibilities of

the office rather than directing growth efforts. It would be beneficial for the office to define goals which describe what it intends to accomplish during the upcoming year. This should be followed with establishing qualitative and quantitative metrics for staff performance on its daily roles and responsibilities. Measuring desired outcomes assures the unit is working together effectively and efficiently to meet the articulated vision and responsibilities.

The Director of ISS is encouraged to identify Key Performance Indicators (“KPI”) for his employees. These should be a mix of what the employee feels is important for their position and final decisions of what the director needs the employee to focus on in order to meet the overall mission and vision of the ISS office and the college. Utilizing KPIs will establish a baseline of performance and also will support any disciplinary action measures, if needed in the future.

The establishment of KPIs and needed disciplinary measures should not fall solely on the ISS Director. The Director should be supported by Human Resources and the college’s central administration in any efforts to address staff behavioral issues, if they arise, by not meeting minimum expectations (as established in the KPIs).

Set Clear Expectations

For the overall success of the ISS office and staff, it is critical for clear expectations to be set regarding each position, desired outcomes, professionalism and behavioral expectations, including unacceptable professional behavior. As previously noted, other campus departments have noticed the internal strife within the ISS office, which impacts overall productivity.

[Please see [APPENDIX B for Logic Model](#)-provides an ideal framework to help achieve the improvements listed above]

Campus Partnerships

Office of Orientation and Student Success (OSS)

The Office of Orientation and Student Success collaborates frequently with International Student Services to facilitate International Student Orientation. The partnership between these departments has been beneficial to refine the orientation process, and support each other through planning and advertising. The format for International Student Orientation has changed greatly over the past several years. Changes have depended on the ISS Director, as well as changes in reporting lines to the college’s central administration. The departments strive to align with best practices and utilize available resources to the best of their ability.

Clarity is needed to define which department “owns” International Student Orientation and which department should lead the planning efforts. International Student Orientation is a critical aspect of the

international student experience upon arrival. It is important for the roles and responsibilities for the ISS office to be clearly defined to help determine the proper “ownership” of International Student Orientation. For this partnership to be successful, it is important for staff in both areas to fully understand their role and responsibilities to the process and follow through on their commitments. It is important to consider the overall mission of what should be achieved with International Student Orientation and assign roles accordingly.

Improvements are needed to align the international student orientation experience more closely with domestic orientation. Examples include the cost of orientation (international students pay an additional fee to attend orientation, while domestic students do not); international student late arrivals (when students arrive late, they are required to attend orientation the next available semester- resulting in ineffective information delivery); course registration (international students cannot register for courses until they attend orientation, which occurs right before classes start). More efforts could be made to International Student Orientation to add transparency and create a more meaningful experience for international students.

International Student Orientation should be designed to empower students to be successful, no matter where they may be in their education or their experience with the American educational system. The external review committee recommends for ISS and OSS to collaborate to create programming unique to students who are new to the U.S., and students who have transferred from other U.S. institutions. The needs of these populations differ greatly.

International students are currently disadvantaged by the course registration process. At this time, international students must wait until they attend International Student Orientation, which can only occur immediately before classes start for the semester, since international students may only enter the U.S. up to thirty days prior to class start. Frequently, international students are registering for their courses during the week before classes start for a particular semester, and many classes may already be full. Since F-1 international students must be enrolled full-time (12 semester credit hours during the Fall and Spring semesters), students may be forced to register for classes that are not applicable to their course of study, and pay full non-resident tuition for those classes, primarily to maintain their immigration status and meet federal immigration regulations.

International students would be better served if they were allowed to register for classes prior to attending International Student Orientation, and then during the Orientation, meet with Academic Advisors who can review their chosen schedule and make appropriate recommendations, if changes need to occur.

Academic Advising

Academic Advising and ISS primarily collaborate on International Student Orientation. Academic Advisors participate in International Student Orientation to help students register for classes according to their chosen Guided Pathway.

Existing challenges are apparent due to difficulties in identifying international students when advising. Academic Advisors are not trained regarding basic immigration regulations that impact student advising

and course load, as well as information shared during critical times (such as the current COVID-19 global pandemic) about immigration policy changes and exceptions. While all Academic Advisors are trained to advise all students, information needs to be shared more readily to ensure advisors are empowered to appropriately advise international students. Establishing regular meeting times between Academic Advising and International Student Services, and annual or semester trainings regarding basic immigration regulations and requirements, would greatly help to facilitate cohesive collaboration and smoother campus experience for international students.

The implementation of Guided Pathways has exacerbated existing challenges when advising international students due to different pathway areas of study. It is confusing for international students to regularly schedule and meet with an immigration advisor, and then with their academic advisor for questions related to their program of study using MySuccess. Having this many advisors meeting with students can create gaps in information, particularly if advising notes are not shared and student updates are not communicated between these two departments. This presents additional considerations for international students, as they must follow U.S. Federal Immigration Regulations in order to maintain their immigration status. If inappropriate advice is given to an international student, it could ultimately result in an international student falling out of status and their immigration standing in the United States may be jeopardized.

Regular communication and collaboration between Academic Advising and International Student Services is essential to ensure that students are connected with the correct advisors, presented with information appropriate for their immigration status, and to ensure the academic success of the student. The creation of materials, such as a one sheet of the basic requirements for maintaining immigration status (including course loads), may be helpful. Furthermore, optimizing use of the campus systems, such as MySuccess, is recommended to provide transparency and information-sharing during advising, creating a smoother transition for international students as they communicate with both offices.

It is apparent and understandable that closer collaboration may be challenging, especially since these departments have different reporting lines within the college. Efforts will need to occur to ensure that regular updates are shared regarding office policies, student situations, and federal immigration regulations, processes, and policy exceptions.

Athletics

The relationship between ISS and Athletics appears to be robust and collaboration efforts have been sustained well. ISS staff are reliable when facilitating help for students, particularly international student athletes on scholarships. The current process to facilitate international student athlete admission and the issuance of the Form I-20 “Certificate of Eligibility” appears to serve both departments and students well. The external review committee has a few small recommendations to improve this collaboration, but overall feels the collaboration between these departments is strong.

It appears the interface with ISS and Athletics could be enhanced through tools to support the work with international student athletes. The external review committee recommends ISS create a checklist of

required documentation for the Form I-20 issuance. Additionally, a one sheet with general information about the visa issuance process and key issues students may face when arranging for their visas will be helpful for Athletics. Furthermore, an annual training for all Athletics staff would help facilitate further training, knowledge, and understanding within the department. This training can cover information related to required documentation, scheduling visa appointments, what to expect during visa appointments, and key arrival information. If such a training were conducted annually, it would provide necessary “refresher” training for continuing staff, but can also act as an aspect of onboarding training for new personnel.

Shared materials, such as checklists, informational one sheets, and regular trainings will enhance and facilitate understanding of these processes, expand internationalization efforts campus-wide, and limit the amount of work for both ISS and Athletics staff when responding to questions and facilitating documentation collection from student athletes.

English as a Second Language (ESL)

After learning more about the ESL program at Salt Lake Community College, the external review committee identified one primary concern. The current process for placing students within the ESL program needs to be addressed and adjusted to better meet federal immigration requirements for English placement. The responsibility of placing students within ESL or WRITING 1010 currently falls on ISS staff, in which ISS staff assess placement through an interview process. In order to better meet the needs of these students, the external review committee recommends a standardized English language placement test to meet best practices within the field and U.S. federal immigration regulations. It is recommended to use a standardized English language placement test, such as Pearson’s Versant English Placement Test, English 3, Duolingo, or similar tests to ensure that students are accurately placed in an English language class that properly reflects their current abilities.

The U.S. Department of State encourages these types of standardized practices to ensure that the placement process is clear, efficient, and consistent. Departmental interview procedures for English language placement often reflect inherent biases and are entirely subjective. In order to best meet federal immigration regulations and best practices in the field, these types of standardized, objective placement tests should be used as objective criteria and qualifiers, and then further review of a student’s English language ability should be conducted by professionals specifically trained in English language assessment, such as ESL staff.

Challenges within the current process appear to be exacerbated during the application process, in which international students must choose a Guided Pathway program and do not have the ability to select they may need additional English language training through ESL. The options presented within the application to direct applicants to English language placement are not clear. The external review committee recommends reviewing the current admissions application and creating clearer options for F-1 international students to select ESL.

Office for Diversity and Multicultural Affairs (ODMA)

The Office for Diversity and Multicultural Affairs (ODMA) was not initially scheduled to meet with the external review committee, but the committee requested for the meeting to be facilitated after identifying several areas where the functions of these two departments overlap and where increased collaboration may be beneficial.

After meeting with ODMA, it became apparent that little interactive collaboration exists between these two departments, despite their offices sharing space. No intentional partnership exists and both departments possess little knowledge of the role and function of the other department. Many international students seek support from both of these campus departments. Increased collaboration may be mutually beneficial, but substantial intentional preliminary work will be required for successful partnership.

As the student populations served and supported by both campus departments overlap, training regarding roles and functions of each office would be beneficial for their staffs. Additionally, readily available and easily digestible information about immigration regulations and the basics of maintaining status will facilitate better support and advising of international students supported by both of these departments.

Due to the physical office layout of both departments, international students frequently approach ODMA staff and the reception desk when attempting to locate ISS. Office space logistics are difficult for many campuses to address due to limited space, but clear communication regarding ISS staff schedules and availability would be beneficial to international students seeking support and guidance. It is recommended for the schedule and office availability to be posted on the ISS office door, be clearly outlined on the website, and also be available through MySuccess (allowing students to schedule appointments online with ISS advisors).

Since staffing schedules and office availability may be unpredictable due to circumstances created by the COVID-19 global pandemic, without scheduling information and easily comprehensive immigration information, such as pamphlets, being widely available to students and other college staff, international students may seek support and guidance from other campus departments unsuccessfully, resulting in frustration on both sides.

APPENDIX

A. Interview Meeting Questions

International Student Services Staff

1. Please provide a summary of how ISS collaborates with other campus units.
2. How effective do you feel ISS's relationship is with other campus units?
3. What other campus partnerships, if any, do you feel would be useful to develop?
4. How effectively do you feel ISSS is meeting current student needs?
5. How do you measure the effectiveness of your work? What do you do when you feel you are falling short of the desired outcomes?
6. What does your office look like when everyone is doing their best work?
7. What improvements or advancements are needed in ISSS to continue to meet student and organizational needs?
8. Do you have any other thoughts or feedback that you would like to provide that you believe is useful while conducting this assessment?

Campus Partners

1. Please provide a summary of how your department partners with ISS in regards to student services.
2. How effective has ISS been in meeting your department's needs?
3. In what areas do you feel ISS could improve to better meet your department's needs?
4. Do you feel that ISS is meeting its purpose in the context of SLCC's overall mission, vision, values, and strategic goals?
5. How effectively do you feel ISS serves students?
6. What do you feel are ISS's greatest strengths? Its current weaknesses?
7. What changes or improvements do you believe would be beneficial for ISS and your overall relationship with this department?

8. Do you have any other thoughts or feedback that you would like to provide that you believe is useful while conducting this assessment?

International Students

1. Please provide a brief summary of who you are, what you are studying, how long you have attended SLCC, and if you have any experience attending other institutions in the U.S.
2. What are your expectations for the ISS office?
3. How would you describe your overall relationship with the ISS office?
 - a. How comfortable do you feel with approaching the ISS office with questions and personal concerns?
4. Do you feel like ISS has met your needs in terms of immigration requests and processing?
5. What new services or improvements to current services do you believe would be useful for ISSS to better meet your needs as a student?
6. What are your plans after you finish at SLCC? Do you feel like ISS has helped you to meet your future goals?
7. Would you recommend study at SLCC to a friend?

B. Logic Model

Best to approach from right to left. Start with the desired impacts and outcomes, then work back to determine which activities and resources are needed to achieve such.

