



Program Review

International Student Services

April 23 & April 24, 2012 – Site Visit



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I. SLCC MISSION AND PRIORITIES

STUDENT SERVICES VALUES AND LEARNING OUTCOMES

Salt Lake Community College Mission Statement

Salt Lake Community College is a public, open-access, comprehensive community college committed to serving the broader community. Its mission is to provide quality higher education and lifelong learning to people of diverse cultures, abilities, and ages, and to serve the needs of community and government agencies, business, industry and other employers.

SLCC Strategic Priorities

Strategic Priority I: Enhance Quality Education

Strategic Priority II: Improve Student Access and Success

Strategic Priority III: Advance a Culture of Evidence and Accountability

Strategic Priority IV: Strengthen Institutional Support

Strategic Priority V: Advance Partnerships/Relationships with the Community and Business

Student Services Purposes and Values

STUDENTS, FIRST AND ALWAYS, ARE OF UTMOST IMPORTANCE TO US.

- We provide, in a caring and ethical manner, service, support and personal growth for students.
- We are a personal bridge between the process of the College and the needs of our students.
- We assist students and each other with fairness, respect, integrity and care.
- We serve people without regard to race, ethnicity, personal belief, disability, age or sexual orientation.
- Our commitment to students directs the way we make decisions, create programs and hire staff.

We will maintain within Student Services an environment that nurtures our values: diversity community, honesty, people and service.

Student Services Student Learning Outcomes

Through interaction with Student Services staff and participation in co-curricular activities, student life-experiences, and personal development opportunities, students will:

1. Develop cognitive skills.
<ul style="list-style-type: none">A. Think reflectively and critically.B. Improve quantitative reasoning abilities.C. Demonstrate intellectual flexibility.D. Demonstrate ethical thinking.
2. Acquire knowledge.
<ul style="list-style-type: none">A. Master subject matter.B. Apply knowledge.C. Know about campus resources.D. Use technology effectively.
3. Display practical competence and intrapersonal skills.
<ul style="list-style-type: none">A. Achieve personal and academic goals; include degree attainment, and/or further education.B. Prepare for their chosen career.C. Acquire effective job seeking skills.D. Manage their personal affairs, including economic self sufficiency, maintaining health and wellness, prioritizing personal, social, educational, and career demands.E. Engage in self-appraisal and self-understanding; explore autonomy, values, identity, self-esteem, and attitude.F. Engage in the college experience to achieve personal and academic success; use college resources, processes and systems; develop goal setting, decision making and planning skills, and adapt to change.
4. Display interpersonal development.
<ul style="list-style-type: none">A. Understand and appreciate human differences.B. Relate well with others in dyadic, group, and team settings.C. Establish intimate relationships.D. Develop leadership skills.E. Display positive role-modeling.
5. Engage responsibly with the broader community.
<ul style="list-style-type: none">A. Understand their rights and responsibilities as students/citizens in a democratic society.B. Are committed to democratic ideals.C. Understand and act of standards of professionalism and civility, including the requirements of the SLCC Student Code.D. Engage in service-learning for community building and an enhanced academic experience.

II. PROGRAM REVIEW INTRODUCTION

Program Review (PR), as outlined in the PR Handbook, produces a comprehensive evaluation of our department, International Student Services (ISS). It is a reflective process allowing the ISS staff to assess our core functions and services, identify well-performing and underperforming areas, and assist us in goal-setting for future strategic planning efforts. The staff is committed to providing the best service possible to the international students and patrons using our department's programs and services.

Our self-study team included three full-time and one part-time staff. ISS is a multi-service department. We chose to divide the department into core components and assigned specific areas to each staff member. As a multi-service office with limited staff, each team member contributed to several of the core programs and services. The staff contributors are listed below:

Nancy Fillat, Director
Hilda Sandi, Secretary
September Bickmore, International Admissions Advisor
Elizete Bond, Foreign Student Advisor

Each staff member was instructed to address area-specific goals in relation to: service delivery policies and procedure, staffing issues, financial and resource needs, and facility and equipment concerns. Staff were charged with generating new ideas and making recommendations to improve future service delivery while taking into account confidentiality, ethical and legal issues. The Director had the responsibility for defining the mission, reflecting on global concerns related to our field and providing a context for the role of the department within the larger college community, addressing global issues concerning departmental effectiveness and providing overall team coordination and editing to issue the final written report. Written reports, discussions and recommendations from each staff member were incorporated into the overall report. Each staff member's report is included but each has been edited, due in part to the uniformity and coherence desired for the final report.

As a result of reflection and analysis during this program review process, new ideas, recommendations and improvements to our processes were designed and some are being put into practice. Some new ideas and recommendations require college support and are being proposed. .

III. ISS VISION, MISSION AND GOALS

Vision Statement

International Student Services envisions an environment for International and U.S. students to become globally competent. Through education and co-curricular experiences, International Student Services provides a crucial dimension of global awareness and exposure to the general student population, as well as to the faculty and staff. We believe that community colleges, beyond any other postsecondary institutions, require an international dimension.

Mission Statement

International Student Services (ISS) promotes student access and success in the field of international education through a comprehensive student-centered department. ISS provides core services and programs in the areas of recruitment, marketing, admissions, orientation, foreign student and cross cultural advising, intercultural non-curricular programs and a host family program to nonimmigrant students beginning from their first contact with the College, and continuing throughout their educational experience at SLCC. ISS ensures that the College maintains institutional compliance and meets federal rules and governmental regulations pertaining to the admission and continued enrollment of international students.

Goals

- Protect the College's authorization for attendance by nonimmigrant students under sections 101(a)(15)(F)(i) or 101(a)(15)(M)(i) of the Act, [Code of Federal Regulations] [Title 8, Volume 1] [CITE: 8CFR214.3].
- Have adequate funding to employ a professional staff trained to deliver a system of core program and services
- Maintain institutional compliance by providing professional development and training for ISS staff and the College.
- Market to and recruit from prospective student markets within the U.S and abroad.
- Provide efficient & effective evaluation of applications and supporting documentation to issue the USCIS form I-20 to nonimmigrant students.
- Increase international enrollment to 400 in two years with a long term goal of 500 in five years with adequate institutional support for international recruitment and marketing.
- Provide pre-arrival outreach to prospective nonimmigrant students to increase the recruitment return on investment and promote arrival and enrollment.
- Improve International Student Services image from being viewed as a "service office" to becoming "partners" in an important component of a comprehensive community college program.

Alignment with College Mission and Strategic Priorities

ISS supports the College's strategic mission by delivering a comprehensive, one-stop system of services for prospective and continuing students on nonimmigrant visas participating in higher education in the United States. Through international recruitment, foreign student advising and

co-curricular leadership environments ISS recruits and retains students of diverse cultures, abilities and ages. Designed to engage international and local students, our intercultural programs; the International Diplomacy Program, the Host Family Program and International Education Week, provide meaningful opportunities which enrich the collegiate experience and prepare students for career opportunities and an enriched lifetime of learning and growing. Our mission directly and specifically supports SLCC's Strategic Priorities II & V (see below).

International Student Services believes that international students provide a crucial dimension of global exposure to the general student population, as well as to the faculty and staff. International students enhance the learning environment of the institution and help create a global community where ideas and value systems are shared. SLCC supports the goal "to create, enhance, and enrich courses, services and programs that are sensitive to the needs and goals of our students, employees and community members' diverse cultures, abilities and ages."

Strategic Priority II – Improve Student Access and Success

- Increase student participation in varied and integrated learning pathways that meet their needs for flexible delivery and scheduling of higher education courses.
- Increase general enrollment to meet current budget needs.
- Implement recruitment efforts to increase enrollments of targeted underrepresented groups.
- Implement best practices to improve student participation in advising, learning support and non-curricular activities that are related to student persistence.
- Improve student completion of desired educational goals: programs, certificates, degrees, and successful transfer to four year colleges and universities.

Strategic Priority V – Advance Partnerships/Relationships with Business, Industry and the Community

- Through creative, effective and unified communication raise awareness of SLCC to internal and external audiences.
- Increase total funding to the institution through grants, contracts, donations and improved alumni relations.
- Improve overall community relations.

The intrinsic characteristics of ISS reflect the values of Student Services in advocating for a diverse student population. ISS supports the objectives within the College strategic priorities through varied recruitment and retention efforts, as well as campus partnerships and community outreach. Through orientation programs, workshops and the International Diplomacy Program ISS supports the acquisition of knowledge, interpersonal and cognitive skills and other Student Services learning outcomes.

IV. DEPARTMENT HISTORY

The world became a smaller place in the late twentieth century. Where once only a few voices were heard in matters political and economic, now there are hundreds. Few public policy issues are therefore as important for the long-term prosperity of the United States as cross-cultural education and international educational exchange.

On May 19, 1953 Salt Lake Community College received authorization from the Immigration and Naturalization Service to admit nonimmigrant students on an F-1 visa.

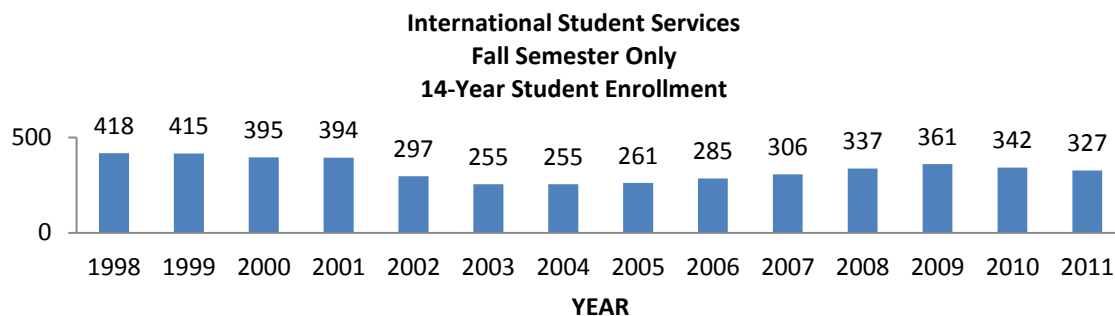
Institutional memory from those early years is sparse. Recordkeeping for the number of students enrolled was not available until 1979. From 1979 to 1985, Gene Christensen admitted and issued the Immigration form I-20 to qualified students as part of her position. When interviewed in 1995 Ms. Christensen said, "Although the numbers are not high, this job is very time consuming. There is a lot of traffic going in and out, a lot of evaluation and processing of papers." During her tenure, less than 30 international students were enrolled at SLCC. Steady growth in enrollment from 1986 to 1994 increased the number of international students from less than 50 to over 200.

By 1995, 261 international students had chosen SLCC as their destination for a U.S. education. Our numbers increased again to 331 students from 35 countries in 1996. By 2000, 419 international students were enrolled at SLCC in the Skills Center English as a Second Language Program or in academic majors.

Prior to 2001, services were delivered through a one-person advising office housed in Academic Advising, then reassigned to the Admissions Office. The 2001 restructuring of Student and Enrollment Services created International Student Services as its own department with a director and a soft-funded full-time technician. Part-time student staff were employed when funds were available. The key services were international admissions and foreign student advising, student counseling and immigration services. As one-time grant funding became available, intercultural programs were offered.

A steep decline in enrollment from 2000 to 2002 saw the number of international students drop to 255 as a result of the Asian Economic Crisis and the aftermath of September 11, 2001. In addition, by 2003 the Department of Homeland Security mandated the SEVIS student tracking system putting a tremendous burden on international offices across the country.

The 14 year enrollment chart (below) demonstrates the gradual growth and then decline in our student numbers. In 2012, SLCC has a robust international program with over 300 students from 70 countries choosing SLCC. But as we know, students are much more than numbers.



Today, International Student Services performs as a multi-service or mini student services, supporting international student access to the College through outreach and enrollment services. ISS supports the College's authorization to enroll international students by interpreting and applying laws and regulations and fulfilling the record keeping and reporting requirements of the SEVIS Tracking system. ISS supports student retention and success by delivering foreign student advising, orientation and workshops, employment authorizations, extra-curricular resources and intercultural programming. These core college services work well together and provide the benefit of a one-stop service for new and continuing students with limited English proficiency from abroad.

With the implementation of the health insurance and immunizations requirements for new and continuing students at SLCC, the ISS workload has increased dramatically.

In the past ten years' ISS has received three grants:

- 1) *Exploring Cultural Landscapes of the West*, established through a NAFSA Cooperative Grant from the U.S. Department of State's Bureau of Educational and Cultural Affairs. This intercultural program is based on the notion that outside of the classroom learning opportunities have demonstrated positive effects on cumulative learning. In the fall of 2003 ECLW was honored with the *NASPA Program Innovation Award for outstanding achievements in fostering student growth and enhancing campus life*.
- 2) The FIPSE/CAPES - US-Brazil Higher Education Consortia Program between Gadsden State Community College, Gadsden, Alabama, Salt Lake Community College, Salt Lake City, Utah, the Universidade Federal de Viçosa, Viçosa, Minas Gerais, and the Fundação Visconde de Cairu, Salvador, Bahia implemented faculty and student exchange between American colleges and Brazilian universities from 2003 – 2006.
- 3) The Community College Initiative Program in 2010 through the U.S. Department of State's Bureau of Educational and Cultural Affairs. A full description is in the Programs & Services section.

Receiving a grant always brings a sense of accomplishment and pride. Grant programs enrich our program offerings with opportunities for students, staff and faculty. The NAFSA Cooperative Grant supported our intercultural pilot program ECLW, developing intercultural programs that benefited international and U.S. students. The FIPSE Brazil grant supported travel, language acquisition and bi-national curriculum development to our campus. ISS had its first experience in preparing U.S. students for study abroad and the most challenging effort in applying for student visas to study in Brazil. Most recently the CCIP funding, later discussed under *Intercultural Programs*, left us with a need for involvement in these types of programs.

Grants also bring added responsibilities and burden to a small staff. Grants are labors of love yet become very intensive for such a small staff as they take on added responsibilities. Our experiences were positive and successful. We look forward to building support for the programs that the grants piloted. Without continued support ISS cannot sustain these programs

V. OVERVIEW OF CORE PROGRAMS & SERVICES

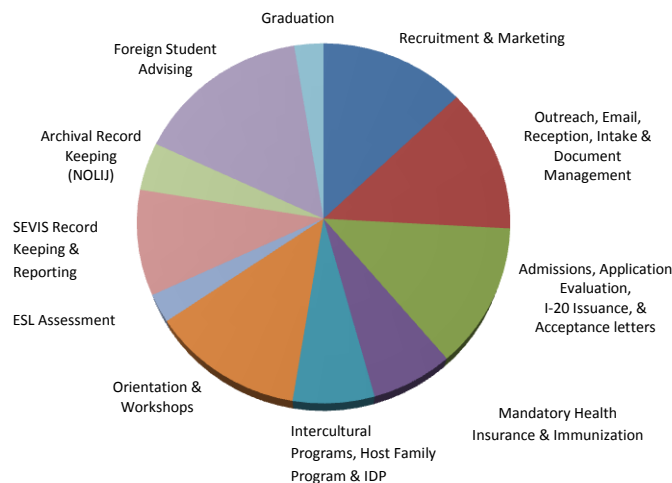
This section provides a brief overview ISS core programs and services in order to provide context for subsequent sections; each of the core programs and services is described in detail under Section VIII.

International Student Services provides students on nonimmigrant visas a comprehensive one-stop service by offering:

1. Institutional compliance with Department of Homeland Security & Department of State
2. International recruitment, marketing designed to raise the profile of SLCC abroad,
3. Outreach and retention of prospective leads; database management and recordkeeping
4. International admissions; evaluation of international admissions applications and the supporting documentation; SLCC acceptance letter and USCIS Form I-20
5. New International Student Orientation and weekly workshops
6. Host Family Program connecting our international students to the community
7. Foreign student and immigration advising
8. SEVIS recordkeeping and reporting
9. Authorization for employment, internships and other benefits available to students on nonimmigrant visas,
10. Intercultural programs; International Diplomacy Program
11. Graduation and alumni network, a vehicle to remain connected with SLCC post-graduation.

The pie chart below depicts an estimated proportion of the effort for each core program and service.

Circle of Student Access & Services Success



VI. ETHICAL & LEGAL RESPONSIBILITIES INSTITUTIONAL COMPLIANCE & POLICY DEVELOPMENT

International Student Services adheres to NAFSA'S Statement of Ethical Principles, the AACRAO Statement of Professional Ethics and Practice, and Code of Federal Regulations to fulfill governmental and institutional policies and practices.

Salt Lake Community College is a SEVIS Approved School

SLCC is certified to enroll international students in F-1 and M-1 nonimmigrant visa categories through the Immigration and Customs Enforcement (ICE) agency within Department of Homeland Security (DHS). Only schools that have been approved for SEVIS are able to enter data into SEVIS to admit and enroll F-1 students. Since the implementation of SEVIS, the Primary Designated School Official (PDSO) at the school must complete and submit an electronic Form I-17 online for recertification.

ICE can withdraw a school's approval if the school or its DSOs fail to meet regulatory guidelines.

SEVP and SEVIS

The Student and Exchange Visitor Program (SEVP) is a part of the National Security Investigations Division and acts as a bridge for government organizations that have an interest in information on nonimmigrants whose primary purpose for coming to the United States is to be students. The Student and Exchange Visitor Program (SEVP) manages the Student and Exchange Visitor Information System (SEVIS). SEVP is housed under the Immigration and Customs Enforcement (ICE) agency within the Department of Homeland Security (DHS). SEVP collects, maintains, analyzes and provides information for legitimate foreign students or exchange visitors to gain entry to the United States. SEVIS an easily accessible information system that provides timely information to the Department of State, U.S. Customs and Border Protection (CBP), U.S. Citizenship and Immigration Services (USCIS), and U.S. Immigration and Customs Enforcement (ICE), as well as a number of other federal enforcement agencies with "need to know."

SEVIS came online in 2003 as a web-accessible database used by the Department of Homeland Security to collect, track and monitor information regarding the status and activities of nonimmigrant students, exchange visitors (EVs) and scholars who enter the United States on F, M or J visas.. This system collects real-time information from approved schools, and program sponsors. SLCC has been an approved school for SEVIS since 2003.

Role of the Designated School Official 8 C.F.R. § [214.3\(1\)\(1\)](#)

A Designated School Official (DSO) is required by Federal law and regulations to update and maintain the SEVIS records of nonimmigrant students in F and M visa categories. Designated School Officials (DSOs) provide accurate and timely immigration advice to students, thereby ensuring that the college meets federal rules and regulations pertaining to the admission and continued enrollment of international students.

DSOs are required to carry out numerous responsibilities and fill various roles that often appear to be at cross purposes with situations where the “correct” interpretation is hard to determine and good judgment must be exercised. DSOs must carry out the responsibilities assigned by the institution, comply with an array of federal regulations, and yet provide the best possible services to students and other “constituents.” Other constituents may include a student’s dependents, government or financial sponsors, academic advisers, supervisors, and other individuals or groups that have an interest in the student and are entitled to information, assistance or influence with regard to the international student.

Historically, most DSOs have seen themselves as an advisor, friend, mentor, confidant, and/or advocate to international students. However, with the advent of SEVIS compliance a DSO’s preferred role and the required role have created a struggle to balance security requirements with the desire to facilitate international education exchange and student retention. With SEVIS, the increasing explicitness of the regulations, and the numerous and repeated certifications of DSO compliance, there is a decrease in the latitude with which a DSO may act or the extent to which discretion may be used. F-1 students need to understand the requirement of maintaining their lawful nonimmigrant status, with procedures, conditions and time frames involved, and to fully understand that they are ultimately responsible to maintain their own nonimmigrant status. The role of the DSO is to impart this knowledge.

Each institution has a PDSO who has the additional responsibility to serve as the contact between ICE and the institution with the authority to add or delete campus DSOs in SEVIS and the responsibility for optimal batch-file processing in SEVIS. The PDSO at SLCC is the ISS Director, who is also entrusted to protect the institution’s ability to enroll and employ international students, to develop policies, and to interpret the regulations for their institution.

At SLCC, the DSO as the advisor and PDSO as the Director must adapt and forge solutions that comply with statutory requirements, institutional demands, and the needs of the F-1 student. The PDSO is instrumental to the success of the international educational exchange and to the continued operation of the student visa program. It is the DSO and PDSO, not the institution or any federal agency, that assist international students with maintaining status so that they can achieve their academic goals.

Special instructions for hiring a designated school official (DSO)

The (P)DSO must be authorized to work within the U.S. to meet federal regulatory requirements to operate the SEVIS system as required by the U.S. Citizenship and Immigration Services.

Special instructions for institutional compliance and the role of the PDSO

ISS focuses on the following best practices for institutional compliance:

- Develop and adapt policies and procedures for the college campus.
- Know which information is required by law to share.
- Know what to do when a federal agent visits your campus.
- Develop strategies for building positive relationships with federal agents.
- Know how to deal with difficult situations.

The ISS director as PDSO and the advisor as the DSO are trained and maintain their knowledge of the federal laws and regulations by diligently reading the Code of Federal Regulations,

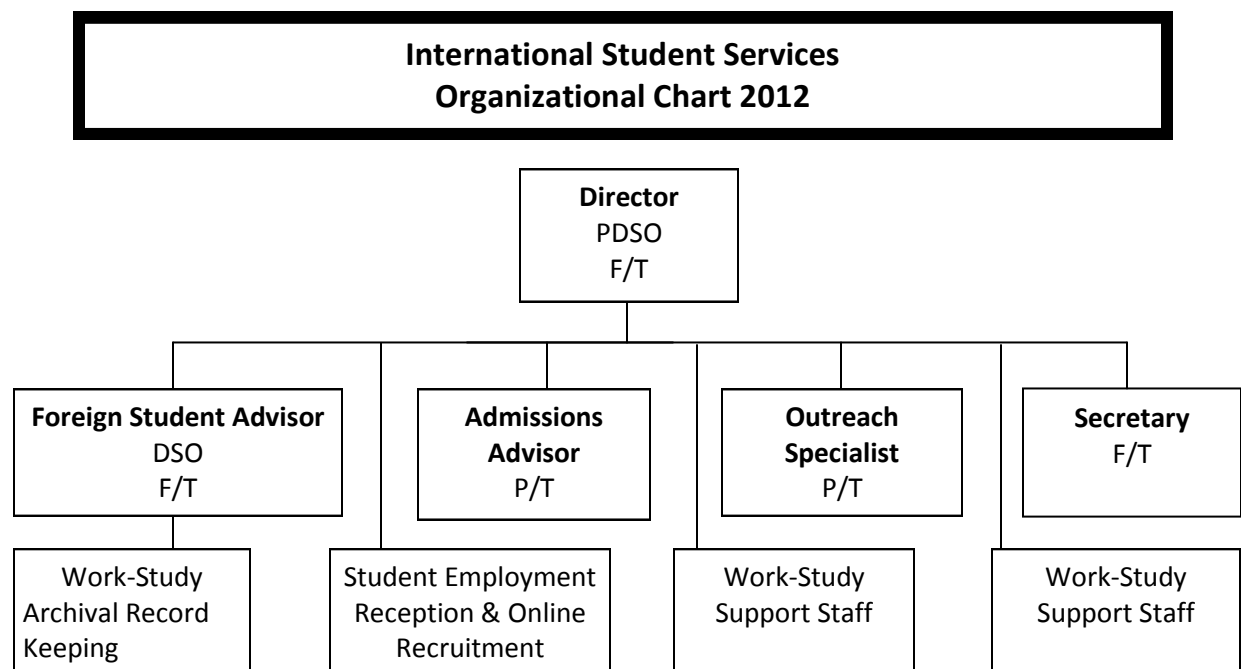
attending NAFA: Association of International Education and other relevant conferences annually and by being practitioners on a daily basis. The director has 23 years of experience in International Education with this department and as English as a Second Language faculty. She has built knowledge of these regulations and their interpretation. This has enabled the department to focus and implement the regulations for SLCC to meet federal compliance. In practice, we believe that ISS is effective in meeting its ethical and legal responsibilities because of our history of continued recertification through USCIS and the retention and completion rates of our students.

The development and implementation of procedures to ensure compliance are addressed under Programs and Services.

VI. LEADERSHIP AND STAFFING

International Student Services is led by a director, who reports to the Assistant Vice President for Student Life and Dean of Students who works with the departments of Student Life and Leadership, Multicultural Initiatives, Thayne Center for Service & Learning, Health and Wellness Services, and Childcare Services to make up the Dean of Students Executive Leadership Team. ISS has a staff of four employees: 3 full-time and 1 part-time with a one-time funded, part-time employee this year. The positions consist of the director, a full-time professional foreign student advisor, a part-time, (one-time funded) international admissions advisor, a part-time outreach specialist and a full-time secretary. Additionally, ISS typically employs three work-study students and one student employee funded through On-Campus Student Employment funds.

All ISS staff report to the director with the exception of the archival record keeping student position who reports to the Foreign Student Advisor. Currently, we are in the process of discussing the realignment of reporting to best address training and supervision of part-time and student staff.



Professional Development and Staff Evaluation

All staff members participate in state, regional or national professional development events each year. Historically, these have included the Utah Board of International Educators (UBIE), NAFSA: Association of International Educators, National Association of Student Personnel Administrators (NASPA), Association of College Registrars and Admissions Officers (AACRAO) and American Immigration Lawyers Association (AILA). We would like to expand our participation to include Community Colleges for International Development (CCID), National Orientation Directors' Association (NODA) and Association of International Education Administrators (AEIA) because of the breadth of core services provided by ISS. Professional

development to advance our multi-service areas such as recruitment and marketing, admissions processes, effective advising practices and orientation is needed.

Local training is limited or not available for the specialized regulatory training and developments in the field of international education. Travel is required and multiple organizational memberships needed to ensure professional development and current knowledge in a multi-service international office. Organizations such as AACRAO, CCID and AEIA are institutional memberships that are housed in their respective areas. ISS would benefit by receiving information from these departments about relevant resources. Funds for travel and registration are provided through the International Application Fee revenue account. Webinars are available but because of the need for coverage with limited staff, we can't always attend as a team.

There are opportunities within the College for student service professional development such as workshops provided by the Center for Innovation and the annual Student Services Institute and Summer Conference. Staff are encouraged to participate yet because of the demand on our core services and because of limited staff, full participation is rarely possible. This in itself creates challenges for morale and learning.

Employees have clear and current job responsibilities. Employees are oriented to their roles, receive appropriate leadership and supervision, are provided with ongoing professional development opportunities, and are regularly evaluated.

New staff receive an training and support for the office programs, services, etiquette and protocols from the director upon hiring. Part-time, frontline or reception student staff are trained by the advisor in the area they are working. Each area is encouraged to have a mini staff meeting twice monthly. Full-time and part-time professional staff are trained by the director during regular and impromptu staff meetings

Staff evaluation is continuous (not just once a year) in that the director provides feedback and guidance whenever problems arise with staff performance. Bi-monthly staff and one-on-one meetings allow for regular exchange between the director and staff. The part-time admissions staff is encouraged to hold regular weekly meetings when their hours overlap to establish continuity in responding to inquiries, processing and evaluating applications, supporting documents, and improving pre-arrival communication.

A positive aspect of a small staff is that we are in continuous dialogue about regulations, procedures, and how to handle grey areas and challenging situations. The College also requires an annual performance appraisal of full-time employees that the director conducts. These are on file with Human Resources.

Staff Qualifications

International educators must have an academic and/or experiential background which is appropriate to their professional responsibilities. Certain knowledge and skills are common to all members of this profession. The theoretical bases of the profession suggest that international educators understand U.S. and other higher education systems, including values, learning and communication styles, linguistic theory and second language acquisition, mediation and conflict resolution, and advising and counseling across cultures. Many skills are developed with

experience. With only two professional staff, the following best practice recommendations from NAFSA are a challenge to achieve.

International educators must demonstrate the following:

- Comprehension of the history, philosophy, and structure of U.S. education
- Knowledge of other educational systems
- Understanding of the role and structure of international education at one's institution or organization
- Knowledge of the mission and goals of SLCC
- Cultural, geographical, political, historical, and economic knowledge of other countries
- Knowledge of cultural values and assumptions and their effect on interactions with individuals and groups
- Intercultural communication skills
- Knowledge about learning another language
- Awareness of how culture and language influence learning styles
- Knowledge of the cultural adjustment process
- Knowledge of relevant technologies
- Counseling and advising skills
- Leadership skills
- Knowledge of the resources available for professional development
- Skills at functioning in an institutional or organizational setting

Staff Functions and Funding Sources

Director (PDSO)

Funding Source: E & G

The director is responsible for providing direction, administrative and fiscal oversight of ISS including recruitment and marketing, enrollment management, international admissions, SEVIS record keeping and reporting, orientation, foreign student advising, host family and intercultural programming. The director administers and evaluates new and existing programs, policies, personnel, budgets and special projects and assumes responsibility for the overall leadership and management of ISS to achieve the College mission.

The director assumes the lead role in providing an efficient and effective program for nonimmigrant international students while ensuring SLCC's compliance with laws, regulations and adherence to ethical requirements of NAFSA: Association of International Educators, the U.S. Citizenship & Immigration Service, Department of Homeland Security and the Department of State in recruiting and enrolling international students.

International Student Advisor (DSO) Funding Source: Revenue (53.05%) E & G (46.95%)

The advisor is responsible for immigration advising and precise record keeping as required by federal law (with special attention to SEVIS-related events and requirements) and college procedures. The advisor meets directly with students to ensure student compliance with regulations and requirements of the U.S. Citizenship and Immigration Service (USCIS); serves as a Designated School Official (DSO) as defined by USCIS/ICE. The advisor is responsible for co-coordinating the new international student orientation programs, monitoring compliance with health insurance and immunization requirements, initial academic advising services, office publications and program assessment. Works closely with ISS leadership as needed for interpretation of USCIS regulations governing nonimmigrant students.

International Secretary**Funding Source:** E & G

Under limited supervision, the Secretary III provides general administrative secretarial and office management support to the director, including fiscal reports and budget management, maintaining web pages; manages incoming student data and applications; coordinates host family program; researches complex materials; supports compliance with USCIS laws and regulations; prepares immigration forms. The secretary assists in the planning and coordination of activities and events; acts as a contact for prospective and continuing students, sponsors and guests requiring international services; provides information and referral to students, faculty, staff and visitors; performs senior level secretary duties; analyzes office systems, implements new procedures; tracks, reports and prepares data for monthly Board of Trustees report, budgets and annual assessment report; makes all travel arrangements for in and out-of-state travel including coordinating reimbursements.

International Specialist**Funding Source:** Part-time E & G

Historically this funding has been used to employ a variety of part-time staff to support core services and to add stability and support to offices processes, such as enrollment services, data entry, record keeping and document management and as data base management and budget specialist.

This specialist is responsible to monitor and respond to all applicants' inquiries, document intake, processing of documents and corresponding with applicants to ensure completion of the international application. The specialist is the main author of the ISS log book tracking the receipt of all admissions document. The specialist trains and monitors the pre-arrival contact with students by overseeing the *Diplomacy Program's* Student Buddies and by training them to communicate with prospective students to provide pre-arrival information.

International Admissions Advisor (DSO) Funding Source: Part-time, one-time funds

The advisor is responsible for following effective protocols to respond to admissions inquiries from students and their families, sponsors, recruitment agencies, sponsoring agencies, embassies and overseas companies. The advisor compiles critical documentation including sensitive and confidential information, evaluates foreign credentials; issues immigration related documents; conducts e-recruitment and outreach initiatives, and other international enrollment functions with the goal of increasing international enrollment, retention and graduation. Serves as a Designated School Official (DSO) as defined by USCIS/ICE.

Student Employees**Funding Source:** Work-study and Student Employment

Student employees fulfill three major functions: reception & outreach, online recruitment; and archival recordkeeping. Students with other talents have been responsible for the webpage, social media, marketing and graphics, and tax workshops.

Staffing Challenges

One of the greatest challenges in ISS has been staffing. Inconsistency has been a constant. ISS experiences high turnover as wonderful full-time professional staff have moved into director positions at four year institutions. Fortunately, some staff have returned to ISS after years away but it is unfortunate that we don't have the professional positions available to meet their expertise. It appears that the current department structure with a broad range of services and limited professional staff promotes turnover. Staff are working at capacity and do not have the opportunity to new developments in international education.

International Admissions is a core function for the College in order to meet regulatory compliance. In the last three years ISS has employed eight staff to fulfill admissions and enrollment responsibilities. This high turnover in hourly students and staff for a core program creates a void that continually needs to be filled and does not stabilize the organizational structure and knowledge needed to ensure compliance with federal agency requirements. Training new employees in the basic skills of this field takes up to six months. Becoming competent as a professional and practitioner interpreting the CFR is a two year commitment. We are consistently training student employees who then successfully transfer.

Staff is committed to students and to the field of international education. This commitment is commendable. There are challenges in professional abilities that prevent a cohesive work team. As professional demands change and expectations increase in the field and on our campus, this problem becomes more evident. An office of this minimal size needs well-matched competencies and abilities to develop strategic initiatives in meeting growing demands.

While ISS recognizes the need for additional professional staff, the director and staff have identified a current need for more consistent communication and training strategies. The issues and recommendations are outlined below.

Communication & Training Issues

1. Regulations and policies for international students have frequent changes and updates, which need to be communicated to the whole staff so that students are advised accurately.

- What communication barriers exist in this situation?
- How can all the staff (advisors, office staff, student workers) be kept up-to-date on the numerous programs and their changes?
- Who should have what information?

2. Office Barriers to Effective Communication

- Office structure/college structure
- General office attitude
- Training
- Schedules and lack of time
- Funding
- Language barriers
- Cultural barriers
- Poor retention/high turnover
- Complexity of information for part-time and student staff
- Loss of knowledge upon resignations, graduation and loss of funding

Recommendations

1. Staffing: Secure funding for full-time International Admissions Advisor II

2. Communication

- Within the office at the macro-level (not communication between individuals in an office)
- Between different groups in the office, and how all staff members can stay informed

- a) Professional staff will create an online system to communicate with all staff.
 - Important information is not being relayed to all necessary parties in a timely fashion.
 - It is difficult to touch base with student workers on various projects due to varied schedules.
 - Training modules are needed for each core service of the office.
- b) Use IM technology to communicate with front & back office.
 - Have a clear procedure that is simple, but strictly followed.
 - Track comments from student visits.

3) Training

Develop an online Internal Procedural Training Manual that interprets how ISS functions operationally. Professional staff adheres to the Code of Federal Regulations and the NAFSA Advisor's Manual. With the growth of programs and services within ISS this Internal Procedures manual will provide a training resource for non-professional part-time staff and will include:

- Expectations
- Policies
- General office training
- Immigration basics
- Front Desk
- Quizzes
- Tracking comments from student visits
- Confidentiality policy and procedures

VII. PROGRAMS AND SERVICES

A. RECEPTION

The reception desk serves as the initial contact for all students, scholars, visitors, sponsors, staff and faculty requesting international services information. The receptionist screens visitors to assess their needs. Students with complex questions are encouraged to make an appointment. The reception desk was recently moved to the area outside of the main office to support confidentiality and decrease the noise level and interruptions in the main office for staff engaged in one-on-one conversations with students and with phone calls.

The reception desk is staffed by work study students with three shifts from 8:00 am to 5:00 pm. These are critical staff members as they welcome and provide assistance to new and prospective international students and visitors. They are not professional staff yet they must have knowledge of core programs and services in ISS and the College to answer general questions and make referrals to the appropriate service or professional staff member.

Reception Goals:

- Provide friendly welcome to visitors from other countries with limited English proficiency
- Manage office traffic during high volume periods
- Help students with general questions and information or make referrals to Student Express and other appropriate staff/services
- Track office visits by demographics and service needs.
- Enter information into database; report weekly statistics to Secretary for monthly office report
- Increase organization and efficiency by setting walk-in and appointment times for advisors based on data and need

Challenges:

- Hiring and training enough work study students to cover the entire work day
- Finding a good talent pool of student staff
- Funding staff when work study is not available during summer term
- Providing the receptionist with training to answer questions when advisors are unavailable
- Multi-tasking, answering incoming phone calls while assisting walk-in students
- Generating the electronic data to analyze the demographic patterns office visits. High turnover has prevented ISS from implementing a tracking system for accurate data.

Recommendations: Create a reception data base to track office visits by time of contact, name, country, reason for visit, need or request, walk-in or appointment and other demographics. This data would provide the framework for improving organization and efficiency in our service delivery areas and for scheduling staff, workshops and other programs and services.

B. INTERNATIONAL ENROLLMENT MANAGEMENT

Enrollment management (EM) is the process that facilitates synergy across the functions of recruitment, admission, advising, enrollment, and retention, which are often viewed as independent. International EM is the same synergistic process in an international context, focusing specifically on the recruitment, admission, advising, enrollment, and retention of international students. International EM is often compared with domestic enrollment management, with discussions about similarities and differences. Yet an enrollment strategy that works well in the U.S. context may not be the best fit internationally. International contexts are different, and enrollment management strategies need to be refined to fit the needs of IEM.

A Marketing and Recruitment Plan evaluates the mission, goals and resources of the institution's international recruiting initiatives to define audiences and markets and design a message for this audience abroad. The mission of international recruitment is to raise the profile of SLCC internationally and to establish relationships with embassy officials, educational advising centers, educational institutions, high schools and most importantly, prospective students and their parents from targeted markets.

Objectives:

- 1) Initiate an active international student recruitment program
- 2) Create a unique marketing strategy to highlight SLCC abroad
- 3) Promote the community college system focusing on transferability and the 2+ 2 model
- 4) Increase international student enrollment to 400 students in three years

SLCC participated in the American Association of Community College's (AACC) Asia Recruitment Trip in the Fall 2007 & 2008. Recruitment fairs are an important component in attracting the interest of students. The Asia Recruitment Trip raised the profile of SLCC. The ISS director participated in AACC recruitment to four Asian markets: Indonesia: Jakarta and Surabaya, Vietnam: Ho Chi Minh City and Hanoi, South Korea: Seoul, and Hong Kong and Macau. At each site the director, as recruiter, conducted meetings and presentations at U.S. Embassies and high schools, and met with Consular Officials, Fulbright and Institute of International Education staff. We conducted one-on-one meeting with education agents and participated in Community College Student Recruitment Fairs in each city. SLCC does not pay overseas agents for third party recruitment.

Results of recruitment trips: Over two hundred leads were generated each year. Every lead was contacted by student ambassadors or by work study students from one of the four countries. The director developed relationships with agents and education USA advisors.

Approximately 20 students were recruited from Vietnam, South Korea and Indonesia as a result of face to face interactions at the fairs and relationships with education agents in country.

Armchair Recruitment: One-time funds have supported print and web recruitment in such venues as Hobson's USA Education Guide and Asia Pacific Guide, Study in the USA site in six languages (Arabic, Chinese, Japanese, Korean, Spanish, and Vietnamese), AACC Guide for International Students, U.S. Commercial Services website and the EastWest Education Guide for China. Armchair recruitment is a favored outreach method as it employs Social Media and other e-tools for generating inquiries, leads, applicants, and eventually enrolled students. In using Social Media, ISS strives to build an online community with current and prospective

international students. According to data from the international application, the College website, the ISS webpage and “community college search” generate the most leads and applicants to SLCC.

For the past few years ISS has hired an international student from a targeted country to develop an online recruitment strategy. Yoon Ah from South Korea created the following steps for online marketing and recruitment:

- Find the most popular webpage of the targeted country.
- Search appropriate online community (eg., online community for studying abroad, studying in America, studying in Utah).
- Post a friendly invitation to SLCC, information about SLCC and Utah or your experience from SLCC which could attract people in the online community. Usually it gets good feedback when your writing is friendly, fun to read, but also official and prudent. Let them know that you work in a college office as a student, and offer them free help for good reasons. Post your email address and office phone number.

As a result of her efforts, 20 students from South Korea applied to SLCC from Spring 2010 to Spring 2011. Empowering student employees to plan and develop what they do best has been an exciting outcome of armchair recruitment.

ISS has begun working with the Center for Global Advancement of Community Colleges (CGACC). Past year accomplishments have been:

- The launch of 2plus2 - www.2plus2.org
- Complimentary profile on CGACC-Zinch China translated into Chinese
- College profile on www.goccusa.org

Sponsored Students & Embassy Visits: International students may come through a sponsoring program or agency with full scholarships and benefits. Current enrollment includes students from Qatar Petroleum, the Embassy of Kuwait, and the United Arab Emirates. ISS is interested in developing other sponsor relationships such as Fulbright, IREX, Forecast, USAID, World Learning and the Saudi Arabian Cultural Mission (SACM). We recognize that sponsored students grow our population yet a large enrollment from any one group brings increased reporting responsibilities and staffing needs. Continued research into how other schools accommodate their sponsored students is in progress.

In 2010, the director visited embassies in Washington DC and continues to reach out to sponsoring agencies. In recent conversations with the Saudi Arabian Cultural Mission, the director learned that SLCC is on the short list of community colleges to receive their scholarship students in academic programs. However, the SACM indicated that an obstacle to sending students to SLCC is that our SAT’s ESL program is not eligible as our accreditation is not through an ESL accrediting body.

Congress-Bundestag Program: The Cultural Vistas or Congress Bundestag Program (CDS) was established at the time of the celebration of the 300th anniversary of German immigration to the United States and in conjunction with the President’s International Youth Exchange Initiative of 1983. Conceived and funded by the United States Congress and the German Parliament (Bundestag), the program is administered in the U.S. by the Department of State’s Bureau of Educational and Cultural Affairs and the German Bundestag.

Each Fall SLCC hosts German exchange students for this one-year study/internship program designed to strengthen ties between the younger generations of the United States and Germany and offers CDS a reduced tuition rate for this program. U.S. students are also eligible for study and work in Germany for one year. ISS promotes this program to U.S. students through Student Life and Leadership, Study Abroad and German language classes. Two SLCC students have been selected in the past ten years. ISS has hosted the western states U.S. applicant interviews.

International Alumni & Recruitment: ISS has always enjoyed our relationships with former students who act as “recruiters” for the college. International alumni have been our strongest supporters and their “word of mouth” outreach has been our greatest source of new students. Based on data collected monthly from the international application, applicants self report at a rate of 50%, that family or friends are how they learn about SLCC. International Alumni are key to recruitment. Formalizing this relationship through the Alumni Associations and other venues can only strengthen their voice as supporters of SLCC.

Effectiveness and Future of Recruitment

ISS has five years of admissions application data to compare the impact of our different marketing and recruitment strategies. Reviewing the number of applicants and number of I-20s issued to previous years helps to determine if our recruitment efforts have a positive influence on overall application rates.

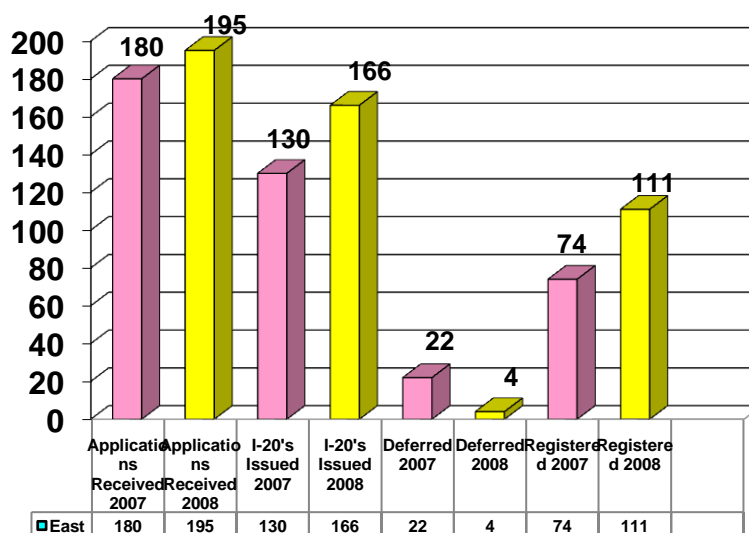
Results: We increased the number of students who completed their applications from 72% in Fall 2007 to 85% in Fall 2008. The number of students who defer or postpone their attendance was positively decreased by 81%. We realized a 33% increase in enrolled students.

- SLCC increased name recognition internationally.
- ISS increased international student enrollment.

Other considerations:

- In times of financial challenges international students contribute more dollars per FTE in tuition than resident students therefore supporting the general fund and other programs.
- Increased graduation rates -- international students complete at a higher rate than domestic students.

Fall 2007 and Fall 2008 Enrollment Comparison Chart



Challenges: Face time and relationship building are important. Due to the economic recession of the past three years the institution has been limited in providing financial resources for international recruitment which causes interruptions in our recruitment efforts. Agent referrals have diminished as relationship building and participation in recruitment activities ceased.

The College has not made a decision about international enrollment. With only a 1.3 FTE representation, ISS would like see the increase or a restoration in enrollment to 400 students by the year 2015. During the years when our population was at 400 students, we reached a tipping point with a wide variety of international students who made an impact through their presence on campus. ISS was better practiced in interpreting the regulations building our expertise. From this experience, I believe that restoring international enrollment to 400 is a key benchmark in reaching a critical mass that will encourage more of the college community and the international students to engage in learning from one another.

A future goal of increasing enrollment to 500 students, a 56% increase over Fall 2011, requires the investment in a sustainable international recruitment plan. Without a strategic framework that includes how international recruitment fits into the College's recruitment plan it is impossible to calculate return on investment.

Recommendations: There is no magic formula for international recruitment. Building relationships and having face time with those who will promote SLCC to prospective students is critical for a successful recruitment program. ISS will continue to request recruitment dollars to develop these relationships and market SLCC. Armchair Recruitment will continue with expanded social networking with qualified staff. ISS will maintain its webpage and a dynamic online presence in the "community college search."

The marketing and recruitment activities mentioned above raise the profile of SLCC internationally. To expand our outreach and return on investment ISS would like to:

- Develop an international marketing plan consistent with college strategic goals; develop long-term and short-term priorities for recruitment strategies.
- Collaborate with Institutional Marketing to coordinate a vision and plan for the international student market; develop marketing materials with an international market focus for online, mailings and travel.
- Focus on markets that historically result in leads.
- Identify appropriate paid and unpaid, third-party resources.
- Develop a communication plan and robust database to manage correspondence with student.

Effectiveness will be assessed by the percentage of applicants who are issued I-20s. This will be compared to past years.

Additional non-marketing initiatives:

- Partner with Academic Affairs to develop a capacity building plan for programs with low enrollment.
- Develop partnership with the University of Utah, Utah Valley University and Utah State University for a dual-enrollment program and 2 + 2 programs. Stress this partnership in our marketing.
- Develop a business plan with the School of Applied Technology ESL program. International student enrollment in the SAT is still an untapped resource. In terms of

building capacity and generating non-resident tuition dollars that support all SAT programs, the research has not been done.

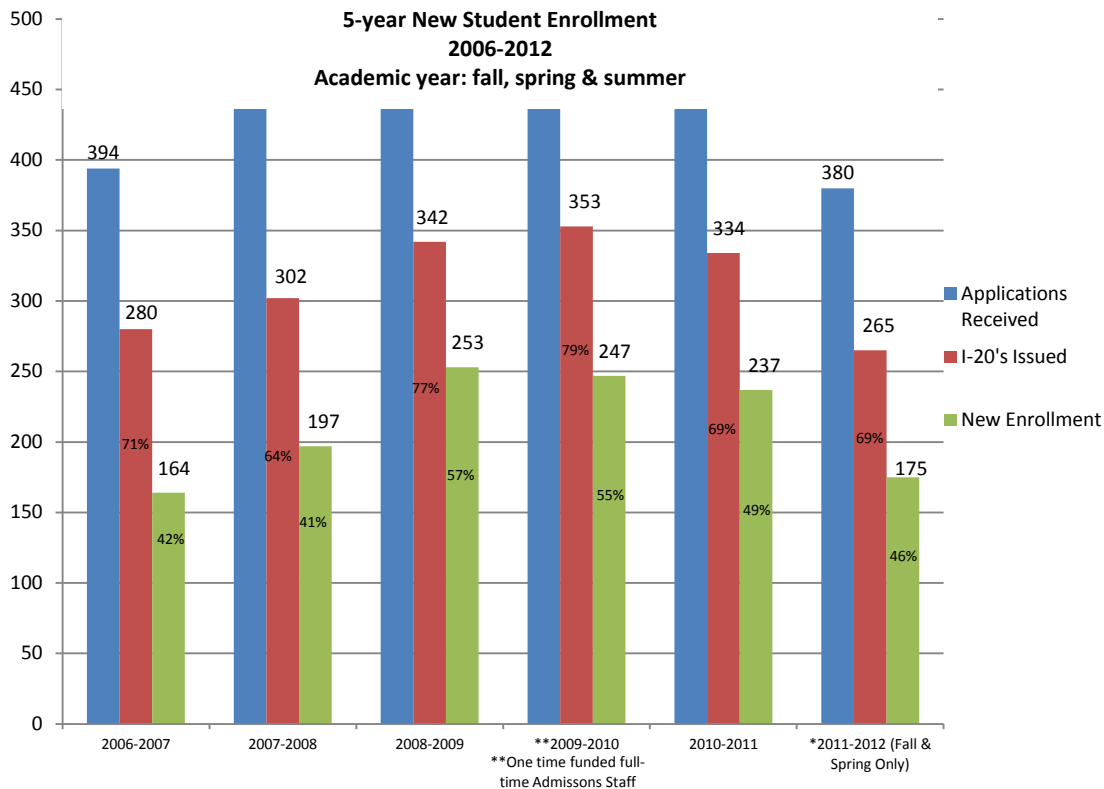
C. INTERNATIONAL ADMISSIONS

ISS provides all admissions services for incoming international students at SLCC. This includes but is not limited to:

- Processing incoming applications and supporting documents
- Evaluating foreign documents and credentials
- Creating files student case files for SEVIS required record keeping and reporting
- Maintaining contact with students through automated messages and direct contact
- Communicating with banks and other financial institutions to verify financial statements
- Issuing appropriate USCIS documents for the student to be admitted to the U.S.
- Issuing College acceptance letters
- Pre arrival outreach: Assisting students in preparing for the visa interview and arrival in the U.S.

The role of International Admissions and Enrollment Services is to: ethically and consistently apply international admission policies in the collection and verification of financial and admission documents; determine English language proficiency and interpret test results; collect and analyze student demographic data to generate projections and improve office procedures; examine various methods of file management and identify an efficient communication stream.

A growing number of international students are choosing community colleges. SLCC is poised for growth in the international student market as community colleges gain visibility. The ISS application numbers are going up yet we can't keep up with demand. Enrollment was at a five year high of 261 students in fall semester 2009. These numbers have slightly decreased in the past two years while the application numbers have grown (see 5 year new student enrollment chart below). Following two years of recruitment trips (2007 & 2008), and with one-time funding for a full-time admissions advisor in 2009-2010, our application completion rate was 79% with a conversion of new enrollments was 55%. We have now declined to a completion rate of 69% and enrollments down to 46%. Additionally, we are challenged to meet our regulatory obligation to employ adequately trained at professional staff (INS Form I-17).



In reviewing the five year enrollment chart, we see that as we improve our services, we aim to increase enrollment of international students to 400 by the year 2015, a 25% increase over Fall 2011. This increase will require funding for the hiring of a full-time Admissions Advisor II and dedicated recruitment support. With support in reaching these enrollment goals, ISS hopes to earn SLCC a superior place in the field of community college international education, and increase enrollment even greater than is already projected.

An augmented international student presence will benefit campus culture as 1) students will develop global views that will contribute to successful futures in the changing global workforce, and 2) students will benefit by forming life-long relationships during their college years leading to future business partnerships, political dialogues, and networking opportunities. Increased international enrollment contributes to the college general fund as nonimmigrant students pay non-resident tuition, three and half times that of residents. This is a significant contribution to school finances.

If full-time, base funding through the informed budget process for the admissions position is not received, we will continue to request one-time dollars from the Student Services Vice President. If funding is not received at all, it would continue to create a hardship on the international enrollment services functions,

Prospective/Incoming Student Inquiries: For prospective international students, ISS is the initial contact to SLCC. ISS not only works with prospective students but also works with family members, friends, and sponsors who are applying to SLCC on behalf of the student. Providing accurate information to international applicants is an essential function of this enrollment

service. ISS maintains contact with applicants by phone, email, in person and through online social media. The receptionist and the outreach coordinator guide students through the ISS webpage, the application process and the visa interview to support student success and enrollment at SLCC.

Intake and Evaluation of Applications and Supporting Documents: International Admissions maintains up-to-date knowledge of school policies and immigration regulations to guide students toward a successful transition to a U.S. academic experience at SLCC. ISS Admissions responds to student inquiries and processes applications as efficiently as possible. The department maintains an organized intake and record-keeping system of paper and online application files in both hard-copy and online database format for easy retrieval and tracking. The Admissions advisor evaluates incoming application documents to ensure compliance with both institutional and immigration regulations. It is important that each application, with supporting documents are reviewed with attention to detail as all biographical information must be correct to ensure the USCIS Form I-20 is issued without errors. The Admissions advisor ensures equity in the evaluation of applications and acceptance of nonimmigrant students to SLCC.

Admissions & Enrollment Database: The ISS Logbook is the online admissions database for tracking incoming applications, documents and the status of pending applications and completed applications. There are up to eleven documents required, therefore, these details are vital during the process of enrollment. Complete and accurate data entry and information is expected by all staff. Each month the Outreach Specialist collects data from the log book for the Board of Trustees report on the in-take of applications and the number of completed applications. With increased enrollment requirements, most recently immunizations and health insurance, the flow of document intake has been complicated.

These issues will be addressed in the section on immunizations and health insurance.

International Student Services complies with the following **Code of Federal Regulations in order to admit and issue the USCIS Form I-20: 8 C.F.R. § 214.3(k) Issuance of Certificate of Eligibility** to nonimmigrant students:

A DSO of an SEVP-certified school must sign any completed Form I-20 issued for either a prospective or continuing student or a dependent. A Form I-20 issued by a certified school system must state which school within the system the student will attend. Only a DSO of an SEVP-certified school may issue a Form I-20 to a prospective student and his or her dependents, and only after the following conditions are met:

214.3(k) (1): *The prospective student has made a written application to the school.*

214.3(k) (2): *The written application, the student's transcripts or other records of courses taken, proof of financial responsibility for the student and other supporting documents have been received, reviewed, and evaluated at the school's location in the United States.*

214.3(k) (3): *The appropriate school authority has determined that the prospective student's qualifications meet all standards for admission.*

214.3(k) (4): *The official responsible for admission at the school has accepted the prospective student for enrollment in a full course of study.*

214.3(k) (3): *The appropriate school authority has determined that the prospective student's qualifications meet all standards for admission.*

214.3(k) (4): *The official responsible for admission at the school has accepted the prospective student for enrollment in a full course of study.*

Requirements for International Admissions and the Issuance of USCIS Form I-20

The following are the USCIS and SLCC requirements to gain admissions to SLCC:

- International application
- \$75.00 non-refundable fee
- Proof of high school graduation
- Bank statement
- Financial certification
- Copy of main page of passport

Additional requirements required upon arrival include:

- Proof of MMR immunizations
- TB test
- Health Insurance
- Placement Testing (CELSA, Accuplacer or LOEP)
- Copy of processed I-20, visa and I-94 arrival card

Completion of Admissions Application Evaluation: In accordance with 8 CFR 214.3(k) (3,) *the appropriate school authority has determined that the prospective student's qualifications meet all standards for admission.* Once an application is complete and supporting documents have been submitted, it is evaluated by the admissions advisor to determine eligibility for admissions. If the student has met all institutional and USCIS requirements, that student is issued a USCIS form I-20 and the international acceptance letter.

Program of Study Considerations (ESL; Academic Major; Health Sciences): The length of the initial I-20 is determined by the student's program of study. The initial or first I-20 issued to a prospective student is for one year when admitted to the SAT English as a Second Language (ESL) Program. Proof of English ability such as the TOEFL is not required for admission because SLCC can accommodate a student gaining language proficiency through the SAT ESL program. Students who demonstrate competence and college readiness through ACCUPLACER results are issued an I-20 for 3.5 years for an Associate degree program to include time for Developmental Education classes.

Students applying for the Nursing Program or another health related field will not receive an I-20 for the Health Science program until they have completed that division's admissions requirements and are accepted into a Health Science program. ISS will issue another form I-20 with the major update and graduation date once the student is accepted to the specified health related field.

International students may receive as many as five I-20s throughout their studies at SLCC to accommodate change of program, change of major and work authorizations.

Form I-20 for F-1 Dependents: ISS will issue an I-20 for F-1 dependents. To qualify for an F-2 status, a spouse or unmarried minor (under age 21) child must establish to the satisfaction of the consular officer and the immigration officer at the port of entry that:

- He or she is the spouse (marriage license) or child (birth certificate) of the F-1 principal;
- He or she has sufficient funds to cover his/her expenses, or that other arrangements have been made to provide for such expenses once in the United States;
- He or she intends to leave the United States upon the termination of the status of the principal F-1 student;
- If the dependents are following to join the student, "the F-1 student is, or will be within 30 days, enrolled in a full course of study or engaged in approved practical training following completion of studies."

F-1 Transfer In: There are variations on how students in F-1 status are admitted to SLCC. The above requirements are for students applying from outside of the U.S. Another possibility is when the prospective student is transferring from an institution within the U.S. This may be a transfer from an ESL program (non-credit), another college or university or from a high school, post graduation. In this case the *F-1 Transfer In* student will be required to submit all of the above documents in addition to:

- Transcripts from previous institution
- Transfer Request Form
- Copy of main page of passport, visa, I-94 card, & current USCIS form I-20

Once the prospective transfer-in student has been admitted to SLCC, he/she will receive an acceptance letter and their SEVIS record will be transferred from their previous institution to SLCC at the designated release date. SLCC will complete the SEVIS transfer in and issue a new USCIS form I-20 to the student.

F-1 Deferred Attendance: Students who are denied an F-1 student visa during their visa interview may reapply. For admissions purposes the student can request deferred attendance to the following semester and is not required re-apply. The request defers their admissions in SEVIS and in the SLCC Data Center. ISS issues a new Form I-20 for their next visa interview.

Other School's Attendance (OSA): Concurrent enrollment is permitted for F-1 student from other schools with the following documentation:

- International Student Application
- \$75 non-refundable application fee
- A letter from the DSO at the institution which issued their I-20 giving permission for concurrent enrollment
- Transcripts from first institution submitted for evaluation OR Accuplacer test results to meet pre-requisites for courses
- A form I-20 is not issued.

Admission for Students on Other Visa Types (OVT): ISS admits other nonimmigrants visa types as students at SLCC. There are approximately 60 nonimmigrant visa types. School attendance is possible in many categories yet prohibited in others. ISS determines the eligibility of prospective students to enroll with the following documentation:

- International Student Application
- \$75 non-refundable application fee
- Proof of High School completion
- Accuplacer test results &/or Evaluation of transcripts of current institution
- Copy of main page of passport, visa, I-94 card

Other School Attendance and Other Visa Type applicants do not have the same evaluation process as those who require an USCIS form I-20 to attend SLCC.

Change of Status (COS) Requests: Many nonimmigrant visa statuses are ineligible to attend school; others require an approved change to F-1 student status before a full course of study is possible. ISS Admissions assists eligible prospective students who have entered the U.S. on another visa type adjust to a student status. On average we process 25 COS applications per year costing approximately 80 hours staff labor. The change of status process requires that a prospective student apply to the College as any other international student in addition to submitting additional documents and a \$290.00 USCIS Processing Fee for approval.

The USCIS regulations for COS state:

248.1(c)(3) *A nonimmigrant who is admitted as, or changes status to, a B-1 or B-2 nonimmigrant on or after April 12, 2002, or who files a request to extend the period of authorized stay as a B-1 or B-2 nonimmigrant on or after such date, may not pursue a course of study at an approved school unless the Service has approved his or her application for change of status to a classification as an F-1 or M-1 student. The district director or service center director will deny the change of status if the B-1 or B-2 nonimmigrant enrolled in a course of study before filing the application for change of status or while the application is pending before the Service.*

214.2(f)(15)(ii)(B) *An F-2 spouse or F-2 child desiring to engage in full-time study, other than that allowed for a child in paragraph (f)(15)(ii)(A) of this section, must apply for and obtain a change of nonimmigrant classification to F-1, J-1, or M-1 status. An F-2 spouse or child who was enrolled on a full-time basis prior to January 1, 2003, will be allowed to continue study but must file for a change of nonimmigrant classification to F-1, J-1, or M-1 status on or before March 11, 2003.*

COS Challenges: Assisting prospective students with a change of status has historically been a benefit as it helps to increase enrollment and saves the students hundreds of dollars in lawyers' fees. After 2003 and the additional responsibilities mandated by the SEVIS system, most schools discontinued offering this service. ISS has continued but is reconsidering this service for the following reasons:

- 1) A COS application requires 2-4 additional hours of effort in the application process. The admissions advisor not only admits the prospective student but also explains in detail the procedure, gathers the documents, edits the letter and evaluates the COS application for eligibility and integrity to ensure all COS documents are well prepared.
- 2) ISS is one of the few offices that assists prospective students with the COS application. Most schools admit, issue the I-20 and refer the student to an immigration attorney to process their COS application.
- 3) Investing in the success of the COS does not ensure a return on investment. Several COS applicants granted approval for their F-1 student status have not enrolled at SLCC or they transfer to another school after only one semester.

- 4) ISS does not have a professional position for international admissions to support this service,

We have considered charging a fee for the COS service which would be much less than an attorney's fees and would contribute to an admissions advisor staff salary. Currently, Risk Management does not think the fee is a good idea.

Fraudulent Application Payments: ISS has received an increasing number of applications that generate "charge backs" and appear to be fraudulent. We are informed of the chargeback by the Cashier's Office and follow up with a hold on the processing of the application. We are concerned since this has created a backlog of work for our staff, especially since the applicants can be persistent in emailing to check the status of their applications and requesting assistance.

Admissions Reflection & Recommendations: As a core enrollment service International Admissions continues to struggle with and cannot meet the demands of students who apply to be admitted to SLCC. While international student enrollment in the U.S. and particularly at community colleges has increased, SLCC is not enjoying the same growth. After a 35% decline realized after September 11, 2001, we have not been able to restore our foreign student enrollment. A small staff with several student employees with insufficient international expertise results in slow processing of applications. ISS needs stability and a professional admissions advisor to reach potential. The department does not have a sufficient number of well-qualified professional employees to effectively provide the core programs and services offered. Through a high turnover of part-time staff, six in the past three years, we deliver international admission services yet cannot perform optimally. A knowledgeable advisor and enrollment manager able to follow the trends of international student mobility at the college and in the world could maximize our efforts, increase enrollment and benefit all stakeholders. Enrollment management requires a vision yet without professional staff, goals are impossible to achieve.

International Admissions is understaffed. Funding on a temporary, year-to-year basis for the part-time position does not meet the College's obligation for providing the resources to properly implement the code of federal regulations for admission of nonimmigrant students on visas.

Without adequate staffing for admissions, ISS and the College need to consider whether it has the means to continue as a one-stop service department for nonimmigrant students. We may need to re-assess and re-align services by requesting that International Admissions be reassigned to the Student Services Vice President for Enrollment Services. We are not in favor of this move. Having a one-stop department is a best practice in delivering services to international students. In reality, moving International Admissions to Enrollment Services would create the same need; a full-time International Admissions Advisor, yet this position would not have the collegial support of other international educators within the office.

Pre-Arrival Outreach

One of the primary challenges facing administrators charged with developing orientation and welcome programs for international students is connecting with students before they arrive on campus. Understanding pre-arrival communication and information for international students preparing to depart for the U.S. is critical.

In the summer of 2011, ISS piloted ***The Buddy Program*** to connect newly admitted international students with current SLCC students. As part of the International Diplomacy Program, Buddies initiate contact with prospective international students through email and social networks. Buddies provide pre-arrival information about Salt Lake City, the College, preparing for the student visa interview, weather, clothing, classes, the Host Family Program and other information to support new students entering our community. Upon arrival in SLC, new students are supported by the Buddies through airport pickup, participating in the new international student orientation, planning fieldtrips and other welcome activities.

The Buddy Program is a student group comprised of 10 - 20 current international and U.S. students who are interested in different cultures and languages. Foreign language ability in domestic members is a plus. Each semester there is a student lead who is eligible for a stipend. Other Buddies are volunteer members of the International Diplomacy Program. Designed as an intercultural program, the Buddy Program provides a critical component for engaging international and U.S. students in cross-cultural, co-curricular experiences on our campus. Designed with a dual purpose, the Buddy Program supports retention and enrollment of international students while reaching out to newly arrived students helping them to acclimate. We want international students to feel secure in choosing SLCC as their destination for education in the U.S.

In assessing the impact and effectiveness of our Buddy Program and pre-arrival communications, we hope to see an increase in the number of students who arrive on our campus. If there is not a marked increase in the percentage of students who enroll, we will re-assess our timeline for organizing and deploying the pre-arrival communications, upgrade our Buddy Program training, and develop a Parents Abroad outreach effort.

The goals of the Buddy Program are to:

- Improve new international student's experience at SLCC by introducing culture and resources, thus improving retention and academic success.
- Create a personal contact with prospective students who may be deciding between one or more institutions to attend.
- Support pre-arrival communication and acclimation for new international students.

Transition

Once an "initial" student has been admitted and arrives on campus, ISS classifies them as a "continuing" student. These are SEVIS terms that categorize their status in the SEVIS tracking system. The International Admissions Advisor is no longer their primary contact. The Foreign or International Student Advisor is responsible to deliver services and authorize benefits for continuing students.

D. SCHOOL OF APPLIED TECHNOLOGY: ADMISSIONS AND ADVISING

The School of Applied Technology (SAT) provides instruction on a clock hour basis in non-credit, short term career and technical programs as well as in the non-credit English as a Second Language Program (ESL) for basic and intermediate levels 1-3C. The SAT was historically funded separately by state legislation and not directly by the College. The SAT operates its own admissions, testing, enrollment and advising processes because its instructional model is based

on clock hour competencies. In 1990 the SAT applied for and was approved to admit international students under the 1953 SLCC authorization.

International Student Services provides recruitment, admissions, advising, SEVIS reporting and compliance services for nonimmigrant students who enroll in the SAT. Students wanting to enter the SAT ESL Program apply for an F-1 student visa. Students requesting a short term career or technical programs are issued an I-20 to apply for an M-1 visa. Title 8 Chapter I, part 214.3 of the CFR approves SLCC to enroll F and M students.

ISS and SAT have arranged several accommodations for students in the SAT clock hour ESL program:

1. Start dates follow the SLCC academic calendar for Fall, Spring and Summer enrollment

Because of the SAT's clock hour format, tuition for domestic students is calculated on the basis of the students' membership hours. A different arrangement has been developed to charge international students for the term rather than for specific membership hours for each of 3 academic terms – two 15 week sessions corresponding to fall, spring and one 12 week session in summer.

2. Placement Testing

The ESL program provides a valuable admissions portal for international students as they are not required to provide a TOEFL score for admission to SLCC. Applicants for whom English is not their native or first language must satisfactorily complete ESL classes or must prove they are proficient in English. Proficiency can be demonstrated by the Accuplacer test for placement into math, reading, and writing courses. For students who do not have the English proficiency to take the Accuplacer, ISS staff guides them to two other options for English testing. The LOEP (Levels of English Proficiency) is used for placement into college preparatory ESL level 4 and the CELSA is used for placement into the non-credit School of Applied Technology's (SAT) Intensive English Program, ESL levels 1-3C.

Although the SAT uses the CASAS for domestic applicants for placement into its ESL, it has agreed to allow the use of the CELSA for international students. The CASAS test took up to two weeks to schedule which often caused an I-20 violation problem for international students who should start classes coinciding with the date on their I-20s. Two years ago, the SAT ESL Coordinator and ISS Director agreed that the CELSA could be administered through ISS for students to begin classes in accordance with the date on their I-20. Although this change has helped expedite the enrollment of international students into ESL in a timely manner, testing has become a particular burden for the ISS Director in that busy month before the start of classes. To support communication with SAT, ISS created a tracking sheet with student name, ID number, country, test results, ESL level and campus preference for SAT advisors as testing occurs.

3. Tracking Attendance in a Clock Hour Program:

According to the following regulation, a full course of study in a clock hour program is described as: "Study in any other language, liberal arts, fine arts, or other non-vocational training program, certified by a designated school official to consist of at least eighteen clock hours of attendance a week if the dominant part of the course of study consists of classroom instruction, or to consist of at least twenty-two clock hours a week if the dominant part of the course of study consists of laboratory work."

The SAT ESL Coordinator sends monthly attendance progress reports to the PDSO and DSO. The DSO contacts those students who have fallen below the required 80% attendance and arranges a meeting to confirm their understanding of a full course of study in the ESL (clock hour) program, the requirements for maintaining their visa status and how to be successful at SLCC. ISS tracks student status and completes mandatory record keeping and reporting in the USCIS SEVIS database.

SAT Challenges: There are currently duplicate admissions actions for international students entering the SAT programs. While ISS ensures that students are fully admitted, have taken the placement test (CELSA), are issued a student ID number and enters that their information into Banner on the SPAIDEN, GOAINTL, SOAHSCH, SAAADMS and SGASTDQ screens, SAT staff continue to have individual enrollment meetings with each student to gather this same information. The information is accessible in Banner. ISS recommends that these international admissions and enrollment functions be streamlined under ISS.

Based on its institutional mission, the SAT is to “ensure that economically disadvantaged, educationally disadvantaged, or other at-risk students have access to non-credit career and technical education.” Based on the SAT’s 1990 application and authorization to admit nonimmigrant students, it is also obligated to serve this population of students. The SAT institutional mission and USCIS authorization seem to be in conflict because the interpretation of the SAT mission is focused on domestic rather than international students. The SAT administration has stated that although they accommodate international students, the SAT mission is not dedicated to nonimmigrants. Further conversations are needed to strategically plan enrollment goals for the international student population in SAT programs.

Although on average 40 international students are enrolled in the SAT ESL program, there is not an SAT staff member with regulatory knowledge. In addition, the program administration is at the South City Campus. This has posed a challenge for institutional compliance. For example, although the regulatory language defining a full course of study in a clock hour program has been shared repeatedly, up until Summer 2011, the weekly clock hours were reduced to 16 rather than the required 18 clock hours. This technically disqualifies SAT from being an eligible program for F-1 students. This was not the first time changes have been made that impact international students. Often ISS finds out about such changes after they are made. It would be very helpful if SAT would have an advisor with regulatory training to coordinate closely with ISS.

Recommendations: Expansion of SAT Programs for International Students

Our English as a Second Language (ESL) Program is a big draw for international students. A TOEFL score is not required to be admitted to the English Language Program. We have not yet capitalized on this advantage through increased marketing to international students of our in-house ESL Program. Expanding the ESL program benefits the SAT by generating non-resident tuition which support other SAT programs. Additionally, according to testimonials from many international students who have attended SLCC, the level of service provided at this institution is much higher and better than at other nearby language schools and colleges.

SAT recently increased their summer non-resident tuition schedule for international students. SAT should consider re-investing a portion of these funds toward an ESL accreditation which would then qualify the ESL program as an accredited for the Saudi Arabian Cultural Mission scholarships. This investment would quickly pay for itself.

F versus M visa: An SAT program expansion beyond ESL is a timely topic. We are able to admit students on the M-1 visa for non-credit vocational programs. These programs have not been promoted for international students. The Certified Nursing Assistant (CNA) program has been popular but has only been offered to F-1 students already enrolled in credit programs as an add-on or during summer. ISS would like to explore SAT's interest in increasing international enrollment in non-credit, career and technical programs.

SAT Recommendations: As a result of conversations with SAT administration throughout the Program Review Self-study, SAT has agreed to the following:

- 1) In the SAT admissions process, no additional paperwork will be needed. What is done through ISS will suffice and any information needed will be pulled from Banner.
- 2) SAT will designate an advisor to be the central point for our International Students. ISS will inform regarding training and continuous professional development for USCIS and SEVP regulations and requirements, and institutional compliance.
- 3) On the afternoon of the Tuesday prior to the first day of classes, the SAT will send an advisor and testing representative to the Redwood Campus to test all students (CELSA) not yet tested as well as register students for their first course.
- 4) By the end of the day of the Wednesday prior to the start of classes, ISS will send a comprehensive list of students who need to be registered for ESL courses at the SAT. The list should include SID, Name, ESL level and intended location of courses. This will ensure that any students who miss the orientation are accounted for and that schedules will be generated accordingly.
- 5) For those new students who arrive within the month before classes begin, ISS will arrange CELSA testing with the Redwood Testing Center each Friday morning at 10:00 am and share info (#4) as we have done in the past. By the Tuesday before class, a minimal number of students will need testing.

For students who test after Tuesday, SAT will do its best to get them in, but students will need to know that they may not be registered for the first day of class depending on how backed up SAT is with traditional SAT students.

From ISS's perspective, this is truly a sticking point. If the SAT would like to enroll international students (current enrollment 42), we need to comply with SEVIS requirements and the start date on the I-20. SAT does not have an ESL administrator who knows the regulations and can make these decisions. ISS and SAT seem at odds in this area. Enrollment models from other ESL program need to be researched and discussed.

E. HOST FAMILY PROGRAM

The Host Family Program is one of our Intercultural Programs designed to give both students and local families an intercultural experience that enhances understanding between the people of the United States and the people of other countries. As one of our intercultural programs, ISS believes that hosting international students provides important opportunities for students to adjust and learn about U.S. culture while helping to prepare American students to live and work in a global environment. Families are as varied as U.S. culture, including nuclear families, single parents, young couples, retirees and singles. We believe that the need for increased international and intercultural understanding has never been greater.

SLCC officially began offering the Host Family Program in 2006 with the support of President Bioteau, the State Risk Management Office, the College's Risk Manager and ISS. The Host Family Program offers three home stay options to allow for flexibility for both the family and the students: Full Stay; Shared Stay; and Temporary Stay. The Host Family website provides complete details www.slcc.edu/hostfamily.

The State Risk Management Office and SLCC's Risk Manager has approved both the student and family application process. Families provide a background check for all members above the age of 18, and home owners insurance before being accepted into the program and matched with a student.

F. NEW INTERNATIONAL STUDENT ORIENTATION

International Student Services offers orientation three times per year to aid new international students in their transition to the institution and become more confident and self-assured students at SLCC. Orientation helps students make connections and introduces them to available services, resources and facilities; it helps students make connections to build a new network of friendships and a social support system; it provides an accurate and adequate briefing regarding SEVIS and Immigration requirements (maintaining legal status).

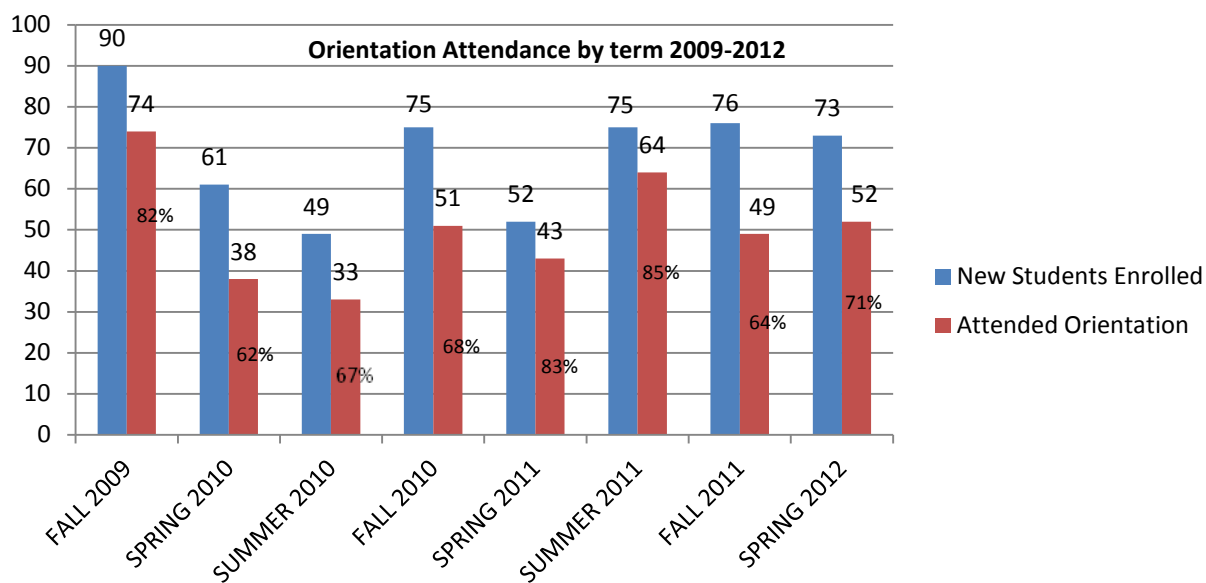
The best practices for our orientation program are listed below.

- Orientation should be purposeful, coherent, and reflective of the demographic population.
- Orientation should be proactive to anticipate international students' needs.
- Orientation should provide accurate and adequate information. Information is power.
Once students have information they need, they will be able to find their own way.
- Orientation should help student make connections. International students will need to build a new network of friendships and a social support system.
- Orientation is an on-going process that deals with students' problems as they emerge.

Even though our orientation program has been carefully planned to include all necessary topics and activities, there will be issues, concerns, and problems that surface during the orientation program.

Orientation Outreach: New students receive orientation information in their acceptance letter, on the ISS webpage and upon arrival. Registration is available online before arrival. All orientation programs are multi-day and include a fieldtrip.

Orientation requires year round preparation by all ISS staff. Collaboration with relevant campus departments as well as community agencies helps connect students with needed resources. The following campus and community groups participate in orientation; Academic Advising, Health & Wellness Services, Thayne Center for Service & Learning, Student Life & Leadership, Student Employment and Cooperative Education, Tutoring, Developmental Education, Wells Fargo, and Utah Transit Authority.



Recommendation: A First-Year Acculturation Course

As the number of international students increases, U.S. schools are finding value in offering a one credit orientation or acculturation course during the first semester. For ISS, such a course would be a formalized version of our weekly workshops with a defined and expanded curriculum.

Development

- Evaluate the feasibility of offering a class geared at international student integration.
- Develop student learning outcomes and lessons for the first-year acculturation course.
- Develop curriculum.
- Recruit and train instructors.
- Recruit international students –decide if it would be mandatory for first semester students who place beyond ESL. How do we encourage them to enroll; consider auto enrollment.

Goals

- Retention: offer better support for international students
- Integration: focus on U.S. and college culture
- Networking: foster connections to the campus community to improve student retention
- Intercultural Competency: include U.S. students in the extra-curricular activities

Assessment

- Assess student need during class based on asking students, “What’s it’s like to be a new international student at SLCC.”
- Assess and evaluate learning outcomes and satisfaction with the class

Workshops: As a continuation of the international orientation, ISS offers weekly workshops throughout the semester to review maintenance of status, tutoring resources, work authorizations, club and organizations and other areas to assist international student acclimation. Workshops address students’ questions and problems as they emerge. The workshops series seeks to build student awareness and to encourage international student

involvement in the SLCC community. ISS partners with Academic Advising, Student Employment, Health & Wellness Services, the Thayne Center, Learning Center and other on campus services that can support the experiences of international students on our campus. ISS has created incentives for students to attend the workshops. In 2011 – 2012 eleven workshops were offered each semester with an average of 15 students from eight countries attending each week. A special “Dating Across Cultures” Workshop attracted a larger and more diverse group of students.

A future goal is to develop the weekly workshops into a formalized curriculum for an International Orientation class (see Orientation recommendations above). Collaboration with Developmental Education to develop curriculum and house this course will be essential. .

Class Registration: One of the issues for incoming international students is class registration. Domestic students are admitted and come to campus early for orientation programs. They start registering for classes well before the semester starts. International students arrive a few days before the semester, go through orientation and placement testing and only then can they be registered in classes. This leaves them with few choices as many classes are already full and selection is limited. Some of the classes and sections are full, sometimes leaving them with classes that are difficult for the new international student.

There is a procedure for taking the Accuplacer out-of-state and having the scores submitted to SLCC. It requires the student to be able to find a proctor and location that must be approved by the Testing Center which requires considerable communication by email. Although not impossible, making such arrangements is not a simple one for students with limited English Proficiency nor is setting up test proctors in other countries.

Transition: As mentioned at the end of the Admission section, once students arrive on campus, ISS classifies them as “continuing” students. The International or Foreign Student Advisor is responsible to deliver services and authorize benefits for continuing students. The following section describes the field of foreign student advising.

G. FOREIGN STUDENT ADVISING

Foreign Student Advising is a core function of International Student Services. The Foreign Student Advisor is committed to providing international students the highest level of expertise in immigration advising and services to maintain their status. The advisor works with international students throughout their program, from orientation to graduation, by providing: orientation, immigration advising, general cultural and social advising, initial academic advising and class scheduling while guiding new students to Academic Advising, Student Express and other departments they will use regularly in their college career. The advisor determines eligibility for F-1 benefits such as work authorizations, reduced course loads and vacation eligibility. The advisor assists international students in adjusting to their new environment and guides them to resources on and off campus.

The NAFSA Advisor's Manual and list serves are the advisors best resource for up-to-date information and understanding of the “grey areas” of immigration advising. Getting a sense for the grey area is where the real advising comes in, being able to muddle through the grey areas and give people solid advice. It takes time and experience, but there is an art to it, also.

When to Refer a Student or Scholar to an Attorney

International students bring many interesting questions to the office, such as:

- Where can I get health insurance now that I'm pregnant?
- I stabbed my girlfriend accidentally, what should I do?
- I've been arrested for writing graffiti, can you help me?
- I've been arrested for shoplifting?
- I received a citation for animal abuse.
- I received a citation with a large fine for riding the TRAX without my UTA pass on the day that I arrived back in the U.S.
- My new apartment is infested with mice and my landlord won't do anything. I want to move but I can't get my deposit back. It's only been a few days.
- How do I get a green card now that I've married a U.S. citizen?

ISS is the 'go to' office for any immigration-related questions for our campus and there is a tendency for others in the College and the community to think we can help with any immigration question. Of course, this isn't true since our role is only within a fairly narrow context of working on college issues and related business functions. Sometimes these interesting questions are not directly related to a student's immigration status. ISS does not have a formal policy about topics for which we will not provide advice but, in general, we limit our advice to topics we are responsible for and are within the scope of F and M student immigration issues. We refer inquiries to others when a topic is beyond our expertise or falls under someone else's area of responsibility.

We may have generalized answers to some of these questions, but we will tell the student that it isn't legal advice. We explain that the issue is beyond the scope and area of our expertise, and suggest they speak to an immigration attorney for accurate advice. We are pretty clear about the boundaries within which we can offer advice and that we can't help out in the areas for which we aren't trained.

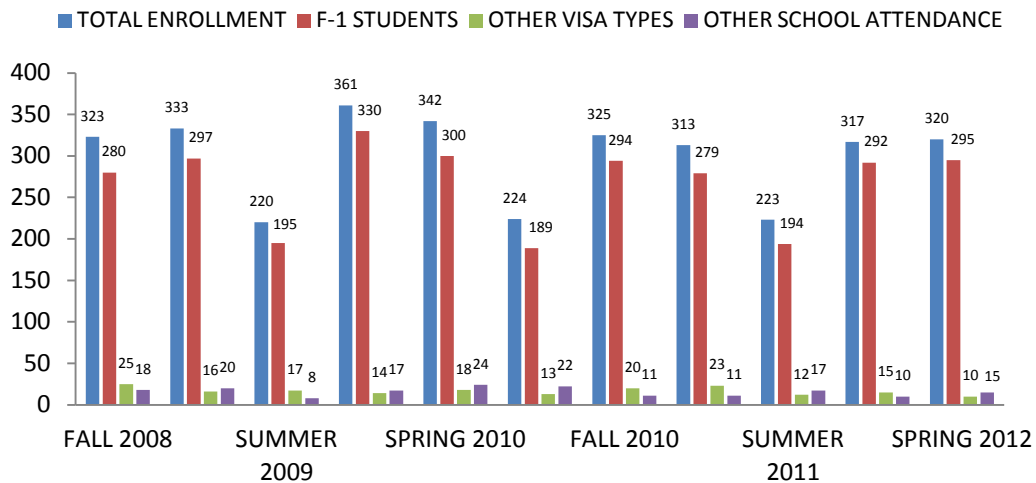
One challenge is to train front line staff to not always be "problem solvers." This is not something one reads in a manual but needs to be taught by example. An approach is to have the advisor seated at the front for on-call hours. This can help train front line staff in how to answer questions and to know when to stop advising and "get an advisor." Without supervision, front line staff can often overstep their role which may have legal ramifications.

Advising Recommendations

- Stagger walk-in hours Monday/Wednesday/Friday in the AM and 2-4 pm in the PM on Tuesday/Thursday (or vice versa) to keep things manageable and have time to process the paperwork.
- Post schedule on webpage. Keep to schedule with few exceptions. Keep staff informed in writing.
- Present advising case studies at staff meetings.
- Train front line staff in advising basics.

The following enrollment chart demonstrates the continuing student enrollment per term for whom the advisor is responsible.

ENROLLMENT BY SEMESTER



Student Exchange Visitor Program (SEVIS):

At SLCC the foreign student advisor acts as a Designated School Official (DSO) and has the responsibility for maintaining the Student Exchange Visitor Program (SEVIS) record for each continuing F-1 student. At larger institutions the foreign student advisor and the SEVIS coordinator are two separate positions.

A Designated School Official (DSO) is required by Federal law and regulations to update and maintain the SEVIS records for nonimmigrant students in F and M visa categories. A DSO must comply with these reporting responsibilities for all enrolled F-1 students.

The following summarizes the required SEVIS reporting events and responsibilities of the foreign student advisor as the Designated School Official with SEVIS reporting responsibility for continuing students. Each event includes the time limits for completing each task:

F-1 STUDENT STATUS EVENTS (RETENTION)

SEVIS Reporting Timelines

- ✦ Within 21 days – changes in school info, student failure to maintain status or complete program, change of name or address, disciplinary actions based on criminal conviction, special status requests
- ✦ Within 30 days – of beginning of the term for classes; registration/validation
- ✦ Periodic reporting – for each academic term on enrollment, academic, other updates

Register F Student

- ✦ Report when student arrives* at institution
- ✦ Required each term no later than
 - ☒ 30 days after report date (if initial)
 - ☒ or session start date (if currently active)*
- ✦ Required fields
 - ☒ Current local address
 - ☒ Current session end date and Next session start date

Authorize Drop Below Full Course

- ✦ Option for DSO to approve F-1 SEVIS Active student to engage in less than full-time study
- ✦ Approval required PRIOR to reducing course load
- ✦ Required Fields
- ✦ Academic Difficulties
- ✦ Medical Conditions
- ✦ Final semester

Resume Full Course of Study

- ✦ Notify SEVIS when student resumes full-time study
- ✦ Student must resume full-time study next available term (excluding summer)
- ✦ DSO must report within 21 days of student's commencement of full course of study

Update F-1 Student

- ✦ Financial Update
- ✦ Program Update
- ✦ Personal Update

Extend F-1 Program

- ✦ New Program End Date
- ✦ Reason for extension

Extensions can only be given in one year increments and only up to five years total.

Change of F-1 Program

- ✦ Change of Academic level
- ✦ Change of Major
- ✦ Length of Study (months)
- ✦ English Proficiency

Curricular Practical Training

- ✦ Work is an integral part of curriculum
- ✦ Review info from academic department and prospective employer's letter to verify eligibility
- ✦ Issue I-20 with proper remarks reflecting employer, location, part- or full-time, and dates

Optional Practical Training

- ✦ Part- or full-time employment in field of study
- ✦ Verify student eligibility, must be requested prior to graduation
- ✦ Issue I-20, mail copy with I-765 and supporting documents to USCIS

Off-Campus Employment

- ✦ Economic Hardship, Special Student Relief or International Organization

Reinstatement

- ✦ Request Reinstatement
- ✦ Cancel Reinstatement – available only when reinstatement is pending.

Cancelled, Terminated or Completed Student Status

- ✦ Cancellation – Student that was issued an initial attendance I-20 for an institution but the student did not register and there is no record that the student entered the U.S. with this institution's I-20.
- ✦ Termination – A change from Active status prior to program completion for a reason other than program completion.
- ✦ Completion - Student has completed course of study and all other program related activities such as OPT.
- ✦ Shorten Program –Used for student who plans to finish program earlier than expected.

Travel and Re-entry

Disciplinary Action

- ✦ Used when school takes disciplinary action against a student who is convicted of a crime.
- ✦ Updates are done on the Disciplinary Action screen by placing a check mark in the box and entering an explanation in the text box.
- ✦ Disciplinary Action does not affect the students' status.

F Transfer Out

SEVIS Record Keeping: ISS assures institutional compliance with the Department of Homeland Security's regulations and with procedures for SEVIS record-keeping and reporting requirements. As an SEVP-certified institution, SLCC must keep records containing specific information and documents relating to each F-1 or M-1 student to whom it has issued a USCIS Form I-20. Schools are required to keep documentation related to the admission of the student, issuance of the USCIS Form I-20 and maintenance of status.

In accordance with the Code of Federal Regulations 8 C.F.R. § 214.3(g)(1), ISS successfully maintains admissions and SEVIS records through secured student files in the FsaAtlas Database, in the Banner student database, through scanned documents in NOLIJ, as well as individual hard copy files in a secured filing cabinet

ISS complies with FERPA regulations and, refers all inquiries for student information to Enrollment Services.

8 C.F.R. § [214.3\(g\)\(1\)](#)

The rule effective October 27, 2008, raised the record retention requirement from one year to three years.

"...Student information not required for entry in SEVIS may be kept in the school's student system of records, but must be accessible to Designated School Officials (DSO). The DSOs must make the information and documents required by this paragraph available, including academic transcripts, and must furnish them to Department of Homeland Security representatives upon request. Schools must maintain and be able to provide an academic transcript or other routinely maintained student records that reflect the total, unabridged academic history of the student at the institution, in accordance with paragraph (g)(1)(iv) of this section. All courses must be recorded in the academic period in which the course was taken and graded."

Student Services at SLCC is an interconnected unit. All departments interact on a regular basis creating a positive and conducive environment for access to student records when needed. As an example of the collaboration among departments regarding records, ISS, Registration and the Data Center recently participated together in a NAFSA webinar entitled, *When Federal Agents Come Calling: Educating Campus Stakeholders*.

H. HEALTH REQUIREMENTS

Health Insurance

Health insurance is *mandatory* for F-1 international students at Salt Lake Community College. Health insurance is available and optional for their accompanying dependents (spouse and/or children).

SLCC requires health insurance to maintain and improve health and wellness for international students. Most students are not aware of the U.S. self pay health care system as they come from countries with national health care plans. It protects the international student in the event of an accident or illness.

SLCC requires health insurance for international students for several reasons:

- Health care can be very costly in the U.S.
- The U.S. does not have a national health care plan.
- Health services may be restricted if you do not have health insurance.

ISS is responsible for:

- Participating in the RFP process for selecting the health insurance provider
- Negotiating the contract with the selected provider
- Helping students understand the self pay health care system in the U.S. and its consequences.
- Informing and tracking each student's health insurance enrollment. Tracking is time consuming as is the counseling with students to ensure their enrollment.

Health insurance is not required by federal law for F-1 students, whether in school or on post completion Optional Practical Training (OPT). SLCC has set its own rules for students to be insured while in school, but this is unsupported by federal law. There is no legal rationale to terminate a student's SEVIS record for not having insurance. ISS is only responsible to update their SEVIS record and there is no regulatory requirement.

Based on the new U.S. laws that all Americans must be insured by 2014, individuals will have to have minimum essential health care coverage or will be fined. It is anticipated that the upcoming changes in F-1 regulations will add this requirement to all F-1s, as it exists for J-1s. But until that time, it is not required by federal law for an F-1 student to be insured. State laws may vary on this, but no specifics are available at this time.

Recommendation: Instead of having staff track whether students have paid their insurance, include health insurance cost with tuition; auto-enroll F-1 students in the insurance plan with the premium billed to the student account. The student can opt out of the College's plan 30 days before the tuition deadline by providing proof that their insurance is equivalent to the College policy.

Immunizations: Tuberculosis (TB) and Measles, Mumps and Rubella (MMR)

In partnership with Health & Wellness Services, ISS ensures that every student on an F-1 visa has the required MMR immunizations and TB testing within their first semester of enrollment. The purpose is to prevent spread of disease on-campus and in the community.

Upon acceptance to SLCC, all new F-1 students receive the MMR and TB Screening questionnaire (the yellow form) with their acceptance letter. When they arrive on campus students are required to submit the completed form to Health & Wellness Services. Ideally, MMR

information has been completed before arrival with their immunization record from their home country. Students from specified countries are required to take the TB test after arrival in the U.S.

Health & Wellness Services maintains a spreadsheet that tracks all students who have submitted their questionnaires and who have received their TB test. This information is then shared with ISS through a shared drive on the SLCC network.

As at other institutions, the responsibility for health insurance and immunization requirements is housed in the Health Center. Health education is beyond the scope and expertise of ISS staff. At larger institutions an international health insurance coordinator position exists to develop liaisons with health care providers and the health insurance company, explain complex information so that it is more easily understood to students, and show sensitivity and discretion in discussing health issues. ISS is the initial source for information about the SLCC health requirements but it is not our area of expertise.

Recommendations: Health and Wellness Services has provided the “yellow form” to report: 1) proof of Measles, Mumps and Rubella (MMR) that students will complete in their home country as that is where their records are housed, and 2) proof of TB testing which is completed upon arrival only for those students from countries that require TB testing. This form is wordy, complex and as one form, confuses when and how it should be completed. It is not designed for a non-native speaker of English.

ISS recommends creating two forms which would remove the confusion with when to do what with the documents.

ISS recommends that we work with H & W to involve them in the health education required for health insurance and immunizations.

I. INTERCULTURAL PROGRAMS

ISS engages in intercultural communication every working day and has become skilled in dealing with differences among clients and colleagues. Our intercultural programs are designed to provide a framework for interactions, to increase intercultural communication, and to broaden the understanding of how culture influences behavior. In addition, how individuals grow in intercultural sensitivity and what kinds of response can turn critical interactions into educational opportunities at various levels of sensitivities are explored. Through guest speakers, exercises, and other interactive techniques both international and U.S. students explore their skills in dealing with difference.

International Diplomacy Program --*Creating Student Leaders; Building Global Citizens*

The International Diplomacy Program represents a best practice in international education and intercultural programming. IDP is a new ISS program that creates an environment for international and U.S. students to make a difference in the world, one person at a time. International Diplomats increase their understanding of cultures, nations, environments and human rights to promote cross-cultural interaction and communication. Through personal relationships and campus projects, diplomats join a world-wide movement for international education.

Events of the first decade of the 21st Century brought shifting dynamics between government, business and education. We are no longer separate entities. International Education is the nexus of this relationship. In the 21st century educational institutions have embraced the need for global competence. U.S. students cannot fall behind academically or culturally. Global competence or being bi-cultural -- being comfortable in the world -- is rapidly becoming an education priority. In response to the demand for global education, SLCC's International Diplomacy Program was initiated.

The IDP supports **Strategic Priority I** by improving student participation in non-curricular activities that are related to student persistence and improving student recruitment and outreach. The chart below outlines the core components of IDP.



Professional development: Each core component of the IDP focuses on areas in which diplomats can demonstrate initiative and professional skills for their résumé. In this pilot year, students needed a lot of guidance to get them on track. In the fall 2010 and spring 2011, one-time funds from the Student Services Vice President were made available for a part-time IDP coordinator. Currently, the director is acting as in this capacity. Without a designated coordinator, the IDP becomes an intercultural social program. That's not bad but more is possible. Lead Diplomats need to be guided to design their plans, encouraged to keep track of their hours and activities on the ISS Lead Diplomat Activity Log – this is a great resource toward

building a career portfolio for job interviews. Also, the IDP Coordinator can provide a letter of recommendation based on their performance.

Strengths: Interest in the IDP is high, especially from domestic students. The Buddy Program, Orientation and the International Club, all under Student to Student Diplomacy, have made the most progress in this first year. Excitement in developing a Model United Nations Program has brought involvement from faculty who share information in their classes. The IDP was designed with the goal of collaboration between faculty, student service and student. Model UN demonstrates this ideal. The IDP is a large program and will take time to roll out. Developing each area takes time, dedication and guidance.

Rewards and Incentives

- Lead Diplomats, whether they are resident or international are eligible for a partial tuition waiver or international scholarship upon completion of their activity log and program plan.
- All Lead Diplomats will receive a t-shirt, welcome packet and professional development retreat.

Challenges

- Fundraising for international student scholarships
- Providing consistent coordination
- Undocumented students have no source for incentives

Recommendations

- Future goals will be to create a “Tips to Get Started” document to include ideas for activities to promote international education on campus.
- Diplomats of the Year Award: One outstanding diplomat will receive \$300; three alternates will receive \$100 each at the end of the academic year. Each winner will also receive a certificate of achievement, a letter of recommendation from ISS, and recognition on the ISS website.
- Additional rewards and raffle prizes will be awarded throughout the semester.

International Student Club: The International Student Club is a recognized Student Organization that provides students with leadership opportunities to serve as an advocacy group for international students as well as an organization that plans major social activities such as off-campus excursions and on-campus social events.

The Community College Initiative Programs (CCI Programs) provides quality educational programs, professional development, employment skills and a first-hand understanding of American society to underserved, non-elite international students. Each CCIP student is chosen from hundreds of applicants to attend a community college in the U.S. after experiencing a rigorous interview process through the Fulbright Commission or the US Embassy in their country.

From 2010 -2011, SLCC participated in this U.S. Department of State’s Bureau of Educational and Cultural Affairs funded program through Community Colleges for International Development. The support from this grant signified SLCC's first opportunity to host international students intentionally selected from underserved, non-elite backgrounds and regions of the world. The

grant was unique in its focus of a targeted student audience with the goal of students returning to their countries as ambassadors for the U.S. and SLCC.

Strengths & Benefits: Although SLCC enjoys a diverse student population, CCIP brought a distinct group of students to our campus. For ISS these students acted as a focus group to explore international leadership potential vital for developing the diverse cultural composition of our non-curricular student programs. Through *Speed Diplomacy*, we brought together students, faculty and staff to highlight international students studying at SLCC. The E-Portfolio Project and Hoover Dam fieldtrip with the Engineering Club demonstrated significant student collaborations. Establishing the student housing resources and Mentor Families supported ISS outreach to the greater Salt Lake Valley community. This was unique to the CCI program and provided an opportunity for average citizens in the community to become engaged with the College.

Recommendation: Not renewing the CCIP grant meant the elimination of a grant funded, full-time Intercultural Coordinator position in ISS. This position had a very positive impact on ISS and the College. Having a college-funded Intercultural Coordinator in the future would enable ISS to expand programs to engage international and domestic students, it would facilitate experiences that highlight the many benefits our international students bring to our campus and it would create opportunities for the community to get to know individuals from other countries

International Alumni Network

International Student Services in collaboration with the SLCC Alumni Association had planned to track alumni in both degree-seeking and short term exchange programs. Our plan was to build relationships into the future to support recruitment and the international scholarship fund. Our future goal is to bring together alumni when possible for gatherings in their home country as part of our recruitment travel. This area can be further developed. Currently, ISS connects with international alumni on Face book and through the Host Family Program.

Collaborations with Departments/Community

There are several other departments and community groups that support international students with a variety of programs and services. Each fall newly arriving students are welcomed with activities in addition to the multi-day New International Student Orientation provided by ISS. The two-day Student Life and Leadership Conference brings U.S. and international students together in leadership development and learning outside of the classroom activities. The Thayne Center for Service Learning works with international students who are encouraged to complete community service-learning projects through the International Club. The Athletic Department recruits international athletes in basketball, volleyball and softball. Student Employment and Cooperative Education (SECE) assists international students with on-campus employment and off-campus employment through cooperative education, internships and post-graduation work experience (OPT). The Copy Center, Food Services, the Merchandise Distribution Center (MDC), Facilities, the Bookstore, the Learning Center, the Language Lab and Computer Labs, Enrollment Services and other departments on campus faithfully offer on-campus employment to international students. Academic and Career Advising is helpful in assisting students with choosing a major or degree program for transfer and professional opportunities.

In the future, we would like to propose a partnership with the Accounting Department to offer a session for tax return preparation for international students who have employment income. We are currently seeking collaborations with other departments to design new programs.

Recommendations: The “J” Exchange Visitor program, through the Department of State, offers a collaborative opportunity between International Student Services and Academic Instructional Services. SLCC withdrew its re-designation application last year as we could not meet the five exchange visitors per year requirement. As the College’s internationalization plan develops, overseas partnerships and exchanges with schools abroad should be able to support the Exchange program.

Academic Affairs has initiated a faculty effort to internationalize the curriculum with which has not included ISS. The faculty has begun to designate classes with an international emphasis and they are exploring the possibility of offering an Intercultural Competency Certificate. ISS is interested in supporting and partnering with faculty in this curriculum development to include the International Diplomacy Program as the co-curricular experience. The potential for collaboration between the two key areas of Academic Affairs and Student Services and the synergy between these two areas can help SLCC educate students more effectively to make global connections and forge local commitments.

IX. FACILITIES, EQUIPMENT AND TECHNOLOGY

SLCC serves students at 13 sites <http://www.slcc.edu/locations/index.asp>. Each year, the College serves more than 60,000 students or about 23,000 FTE in a wide range of credit and non-credit courses and workshops at these locations situated throughout the Salt Lake Valley. International Student Services is housed on the Taylorsville Redwood Campus and provides admissions and enrollment services for international students in either non-credit programs offered through the School of Applied Technology or credit programs offered on all 13 campuses. International student enrollment contributes approximately **1.3%** of the total FTE at the College.

Facilities

International Student Services has undergone significant space and location changes in recent years. Initially housed in Academic Advising, this one-person office was transferred to the College's Admissions Office yet able to retain the same location. In the late 1990's, ISS relocated to Portable Building 2 creating an international center and providing space for student computers, a social area, and offices for reception, admissions, advising, the director and secured recordkeeping cabinets. In 2004, with the Student Center expansion, ISS moved into the suite where it is housed today. As part of the Student Involvement Center, this grouping of departments includes Multicultural Initiatives, the Student Life and Leadership Clubs Office, and ISS. These areas were physically consolidated to provide more inclusion and connection for diverse college students.

With the growth of ISS during the grant-funded Community College Initiative Program, we obtained an additional office within the Student Involvement Center. For the duration of the grant, ISS had a soft-funded Intercultural Coordinator who contributed greatly to our goal for intercultural leadership programs. This office, outside of our suite, continues to be a valuable resource for ISS providing a much needed work space and confidential setting for personal financial verification and bank statements or immigration status and private concerns during the admissions process.

Growth: South City Campus (SCC) would be the location to expand the ISS office. SCC houses the SAT ESL program and is centrally located. Our largest transfer population is from the University of Utah and ESL programs located downtown.

Equipment and Furniture

ISS is able to ask for one-time dollars when they become available for computers and furniture. We have been able to update computers on a fairly regular basis. It is important to have access to these one-time funds because our base budget does not include funding for computers and capital equipment. Maintenance agreements such as the copy machine, printer maintenance and other items are covered by the revenue budget.

Office furniture is adequate with the exception of desk chairs. Current inventory is more than a decade old and needs to be replaced. ISS will request new chairs from one-time funds.

Technology

ISS has requested a base budget for the Atlas database's yearly licensing fee currently at \$3,500.

The FsaATLAS report system is designed as the international services database for record keeping and reporting in admissions and foreign student advising. Student data from Banner is uploaded into this electronic database. FsaATLAS stores office records, generates reports and allows selected information to be uploaded and reported to the SEVIS Student Tracking System. When fully functional, data entered into FsaATLAS will monitor and track the interactions between students and advisors from initial enrollment through graduation and/or transfer.

A close relationship with the IT department is critical to the FsaAtlas server and database.

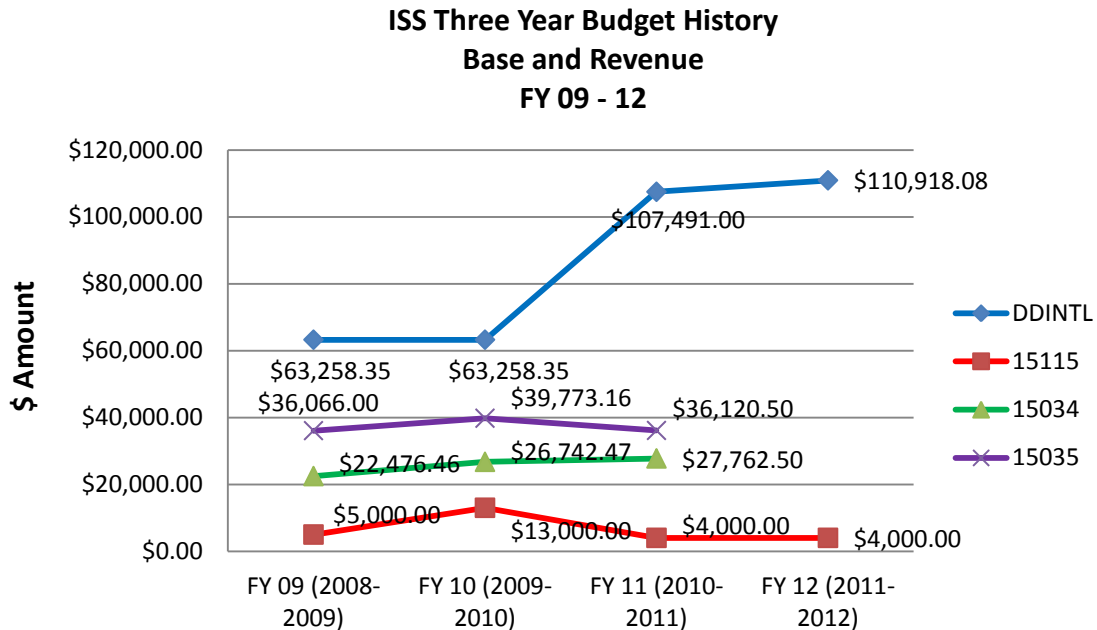
Challenges: ISS should have requested funds for a database manager when FsaAtlas was purchased. “Going live” was frustrating for both IT and ISS in terms of time and knowledge. IT was not aware of the many services delivered by ISS and thought enrolled students were our only population. FsaAtlas admissions functions were not addressed; therefore full implementation of the FsaAtlas system was delayed.

ISS needs dedicated time from IT. IT needs more training in the maintenance of FsaAtlas. Functions of FsaAtlas have not been activated that support outreach to and retention of students. For example, the FsaAtlas email alert system that sends an alert message to students when their passport or I-20 is going to expire, is not functional. This is only one example of the under utilization of FsaAtlas

The online international application does not have an import such as AXIOM to move application data into Banner. Downloading hard copies and manual data entry is still required.

Banner is not fully utilized to track the application process and supporting documents. A checklist screen under SAAADMS could be used to better support document tracking and receipt.

X. FINANCIAL RESOURCES & BUDGETS



The ISS 2010 -2011 total annual budget was approximately \$178,800 coming from three sources: 1) Education and General (DDINTL) fund, 2) revenue from the international student administrative fee (15035) and revenue from a portion of the international student application fee (15034), and 3) Servicing funds (15115) from general student fees. In addition, ISS along with other Student Services departments, is able to petition for one-time funding, the availability of which changes with each year. With one-time funds, our total expenditures for 2010-2011 were approximately \$250,000. The total budget has not changed substantially over the past three years. We have not received additional E & G funds in two years. (See Appendix for a FY2012 Detailed Budget).

International Student Services' budget has been low. Cost to the institution is minimal. Until 2009, E&G dollars funded the director and a part-time specialist's salary with less than \$2,000 for current expense. In FY 10, the increase in base dollars reflects the addition of a full-time secretary and 53.05% of the Foreign Student Advisor's salary. A portion of the international student application fee (15034) and an international student administrative fee (15035) comprise our self-generated revenue funds. The administrative fee covers the 46.95% remainder of the advisor's salary. These special international student fees have generated the revenue that sustains ISS and has been the main source for administering programs, services, and provides much needed personnel.

In the 2001 – 2002 academic year, with an enrollment of 394 international students, our fee revenue generated an operating budget estimated at \$129,905. In the spring of 2002 with this funding and a small NAFSA Cooperative Grant, we expanded programming with the award winning intercultural program *Exploring Cultural Landscapes of the West*. By the fall of 2003 student enrollment dropped to 255 as did our revenue operating budget to approximately \$67,008. The 2003 federally mandated SEVIS tracking system established a staff burden for

which we have not recovered. This decline in students coupled with the addition of core functions in the office created a financial and staffing deficit. We no longer had the budget to hire hourly positions and the intercultural program was discontinued. ISS attempted to fill the staff need with work study positions but the inconsistency has always been a challenge.

As part of the College's annual Informed Budget Process, each department requests base and one-time funding. ISS has and will continue to request funding support for staffing. As mentioned earlier, the International Admissions Advisor is currently funded part-time on a one-time basis. Moving this position to base, full-time funding would significantly stabilize this core function. This is our first priority.

Second, having part-time or full-time funding for the Intercultural Programmer would address the daily coordination demands and would stabilize this function that is currently delivered sporadically.

Third, the hourly employee E&G base funds from the College cover a small portion of the budget needed for part-time hourly employees; the other portion is covered by the revenue accounts and one-time requests. It would provide stability for the department if base funding covered all core program salaries such as the foreign student advisor and international admissions advisor as well as the hourly funds needed for part-time staff.

The 2013-14 informed budget process should be used to make the following change: the base budget should be increased by \$98,000 (plus 10% for benefits) to compensate the base salaries for two core programs of 1) international student advisor and SEVIS record keeping and reporting and 2) the International Admissions Advisor II. This would free up revenue funds to offer intercultural programs and training.

Recommendation for Additional Funding Source

International students contribute 3.5 times resident tuition. They are high paying consumers of our education. International students do not cost money; they contribute immensely to our local economy as well as our institution. Below is a two year review of SLCC tuition costs demonstrating the financial contribution made by international students above the cost of instruction (COI). Investing a portion into ISS to facilitate core programs would support a greater return on investment. ISS has proposed that 25% of the yearly contribution above COI, approximately \$300,000, be directed to fund the department. This is a model used at many higher education institutions in the U.S. and in the State of Utah.

Semester	2010 - 2011	2011 - 2012
Resident Student Tuition Contribution	\$1,466	\$1,526
Legislative Contribution	<u>\$1,291</u>	<u>\$1,279</u>
Cost of Instruction (COI)	\$2,757	\$2,805
International Student Tuition	\$4,586	\$4,802
International Student Contribution above COI	\$1,829	\$1,997
Contribution above COI based on 300 students/semester	\$548,700	\$599,100
Contribution above COI /two semesters	\$1,097,400	\$1,198,200

XI. ASSESSMENT AND EVALUATION

Student Services requires its departments to create annual assessment plans. The table below lists the assessments that International Student

Assessment Title	Year(s)	Type	Findings	Use of Results
Community College Initiative (CCI) Program	2010-2011	Qualitative-evaluated student progress and participation.	The CCI program was successful for both the students and SLCC. The program was a success and the goals for the Department of State were met.	Intercultural Program strategies were developed. Speed Diplomacy and Global Leadership Development are continued in the IDP.
Mandatory Health Insurance Requirement Outreach Workshops	2009-2010	Quantitative & Qualitative	Information sessions were offered five times on two campuses to ensure that students understood the reasoning and cost behind the changes affecting their educational experience. In addition to information about mandatory health insurance, immunizations and the tuition increase were presented; as they have an effect on international students' perception of the college. Students completed evaluations in high numbers.	159 out of 165 students said the presentation was effective in helping them understand the mandatory changes. Students should be able to follow the requirements with this understanding. 154 out of 165 students committed to sharing the information with their friends, which will lead to a campus-wide awareness of requirements expectations. ISS observed an increased student voice as they expressed opinions, for or against mandatory health insurance and the tuition increase.
International Student Workshops	2009-2010	Quantitative-evaluated attendance and content of workshops.	Based on survey results, we can conclude that Workshops are effective in conveying important knowledge to students. Based on attendance results, however, it appears International Student Workshops have not been very successful in attracting a significant number of students.	In coordinating next semester's workshops, the date & time will be better addressed as well as the content of each workshop to ensure student attendance and participation. Workshop promotion was distributed earlier during orientation with follow up reminders.

Services conducted over the past three years. It details the types of assessment, the findings and outcomes.

Assessment Title	Year(s)	Type	Findings	Use of Results
Host Family Program	2009-2010	Qualitative- Focus groups were conducted with students in order to receive more in-depth feedback about living with an “American” family.	Students stated the main reasons they chose to experience a Host Family Stay was due to: low cost, learn English, new experience, & to speak with other people. Some of the drawbacks were the long bus route to SLCC, the unavailability of night bus routes, and some students having to cook meals when the family was away.	Currently there is no permanent staff to maintain host family standards and to assess whether expectations are being met. Every host family and international student is unique in terms of expectations from the experience. It is difficult to say whether there are standards or best practices in terms of the amount of time spent with family or amount of help received from host family members.
New International Student Orientation	2009-2010	Qualitative- assessed student retention of knowledge presented on Immigration Regulations and college resources.	Retention rate from Summer 2009 to Fall 2009 was 79%. Retention rate from Summer 2009 to Spring 2010 was 56%. Questions answered incorrectly the most often were those concerning work off-campus, social security cards, and insurance. Also it appeared some students had a difficult time with understanding the questions because of their lack of English skills.	Re-assess the style and delivery of information to increase knowledge acquired from International Student Orientation.
Recruitment & Marketing	2008-2009	Quantitative	Of the 680 participants at the Ho Chi Minh City fair, two stated Utah as their destination to study in the USA. In Hanoi, one student chose Utah. These three students are significant as they are an increase above zero interest in 2007. A database of the 1175 students and 43 agents contact information was created. All student leads were sent an e-mail message thanking them for attending the fair and inviting them to the SLCC webpage. Additionally, all attendees were invited to join a chat Friday mornings. Thirty-seven students from Vietnam joined the chat room hosted by an SLCC work-study student from Vietnam.	Used the 2007 to 2008 recruitment fair comparative data to assess the growth of interest in SLCC from our targeted recruitment markets. Results will be used to plan and design future recruitment campaigns.

ISS develops an assessment plan each year based on areas to which we have dedicated the majority of our time or areas we would like to improve. Because of our core enrollment service areas, we collect monthly quantitative data and use the results to strategize and realign our resources. Enrollment data is shared monthly in the Board of Trustees reports.

One of the areas we would like to assess is the response rate and the conversion of applicants to completed applications and registered students. For example, in March 2012 we received 67 applications from 22 countries, accepting and issuing I-20's for 17 students from 12 countries. These numbers indicate that there are many incomplete applications in our intake drawer. Students with incomplete applications need to be contacted to submit supporting documents to complete the international admissions requirements. An assessment focusing on our effectiveness in contacting prospective students and converting them into enrolled students is a future objective.

The *Annual Highlights* report demonstrates an overview of ISS achievements is prepared each year (see appendix for an example).

XII. SELF-STUDY SUMMARY

During the 2010-2011 academic year 723,277 international students studied in U.S. colleges and universities (IIE, 2011). Through a combination of tuition, fees and living expenses the net contribution to U.S. economy by foreign students and their families was \$20,232,000,000. Utah hosted 7,203 international students bringing unique cross-cultural perspectives that help to internationalize the campus and give our resident students first-hand opportunities to learn about the greater community. As SLCC expands its internationalization undertaking, International Student Services offers our collaboration to advance these goals.

There have been significant changes within ISS and with the continuance of internationalization here at SLCC. The most significant changes in ISS did not occur in the past five years. We have to look back further to see the catalysts that created dramatic changes which we have yet to reconcile. The greatest negative change happened after the Asian Economic Crisis coinciding with September 11, 2001. Our Japanese student population plummeted from 149 down to 14 and our overall student population diminished by 35%. Additionally, non-resident tuition revenue contributing to the general fund dramatically declined. Another change was the impact of the 2003 mandated SEVIS tracking system. The record keeping and reporting required for meeting compliance transformed our organization, absorbing personnel time and leaving little for other programs. Although it did not diminish our creativity, SEVIS diverted our attention and the success of new ideas.

With the decrease in enrollment, recruitment has become paramount to restore our international student body. Although this occurred more than five years ago, the institution and ISS would benefit by a longer term strategic enrollment plan. In 2004, ISS assessed our student admissions and enrollment patterns resulting in an Armchair Recruitment plan. We analyzed the demographics, visa denials, deferments and low return on the students we admitted. International Student Services wanted to know why we could not recover our population. In addition to visa denials, illness and family matters, results showed that post 9/11, the market for international students had become more competitive. Other English speaking countries were becoming attractive destinations and higher education institutions that valued the contribution of international students increased their recruitment budgets, increased their overseas travel and allotted dollars to pay recruiting agents. Washington and Oregon offer 15% of the students' first year tuition to agents. The University of Utah created a sponsored student position to travel and build relationships with sponsoring agencies. Sponsored students from China and Saudi Arabia are now then University of Utah's largest undergraduate population. Snow College increased its recruitment budget. Dixie State College actively sought international enrollment as a foundation for its campus internationalization, dramatically increasing student numbers from 5 to 90. Dixie looks to increase international students to 10% or a 500 student international enrollment in five years. Southern Utah University now has an international enrollment close to 400 students.

While the College has supported the students who seek to enroll and who come to campus, it hasn't articulated its long range vision or targets for the future recruitment and enrollment of international students. Having a strategic plan not only for enrollment goals but also for the nature of intercultural experiences on campus would be useful to ISS.

Accomplishments

In recent years, ISS has made several operational changes as well as enhanced intercultural programs, as outlined below:

1. Obtained temporary one-time funding for the International Admissions Advisor.
2. Received base funding for a full-time secretary.
3. Implemented Mandatory Health Insurance requirement for F-1 Students.
4. Implemented Mandatory TB Screening and Immunization (MMR) Requirement for F-1 students.
5. Activated the FsaAtlas Database and is currently performing the majority of SEVIS updates via FsaAtlas.
6. Received the Community College Initiative Program grant.
7. Developed the International Diplomacy Program.
8. Focused one-time resources on recruitment.
9. Advocacy – Raise the profile of International Education at the State Level. Governor Herbert recognized International Education Week 2011 with a signed proclamation.
10. Strong Orientation Program

Goals Developed from Self-study

In the process of reviewing our department, ISS identified quite a few small and large goals and recommendations. Some are items that the department can begin implementing immediately; others are dependent on discussions with and support from other departments. The items listed below will need to be prioritized in order develop a realistic plan of action and timeline.

- Obtain funding for a full-time International Admissions Advisor.
- Develop a marketing and recruitment plan in collaboration with the development of an institutional strategic plan for international student enrollment.
- Work more closely with the School of Applied Technology to enhance ESL program enrollment issues and international outreach for other SAT programs.
- Assess COS services and whether to discontinue or charge a fee.
- Develop a database for the reception area to track contacts
- Follow the recommended communication and training plan developed through the program review reflection process.
- Rearrange the foreign student advising schedule; review cases in meetings.
- Increase faculty involvement in new international student orientation and the International Diplomacy Program (IDP).
- Collaborate with Developmental Education to develop a first-year acculturation course for credit.
- Work with Health and Wellness Services to increase their involvement in educating students about health insurance.
- Develop a solid International Diplomacy Program.
- Continue to work on getting the Alumni Network operational.
- Continue to request more dedicated IT time to fully implement FsaAtlas.

Changes Initiated with Program Review

As a result of the self-study process, ISS has examined processes and procedures for improvements. We've created a more defined reception area to control the flow of traffic into the office; we've begun streamlining the admissions process for students entering the SAT ESL program and Testing Services has agreed to designate staff and space for ESL CELSA testing. The ISS Director will continue to score the tests;

Staff developed a communication and training plan to improve the consistency of information shared and to provide a central location for training materials which will be part of our plan of action after the program review.

Focus for the Review Team

We would like the review team to focus on the resources needed to sustain a one-stop service for international students. We believe the strength of the ISS department lies in having applicable services and a fully operational and unified department. ISS works well with many departments across our campus. As previously mentioned, time and staffing limitations create a significant challenge to the department.

1. Staffing

Is there an optimal staffing pattern for our international student enrollment and for growth?

2. Performance

Does the department perform well given its staff size and student enrollment? Are we following best practices for an international services office? Are there processes that could be streamlined? Should processes such as admissions be moved to another department?

3. Funding

Are there other funding structures or sources that ISS and the institution could consider? ISS needs a realistic funding schedule to support the core programs of recruitment and marketing, FsaAtlas licensing fee, and intercultural programs.

4. Partnerships with faculty in internationalizing the curriculum

How might ISS be more of a partner with Academic Affairs, particularly in terms of its initiative to internationalize the curriculum and the campus?

XII. Appendix

INTERNATIONAL STUDENT FACT SHEET FALL 2011

International Students at Salt Lake Community College are from:

South Korea	67	Thailand	4	Bangladesh	1
China	51	Australia	3	Cameroon	1
Vietnam	19	Russia	3	Costa Rica	1
Japan	17	Bolivia	2	Gabon	1
Venezuela	13	Burkina Faso	2	Ghana	1
Taiwan	12	France	2	Guatemala	1
Brazil	10	Germany	2	Haiti	1
Qatar	9	Iran	2	Indonesia	1
Mexico	8	Iraq	2	Jamaica	1
UAE	6	Ivory Coast	2	Jordan	1
Turkey	6	Kenya	2	Malawi	1
Canada	5	New Zealand	2	Morocco	1
India	5	Nigeria	2	Senegal	1
Kuwait	5	Peru	2	Serbia	1
Nepal	5	Philippines	2	South Africa	1
Saudi Arabia	5	Spain	2	Sweden	1
Colombia	4	Tajikistan	2	Tanzania	1
Hong Kong	4	Albania	1	Togo	1
Italy	4	Argentina	1	Ukraine	1
Mongolia	4	Armenia	1	United Kingdom	1

Total of 320 students from 60 countries.

Estimated Contribution of International Students to Utah in

Number of International Students in Utah	Average Cost of Tuition & Fees per Student (SLCC)	Average Estimated Living Expenses (SLCC)	Estimated Contribution to Utah's Economy
7,203	\$9,684 (SLCC)	\$9,316 (SLCC)	\$144,809,000

*Statistics from IIE's 2010/2011 Open Doors report. <http://opendoors.iienetwork.org>

Top 6 Majors:

- **General Studies 52**
- **Business, Business Management & Marketing Management 48**
- **Health Science, Medical Assistant & Biology 43**
- **Engineering, CIS & Computer Science 33**
- **Intensive English 46**
- **Visual & Performing Arts, Culinary Arts 9**

Updated January 30, 2012
International Student Services

Student Services Annual Highlights 2010-2011

Department Name: *International Student Services*

Dash Board Indicators: (Benchmark data reported in budget process.)

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011 (as of 6/21/10)
Applications Received	314	394	474	445	444	439
Online Applications	Not implemented	74 (included in 394 total)	82 (included in 474 total)	188 (included in 445 total)	206 (included in 444 total)	250 (included in 429 total)
Sponsored and Agent referred student applications	N/A	N/A	N/A	N/A	N/A	74 (included in 429 Total)
I-20s issued	252	247	285	342	353	342
Revenue Generated	\$18,840	\$25,610	\$30,810	\$27,690	\$26,810	\$32,175
\$75 application fee (ISS receives 61.5%)	(\$11,586)	(\$15,750)	(\$18,948)	(\$17,029)	(\$16,488)	(\$19,788)
New Students Enrolled	160	164	197	250	247	236
Tuition Economic Impact	\$1,496,736.0 summer, fall & spring	\$1,868,452.0 summer, fall & spring	\$2,474,369.25 summer, fall & spring	\$2,426,918 fall & spring only	*\$2,691,591 fall and spring only	Not calculated
Host Family Program	Not Implemented	Approved, Not implemented	7 families 3 students placed	13 families 6 students placed	38 families 15 students placed	32 families 33 students placed

New Students based on recruitment	Not implemented	Hobson's ad, not significant	Asia Recruitment Trip Fall 2007 -2-	AACC Asia Recruitment Fairs StudyUSA website - 44-	Marketing & Recruitment Outreach -47-	Sponsored students enrolled 41
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*Degree only. With ESL: \$2,834,871

Programming or Service Highlights:

- Community College Initiative Program Grant:** SLCC was awarded a Department of State grant to The goal of the Community College Initiative Programs (CCI Programs) is to provide quality educational programs, professional development, employment skills and a first-hand understanding of American society to underserved, non-elite international students. Exposure to American society occurs throughout the students' stay in the U.S., and gaining insight into American culture is critical to the student experience.

Eleven students from Egypt, South Africa, Ghana and India attended SLCC for 2-3 semesters, earning certificates in areas from Nutrition and Public Health to Accounting, Computer Science, Business Management, Non-Destructive Testing, Biotechnology and Aviation Maintenance. Many of the skills they learn are in high demand or training is not available in their home countries. During their year at SLCC, the students were encouraged to be involved through campus activities, service learning, internships and other projects. The CCI program allows students to share their countries' culture and learn more about the U.S. Part of the mission of CCID is to "provide opportunities for building global relations that strengthen educational programs." International students on a college campus can influence intercultural understanding and open-mindedness in all students, faculty and staff. The ultimate goal of CCIP is to help students add to the development of their home communities, and also develop as individuals. "I think this experience will create a platform for self-discovery," Maliviwe said about the program.

The CCI Programs have brought over 730 students from more than a dozen countries. Recent sending nations include most of the Central American nations, Brazil, South Africa, Ghana, Egypt, India, Indonesia, Turkey, and Pakistan. Students are enrolled in seven different fields of study at nearly forty community colleges across the United States. Programs of study should lead to a certificate.

SLCC is involved in a nationwide effort to double the amount of students from other countries who are attending Community Colleges in the United States. The support from this grant signifies Salt Lake Community College's first opportunity to host international students intentionally selected from underserved, non-elite international regions and backgrounds. This grant is unique in its focus of a targeted international student audience. Students selected for this program return to their countries as ambassadors to the U.S. and for Salt Lake Community College.

- Student to Student Outreach - Online Recruitment:** Marketing & outreach was expanded. Two students from China and South Korea were hired to recruit students using social networking and the on-line environment.
 - China: Look for the most popular blogs and forums
 - China (weibo, baidu, renren)
 - Hong Kong (yahoo)
 - Taiwan (yahoo)
 - Setup blogs and post information on forums.
 - South Korea: Keep track and contact with Korean students whose I-20 were issued from SLCC but have not enrolled yet.

- Post about my stories and experiences about SLCC on Korean most popular websites (www.naver.com, www.daum.net) to make them feel excited and friendly
 - Send Email to the students who have not attended school to see if they still interested in attending in SLCC
 - Find more popular Korean websites to post SLCC information
- Buddy Program
- Recruitment and Marketing total: Application survey data indicate 98 students who applied to SLCC during 20 10-2011 learned about the college through ISS recruitment and marketing methods such as and advising center or agent.
- Sponsored Student Recruitment: Visits to Embassy Cultural Missions have been successful in connecting with sponsors and bringing more sponsored students to SLCC. Congress Bundestag and the Community College Initiative Program provided opportunities for quality education and to foster international relationships while strengthening cooperation among nations.
- **International Diplomacy Program**

What is the International Diplomacy Program? The Salt Lake Community College International Diplomacy Program; *Creating Leaders in International Diplomacy; Building Global Citizens*, represents a best practice in international education and intercultural programming. IDP is a new opportunity to create an environment for students to make a difference in the world one person at a time. International Diplomats promote cross-cultural interaction and communication. Through personal relationships and campus projects, diplomats join a world-wide movement for international education.

Events of the first decade of the 21st Century brought shifting dynamics between government, business and education. We are no longer separate entities. International Education is the nexus of this relationship. In the 21st century educational institutions have embraced the need for Global Competence. U.S. students cannot fall behind academically or culturally. Global Competence or being Bi-Cultural; being comfortable in the world, is rapidly becoming an education priority. In response to the demand for global education, SLCC's International Diplomacy Program was initiated.

The IDP supports **Strategic Priority I** by improving student participation in non-curricular activities that are related to student persistence and improving student recruitment and outreach.

Students will understand and agree to support *diplomacy*:

- ◆ The art and practice of conducting negotiations between *nations*
- ◆ Skill in handling affairs without arousing hostility: [tact](#)

Students will demonstrate that they:

- ◆ Have a desire to be engaged with people around the world
- ◆ Appreciate views other than their own
- ◆ Are non-judgmental regarding cultural differences

The International Diplomacy Program (IDP) offers three ways for students to participate:

1. **Student to Student Diplomats** - Every semester new international students arrive at Salt Lake Community College. Current students, both international and local, have the opportunity to welcome, mentor and help new students adjust to life in the U.S. and at SLCC. Through the **Buddy Program**, Diplomats provide support to new international students with pre-arrival

information, airport pick-up, and support during the first days and weeks in Salt Lake City. During New International Student Orientation Week diplomats present an introduction to U.S. culture, the SLCC campus, and community resources. Throughout the semester students attend on and off-campus events, leadership conferences, and athletic activities together.

2. **Advocacy Diplomats** - Current trends in international education and the benefits of international exchange are the focus of Advocacy Diplomats. Advocates work closely with the Student Senate, Legislators, Faculty and community leaders to educate and promote global education and intercultural communication on our campus community. Advocates may visit the State Capitol during the legislative session, work with the Utah Council for Citizen Diplomacy, establish a **Model United Nations** on campus, advance the **Utah International Education Stories Project** and support understanding of the intrinsic value of International Education. Their goal is to promote global competency on our campus and in the community.
3. **Programming Diplomats** - Comprised of International and local students who are dedicated to broadening cultural understanding at Salt Lake Community College, Diplomats will support international students in having the opportunity to promote international goodwill, meet persons outside of their classes and campus community, and learn more about culture of the host country. A comprehensive campaign to promote International Education through on-campus activities promoting cross-cultural awareness and global learning guide these diplomats. Programming Diplomats plan and organize activities from a variety of countries. These may include a giant global mural with faces of current students in the Student Center, an international panel or cultural fair presented by international students and study abroad alumni and a campus-wide food fiesta. Programming for faculty, staff and students such as *Speed Diplomacy*, Country/Culture Presentations, *Dating Across Cultures* and International Education Week highlight the year.

By participation in the IDP diplomats will demonstrate the ability to:

- Respect people of all nationalities
- Collaborate with individuals from diverse cultures to solve problems
- Effectively interact and communicate across cultures
- Strive to understand and communicate in the language of others
- Interact effectively with others both inside and outside of American borders.
- Have open minds and natural curiosity
- Have friendly and positive attitudes
- Be a good listener
- Put themselves in another's place

The International Diplomats can be associated with organizations such as:

- Campus Events and Programming
- Hinckley Institute of Politics at the University of Utah
- Institute of International Education (IIE), New York
- International Education Week – a National Celebration, November
- The Metizo Café and Cultural Center, North Temple, SLC
- NAESA: Association of International Educators, Washington, D.C.
- Salt Lake Film Center
- SLCC Student Life & Leadership
- U.S. Institute of Peace
- U.S. Center of Citizen Diplomacy
- Utah Council for Citizen Diplomacy
- Utah Model UN (United Nations)
- Utah International Education Stories Project

Will we change the world overnight? No. Will we start a ripple effect that may eventually change the way we see each other? Maybe. All we can do is offer the gifts we've been given in a way that leaves the world a little better than we found it. It's our best effort at world peace; world peace, that is, one student at a time.

Assessment Highlights:

Community College Initiative Program

Academic Progress:

One hundred percent of the students reported their current skill level in English was either good or excellent. Ninety-one percent reported that the CCI Program helped them to improve their skill level in English.

Out of the 11 CCI students, four had a 3.5 overall GPA at the end of Spring Semester. Eight students had a 3.0 GPA or better.

Community Service:

CCI Students were required to do 20 hours of volunteer work each semester for a total of 40 hours. On the average each student completed 59 hours of service. They completed over 650 hours of volunteer work as a group during the Fall and Spring Semesters. The average overall GPA for all eleven students at the end of Spring Semester was 2.78.

Internships: All CCI students were required to complete a 60 hour non-paid internship. Supervisors were asked to rate to what extent the intern met the specific objectives or assignments. The choices were: completely, considerably, moderately, slightly, and not at all.

Fifty-seven percent of the supervisors answered considerably and the other forty-three percent answered completely. No supervisors chose *moderate* or *not at all*.

Global Leadership Development:

CCI Students were required to participate in Global Leadership Development which covered the following topics: democracy, economics, U.S. values and culture, religious and ethnic diversity, and freedom of speech and press.

At the end of the program students were asked: *How much did participation in the program change your understanding or knowledge of these topics?* Below are a summary of the results:

Democracy in the U.S.

Seventy-three percent of the students reported *substantial* or *moderate change* in their understanding or knowledge of democracy in the U.S. The other twenty-seven percent reported *minimal change*. No students reported *no change* in their understanding of knowledge of democracy in the U.S.

Economy of the U.S.

Fifty-four percent of the students reported *moderate* or *substantial changes* in their understanding or knowledge of the U.S. economy. Forty-four percent of the students reported *minimal change* in their understanding or knowledge. No students reported *no change* in their understanding of knowledge of the economy in the U.S.

U.S. Values and Culture

One-hundred percent of the students reported *moderate* or *substantial changes* in their understanding or knowledge of U.S. values and culture. No students reported *minimal change* or *no change* in understanding or knowledge of U.S. values and culture.

Religious and ethnic diversity in the U.S.

Seventy-two percent of the students reported that they had *moderate* or *substantial changes* in their understanding or knowledge of religious and ethnic diversity in the U.S. The other twenty-eight percent reported minimal change in their understanding and knowledge. No students reported *no change* in their knowledge or understanding of the religious and ethnic diversity in the U.S.

Freedom of speech and press in the U.S.

Ninety-one percent of students reported that they had a *moderate* or *substantial change* in their understanding or knowledge of freedom of speech and press in the U.S. Only one student reported that he/she had *minimal change* in their understanding or knowledge of freedom of speech and press in the U.S. No students reported *no change*.

Health Insurance and Immunizations

Health Insurance

Summer 2010	new students required to carry health insurance	59% enrolled
Fall 2010	all students required	69% enrolled
Spring 2011	all students required	97 % enrolled

Immunizations

Summer 2010	new students required	50% enrolled
Fall 2010	all students required	65% enrolled
Spring 2011	all students required	97 % enrolled

**International Student Services
Fiscal Year 12 Budget 2011 – 2012
Updated as of February 29, 2012**

ED & GENERAL

Base

Director	salary	\$48,226.32	w/benefits	\$71,348.00
Secretary III	salary	\$29,029.68	w/benefits	\$54,193.00
Advisor I	salary (46.95%)	\$16,492.01	w/benefits	\$29,766.00
Hourly	non-teaching	\$14,690.00	w/benefits	\$ 16,159.00
Current expense				\$ 1,930.00
Total E&G Base				<u>\$173,396.00</u>

VPSS One-time transfers Index No. 15100

• Part-time Admission Advisor II	w/benefits	\$24,882.00
Sub-total		<u>\$24,882.00</u>

Total Base & One-time budget **\$198,278.00**

REVENUE ACCOUNTS

1) International Administrative Fee 15035

Purpose: Budgeted International SEVIS Advisor salary & benefits (53.05%)	\$ 33,634.14
Actual Revenue (11-12) (based on 767 student yearly enrollments during Fall & Spring)	\$30,168.00
Actual Expenditures as of February 29, 2012	-\$33,634.14
Carry Forward FY11	+\$13,272.91

2) International Application Fee 15034

Purpose: Current expense, office functions/maintenance, student orientation & workshops, Professional development, training, travel, conference attendance, host family & hourly staff.

• Estimated Revenue (based on receipt of 400 applications)	\$16,000.00
• Actual Expenditures as of February 29, 2012	-\$ 9,292.12
• Actual Revenue (322 applications received as of February 29, 2012)	\$16,040.00
• Carry Forward (11-12)	<u>\$44,207.45</u>

Total Office Operating Budget **\$60,247.45**

YEARLY FUNDS

SERVICING 15115 (to provide direct service to students) \$ 4,000.00

STUDENT EMPLOYEE FUNDS

• Work-study Funds (3) (Nour, Teon & Cristal)	\$ 12,000.00
• Student Employment Funds (1)(Yang)	<u>\$ 6,460.00</u>

Total **\$ 18,460.00**

Total Office Expenditures (2011 – 2012)

• ED & General: Base	\$ 173,396.00
• Int'l Admin fee 15035	\$ 33,634.14
• Int'l App fee 15034	\$ 9,292.12
• Servicing 15115	<u>\$ 4,000.00</u>

TOTAL OFFICE EXPENDITURES **\$ 220,322.26**