

Sabbatical Leave Report

Academic Year (1998-1999)

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STATEMENT OF PURPOSE

The purpose of my sabbatical project was to conduct research of successful international student programs throughout various institutions of higher education in order to create a comprehensive international student program at Mt. San Antonio College (Mt. SAC). The project's goal was achieved by interviewing international student personnel from twenty-five colleges and universities.

The most meaningful part of the sabbatical leave was the opportunity to meet with colleagues in the international student field. They generously shared about their experiences and volunteered their continual support. Many of them are also interested in my original research, and encouraged me to publish and contribute to international education literature or to present my findings at a professional conference. From our discussions, I have gained a thorough understanding of the philosophical approaches regarding international student programming. My further library and computer researches provided the theoretical basis on programming.

This report will contain the results of the research and the discussion of its relevance to Mt. SAC's International Student Program. In my research, I have identified the essential components of a successful international student program. The format of this report will discuss these essential components which are self-study, international student coordinator, adequate staffing, adequate funding,

admission services, housing services, orientation program, counseling class for international students, and international student activities.

Originally, my sabbatical leave proposal goal was to visit successful international programs. I divided my task into four activities: research, recruitment planning, international student center, and international student club. As my research progressed, I realized these activities overlapped and could not be separated from the research of international student programs. I have arranged the sabbatical report into activities 1, 2, 3, and 4. But please note the results and discussions on activities 2, 3, and 4 will coincide with discussions of activity 1. In addition I was able to go beyond my original sabbatical proposal and collaborated with Ms. Shui-Lien Huang, Professor of Computer Information Systems, on her sabbatical project. The results of our collaboration will be discussed under the sections of database and web pages.

The sabbatical project was challenging, but the insights gained will be beneficial not only in establishing an International Student Program at Mt. SAC, but also greatly enhance my work as the International Student Counselor. I have gained a deeper understanding of the responsibilities of international student counselors "... to bring the benefits of international educational exchange to their campuses, communities, and the world. They can help people from many countries learn to understand people from many other countries and, in the

process, become more tolerant and open-minded citizens of an interdependent world” (“The Profession of Foreign Student Advising”, 1998).

How do we design a model international student program? When an architect designs a house, he or she consults with his or her clients to understand their needs and expectations. Then, the architect probably would take a survey of the land and its location, and formulate a blueprint. Every blueprint of a house would have some common elements such as designated spaces for the living room, family room, kitchen, bathrooms, and bedrooms. Yet the housing design may differ depending on location, the owner's preferences, and the budget.

Thus, it is so with international student programs. The diversity in the U.S. colleges and universities in terms of college's size, location, administrative structure, staffing, degrees offered, and funding sources demands a unique approach in the design of its international student program. Yet, some common elements can be identified from successful international student programs. Therefore, I interviewed twenty-five colleges and universities to identify their successful approaches in order to incorporate applicable strategies into our program.

According to William O' Conner (1994) the approach to international education includes proceeding from a plan (a blueprint). He stated that:

For many campuses, it prescribes discarding old ways and forging new approaches. In full recognition that U.S. college structures are resistant to organizational change, the call is made with a measure of optimism, because it is not directed at the entire spectrum of higher education administration and teachers, but at the most movable and experimental sector: community, junior, and technical colleges. By their nature, community-based colleges respond to current events and emerging needs.

When their communities change, the colleges change, too. This is the way to survival and growth for a two-year college. (p. 9)

Background Information from Literature Review

Proceeding from a plan begins when the institution evaluates its rationale in participating in international education. The following are some rationale for greater involvement into international education:

Foster Global Understanding

The 1990 U.S. Census Bureau reported the foreign-born population has rise to 19.8 million (8 % of the total population). U.S. is uniquely a multi-cultural, multi-ethnic, and multi-faceted society. We cannot ignore the facts that our actions have global implications and other countries' issues impact the U.S. Global understanding is of paramount importance.

Influence World Leaders

Paul Greene (1998) stated that one-third to one-half of the world's top positions in education, politics, the military, and business will be held during the next twenty-five years by the international students now attending U.S. colleges and universities.

Expand Opportunities or International Experiences for Students

Norm Nielson (1988) has written that our students need international opportunities in order to understand the international environment; especially

important to community college students, many of who have seldom traveled more than 500 miles away from their homes.

Provide Faculty Development

James Humphrys (1994) viewed the responsibility of faculty is "... to teach students an international perspective, faculty must be knowledgeable and willing to incorporate this perspective in their teaching." (p. 1)

Background Information from Mt. SAC

Rosalind Latiner Raby (1995) cited statistics that in 1994, over 1200 American community colleges enrolled 6 million students and 25% of all international students at four-year colleges were transfer students from community colleges. Statistics from the Institute of International Education found a total of 452,635 international students attending U.S. colleges and universities for the 1994-5 academic year. The U.S. Department of Commerce identified U.S. colleges and universities are the nation's fifth largest "exporter" of services. Due to the present economic crisis in other areas of the world such as Indonesia, Thailand and depressed economies in parts of Europe, international students are seeking more affordable ways to obtain an U.S. College education.

It behooves us to enter the era of international education in community colleges. From my sabbatical leave proposal, I wrote, "Mt. SAC, situated on the edge of Pacific Rim, is in one of the most culturally diverse areas of the world.

Also, we are strategically located in San Gabriel Valley, where there is a great influx of immigrants from Pacific Rim countries.”

Yet Mt. SAC has no international student program. According to NAFSA’s guidelines (1996), a college does not meet professional, ethical guidelines for international education if it does not have published statements concerning a mission statement, policy, goals, or program objectives. No specific facilities currently exist for conducting an International Student Program and no identified administrator is in charge of the program.

When I surveyed Mt. SAC’s international students, they identified essential support services to meet their needs. Our international student enrollment has dropped as nearby community colleges have increased their international student services. My sabbatical project will benefit Mt. SAC in establishing an International Student Program.

Personal Benefits of Sabbatical Leave

The sabbatical leave was a great opportunity for professional growth. I have gained confidence and knowledge as I interviewed staff of 25 colleges and universities. I began to formulate the necessary components of a successful international student program. I know my effectiveness as an international student counselor has increased. I can contribute greatly in establishing policies and planning strategically for Mt. SAC’s international student program.

METHOD

I conducted research of college campuses that have comprehensive international student programs. From my proposal, I interviewed Santa Monica, Los Angeles, San Francisco, Santa Barbara, Pasadena, and Mira Costa Community Colleges. After a conversation with Raul Rodriguez, Dean of Student Services, I took his advice and interviewed other benchmark colleges. Next, I chose nearby community colleges because an increasing number of Mt. SAC's international students have been transferring to these other community colleges. Additional community colleges were selected because they have up and coming programs highlighted by the professional organization in the field, National Association of Foreign Student Administration (NAFSA). Finally, programs from four-year universities were included because we can apply some aspects of their programs also at the lower-division level.

The interviews were conducted by using a combination of telephone surveys and campus visits. Visiting the websites of all twenty-five colleges and universities completed computer research. Additional information was gathered through library research. I solicited additional materials from mailing and faxing. Finally, I attended over 20 workshops at local, regional, and national conferences.

I interviewed program coordinators and administrators. If a program does not have an administrator, then I interviewed the counselor or immigration

specialist. To insure validity, I have used the research questions. The following pages include the list of colleges and universities, and the interview questions.

List of Colleges and Universities

Benchmark Community Colleges:

Santa Monica College

Pasadena City College

El Camino College

Long Beach City College

Cerritos College

Santa Rosa City College

Nearby Community Colleges:

Santa Ana College

Citrus College

Chaffey College

Rio Hondo College

Other Community Colleges:

Orange Coast College

Los Angeles (Pierce) College

Glendale Community College

Santa Barbara City College

San Francisco City College

Foothill College

De Anza College

Mira Costa College

Manhattan College

Four-Year Universities:

University of California, San Diego

University of California, Los Angeles

University of California, Berkeley

California State University, Fullerton

Loyola Marymount University

New York University

Research Questions

1. **Demographics:** What is the name of your institution? What is your total number of enrollment? What is your total number of international students?
2. Do you have an International Student Program on campus? If yes, how many years ago did your International Student Program begin?
3. Does your institution maintain a centralized office for an International Student Program? How is your International Student Program staffed?
4. Does funding for your International Student Program come from your institution's General Fund? From an orientation fee? From other sources?
5. **Admissions:** What minimum TOEFL score is required for admission to your institution? What is the application fee? Is obtaining health insurance mandatory for your international students?
6. **Housing:** To the community colleges, do you have a homestay program? To the universities, do you have dorms for international students?
7. **Orientation:** How long is your mandatory orientation program?
8. Does your institution offer a counseling class specifically designed for international students?
9. Have you developed web pages for international students? Is the link for international student services located on the Home Page?
10. Does your institution recruit international students? Locally? Overseas?
11. What activities and programs are maintained for your international students?

12. What do you feel are the most successful factors of your institution's program?

RESULTS

The results of this study have been summarized and presented in graphical forms in the following pages. For more detailed information on the interview of each institution, please refer to the corresponding appendix.

Question #1: Demographics

Table 1: Community Colleges

Appendix	Name of Institution	Total # of students	Total # of foreign students	% of foreign students
A	Santa Monica	23,000	2,295	10%
B	Pasadena	28,000	2,000	7%
C	El Camino	23,000	430	2%
D	Long Beach	25,000	275	1%
E	Cerritos	24,000	250	1%
F	Santa Rosa	36,000	175	.5%
G	Santa Ana	25,107	500	2%
H	Citrus	10,500	356	3.4%
I	Chaffey	16,000	233	1.5%
J	Rio Hondo	16,000	350	2.2%
K	Orange Coast	22,000	939	4.3%
L	Glendale	15,000	450	3%
M	L.A. (Pierce)	13,000	180	1.4%
N	Santa Barbara	12,000	550	4.6%
O	San Francisco	27,004	1400	5.2%
P	Foothill	14,488	543	3.7%
Q	De Anza	24,089	1,582	6.6%
R	Mira Costa	9,500	214	2.3%
S	Manhattan	16,772	1,242	7.4%

Table 2: Universities:

Appendix	Name of institution	Total # of students	Total # of foreign students	% of foreign students
T	U.C. San Diego	18,667	1,179	6.3%
U	U.C.L.A.	34,000	1,800	5.3%
V	U.C. Berkeley	30,290	2,211	7.3%
W	Cal State Fullerton	22,000	1,200	5.5%
X	Loyola Marymount	6,000	185	3.1%
Y	New York	36,609	4,964	13.6%

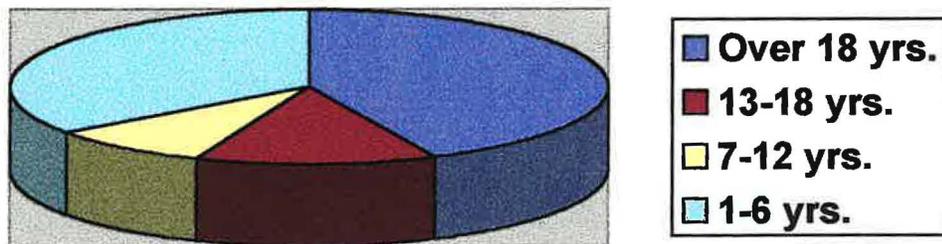
Mt. SAC has 430 (1.8%) international students out of a total population of 23,158.

Question #2: Do you have an International Student Program on campus?

Yes **92%** No **8%**

If yes, how many years ago did your International Student Program begin?

Figure 1



Years of Program
 Over 18 years 10 institutions **43%**
 13-18 years 4 institutions **13%**
 7-12 years 3 institutions **9%**
 1-6 years 8 institutions **35%**

Mt. SAC has no International Student Program on our campus.

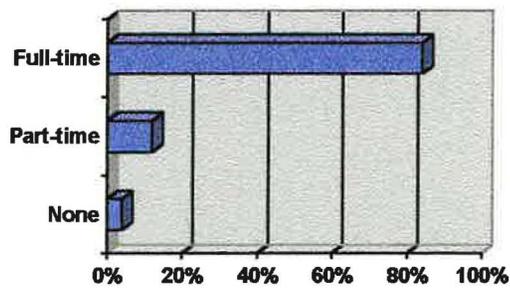
Question #3: Does your institution maintain a centralized office for an International Student Program?

Yes 80% No 20% Mt. SAC has no centralized office.

How is your International Student Program staffed?

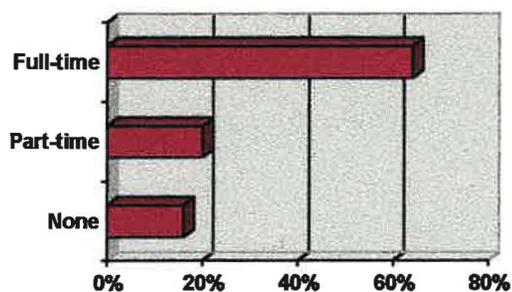
Administrator: Full-time 84% Part-time 12% None 4%

Figure 2



Counselors: Full-time 64% Part-time 20% None 16%

Figure 3



Admission Specialists

Full-time 84%

Part-time 8%

None 8%

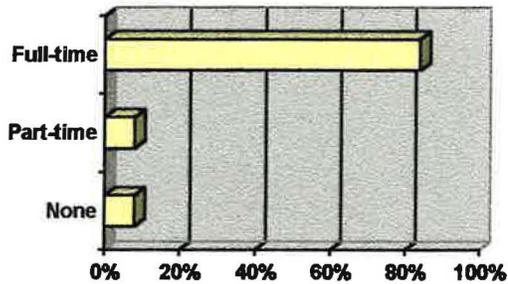


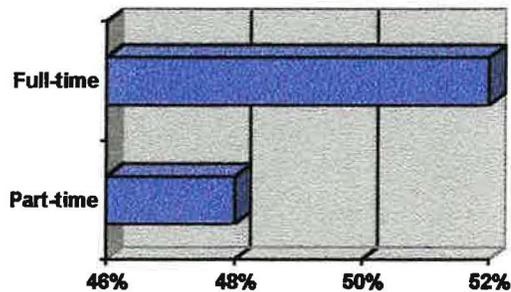
Figure 4

Clerical Workers or Student Workers

Full-time 52%

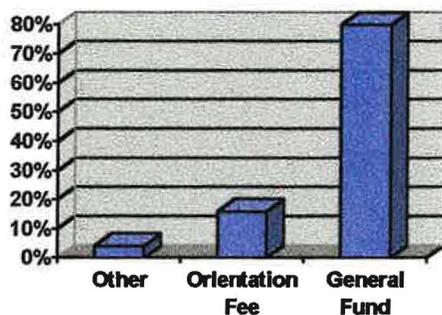
Part-time 48%

Figure 5



Mt. SAC has no administrator, no full-time counselor, no full-time admission specialist, and no clerical or student worker for international student programming.

Question #4: Does funding for your International Student Program come from your institution's General Fund? From an orientation fee? From other sources? **Figure 6**



Sources of Funding:
 General Fund **84%**
 Orientation Fee **16%**
 Other Sources **4%**

Question #5: Admissions

What minimum TOEFL score is required for admission to your institution?

Score of 550 **20%**

Score of 500 **28%**

Score of 475 **8%**

Score of 450 **40%** **Mt. SAC's minimum TOEFL score is 450.**

Score of 425 **4%**

What is the application fee?

\$50 9 institutions **36%**

\$45 1 institution **4%**

\$40 6 institutions **24%**

\$35 3 institutions **12%**

\$30 1 institution **4%** **Mt. SAC's application fee is \$30.**

\$25 4 institutions **16%**

\$20 1 institution **4%**

Question #5(continued): Is obtaining health insurance mandatory for your international students?

Yes 76% No 12% Unknown 12%

It is recommended that Mt. SAC require mandatory health insurance.

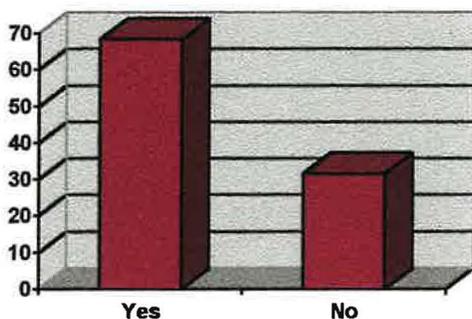
Question #6: Housing

To the community colleges, do you have a homestay program?

Yes 13 out of 19 community colleges 68.4%

No 6 out of 19 community colleges 31.6%

Figure 7



Mt. SAC has no homestay opportunities for international students.

To the universities, do you have dorms for international students?

Yes 100%

Question #7: How long is your mandatory orientation program?

More than one week: 12%

One week: 16%

Two to three days: 44%

One day: 24%

Less than one day: 4%

Mt. SAC's mandatory orientation program is two hours in length.

Question #8: Does your institution offer a counseling class specifically designed for international students?

Table 3

	Community Colleges	Universities
Yes	11	1
No	8	5

Question #9: Have you developed web pages for international students? Is the link for international student services located on the Home Page?

All of the institutions in this research have web pages for international students. Only 32% of the institutions have a button for services to international students located on the Home Page.

Through this sabbatical project and collaboration with Ms. Shui-Lien Huang's sabbatical project, **web pages for international students were developed in English and Chinese**. It is recommended that these newly developed web pages for international students be linked to Mt. SAC's Home Page.

Question #10: Does your institution recruit international students?

Yes 84% No 12% Unknown 4%

If yes, do you recruit locally?

If yes, do you recruit overseas?

Table 4

	Community Colleges	Universities
Locally	12	3
Overseas	11	3

Mt. SAC does no recruitment of international students.

Question #11: What activities and programs are maintained for your international students? (Please list.)

International Student Club (Activity #4 of Sabbatical Report)

Cultural festivals

Cultural film events

Cultural celebration

Cultural events

Coffee hours

Potluck dinners

Field trips

Sport events

Travel

Peer advising/mentoring programs

Workshops and lecture series

Host family

Student government

Community involvement

Question #12: What do you feel are the most successful factors of your institution's program?

Administrative support

Funding for the international student program

Qualified and dedicated personnel

DISCUSSION

Like a builder of a house who would design common features for a home, successful International Student Programs do have essential components. These essential components are:

Self-Study

International Student Coordinator

Adequate Staffing

Adequate Funding

Admission Services

Housing Services

Orientation Program

Counseling Class for International Students

International Student Activities

Below are discussions of each of these areas and their applicability to Mt.

SAC's International Student Program.

Self-Study

The National Association of Foreign Student Administration (NAFSA) Board of

Directors' policy statement (1980) stated:

If the curriculum and scholarly activities of our colleges and universities are to become more relevant to transnational problems, it is essential that the administrative and academic process of international education be given higher status within our institutions. Such status means particularly more financial support and fuller integration of international education in

the central purposes of the institutions. Admissions activity, instruction in English as a second language, the advising of students and scholars (both those coming to the U.S. and those going abroad), the administration of overseas study programs and enriching community services should meet acceptable professional standards at the least, and, in view of the increasing significance of international education, these serves should achieve increasingly higher standards of excellence. (p. 1)

In order for international education to integrate in the central purposes of an institution, Mt. SAC is recommended to do a self-study. From my research data on Table 1 in the Results section, one can gather that other community colleges with a total student population similar to Mt. SAC's such as Santa Monica, El Camino, Orange Coast, and De Anza have 10%, 2%, 4.3%, and 6.6% of foreign students. While other community colleges that are smaller than Mt. SAC such as Citrus, Chaffey, Rio Hondo, Glendale, and Foothill have 3.4%, 1.5%, 2.2%, 3%, and 3.7%. From Table 2, all six universities researched have higher % of foreign students. In comparison, Mt. SAC has only 1.8% of our total population who is foreign students. Mt. SAC is posed to increase our foreign student population.

Some important self-study questions to ask before we increase our foreign student population taken from Pfaffenroth (1997, pp. 7-8) are:

1. Does the community college mission include educating international students? Should it?
2. If the mission and goals of a community college are construed to include the education of international students, should such colleges offer

participation in college programs such as scholarship, financial aid and work/study incentives to some or all of those students?

3. Should a community college actively recruit international students?
4. What is the optimal number of international students an institution should enroll either overall or in particular programs?
5. Should student services be required to bear the extra costs of providing special services to international students?

International Student Coordinator

Currently, Mt. SAC does not have an International Student Program (ISP) on campus. According to my research data of Question #2, 92% of the colleges surveyed has an ISP. Looking at Figure 1, 43% of the institutions has an ISP for over 18 years and 35% of the institutions has begun ISP within the last six years. From data gathered on Question #3, 80% of the ISP has a centralized office. A more thorough discussion on International Student Office will be in Activity #3 of this sabbatical report. Under Figure 2, 84% of the colleges interviewed has a full-time coordinator or director and 12% has a part-time coordinator. Mt. SAC has no coordinator for international student programming. Establishing an international student coordinator position is the first step towards an International Student Program at Mt. SAC. Below are job responsibilities and qualifications of a coordinator created from a composite of job announcements from various community colleges:

Essential Duties/Functions

1. **Manage international student center operations including planning, training, supervision, budget management and evaluation.**
2. **Supervise and coordinate the activities (hiring, supervision, training, and evaluation) of international student center staff.**
3. **Develop and implement a comprehensive international student marketing and recruitment plan.**
4. **Create and disseminate marketing materials including print, film, video and electronic media.**
5. **Assess international student markets and competition and initiate and implement marketing strategies that ensure college prescribed enrollment levels.**
6. **Know and provide up to date INS and NAFSA rules, policies, and procedural information to students, campus personnel, and community members.**
7. **Provide training for staff, counselors, and instructional faculty on immigration policies and procedures.**
8. **Responsible for identifying needs of the international students and introduce programs and activities to address their needs.**
9. **Create and coordinate cultural and educational support activities and related publications.**

10. Develop and coordinate housing services including homestay arrangements and apartment rentals.
11. Advocate on behalf of students with the community to resolve housing, legal, and business transaction concerns.
12. Serve on college committees as a representative of international student, cross-cultural and international education issues.
13. Conduct surveys and compile data and provide reports on international students.
14. Perform other related duties as assigned.

Qualifications

1. Bachelor's degree from an accredited college or university required. Master's degree preferred.
2. Minimum of two years of successful relevant experience working with international education programs including implementation and evaluation of recruitment strategies.
3. Demonstrated administrative experience required.
4. Knowledge of rules, policies and practices of the U.S. I N. S. and NASFA, which pertain to non-immigrant student status, is highly desirable.

Adequate Staffing

The NAFSA Community/Two-Year College International Student Program Guidelines (1996) promotes the staffing of ISP to be related to FTES

(Full-time Equivalent Student) and monies generated. "Staffing should increase proportionately with the increase in the number of students being served ... it is recommended that there be one full-time certificated and/or professional staff member and two full-time support staff members for every 300 students..."(pp.7-8). To expand a program, additional staff will have to be hired such as a part-time counselor, and other clerical support. They also strongly suggested that all enrollment-related activities be transferred from Admissions to the International Student Program Office.

From my research data represented in Figure 3, 64% of colleges visited have at least one full-time counselor. Figure 4 indicated 84% of campuses researched have at least one full-time admissions clerk/immigration specialist. Figure 5 reviewed 52% of offices interviewed have full-time and 48% have part-time clerical staff and student workers. In contrast, Mt. SAC has no full-time staff working with international students. We have two counselors in the Counseling Department and four admission clerks in the Admissions Department who offer specialized services to international students as a percentage of their overall job responsibilities.

It is recommended that Mt. SAC have one full-time counselor and one part-time counselor because we have approximately 430 international students. In The Handbook of Foreign Student Advising, Gary Althen (1984) stated the adviser/counselor "is linked to nearly all parts of the educational institution . . . is

highly responsive to contemporary developments elsewhere in the country and around the world. FSA (foreign student adviser) may be involved in births, marriages, and deaths among their clients, and are often called upon to help foreign students make decisions that have lifelong implications” (p. 7). Highly trained, certificated personnel are needed to perform the following counseling duties as recommended by NAFSA’s Guidelines (1996):

1. Provide personal, academic, and cross-cultural counseling.
2. Develop, organize, and coordinate orientation programs.
3. Serve as liaison with other offices on campus that serve international students.
4. Serve as liaison with the Immigration and Naturalization Service.
5. Represent the college in professional meetings.
6. Teach or co-teach an orientation class/workshop.
7. Conduct workshops.

In additional, it is strongly commended to have at least one full-time admissions clerk at Mt. SAC to support the International Student Program. Some colleges employ one full-time immigration specialist to perform admissions and registration duties. Admissions clerk/immigration specialist needs to be highly trained since they are expected to have the following duties as recommended by NAFSA’s Guidelines (1996):

1. Gather supporting documents necessary for the preparation and issuance of an I-20.
2. Verify immigration-related information.
3. Answer questions and handle correspondence related to immigration matters.
4. Monitor changes in immigration rules, regulations, and procedures.
5. Keep students apprised of the changes in the rules and regulations affecting them.
6. Monitor compliance of rules and regulations.

Furthermore, part-time clerical personnel or student workers can provide additional clerical support. Several colleges who have on campus employment for international students use them to be peer counselors with different ethnic backgrounds and language capabilities.

Adequate Funding

According to NAFSA's Guidelines (1996), "financial support for any program is an indicator of the degree of ethical support and commitment on the part of the institution/district to the program. A base and rationale for funding international programs must be developed and maintained in each college/district" (p. 17).

From NAFSA, an option is funding based on income generated. All application fees generated are recommended to return directly into the ISP. In addition, 15-20% of the income generated by international students be returned

directly to support the ISP. The percentage approach is best used with programs of between 200-600 students. In my research, it is noted that the most successful international student programs follow the guidelines for funding. Santa Monica College's ISP (Appendix A) is most unique in that they claim 100% of income generated by international students. Pasadena City College (Appendix B) has 100% of their application fees funding its program. Orange Coast College's ISP with 939 international students has about 15% of the overall income from international students, and finally Santa Ana College charges \$50/international student for orientation which funds its programming throughout the year. Most other colleges have a certain percentage out of the General Fund of their college (see Figure 6). Some colleges disseminate \$25,000-50,000 for overseas recruiting trips. It is recommended that Mt. SAC explore the possibility of having 10-15% of income generated by international students be reverted back to specifically fund an International Student Program.

Admission Services

From research data on Question #5, the minimum TOEFL score required from admission ranges from 425 to 550, Mt. SAC's requirement at 450 is competitive with other colleges. Mt. SAC's application fee at \$30 is also quite modest when one sees that 36% of the institutions researched charges \$50. Presently, Mt. SAC does not required health insurance while 76% has mandatory

health insurance. In my opinion, Mt. SAC needs to identify affordable health plans for international students.

Housing Services

From Figure 7, 68.4% of the community colleges visited has a homestay program. 100% of the universities researched has dorms available for international students. In my opinion, Mt. SAC can develop homestay opportunities because we are located primary in a residential area. Other community colleges strive to be careful not to make their college liable and responsible for landlord-tenant disputes. Usually, a housing coordinator is hired to screen, interview, and establish contracts between landlord and tenant.

Orientation Program

Having a comprehensive orientation program is essential for any international student program. From research data on Question #7, 44% of the colleges interviewed has two to three days of orientation, 16% has one-week orientation, and 12% has more than one week. It is inadequate for Mt. SAC to have a two-hour orientation for international students. I hope to develop a more comprehensive orientation program upon my return to Mt. SAC.

The majority of the community colleges include registration as part of the orientation. After the counselor explained the academic requirements, it is best if international students can be assisted in registering classes right away. Because Mt. SAC does not have registration immediately following orientation,

international students sometimes forego attending the specialized orientation and watch an orientation video instead. This is a disadvantage to the international students since they will miss the necessary immigration information. It is strongly suggested that we have registration for international students as part of the orientation program.

Another interesting component to the orientation program is the use of international student volunteers. Several colleges in the survey have trained international students to assist newcomers from their countries during orientation. In Cross-Cultural Orientation: New Conceptualizations and Applications, the author identified two critical goals of cross-cultural orientation as "making contacts with persons from the community and campus; understanding relationships, especially those pivotal to initial survival and success" (Saltzman, 1986, p. 258) Carol Saltzman (1986) advocated for the most crucial contact should be with someone from their own country. This theory for orientation necessitates those volunteers be trained, and then act as resource persons and interpreters. During my sabbatical year, I have initiated contacts and solicited student volunteers. After training them, I hope to incorporate a volunteer component to international student orientation as early as fall 1999.

Counseling Class

In Culture Learning, and the Disciplines: Theory and Practice in Cross-Cultural Orientation, the authors suggested that the ideal orientation program

“should be an ongoing process that deals with students’ problems as they emerge, beginning with survival information, continuing with cultural issues about life in the United States, and then, ideally, with culture-general topics such as “cultural awareness.” (Steglitz, 1988, p. 14) Ongoing orientation perhaps can best be done through an orientation class. From Table 3, only 11 out of 19 community colleges and one of six universities researched utilize an orientation class. But some of the most successful international programs such as Santa Monica College with 2,295 international students and Pasadena City College with 2,000 international students strongly believe in having a specialized counseling class.

Most of these counseling classes are mandatory. Because from their experiences and also my own experience at Mt. SAC, when these class topics are presented in a workshop format, very few international students actually attend the workshops. These schools notify international students about this special requirement through the application process. They usually have to sign a contract to indicate compliance to the mandatory class. In my opinion, a specialized counseling class for international students is essential to international student programming.

International Student Activities

From my research question #11, successful international student activities were identified. Below is a discussion on how Mt. SAC can apply these

programs. A thorough discussion on International Student Club is located under Activity #4 of this sabbatical report.

Cultural Festivals

Mt. SAC has an international celebration day already. The Modern Languages Department also has its own cultural festival. We need to coordinate our campus efforts so that we can expand our international festival into a weeklong event.

Cultural Film Events

Mt. SAC's Women Celebration includes a film festival, we need to include some international films.

Cultural Celebration

Ethnic and religious holidays of our international students need to be recognized. A calendar can be easily compiled. Then, specific ethnic groups can be contacted to see if they want to organize any events.

Cultural Events

Field trips can be organized to attend cultural events in theaters, concert halls, museums and ballet. We can begin by encouraging international students to attend events in our own Performing Arts Center.

Coffee Hours

Coffee hours are informal gatherings of international students. It can be organized into specific country groups or the entire international student

population. American students can also be invited. Mt. SAC can easily organized coffee hours by providing a room, and funding for coffee and papergoods.

Potluck Dinners

Community volunteers can arrange for potluck dinners. International students can bring their ethnic foods to share with their American community volunteers.

Field Trips

Orientation can include a field trip to help students be familiar with Mt. SAC and vicinity. We are already organizing a field trip to visit local universities.

Sport Events

We can organize international students to attend Mt. SAC's sport events. A simple arrangement can be made so internationals can watch the Super Bowl with their American counterparts at Mt. SAC's Student Lounge.

Travel

Travel agencies can be contacted to make arrangements for trips during Winter and Spring breaks. Costs can be kept at a minimum with international companies.

Peer Advising/Mentoring Programs

Over 50% of colleges surveyed spoke of the advantages of using peer advisers who are international students themselves. These peer advisers can be paid staff or be volunteers. After my sabbatical leave, I plan to initiate a peer adviser program utilizing volunteers.

Workshops and Lecture Series

Workshops by international student staff and lecture series by guest speakers can be arranged to cover topics of interest to international students. During my sabbatical leave, I have offered workshops to international students. Unfortunately, the attendance was very low because of weather or because the workshop was not a class requirement. Workshops and lecture series can be more successful if they are part of the class requirements.

Host Family

Host family is a viable method in promoting cultural exchanges between American families and international students. But identifying families in Mt. SAC's nearby communities may be time consuming and challenging. Colleges with successful host family programs generally have a housing coordinator who devotes himself/herself in identifying families and maintaining host families.

Student Government

Mt. SAC's international students can be more involved with our own student government. Recently, while initiating the International Student Club(ISC), several international students have complained to me about their

dissatisfaction on Mt. SAC raising the international student fees for 1999-2000. I quickly used the opportunity to explain shared governance and to encourage their involvement at Mt. SAC. Of course, they signed up to be officers of the ISC as their first involvement.

Trade Shows/Business Conferences

Mt. SAC's international students who are business majors should be encouraged to join the Business Club and attend trade shows and business conferences.

Community Involvement

Finally, international students can be integrated into Mt. SAC's local communities. International students can volunteer in local charity events such as Toys for Tots during Christmas. The International Student Club can also have food drives for needy families in Walnut and beyond. The possibilities for involvement are endless. But by getting the international students out into the local communities, they will promote cultural awareness and tolerance. The local community residents may welcome these foreigners into their backyards and be more willing to be host families.

In summary, these activities are suggested to promote better integration of international students into the Mt. SAC's community and our local communities. It is my hope that Mt. SAC would offer more opportunities and activities for

international students to interact with Americans to promote cultural awareness, understanding, and tolerance.

Administrative Support

From research data on Question #12, three successful factors of international student programming were identified. The factors are administrative support, funding, and qualified personnel.

In conclusion, these three successful factors cannot be over stressed. Most international student programs began because of an administrative decision. Then, a percentage of the College's General Fund was allocated to initiate the ISP. Finally, qualified personnel were hired to administer the program. Without these three successful factors, Mt. SAC will not be competitive with the other 25 colleges and universities researched during this sabbatical project.

ACTIVITY #2: FORMATION OF A RECRUITMENT PLAN

During my interviews, I specifically asked colleges and universities about their recruitment of international students. From Table 4, 12 out of 19 community colleges recruit locally, and 11 out of 19 community colleges recruit overseas. Three out of six universities recruit locally and overseas. I learned that there are basically two approaches to international student recruitment-active and passive.

The active method is preferred by colleges with at least \$25,000-50,000 budgeted for recruitment. Sometimes, these colleges employ recruiters to go overseas. They also contact their alumni overseas. They participate in expensive college fairs and advertisements through the media (television, radio, Internet, newspaper, and college guide books). No expense is spared for their recruitment materials.

The passive method is utilized by colleges with a more modest budget. This is also referred to as armchair recruiting or recruiting in one's backyard. These colleges have their international student center staff travel to local language schools, high schools, and colleges to disseminate information. Recruitment of international students relies on word of mouth.

Mt. SAC's Recruitment Plan

It is recommended that Mt. SAC follow the armchair recruiting method. This method utilizes cost efficient strategies. As Mt. SAC becomes more successful in recruiting international students and as the recruitment budget increases, certainly, Mt. SAC can engage in the more active approach to recruiting. The following strategies can be employed:

Local Schools Visits

To take on a more assertive approach, we can identify local feeder schools for international students. We can target specific high schools, language schools, and university intensive E.S.L. programs. Then, we can outreach and contact these schools to disseminate our application and information.

Mt. SAC Campus Visits

Mt. SAC has successfully host local junior and high school students for campus visits during the past few years. We can certainly apply this successful model for our international student programming.

Campus Representatives

We can invite representatives from Cal State Universities to meet with our international students on campus.

International Exchanges

Over the past few years, Mt. SAC has been very successful in establishing contract education with colleges in Japan, China, and Taiwan. I am sure this trend will continue.

Study and Travel Abroad

The International Student Program office and the Study Abroad Program office need to work together to market Mt. SAC while students and faculty members are studying abroad in campuses around the world.

Alumni Network

Mt. SAC needs to keep current with our alumni who may return to their home countries and act as our representatives.

Recruitment Materials

Most colleges have developed materials specifically for recruitment. In 1997, I developed a recruitment brochure for Mt. SAC after researching recruitment materials from other colleges. Our recruitment tool needs to be updated.

Website

As discussed in the web pages section of this sabbatical report, all of the colleges I surveyed have web pages to recruit international students. Some of these websites are quite extensive, about 20 or more pages along with photographs on every page. Mt. SAC has adequate web pages for international students. During my sabbatical leave, I worked with Ms. Shui-Lien Huang to develop additional web pages with more graphics and information. These web pages need to be linked to Mt. SAC's home page.

Email

Email is a cost-effective way to communicate with international students overseas.

Advertisements

A budget is usually required for advertisement. Advertising can be in foreign language newspapers, foreign language phone books, television and radio ads, and college guidebooks.

Oversea Trips

Perhaps the most costly recruiting method would be oversea recruitment trips. Colleges who are experienced recommended that Mt. SAC participate in a group tour first before going solo on recruiting. Several companies have been recommended, but some colleges have confessed the results/returns are not always profitable. Mt. SAC can perhaps better utilize our monetary resources on more local efforts. As Mt. SAC staff has participated in trips to Japan and China, perhaps they can assist in some recruiting activities.

ACTIVITY #3: ESTABLISHMENT OF AN INTERNATIONAL CENTER

Eighty (80) percent of the twenty-five colleges and universities interviewed have a centralized office. A centralized office will coordinate all international students programming on campus and will promote communication among departments providing international student services. International students also feel valued if they see an office just for them. Mt. SAC has no centralized location. It is recommended that we designate a centralized location for international student programming which is strategically located.

Proposal for Mt. SAC's International Student Center

As the Chair of the International Student Service Committee for 1997-8, I wrote a proposal for Mt. SAC's International Student Center, which was subsequently approved by the International Student Service Committee. Unfortunately, the ISC was not established in the academic year 1998-9, so no coordination or activities could take place as outlined from my sabbatical proposal (Activity #3). It is hopeful that the Student Service Team has prioritized the hiring of an international student coordinator for the academic year 1999-2000, and the development of an International Student Center will follow. Attached is a proposal for Mt. Sac's International Student Center's programs and activities:

Results from a survey of 482 international students:

1. **Faculty advisors and club officers can meet to organize an International Student Club.**
2. **Counselors can provide academic information about international applications and transferring to universities.**
3. **Faculty from AMLA and English departments can provide academic advisement.**
4. **Counselors assist international students with the transfer process.**
5. **International students who successfully transferred to universities act as peer counselors.**
6. **Center staff members give referrals for housing, medical insurance, and legal assistance.**
7. **Admission staff members assist with immigration forms and processes.**
8. **Center staff members develop buddy program by pairing international students with American students.**
9. **Center staff members establish support groups.**

Some other ideas:

1. **Resource center with international materials.**
2. **Students from the same country can display information and present their culture on a monthly basis.**
3. **Workshops with outside speakers to present critical issues about internationals.**
4. **Social and cultural activities.**

A Sample Day

- 8:00 a.m.** Admission staff provides updated immigration info.
- 9:00 a.m.** Four-year University representative interview students for transfer
- 10:00 a.m.** Counselors available for individual counseling.
- 11:00 a.m.** Program assistant provides housing, medical, and legal info.
- 12:00 p.m.** Students from same country gather informally for support.
- 1 - 3 p.m.** Counselors available for individual counseling.
- 3:00 p.m.** Coordinator conducts a social activity.
- 4:00 p.m.** Successful international students provide peer counseling.
- 5:00 p.m.** Students from same country present their culture.

Activity #4: Creation of an International Student Club

The creation of an international student club was somewhat challenging. Students were notified by mail regarding the formation of such a club in February, March, and April. It took three months before twenty students gathered to initiate a club. This may be due to culture factors in that international students usually get involved from their friends' recommendations rather than by campus notifications. The next challenge was to convince at least five international students to become leaders and be the initial officers of the club. After much persuasion, four international students were willing to be trained to take up the leadership positions. At this point, we are still recruiting for a fifth person before we can apply for official campus club status through Associated Students. In the meantime, we have met to set the goals for the club and also the Constitution under Inter Club Council guidelines.

Goals

- 1. To know and appreciate each other's culture.**
- 2. To improve oral English communication skills.**
- 3. To provide social activities especially during holidays.**
- 4. To create study groups for international students.**
- 5. To have fundraisers.**

Related Activities

- 1. Monthly presentations of each culture represented in the International Club**

2. Invite at least two speakers on oral communication skills.
3. Have at least one social/cultural event per semester.
4. Form study groups for English and CIS.
5. Have at least one fundraiser per semester.

Tentative Schedule for 1999-2000

For each monthly meeting, one culture will be highlighted and campus community will be invited.

September – Welcome Social

October – Speech Professor Speaker

November – Fundraiser (selling of food)

December – Christmas Party

January – English Professor Speaker

February-Join A Club Day

March-Fundraiser (T.V. taping)

April- Spring Break trip

May-Graduation Party

Mt. San Antonio College

Intentional Student Club Constitution (Proposed)

Article I

Name and Purpose

The name of this organization is the International Student Club (I.S.C.) of Mt. San Antonio College. The purpose is to promote intercultural exchanges among our international students and American students.

Article II

Membership

Section I:

Membership is open to all interested students with a valid College Services Card. All the members of I.S.C. shall not discriminate on the basis of sex, national origin, marital status, physical handicap, medical condition (cancer-related), age, sexual orientation, or Vietnam-era veterans' status.

Section II:

The duties and responsibilities of general membership include at least 50% attendance of the regular meetings and/or ISC-sponsored events. Each general member must also volunteer in at least one ISC-sponsored event per semester.

Section III:

The membership dues are \$5 per semester. Additional fees may be required for activities other than regular meetings.

Section IV:

A member is inactive if he or she has less than 50% attendance of the regular meetings and/or ISC-sponsored events.

Article III**Officers and Elections**

Section I: Officers should serve at least a term of one academic year.

One President

One Vice-President

One Secretary

One Treasurer

One Inter Club Council Representative

Section II: Elections

Beginning the second year after I.S.C. conception, the officers of President, Vice-President, Secretary, Treasurer, and I.C.C. Representative will be chosen by a quorum.

Section III:**Qualifications for holding office:**

Must be an active member of I.S.C. for at least one semester. Must be a full-time student with a minimum 2.5 cumulative G.P.A.

Eligibility for voting:

Must be an active member of I.S.C.

Section IV: Responsibility/role of the Advisor

To act as a resource person to facilitate the achievement of I.S.C. goals and activities.

Article IV**Duties of Officers****Section I:**

President will represent I.S.C. during its participation in MT. SAC College functions. He or she will preside over each regular meeting and I.S.C.-sponsored event. He or she will gather and consult with other officers/members to organize I.S.C. events. He or she will approve financial decisions.

Vice-President will assist the President in assigned duties stated above. He or she can also substitute in the President's absence.

Secretary should be responsible for taking minutes during each I.S.C. meeting and to disseminate minutes to advisors and officers. He or she will be responsible for keeping tract of the membership list and their active/inactive status. Also he or she will be responsible for other clerical functions as needed such as filing, Xeroxing, and mailing of flyers.

Treasurer will be responsible for collecting dues, keeping financial records and disbursement of funds through the Auxiliary Services Office after obtaining appropriate signature from the Chief Advisor.

I.C.C. Representative will be responsible for attending I.C.C. meetings weekly and communicating the information to I.S.C. officers and members.

Section II: Impeachment

If an officer fails to meet the responsibilities of his or her title or abuses the privileges of such title, any member can write about the violation to the Chief Advisor. The Chief Advisor will forward an anonymous copy of the complaint to the officer in question. The accused officer has 15 working days from the letter date to respond in writing to the allegation. The advisor will forward the response to the member filing the complaint. If the response meets his or her approval, the allegation will be dropped. If the accused officer fails to respond in the required time or if the response does not meet with the approval of the member with the complaint, then the advisor will call for a general meeting to discuss the impeachment. A 2/3 vote of the quorum is required to impeach the accused officer. If the officer is impeached, there will be a re-election to fill the vacancy.

Section III: Procedure to fill vacancy.

The Chief Advisor will call for a special meeting for voting. The vacancy will be filled by a quorum vote.

Article V

Quorum

A quorum is reached by the attendance of at least 51% of the membership of I.S.C. If the quorum does not vote on a decision , then it will be presented again when quorum is available.

Article VI

Amendment

Officers of the I.S.C. have the right to make amendments to this Constitution. A written proposal for an amendment should be sent to the Chief Advisor. He or she will call an officers' meeting. They will review the proposal and call for a general meeting to discuss the amendment. A 2/3 of the quorum is need to pass the proposed amendment. Any change to the Constitution must be presented to I.C.C. for their approval. The amendment will be added to the I.S.C. Constitution.

DATABASE

The requirements of the Illegal Immigration Reform and Immigrant Responsibility Act (IIRAIRA) of 1996 require a national database be established in all colleges and universities who have international students or scholars. The official name of this national database is C.I.P.R.I.S. (Coordinated Interagency Partnership Regulating International Students). CIPRIS is in a testing stage at twenty-two schools, institutions, and programs located in the southeastern United States for the past two years. Once CIPRIS is ready, then all colleges are to comply and submit information regarding our international students' whereabouts electronically to the Immigration and Naturalization Services.

It is recommended that Mt. SAC be proactive and establish our own database tracking our international students. Presently, with no database, we cannot generate simple reports on exact number of international students at a given time. Where do our international students come from? Where are they transferring? And why are they leaving Mt. SAC? All reports are generated manually by counting. The present process is time-consuming and inaccurate. The advantages of having a database would be time and cost effective.

With that in mind, I collaborated with Ms. Shui-Lien Huang, Professor of Computer Information Systems, to establish a database for international students. I submitted the necessary information for our international students to her. She does the computer portion of the project by creating fields for each piece of the

information needed. The collaboration was successful and I really appreciated Shui-Lien's willingness to listen to the needs of international student programming and contributing her computer expertise. Her report will include the actual computer printouts from the fields she has created by using ACCESS software. We hope our collaborative effort will greatly enhance tracking and reporting of Mt. SAC's international students for our own benefits, then eventually to CIPRIS.

WEB PAGES

In addition to visiting twenty-five colleges and universities, I also visited their web sites. Twenty-four of the colleges' web sites were accessible. One web site was experiencing technical difficulties. From my research question #9, I asked about the existence and the uses of website for international students. From my research, I gathered that colleges use their web pages to recruit international students, to communicate to current students, and to give information on college application and requirements. Therefore, it is very important to have a comprehensive and informative website. Mt. SAC have basic web pages for international students. But additional information is needed. The following pages include the web pages developed by collaborating with Ms. Shui-Lien Huang. Once again, I submitted the content from my writings, and Shui-Lien took a web creation class for part of her sabbatical leave. We had fun working together on the design of the web pages. We strive to make the pages visually pleasing and user friendly (too many pictures mean much slower downloading time).

The fact we are most proud of is the translation of our web pages into Chinese! Chinese was chosen because the #1 country of origin of Mt. SAC international students is Taiwan. Also, Mt. SAC is developing international exchanges with schools in Taiwan and China (a simplified Chinese version was completed). Lastly, both Shui-Lien and myself are Chinese-Americans and can proofread the translation. We hope we can involve other faculty members and

continue to translate into other languages. For example, we asked Yuki McPhail, Professor of Japanese, to do the Japanese translation. We are also working on a Spanish version. From my Internet research, we are the only college with web pages in a foreign language. Mt. SAC truly has an international website.

We hope the web pages we have developed will be fully utilized by Mt. SAC because it contains pertinent information for current and prospective international students. My research reviewed that 32% of the colleges interviewed has their button for international student services linked to the home page. We cannot assume international students know how to seek information under Student Services or Admissions. International students are not familiar with our academic structure. It is recommended that the developed web pages for international students be accessible from Mt. SAC's home page.

Founded in 1946, Mt. San Antonio College (Mt. SAC) has been providing internationally-recognized education and quality services to students from over 125 countries world-wide for over 50 years. In fact, in 1995, Mt. San Antonio College was listed among the "Top Ten Associate Institutions" in the United States with the highest foreign student enrollment.

Mt. San Antonio College is a public community college that offers an associate degree and preparation for academic transfer to universities. Mt. San Antonio College's excellent reputation is confirmed by its status as the largest single community college campus in California with more than 38,500 students, 92 Associate of Science majors, and 105 occupational programs.

Mt. San Antonio College consistently attracts a distinguished faculty and excellent students; its continuing goal is to become nationally recognized as "the best" in community college teaching, programs, and services.

Housing

Mt. San Antonio College is conveniently located adjacent to California State Polytechnic University in Pomona (Cal Poly Pomona). Our international students are eligible to participate in Cal Poly's full-service dormitory and apartment housing programs. In addition, Mt. San Antonio College provides a list of housing referrals.

Academics

Comprehensive English Language Instruction

At Mt. San Antonio College, there are two options to study English: the standard English program and the American Language program (AmLa). Based on your English placement scores, you will be placed in the AmLa program. If you are placed in the AmLa program, upon completion of the AmLa program, you will transition to the appropriate level of the standard English program.

The AmLa program offers non-native students intermediate and advanced classes in speaking, reading, and writing. These classes, taught by professors with specialized degrees, are specifically designed to prepare the non-native student for the rigors of an academic college curriculum.

The standard English program offers various levels of English instruction leading to an associate degree at Mt. San Antonio College and transferability to baccalaureate level colleges and universities.

Honors Program

Mt. San Antonio College offers a comprehensive Honors Program of transferable general education courses. The Mt. San Antonio College Honors Program is a member of the prestigious Transfer Alliance Program (TAP) that guarantees priority admission to University of California campuses at Los Angeles (UCLA), Irvine, Riverside, and Santa Cruz, after successful completion of six honors courses. Mt. San Antonio College students are eligible for the Honors Program after completing nine transferable Mt. San Antonio College units with a cumulative Mt. San Antonio College GPA of 3.5 or above. Mt. San Antonio College is one of only 22 community colleges in California that has this prestigious articulation agreement.

Counseling Services

Counseling services for International students are offered by specially-trained counselors who provide the following services:

- Career counseling in choosing a major field of study
- Assistance in educational planning based on career goals
- Guidance in selecting transfer universities
- Transfer information for applying to universities
- Advisement and referrals for foreign transcripts
- Advisement to assist in cultural and personal adjustment
- Referrals to support services and special campus activities
- Up-to-date immigration information and procedures

Admissions

Required Documents

1. Application processing fee
2. College Application
3. International F-1 Visa Student Application for admission
4. Financial Support Information
5. TOEFL score
6. Transcripts
7. TB test results

Additional Information

Application processing fee

An application fee (U.S. Currency) is required.

Financial Support Information

Confidential financial support information must be completed and signed by your financial institution. Funds must be in U.S. Currency.

More information ...

TOEFL score

Submit test results - a TOEFL score of 450 or higher is required.

Transcripts

A copy of high school and/or college transcript is required.

TB test results

Students are required to have a recent Tuberculin Skin Test (TB Test). If the Skin Test is positive , a chest x-ray is required.

Additional Information

For additional information, contact Mt. San Antonio College's Admission and Records Office.

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Community

Situated in the prestigious community of Walnut, Mt. San Antonio College is one of the most beautiful community college campuses in the United States.

With its five minute access to major freeways and close proximity to Los Angeles, Orange, and San Bernardino Counties, Mt. San Antonio College is an ideal starting point to explore such world-renowned destinations as Disneyland, Hollywood, Newport Beach, and Palm Springs.

Walnut also enjoys access to nearby ethnic communities with diversified cultural attractions and food, while remaining one of the safest cities in Los Angeles County.

1. Why choose Mt. SAC?

Mt. SAC is the largest single community college campus in California. The college has more than 40,000 students and offers a greater number and variety of courses. Students can choose from over 92 Associate degrees and 105 occupational programs offered at Mt. SAC.

2. What are the benefits of taking classes at Mt. SAC?

Students can take classes for much less money per unit at Mt. SAC. Many of Mt. SAC's courses are equivalent to courses usually required during the first two years at a four-year college or university.

3. When can I transfer to a four-year college or university?

COUN 58 is a class specially designed to help you in developing an educational plan. After taking the course, you will know better how long it will take before you can transfer, as well as which classes to take in order to transfer.

4. How can I get credit for college work I have done in my home country?

Your foreign transcript will be evaluated by a designated evaluation agency. Based on the results of the evaluation, Mt. SAC may give credit for some of your work in your home country.

5. How can I transfer to Mt. SAC from my present language school, college, or university?

After you have completed one term of studies at your present language school, college, or university, you can obtain a Mt. SAC College Application and an International Student Application. By completing those documents, you may apply to transfer to Mt. SAC.

6. What if I need to work while I am attending Mt. SAC?

After being an F-1 student for at least one full academic year, you may be eligible to apply for permission to work by sending a formal request to the Immigration and Naturalization Services (I.N.S.). Obtaining permission is difficult since you must demonstrate a sudden change in the financial situation of your sponsor. You are not allowed to work before permission is granted. Please meet with an international student counselor for more information.

7. Do I have to be a full-time student?

Yes. It is your responsibility to follow all U.S. immigration laws and to take at least 12 units per fall/spring semester. Failure to comply may result in a loss of benefits such as the eligibility to transfer to

8.

What does "Out of Status" means?

You must attend Mt. SAC full-time. If the date for completion of your studies on the I-20 has expired, you must apply for an extension of stay. Failure to do so may cause you to be "out of status". If that occurs, you will need to apply for reinstatement through the I.N.S. If the I.N.S. does not reinstate you, you may lose your F-1 status.

9.

What if I am placed on probation?

If you are not passing a class or will not be receiving credit for a class, you may be placed on probation. As a result, you may find yourself becoming less than a full-time student. If this happens to you, you should contact your international student counselor, who can help you find ways to become a more successful student.

10.

Why do I need to take the placement tests and TOEFL?

A score of 450 or above on the TOEFL is required to become a student at Mt. SAC. Also, English and Math placement tests are necessary to place you in the most appropriate level of English and Math classes to help ensure your success at the college.

11.

What if I did not pass the English placement test?

The English placement test may be taken once per semester. You may be referred to an English language school to study English before transferring back to Mt. SAC.

SUMMARY STATEMENT

I sincerely thank the Salary and Leaves Committee for granting my sabbatical leave. This year of research has truly equipped me to improve my knowledge and effectiveness as an International Student Counselor. I also thank Ms. Audrey Yamagata-Noji, Vice President of Student Services, for her leadership in initiating international student programming at Mt. SAC. I am thankful for the support from Mr. Raul Rodriguez, Dean of Student Services, for his encouragement in the implementation of sabbatical project ideas. The value to the college of this sabbatical report is summarized in the following:

Activity #1: Researched twenty-five colleges and universities.

Essential components of successful international student programs were identified. These components will guide Mt. SAC in developing an International Student Program.

Activity #2: A recruitment plan was developed for Mt. SAC for increasing our international student population.

Activity #3: A proposal for an International Student Center was developed to serve as the basis of establishing a center.

Activity #4: An International Student Club is being initiated in fall of 1999.

Database: A database program was developed for organizing international student data and for generating reports.

Web Pages: More informative and comprehensive web pages have been created for international students. These web pages were translated into Chinese.

Once again, I look forward to returning to Mt. SAC and implementing many ideas formulated during my sabbatical research in the upcoming semesters.

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U.S. Department of Commerce: www.doc.gov

Appendix A

Santa Monica College

Santa Monica College (SMC) is rated as the #1 community college in the United States in terms of foreign students enrollments (Open Doors, 1998). Presently, it has 2,295 international students, which comprise approximately ten percent of the 23,000 total student population. With such a high percentage of its student body as international students, SMC's past President chose to divert international student application and tuition fees right back into its International Student Program, resulting in an 11- million-dollar budget. Therefore, Santa Monica College's International Student Program is well funded and well staffed, making it the model program for community colleges around the nation. I interviewed Ms. Gail Furukara, Director of the International Student Program.

Administration and Staffing

The international component of Santa Monica College has its own division under a Dean of International Education. The location of the program is placed in three separate residential houses located conveniently across the street from the campus. The houses give a "homey" feeling and the backyards provide spaces for activities or relaxation for students. The first house is designated as International Admissions with its own director, three full-time admission clerks, and six seasonal registration clerks during peak times. This is totally a distinct

department from the regular Admissions Office of the College. The second house is for international counseling with its own director, three full-time counselors, and seven part-time counselors who each work three days per week. Their hours are Monday to Friday, from 8 a.m. – 3 p.m. The third house is for the International Education for study abroad. The house also includes the International Student Center with its own coordinator, one supervisor, and clerical workers. Most of the clerical assistants are international student workers.

Admissions and Registration

The minimum TOEFL score is 450. International students can access an application on-line, but still have to mail all documentation. Unique requirements are a personal essay and a letter of recommendation. Health insurance is also mandatory.

Because of its proximity to the Los Angeles Airport, SMC could offer transportation to and from the airport. International students are required to attend a one-day orientation program for \$50. The orientation program includes information session, lunch, tour, counseling appointment, and registration at the end. Each student receives personal assistance in registering for classes from International Admissions. Peer counselors who are international students are

trained to assist also. A mandatory one-unit counseling class provides further assistance.

Housing

The housing services are impressive. International students have various sources such as three private agencies, a bulletin board, and apartment listings. A part-time housing coordinator is recently hired to visit and screen each housing site. She coordinates a homestay program and maintains a current referral list. She also assist students in handling landlord-tenant issues; however, SMC is careful not to be liable for student housing.

Recruitment

With a multi-million-dollar budget, SMC is known internationally for its dynamic television and radio advertisements, glossy printed materials, and overseas recruitment trips. Gail Furukara did review one of the key emphasis is on academics and SMC's close relationship with University of California, Los Angeles campus.

SMC also boasts #1 transfer rate to the University of California system on its website. Their website is quite informative, and contains all information covered in a printed magazine (see attached) used as a recruitment tool. SMC also maintains a database to identify alumni for recruitment.

Special Programming

SMC's International Student Program also has its own part-time psychologist. He runs support groups and workshops to deal with issues such as cultural shock, depression, and personal adjustments. Another noteworthy program is a Summer Bridge Program with students from Japan. High school students spend a summer at SMC, and are likely to return as SMC international students.

SANTA MONICA COLLEGE'S WEB PAGE

Founded in 1929 and accredited by the Western Association of Schools and Colleges, Santa Monica College is located on the beautiful coast of Southern California in the city of Santa Monica. Because of the nearness to the ocean, Santa Monica has clean air and a mild climate throughout the year. It is just to the west of Los Angeles, one of the most cosmopolitan cities in the world. The campus is easily accessible to outstanding theater, music, and museum facilities in Los Angeles as well as to Universal Studios and other centers of the entertainment industry. Santa Monica College is less than 10 miles from UCLA, USC, Pepperdine University, Loyola Marymount University and other fine institutions in the Los Angeles area. Higher education in the United States requires a wider breadth of courses in undergraduate study than do European or Asian systems. All students in the US must take introductory courses in several fields, including humanities, science and mathematics, along with pre-major courses, before taking the advanced courses in their major field.

Santa Monica College specializes at providing the first two years of the baccalaureate (four-year) degree, and excels at allowing our students to transfer to top-quality public and private institutions for their final two years, or, if they wish, to gain immediate employment.

Santa Monica College is a uniquely American institution, providing the international student with distinct advantages.

The Santa Monica College Advantage Includes:

Small classes, with college professors chosen on their ability to teach

Greater accessibility to international students, with TOEFL minimums at 450

A greater ability for international students to gain admission and complete their final two years of their major at the University of their choice

Much lower cost

Work with latest technology

Choice of more than 75 fields of study

Proven partnerships with America's best universities

Greater opportunities

Opportunities For International Students

Santa Monica College takes pride in offering greater opportunities for our international students. Academic Achievement is the result of intensive study as students complete the first two years of college work at Santa Monica College and finish their studies at prestigious four-year universities. Excitement comes as students discover a new culture, take a variety of courses, and learn from knowledgeable professors.

Professional Friendships are developed as students receive individual attention from teachers and the International Student Center. You'll also have the opportunity to form relationships with students from all over the world.

MORE CHOICES FOR INTERNATIONAL STUDENTS

Four Year Santa Monica College offers courses for the first two years of a four-year baccalaureate degree. From Santa Monica College, you will be able to find the University that meets your needs, without losing time.

Short Term

We also offer two-year degrees and one-year certificates in business, computer technology, interior design, graphic arts, drafting, architecture and many other fields. And our tuition is thousands of dollars less than other public and private institutions.

Language Skills

You will have the opportunity to strengthen your English language skills in special classes designed for our growing international student population.

International Student Admission Requirements

Santa Monica College welcomes your application as an international student. If you have any questions in completing your international student application, please contact us by telephone (310) 452-9217, by fax (310) 452-4186, or by e-mail at www.smc.edu. Our staff will make every effort to assist you.

The requirements for admission are as follows:

1. Complete the attached "International Student Application."
2. Send an official TOEFL (Test of English as a Foreign Language) score directly from ETS. The minimum score is 450. This requirement is waived if you are from a country that uses English as the primary language in its educational system.
3. Write a personal essay (usually one to two pages) that describes your reason for applying to Santa Monica College. Please include details about your educational background and your educational goals after completing your studies at Santa Monica College.
4. Submit official transcripts, certificates, and diplomas from secondary schooling and from any colleges/universities attended. If the original language is not English, a certified English translation must accompany all transcripts, certificates, and diplomas.
5. Submit proof of financial support demonstrating that you can meet the minimum estimated tuition and living expenses. It is estimated that you will need a minimum of \$15,000 per year (please see enclosed "Tuition and Fees"). This proof must be in the form of an official affidavit of support, bank statement, letter from a bank official confirming your sponsor's financial standing or a statement from a government agency granting the support. You may submit any one of these statements to fulfill the financial support requirement.
6. Carefully read, sign, and return the enclosed "General Requirements for Students Accepted to Santa Monica College."
7. Submit the nonrefundable application fee of \$50.00.

8. It is highly recommended that you submit a letter of recommendation from a teacher, counselor, professor or employer.

If you are currently attending another college and/or university in the United States, you must also submit the following:

1. Submit a Santa Monica College transfer clearance form completed by the school you are currently attending.
2. Submit official transcripts from all colleges and/or universities you have attended in the United States.

Please send all transcripts, certificates, test scores, and other information required for admission with your application to the Santa Monica College International Student Center, 1900 Pico Blvd., Santa Monica, CA 90405-1628, USA.

If you have any questions, call the International Student Center at (310) 452-9217, or FAX us at (310) 452-4186

Why Santa Monica College?

Santa Monica College (SMC) offers several distinct advantages to international students beginning their university education in the U.S.

First, as the leading community college in California, SMC has the #1 transfer rate to the University of California system. The first two years at SMC prepare you to transfer to UCLA, USC, and other prestigious California and American public and private institutions. Another distinct advantage is the lower tuition cost at SMC than four-year colleges and universities. Unlike the higher education systems of many countries where students take only courses in their major field of study, all undergraduate students in the U.S. must take introductory courses in several areas including humanities, social sciences, natural sciences, and mathematics. SMC offers students the opportunity to take the same general education courses they would take at a four-year college or university at a lower cost. Finally, SMC offers an accessible and supportive learning environment. Classes are smaller and professors are devoted entirely to teaching. We look forward to your application and welcome your interest in Santa Monica College.

College Profile

Santa Monica College is a two-year community college, founded in 1929. The college is supported by the state of California and is accredited by the Western Association of Schools and Colleges (WASC). Santa Monica College offers courses in seventy-six academic major fields of study (see below). Students who complete their first two years of undergraduate requirements may receive an Associate in Arts degree before transferring to a four-year college or university to complete their Bachelor's degree. Certificates are also granted in certain occupational and vocational programs. International students from more than 95 different countries represent nearly ten percent of the 23,000 member undergraduate student body.

Academic Reputation

As a starting point for higher education, Santa Monica College has been recognized as the leading community college in California. The quality of education provided by SMC is comparable to that of the first two years in a small, scholastically rigorous liberal arts college. As a result, SMC's reputation as a transfer institution attracts many American and international students.

Location

Santa Monica College is located in the city of Santa Monica in Southern California (15 miles west of downtown Los Angeles). Located just two miles from the wide sandy beaches of the Pacific Ocean and the Santa Monica Mountains, SMC is blessed with a temperate climate and is situated in an area which features galleries, theaters, restaurants, and many other diverse cultural attractions.

List of SMC Academic and Vocational Fields

HOUSING

Santa Monica College International Students Center provides housing information for new students. Our sources include three private agencies who provide housing assistance, a housing bulletin board, agency apartment listings, and local newspapers.

The private housing agencies provide pre-arranged host families or apartments. Each agency has an application and charges a nominal service fee to place students.

Homestay costs can range from \$400 to \$800 per month. Apartment rents can range from \$595 to \$1800. The difference in cost is based on what is included and the location of the home or apartment.

A housing bulletin board located at our International Center has additional advertisements of apartments for rent, students looking for roommates and local residents with a room for rent in their home. New information is posted daily.

Students have the choice of contacting a private agency before arrival or waiting to make the housing arrangements after arriving in Los Angeles. Students should be prepared to stay in a motel or youth hostel until finding the housing opportunity of their choice.

Guidance, motel names and phone numbers with nightly costs, apartment rental information, and agency application are presented in an information booklet and can be requested by contacting the International Student Center.

Majors and Degrees

Santa Monica College offers courses in seventy-six academic major fields of study including accounting, administration of justice, anatomy, anthropology, architecture, art, astronomy, automotive technology, bilingual education, biological sciences, botany, broadcasting, business administration, chemistry, child development, Chinese, cinema,

communication, computer information systems, construction technology, economics, electronics, engineering, English, fashion merchandising, fire science, French, geography, geology, German, graphic design, history, home economics, interior design, Italian, Japanese, journalism, management, mathematics, merchandising, microbiology, music, nursing, office information systems, philosophy, photography, physical education, physics, physiology, political science, printing, real estate, respiratory therapy, Russian, sociology, Spanish, speech, theater arts, and zoology

There are also majors in reprofessional studies including chiropractic studies, medicine, optometry, pharmacy, physical therapy, and veterinary science.

Students who complete their first two years of undergraduate requirements receive an Associate of Arts degree before transferring to a four-year university to complete their bachelor's degree. Occupational Certificates are also granted in certain two-year programs including accounting, administration of justice, architecture, automotive technology, child development, computer information systems, cosmetology, electronics, fashion design and merchandising, financial services, fire science, graphic design, management, office information systems, photography, printing, real estate, recreational leadership, and supervision.

Santa Monica College is the first two years of university education. The Santa Monica College advantage allows you to find the University that meets your need, at a lower cost, and without losing time!

Two Year Program - Santa Monica College

Entrance Exam:

Open door, no pre-judgement

TOEFL Score: 450 or greater

Grade Point Average (GPA): Not required

Approximate number of Units in First 2 years: 60 Units

Average cost per semester Unit (tuition and fees): \$151

Total Cost, Two Years: \$9,080

Level of Instruction: Excellent

Once you have completed your two year program at Santa Monica College, you have several options:

California State Universities

Continue for your 3rd and 4th years in the highly regarded California State University system. Santa Monica College students do as well or better than students who start their first year at CSU.

Entrance Exam: SAT I or ACT

TOEFL Score: 500 or greater

Average Cost Per Semester Unit (Tuition and Grade Point Average (GPA): 2.8

Approximate Number of Units in First 2 Years: 60 units

Fees): \$310

Total Cost, Two Years: \$18,592

Level of Instruction: Excellent

University of California campuses

Continue for your 3rd and 4th years in the prestigious University of California system. For the past 15 years, Santa Monica College has led the nation in transferring students into the University of California system, including into UCLA.

Entrance Exam: SAT I or ACT

TOEFL Score: 500 or greater

Grade Point Average (GPA): 3.4

Approximate Number of Units in First 2 Years: 60 units

Average Cost Per Semester Unit (Tuition and Fees): \$386

Total Cost, Two Years: \$23,183

Level of Instruction: Excellent

Private Universities

Continue for your 3rd and 4th years in private Universities. Santa Monica College transfers students to more than several hundred private Universities throughout the United States. Our international Center counselors are skilled at helping you find the University that meets your needs.

Entrance Exam: Varies

TOEFL Score: 550 or greater

Grade Point: Varies

Approximate Number of Units in First 2 Years: 60 units

Average Cost Per Semester Unit (Tuition and Fees): \$583

Total Cost, Two Years: \$35,000

Level of Instruction: Excellent

Santa Monica College is the first two years of university education. The Santa Monica College advantage allows you to find the University that meets your need, at a lower cost, and without losing time!

Student Life

It is not easy to leave family and friends at home to study in America. We understand this. That is why our International Student Center has a staff trained, to assist you with your special needs.

From the day we receive your application until the time you graduate or transfer to a four-year University, we will help you with visas, housing, academic counseling, orientation to the College, English and math testing, placement in classes, course selection and assistance in registration.

Scholarships up to \$1,000 are available for qualified international students. During your first semester at Santa Monica College, you will enroll in a class taught by an International Student Center counselor to help you adjust to American life and American classroom practices and standards. You will be able to make individual appointments with International Student Center counselors throughout the academic year.

Santa Monica College wants you to be comfortable in American academic community. We will encourage you to join the International Student Club, which arranges a variety of social and academic events. The International Student Center sponsors concerts, holiday dinners and other activities on and off campus. You will be invited to join your choice of more than 50 other student clubs. All these offer opportunities for making friends from America and throughout the world.

Appendix B

Pasadena City College

Pasadena City College (PCC) is also nationally ranked as one of the community colleges with the largest international student enrollment. Currently, it has 1,008 F-1 visa students, with 600 concurrently enrolled students, and numerous F-2 (spouses of F-1) visa students, bringing the total up to approximately 2,000 international students participating in their International Student Program (ISP). PCC has a total student population of 28,000.

Administration and Staffing

The ISP at PCC began about 20 years ago. Their enrollment benefited from the long tradition of opening their institution to international exchanges. The current director, Ms. Barbara Griffith, began at PCC about six and a half years ago. She has been the Director at Chaffey College prior to PCC. Other staff members include one full-time immigration specialist and one full-time admission officers. With such a large program, Ms. Barbara Griffith has been granted funding for additional counseling staff, administrative assistant, and clerical help. Funding of the ISP is provided by 100% of the \$40 application fee from each international student who applies.

Philosophical Considerations

Barbara Griffith attributed her success to the philosophical basis of her programming. She shared about two diverging views on international student

programming. According to Barbara, one model in existence at Pasadena, Glendale, and Chaffey is to advocate for a director/counselor as the chief administrator for ISPs. This model is student-centered. By meeting the needs of students, in term, the students will recruit other students based on word of mouth. The ISP is viewed as an extension of the Counseling Department. In contrast to the counseling approach, is the development of a newer model in place at Santa Monica, El Camino, Cerritos, and Long Beach. This diverging model advocates for a coordinator with a marketing/recruitment background. The position is usually classified and under the Admissions Department. She cited examples of other community colleges such as Rio Hondo College who are at the crossroads and making decisions on either a counseling or a marketing approach. She is genuinely concerned about Mt. SAC's direction, and she is a strong advocate for the counseling director.

Orientation

PCC has one of the most extensive orientation programs at a community college. The mandatory orientation program is one-week long with the following topics: Day 1) Immigration overview and paperwork; Day 2) Testing; Day 3) Social Security, Driver's Licenses, Taxes, Insurance, Health, Housing, and Transportation; Day 4) Placement Test Interpretation, Catalog, Transfer Requirements, and U.S. Educational System; Day 5) Group Counseling Appointments.

Counseling Class

Barbara also contributed her success to a mandatory, one-unit counseling class (see attached). This class (GUID 10) is CSU transferable. GUID 10 allows her to have personal contact with each full-time international student. The international student is more inclined to utilize her counseling services later on for academic and personal issues. The class allows her to do follow-up and to communicate essential immigration updates to students.

Future Plans

With such a successful program, Barbara hopes to gain more staff members. She mentioned housing is an issue to be discussed. Currently, there is just a housing referral. But since PCC is situated in an urban area, apartments are more readily available. For the future, PCC is working on a system to e-mail educational plans to each student.

GUIDANCE 10

Introduction to College

Section: #1917, October 3 -- November 7, 1998
Days, Time and Place: Saturday, 9 a.m. to noon, U-417
Instructor: Barbara Girth, International Student Advisor
Office: L-104, International Student Office
Phone: (626) 585-7334

Textbook & Materials: Pasadena City College Catalog
A 2 inch binder -- 3 hole

Course Goals: Introduction to Higher Education and the role of the
Community College

Education planning

What constitutes a successful college experience

Grading System:

Attendance and participation	12 points
2 points per session	
Education Plan	10 points
Homework	10 points
2 points per assignment	
Notebook -- Submitted at final meeting	25 points
5 points per section	
Student services presentation	15 points
Student success presentation -- Final	15 points
Teacher interview	15 points
5 points for question preparation	
5 points for interview	
5 points for presentation to class	
 Extra credit assignment	 10 points
 Credit	 65 or more points
No-Credit	less than 65 points

If you have questions regarding the grading and attendance policies please ask the instructor.

Attendance and participation**12 points**

- Students are expected to attend all class sessions, and stay for the entire class. Students are expected to be in the classroom at the time class begins and to return from breaks on time. One point will be given for each session attended.
- Students must attend the first two sessions of the class or they will be dropped.
- Any student with 2 or more absences will be dropped if it is before the drop deadline. If the second drop occurs after the deadline, the student will receive No-Credit for the class.
- Three tardies for the beginning of class or returning from break will equal 2 absences. Any student who has 6 or more tardies will be dropped if it is before the deadline or will receive a No-Credit.
- Students are expected to take an active role in all class discussions, to be alert during class. One point will be given for each class session in which the student participates.

Education Plan**10 points**

- Each student will make an appointment with a counselor to create an education plan.
- In class each student will discuss with his group the process of developing a plan, and what elements are considered in planning.
- The copy of the plan will be placed in the class notebook.

Homework**10 points**

Each week the students will be given an assignment that must be done by the student outside of class. The assignment will involve an activity taking place during the following week. Materials will be obtained during each activity. These materials will be used in the following week's class. No credit will be given for late material.

Notebook**25 points**

There will be a number of handouts provided each time the class meets. You are also expected to gather information and handouts each week during your activities. These materials, along with your reports will be kept in a notebook for you to use during your time at Pasadena City College, the book will be submitted for grading at the beginning of the final meeting.

Student services presentation**15 points**

Pasadena City Colleges offers many services to students to help them be successful. During this class we will learn about most of them.

The class will be divided into groups. Each group will visit one of these service centers and give a report to the class on the service provided and how this service can help the student be successful. The student will also provide room locations and hours the center is open.

Student success presentation -- Final**15 points**

At the final meeting the class members will take part in a discussion of the strategies they have begun to develop to become a success. Each student will share personal plans for success that were created using the tools in the class notebook.

Teacher interview**15 points**

- Each student will select one of their teachers to interview. The student will make an appointment to meet with the instructor in his/her office.
- The Saturday before meeting with the teacher, the student will make a list of 5 questions to ask the teacher.
- The student will interview the teacher and record the answers to the questions that were prepared.
- The Saturday after the interview, the students will share their experience with the class.
- The student will keep a copy of the questions and answers in the class notebook.

Extra credit assignment**10 points**

Assignments for extra credit will be made available during the class. See instructor if you would like to earn extra credit.

Appendix C

El Camino College

El Camino College has approximately 430 F-1 visa students including 390 full-time students and 40 in the language program. Its total student population is 23,000 students. I interviewed Mr. Leonid Rachman, Coordinator of the International Student Program. He was an International Student Coordinator at Mississippi University for Women before he began the International Student Program at El Camino College about two years ago.

Administration and Staffing

The College has a strong interest in expanding its international student population. The program's funding comes out of the General Funds. The Coordinator position was established as a full-time, classified position which is performance based. The Coordinator reports to the Director of Admissions and Records who is under the Vice-President of Student and Community Advancement (see attached). There is a strong emphasis on recruitment. Leonid Rachman recommended a \$15,000-50,000 budget for three or four overseas recruitment trips. Presently, the program is staffed by one full-time coordinator, one full-time counselor, one immigration specialist, and additional clerical assistants. Because the program is performance based, it has specific targeted number of international students coordinated with increased staffing. From the attachment, one can see when a goal of 450 – 500 international students is

reached, an additional 60% counselor is requested. When a goal of 550 international students is fulfilled, then that counselor becomes 100%.

Admissions

Leonid Rachman has also initiated some unique features into the admissions process. He has a continuous, admissions policy with no deadlines for international admissions. He tries to reply to prospective students' inquiries on the same day. The necessary immigration documents (I-20) is issued within one week and mailed through Federal Express so tracking can be done on the computer. By beating out other schools in issuing the I-20 document, more international students attend El Camino College as the result. A TOEFL score of 450 or more is required, but if students are below 450, they can attend an intensive English program.

Services

Housing services are emphasized. An outside, private agency handles arranging homestay, airport pickup, and apartment renting on a fee basis. Dormitories are available through California State University, Dominguez Hills.

Mandatory orientation runs two days. Orientation includes testing, immigration information, and transfer information to four-year universities, counseling, and registration at the end. If the international student enters the U.S. too late to attend the mandatory orientation, then the student has to wait for the next semester to enter El Camino. Medical insurance is required.

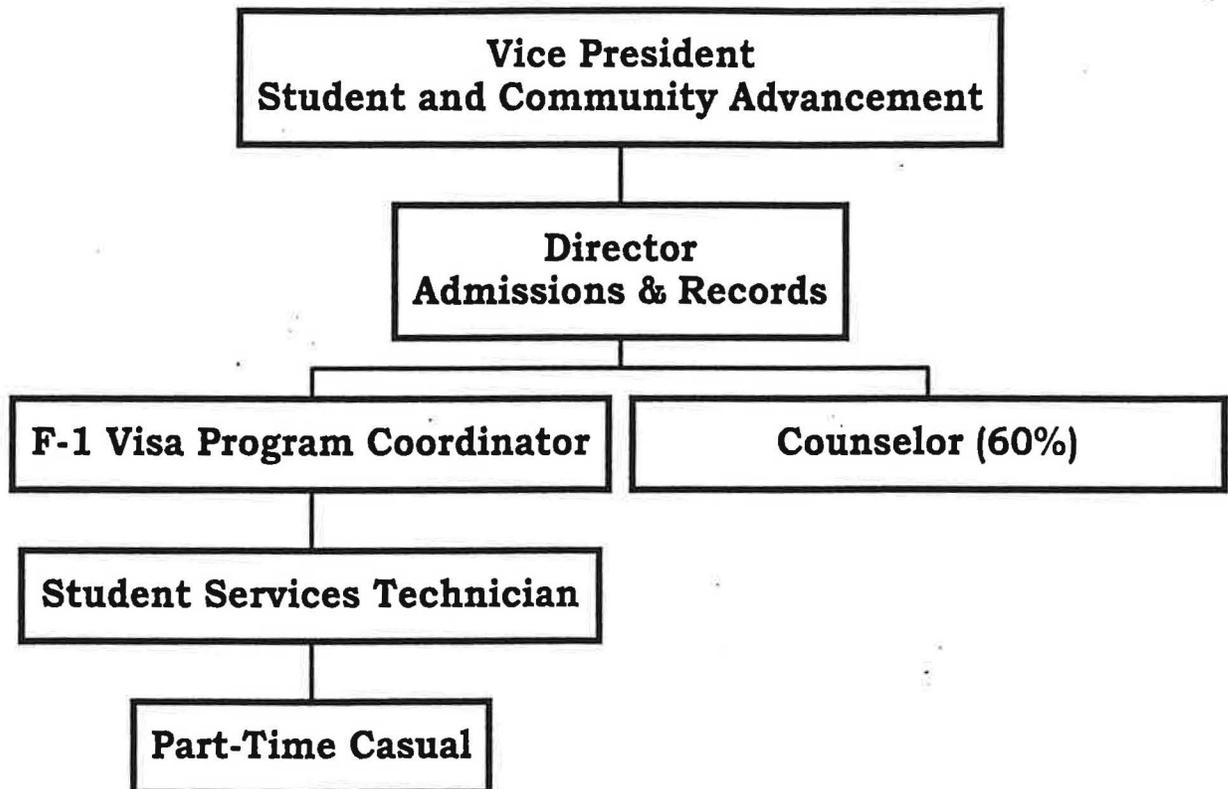
Recruitment

Recruitment methods include the following:

1. Advertise in college and universities guidebooks for international students.
2. Advertise in local foreign language newspapers.
3. Participate in local Sister City programs.
4. Develop contact with local feeder school.
5. Initiate contact with local foreign-owned businesses.
6. Participate in recruiting fairs and activities overseas.
7. Emphasize the safety of the campus with statistics.
8. Survey students to determine that we are meeting their course needs
9. Watch for trends in majors student choose on admissions application.
10. Provide prompt, efficient responses to requests for service.

ADMISSIONS & RECORDS

International Student Program



F-1 VISA STUDENT ENROLLMENT

YEAR	FALL	SPRING	SUMMER
1993-1994	269	274	137
1994-1995	266	257	140
1995-1996	247	249	155
1996-1997	247	252	166
1997-1998	312*	370*	205**
1998-1999	410**	440**	215**
1999-2000	480**	520**	225**

*Includes F-1 Visa students enrolled in not for credit classes.

**Projected enrollment including not for credit classes.

F-1 STUDENT VISA PROGRAM LEVEL OF ADDITIONAL STAFF SUPPORT

<u>Number of Students Enrolled</u>	<u>Additional Staff Needed</u>
350	One full-time Counselor to replace current 60% Counselor.
400	One full-time Clerical Assistant to replace casual. One part-time student help.
450-500	One 60% Counselor; review Coordinator/Technician positions.
550	One full-time Counselor to replace 60% Counselor hired at level 450. One part-time student help.
600	One full-time Clerical Assistant.

As this program continues to grow, we also need to monitor the amount of working space available for staff and student traffic. We presently have a request in to Facilities to expand this area within the Admissions office.

Appendix D

Long Beach City College

Long Beach City College (LBCC) has two campuses – Long Beach and Pacific Coast. Currently, they have a total student population of 25,000 students with a total of 275 international students. The International Student Program began three years ago with a 40% Coordinator position. About two years ago, the Coordinator position became 100%. I interviewed Miss Denise Kinsella who recently transferred from being the International Student Coordinator at Citrus College to Long Beach City College. She already has over 10 years of work experience in the International Education field, and is about to revamp the program at Long Beach.

Administration and Staffing

The program was initiated by administrative decision and budgeted in the College's General Fund. Subsequently, they have hired at least three different coordinators in the past three years. Commitment to the program is strong and they do have a centralized office. Presently, they have one full-time coordinator, one part-time housing coordinator, one admissions counselor, and 8 part-time student workers.

Admissions and Orientation

The minimum TOEFL score is 500. International students scoring below 500 are accepted into an intensive English-as-Second-Language program. About

10 out of the 275 international students are below 500. Admissions are on going till six weeks before the start of the semester. Admission application is available on-line. Application fee is \$25.

Mandatory orientation is three days. Testing is on the first day, with counseling on the second day, and registration on the third day.

Housing

A Housing Coordinator was recently hired to arrange homestay and housing referral. Denise Kinsella has also developed an extensive packet and a workshop on finding housing (see attached).

Activities and Peer Advising

The International Student Club is quite active. They organize weekly Coffee Hour, International Festival, and workshops. One of the successful factors is that most of the clerical work is done by a group of eight part-time student workers. Denise is concentrating on training these workers into peer advisors. They developed a newsletter every semester. They also organize events and do translation work.

Future Plans

Denise Kinsella is also responsible for Study Abroad, she hopes to increase student and faculty exchanges. Creation of a database to better track students is also necessary.

Recruitment

At this point, LBCC chooses not to recruit on overseas trips. They recruit locally and also by advertising in magazines and newspaper.

FINDING A PLACE TO LIVE

For those of you who have not yet made housing arrangements, the Long Beach City College housing office will be happy to assist you with your planning.

Hotels For Short Stays

When you first arrive in the Long Beach area, plan to stay at a nearby hotel or motel until permanent housing can be arranged. The college has made arrangements with two local facilities that will give our students a special discount. Be sure to mention the college when you reserve your room so that you can take advantage of any reduced student rate. To ensure that you will have a place to stay, make your reservation before arriving.

Holiday Inn
1133 Atlantic Ave.
Long Beach
562-597-4401

Guest House Inn
5325 E. Pacific Coast Hwy.
Long Beach
562-597-1341

Choices for Longer Stays

HOMESTAYS AND ROOMS TO RENT: Many American families who live close to Long Beach City College provide housing for International students. Host families live within busing, biking or walking distance from the campus. Living with a host family gives you a wonderful opportunity to improve your English skills and to learn more about your new community than you would by living in an apartment with other International students.

Homestay rent is usually \$350 to \$450 per month WITHOUT meals, or \$550 to \$650 a month WITH meals. A one-time, refundable room deposit of \$150 to \$250 is usually charged, and some families may charge a refundable telephone deposit as well.

If you would like to be matched with a homestay family, please contact the International Student Office at (562) 938-4745 for additional information, or write to Long Beach City College, Housing Office, 4901 E. Carson Street, Long Beach, CA 90808, USA.

DORMITORY FACILITIES: Long Beach City College does not have dormitory facilities.

OFF CAMPUS APARTMENTS: The rent for studio or 1 bedroom apartments close to the campus is approximately \$450 - \$750 per month. The rent for a 2 bedroom apartment is approximately \$575 to \$1,150 per month.

There are many apartments available close to the college. Most apartments are unfurnished and require a minimum 6-month lease. Cost of utilities and telephone is not included in the monthly rental price. The college can direct you to apartment listings to assist you in your search for an apartment, but we cannot make the arrangements for you

because you must sign the lease agreement yourself. (See below for additional information about leases.)

Hints for Apartment Seekers

Find a Good Deal

Check newspaper classified advertisements (Sunday papers often have the most listings), the "Recycler" or the "Press Telegram" newspaper (which you can purchase at 7-11 or am pm stores) or drive through neighborhoods looking for rental signs. When you find an apartment, make sure to talk to other tenants about the place.

When choosing an apartment, you should consider its cost, proximity to campus, and safety. Is the property well lighted? Are there adequate locks on the windows and doors?

Read the Lease Carefully

A "lease" is a binding legal contract between you and the property owner, or landlord. When you sign a lease, you are obligated to pay the landlord monthly rent for the duration of the lease, even if you move out before the lease ends. The minimum information a lease or rental agreement should include is rental rate, required deposit, length of occupancy, apartment rules, and termination requirements. Some questions you may want to ask include:

- Amount of rent? What is included in rent? (gas, electricity, water, parking, laundry)
- How many persons may occupy the apartment? What is the guest policy?
- When and how must rent be paid each month? Are you allowed to sublet? (see Subletting)
- If roommates share the apartment, who is responsible if one should leave?
- Under what conditions are the security or cleaning deposits refundable?
- What is the length of occupancy? What is the landlord's right of entry?
- What are the rules concerning pets, conduct, and recreational facilities?
- Whom do you call for emergency repairs?
- Are there laundry facilities in the building? If not, are they nearby?
- Is parking available? If not, where do you park?
- Is the apartment located near public transportation?
- How, where and when do you dispose of trash?
- What are the requirements for full refund of the security deposit?

If corrections or repairs are needed, make the rental contingent upon these corrections and agree (in writing) upon a completion date.

When you sign a lease, you will typically be required to pay a "security deposit," usually equivalent to one month's rent, as well as the rent for the first month. It

is always good to pay rent and other payments by check, not by cash. Write the purpose on the front of the check. If you are forced to pay by cash make sure you get a signed and dated receipt from the landlord.

The written word is strict. Read thoroughly and understand everything before signing documents such as leases and contracts. If you need help understanding the lease, bring a copy to the International Student Office where someone can help you read it.

Deposits

The landlord must return the refundable part of the deposit within two weeks of the time you move from an apartment. Any applicable deductions from the deposit must be itemized in writing.

Apartment Sharing

If one roommate leaves without paying his/her share of the rent, the landlord has the right to collect the rent from the remaining tenants. Great care should be taken to choose roommates who will fulfill their share of the obligation, otherwise you may be obligated to pay their share of the rent.

Right of Entry

The landlord has the right to enter the premises at reasonable times to inspect and make repairs, but usually a landlord will not enter your apartment without calling to ask permission or notify you that there is work to be done.

Repairs

If the landlord fails to make reasonable repairs, the tenant, after repeatedly asking for those repairs in writing, has the option of making the repairs himself (only if the cost does not exceed one month's rent), and applying the amount of the repair as a deduction to the next month's rent. If the repairs are more expansive than that, the tenant has the right to leave the apartment without the 30 days notice.

Damages

If the tenant or guests of the tenant damage the premises, the tenant is responsible for making repairs or replacing the damaged items. Make a list with all the damages and ask the landlord to sign it and date it, sign it yourself, and keep a copy of the list.

Subletting

If you have signed an agreement to rent an apartment and then take rent from another person to live in that apartment instead of you, this is called

"subletting". Most often a student would do this if wanting to travel during non-school periods, but did not wish to lose the right to live in that apartment when returning. Subletting is only permitted with the landlord's consent. Many landlords do not allow it, and even if you have the permission, you are responsible for the rent payment each month whether or not you collect it from the subletting person.

Rent

The law states that rent is payable in advance for each rental period. The rent due on the first of the month, then, is for the month just beginning, not for the month ending, and you have to pay it within 10 days of this date.

Utility Bills

You will probably be responsible for paying the cost of your telephone service and "utilities": water, electricity and gas. Ask your apartment manager how to get these services turned on. The utility companies may require you to pay a deposit before service is activated. These deposits will be refunded to you or credited to your account when you terminate your service, provided you have paid all of your bills.

Choosing a neighborhood

When you choose where you want to live, think about safety, transportation, and, if you have no car, be sure that the things you need (shopping, library, post office, etc.) are near enough to reach easily by walking, taking a bus, or riding a bicycle.

Leaving the apartment

Under certain conditions and with proper notice (usually 30 days) a landlord may demand that the tenant leaves or that a higher rent be paid in future months.

Similarly, when you intend to end your tenancy, you should write a letter to your landlord 30 days in advance of the time you plan to leave.

Appendix E

Cerritos College

About three years ago, the administrators of Cerritos College designated the development of an International Student Program (ISP) as a priority. They hired an outside consultant, Ms. Cynthia Burnett (she has been working as a full-time counselor at Mt. SAC since 1997) to conduct research on ISP in local community colleges. Subsequently, Derrick Banks, the ISP Coordinator was hired. I interviewed Cynthia briefly about her research. When I contacted the ISP Coordinator in January 1999, Derrick Banks, just left and I interviewed Ms. Idonla Padron, the interim coordinator. She is a graduate of Cerritos College and recently worked in International Admissions at University of Southern California.

Administration and Staffing

Cerritos College has 250 international students with a total population of 24,000 students. For the last three years, their ISP has one full-time coordinator, one full-time program assistant, one full-time admissions clerk, and one international student assistant. They recently hired three part-time counselors just for international students. General funds are used to generate funds for the coordinator position and office supplies. Counseling and Admissions cover funding of other positions. \$15 per student activity funds goes toward equipment. The ISP recently changed from under the Counseling Department to Admissions.

Admissions and Housing

The ISP Coordinator position is a classified position with responsibilities to coordinate housing (see attached). Because Idonla was recently hired, she plans to develop homestay program and referral services. Minimum TOEFL is 450 with a \$25 application fee. Health insurance is mandatory.

Orientation, Counseling Class, Activities

Mandatory orientation is one day and conducted by the four international student counselors (one full-time and three part-time). No specialized counseling class is required. International student activities include workshops, International Student Club, food fair, trade conference, and student government.

Success Factors, Future Plans

Since Idonla's background is in Admissions, her future plans include revamping the admissions paperwork (see attached) and setting up a database to track all students. As a former student at Cerritos College, she was intricately involved with student government and was the Associated Student President. She advocates collaboration between the ISP and Associated Students. They have coordinated in many programs and activities. She is also getting international students involve with student government.

Recruitment

Cerritos College recruits locally from language schools and high schools. Idonla is also responsible for overseas recruitment. Because she is bilingual, she

plans to develop recruitment opportunities in Mexico. In the past, Derrick has traveled to Canada, Japan, and Germany. Other recruitment tools include the web page, hyperlink from "Guide to American Schools, Colleges, & Universities".

APPLICATION PROCEDURE

Interested applicants must submit:

- Letter of application indicating how you meet each of the required qualifications for this position to include but not be limited to, information on the following:
 - Contributions to the profession
 - Related experience/accomplishments
 - Professional/personal development (Training, Workshops, Affirmative Action Sensitivity, etc).
- Completed District application form.
- Résumé of educational background and experience.
- Copies of all transcript(s) (need not be official) verifying all educational degree(s) and/or coursework required for the position.
- Confidential placement file and/or letter(s) of recommendation addressing recent pertinent experience.

APPLICATION DEADLINE

This position is open until filled, but the priority date for receipt of application materials to be considered in the initial selection committee review is 4:30 PM on MAY 7, 1999. The position may close for consideration of application materials on the above priority date or any time thereafter, and interested persons are encouraged to submit their applications and supporting materials so that they are received not later than 4:30 PM on MAY 7, 1999. It is the applicant's responsibility to ensure that all application materials are received.

ALL ABOVE MATERIALS ARE TO BE SUBMITTED TO THE FOLLOWING ADDRESS:

PERSONNEL SERVICES
CERRITOS COLLEGE
11110 ALONDRA BLVD
NORWALK, CA 90650-6298

SELECTION PROCEDURE

Application materials will be evaluated by a selection committee. Candidates selected for further consideration will be limited to those applicants in the competitive group who best meet the qualifications for this position. Interviews will then be conducted by the selection committee, and finalists will be recommended for further consideration by the President-Superintendent for final selection and recommendation to the Board of Trustees for employment. The interviews are designed to evaluate education, experience, and general ability of candidates to perform the duties of the position.

For application/additional information:

Telephone: (562) 860-2451 x2284

Web Site: <http://www.cerritos.edu>

Personnel Services Hours:

8:00 AM - 4:30 PM (Monday through Friday)

Cerritos College employs only individuals lawfully authorized to work in the United States. Offers of employment are contingent upon presentation of documents verifying the appointee's identity and eligibility to work and completion of the required I-9 Form in accordance with the provisions of the Immigration Reform and Control Act of 1986 (Public Law 99-603).

CERRITOS COLLEGE
11110 ALONDRA BLVD
NORWALK, CA 90650-6298

Equal Opportunity Employer

3/1/99

CERRITOS COLLEGE

MANAGEMENT
OPPORTUNITY



Coordinator of
International
Students Program

Cerritos College believes in a close relationship among students, faculty, staff and community. The District is strongly committed to achieving staff diversity and the principles of equal opportunity employment. The District encourages a diverse pool of applicants and does not discriminate on the basis of race, color, national origin, ancestry, sex, age, religion, marital status, disability, or sexual orientation in any of its policies, procedures or practices. In fact, the college encourages applications from all segments of qualified people.

DEFINITION

Under the general direction of the Administrative Dean of Counseling manages the daily operation of the International Students Program; assists in development of program objectives, policies, and procedures; assists in budget planning and preparation; plans and implements recruiting strategies and marketing materials; verifies the visa and immigration status of the international students; directs support staff, as required to oversee the International Students Program.

EXAMPLES OF DUTIES

- Assists in development of program objectives, policies, and procedures for the International Students Program.
- Conducts workshops and meetings designed for international students' success at Cerritos academically and in their career development.
- Conducts periodic meetings with staff responsible to assist the international students at the college.
- Supervises the intake function and otherwise insures that students are assisted, when needed, with application and immigration paperwork, scheduling of academic counseling, registration, and other related enrollment procedures.
- Plans, develops, and manages an International Students Program budget.
- Organizes, schedules, and conducts, in conjunction with Counseling Division, international student orientations.
- Keeps abreast of immigration rules and regulations as they apply to international students.

- In conjunction with Student Activities, supervises the implementation of housing assistance for international students; maintains contacts with social groups, churches, and other community groups and individuals; assists with homestay arrangements and apartment rentals; monitors and periodically evaluates progress of housing program.
- Assists with international student academic advisement; confers with Dean of Counseling in assessing the scheduling of international student counseling.
- Confers with the Assessment Center Director in coordinating the scheduling of English, math and reading placement tests for the foreign students.
- Maintains up-to-date statistics and prepares reports of international students program, such as reports on number of students, country of origin, class enrollment, fees paid, and semester attendance.
- Facilitates the coordination of activities and events between Student Activities and the International Students Program.
- Recruits international students by representing Cerritos College with local communities, organizations and schools, agencies and embassies in the United States and abroad.
- Coordinates the marketing and outreach programs for the Cerritos College International Students Program.
- Develops recruitment materials in both print and electronic form.
- Responsible for and/or assists in the selection, employment, supervision, evaluation, and payroll certification of assigned personnel.
- Performs other related duties as assigned.

QUALIFICATIONS

- Bachelor's degree from an accredited college or university required. Master's degree preferred.
- Minimum of three years of successful relevant experience working with international education programs including implementation and evaluation of recruitment strategies.
- Demonstrated administrative experience required.
- Knowledge and understanding of the philosophy and objectives of the community college.

- Demonstrated ability to work effectively with community organizations and schools as well as deal effectively with representatives from the INS, embassies, and foreign consulates.
- Personal characteristics that ensure effective working relationships with college, faculty, staff, students, and the public.
- Demonstrated understanding, sensitivity, and commitment to meeting the needs of the diverse ethnic, cultural, socioeconomic, and disability background of the student and community population.
- Ability to effectively communicate with staff, students, and the public (both orally and in writing).

SALARY/FRINGE BENEFITS

- Range 17 on Management Salary Schedule (\$4,218.00 - \$4,778.00/month).
- Health and welfare benefits include District-paid medical/dental/vision benefits and employee life insurance (\$40,000).
- Participation in the Public Employees' Retirement System and Social Security.
- 22 days annual vacation.

CONDITIONS OF EMPLOYMENT

- This is a full-time 12 month classified management position.
- Employment is to be effective as soon as possible following completion of the selection process.
- Probationary employment period is 12 calendar months of service.

Appendix F

Santa Rosa Junior College

Santa Rosa Junior College (SRJC) is situated 52 miles (about 1 hour) north of San Francisco. Its strength is in its location: close to natural areas, wineries, and world-renowned institutions. I interviewed Mr. Greg Shelton, International Student Counselor. He said most of their international students are from Pacific Rim countries; although lately, they have experienced an influx of international students from ex-Soviet countries. Most students are attracted to SRJC because they have relatives nearby or they are trying to transfer to U.C. Berkeley.

Santa Rosa Junior College has a total student population of 36,000; its enrollment is close to Mt. SAC's total enrollment for a single-campus community college. But SRJC only has 175 international students. Therefore, they do not have an international student program (ISP). Greg Shelton stated the idea of an ISP has been discussed on campus, but it was not considered as a priority. Yet, SRJC has one full-time, immigration specialist/admissions officer in charge of all of the paperwork regarding international students. They also assigned three counselors who are knowledgeable about immigration matters in addition to their general counseling duties.

The TOEFL for admissions is 475, with no E.S.L. classes available if prospective students scored below 475. Application fee is \$25. Mandatory health

insurance is required. Housing is provided through a dormitory on-campus. But since dorm spaces are limited, students are expected to seek for own housing. Orientation is one-day and specialized for international students.

Although SRJC does not do any recruitment for international students, they want to develop a better website to disseminate information worldwide in the future.



Santa Rosa Junior College

International Student Admissions

Thank you for your inquiry concerning Santa Rosa Junior College! We are located 52 miles (about 1 hour) north of San Francisco in the city of Santa Rosa. Our city has a population of approximately 135,000 people, and we are surrounded by areas of natural beauty and agricultural land. Considered a major wine-producing area, with vineyards throughout the county, we have many excellent parks perfect for hiking, camping, and horseback riding. The Pacific Ocean is also nearby, with many spectacular beaches and coastal communities.

Our city is ideally located. We are just a few hours away from major attractions, such as the mountains near Lake Tahoe and Yosemite National Park, the coastal area of Monterey Bay, or the cosmopolitan San Francisco. We are less than two hours away from several well-known universities, such as University of California at Berkeley, University of California at Davis, and Stanford University.

Sonoma County enjoys a moderate climate year-round, with average summer temperatures of 70-85 degrees, and winter temperatures of 40-50 degrees. Average rainfall is about 30 inches per year.

Santa Rosa Junior College is a publicly funded community college, located on a 93-acre oak-studded campus in the heart of the city of Santa Rosa. Widely acclaimed as one of the best colleges in the state, SRJC offers a strong general education program for students planning to transfer to four-year colleges and universities, as well as more than seventy occupational programs designed for immediate employment. The college is officially accredited by the Western Association of Schools and Colleges and the State Department of Education. The University of California and other colleges and universities of high rank give full credit for appropriate courses completed at SRJC. Classes are offered on a semester system, with two semesters in an academic year, and a summer session of approximately 6-8 weeks.

We currently have approximately 35,000 students attending classes; We have approximately 150 international students, representing over 50 countries around the world.

We appreciate your interest in Santa Rosa Junior College and look forward to hearing from you again. Please visit our website to view the college catalog and current course offerings. For additional information, please contact our office:

By Mail: Santa Rosa Junior College Admissions Office, International Student Admissions,
1501 Mendocino Avenue, Santa Rosa, CA 95401, USA.

By Phone: (707)524-1751 or 527-4512. **By Fax:** (707)527-4798

Internet: <http://www.santarosa.edu> **By E-Mail:** Kim_Hunt@garfield.santarosa.edu

Appendix G

Santa Ana College

Santa Ana College has also experienced a dramatic increase in its international student population to 500 out a total student population of 25,107. The program has a centralized office under Admissions. The program has one full-time coordinator, one full-time counselor, one part-time counselor, one full-time immigration specialist, one full-time housing/activities director and six clerical and student support personnel. The program is staffed with a clear division of functions for each staff member. The coordinator handles all administrative tasks and the budget. The counselors are responsible for providing academic counseling. The immigration specialist keeps current with I.N.S. regulations. The housing coordinator visits possible housing sites and pre-screen for students. Because there is a full-time person organizing the activities, Santa Ana College is most impressive in providing plenty of social activities for the international students. An annual cultural festival (one week long) is the responsibility of the Activity Director. There are also activities every weekend (see attached).

The program's is funded by the \$50 per international student orientation/activity fee. Therefore, the orientation is quite extensive with one week of activities, ending with a trip to Disneyland. Registration is also included

as part of the orientation. During registration, students are encouraged to enroll into a three-unit counseling class for international students.

Santa Ana College also offers quite a few housing options for its international students. The options are homestay, apartment referral, and hotel referrals. A housing coordinator is available to assist in settling disputes.

The international student coordinator is also responsible for outreach internationally and locally. They have recruited in Japan and South American countries, as well as keep close contacts with local English programs.

International Student Newsletter

November 1998

Social Hour

There will be no Social Hour this month because we are going to have an "Open House" event in December to celebrate the opening of the new International Student Center in B-12.

San Francisco / Yosemite Tour

In August, the African, European, and South American country groups went to Palm Springs for a get acquainted weekend. All other country groups are invited to join a trip to San Francisco and Yosemite National Park for another get acquainted weekend. Please notice the enclosed flyer. **PRICE: \$80** (including bus and hotel). Date: **November 26 - 28 (Thursday - Saturday, Thanksgiving Weekend), 1998**. Call your country representative for more information. Only 50 seats are available. Sign up at the International Student Office. First come first served!

International Student Festival

Our biggest event of the year, the International Festival, will take place on **Wednesday, November 4, 1998**. This is the time to represent your country and your culture to the college community. There will be food, entertainment, display + awards. Talk to your country representative and get involved. It will be a lot of fun!

Fishing Trip, Irvine Lake

Join us on our trip to Irvine Lake. If we catch some fish, we will have a nice dinner later on that day. I think we will because we have the fishing experts "Maki" Teruaki Makishima and Atsushi Iizuka among us. Date: **Saturday, November 7, 1998**.

Universal Studios, Hollywood

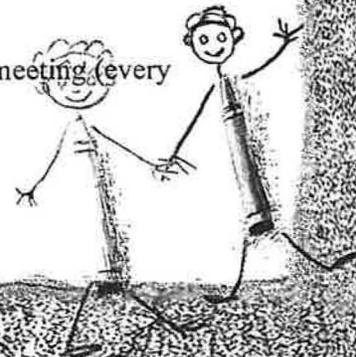
Don't miss out on this exciting International Student activity. Jurassic Park - the Ride, Backlot Tram Tour, Back to the Future, and the Live Action Show "Waterworld" will make this an unforgettable adventure. Date: **Friday, November 13, 1998**. Sign up at the International Students Center (new office, B12-Building).

Soccer

Our soccer team will practice on Friday afternoons, 1 - 4 PM at Irvine Park. The location might change. Stay in touch with Ralph, so we can keep you posted. We meet at the International Student Office at 12:30 PM, but you can just show up around 1:00 PM at Irvine Park as well. Dates: **Friday, November 6, 20, and 27, 1998**. No practice on November 13, 1998 (Trip to Universal Studios Hollywood).

ISA Meeting

Officers, country reps, and volunteer scholarship students must participate in the meeting (every other week). Dates: **Friday, November 6 and 20, 1998 at 11 AM - 1 PM**.



Appendix H

Citrus College

Citrus College is a community college located at the foothills of Glendora. Presently, it has 356 F-1 visa students out of a total of 10,500 credit students. International students consist of 3.4% of its student body.

The International Student Program (ISP) began in 1982 under the initiative of administrators. Presently, it has one full-time coordinator, two full-time immigration specialists, and two part-time counselors. The program started with \$6,000 for advertisement, and \$10,000-12,000 for two overseas recruitment trips per year. The targeted countries are in Asia and Europe.

The ISP supports itself through the \$40 per applicant fee which pays for office expenses, mailing, printing, telephone, and conferences.

The admission requirement for TOEFL is 450. Applicants can access application forms from the Internet and mail in application and related documents. For applicants who scored below TOEFL, they are invited to attend the intensive E.S.L. program right on campus. Citrus College has contacted with a private company called to offer E.S.L. on site. Of course, this is an excellent feeder source into their ISP.

Orientation is mandatory for three to four days. Guest speakers such as Bank of America representative and the Director of Health Center are part of the

orientation program. The international counseling class is highly recommended. It is taught under the E.S.L. program as an American Cultural class.

Citrus College runs an effective housing service. A homestay coordinator visits homes. Approximately 60 new student participants per semester are divided into 20 homestay arrangements. Frequent turnovers in one month are experienced.

Brenda Fink, Coordinator of the ISP attributed the success of the program to more than 50% due to administrative support, then staff support, and high expectations yielding high outcomes.

The International Student Club is quite active. They have socials every week in the ISP office, which has a meeting area in the center, surrounded by offices of the ISP personnel. Brenda commented that she can supervise a social through a window from her office while staying in her office working on the phone or paperwork. This is a nice feature in office arrangement.

Appendix I

Chaffey College

Chaffey College is a community college with 233 international students out of a total student population of 16,000 students. A full-time coordinator/counselor, a part-time counselor, and a full-time secretary staff the International Student Program (ISP). The program has been in existence since the inception of the college. But the current coordinator whom I interviewed has been there for the past six years. Program funding stems from the \$35 per applicant and \$25 for an activity fee per international student. The international students have two days of mandatory orientation, and mandatory health insurance. At registration, they are encouraged to enroll in a two-unit Orientation to College class or a three-unit Career Guidance class (see attached).

The coordinator commented that the program has increased from 100 to 233 international students in the past two years. She is focusing on recruiting overseas and locally. Her future plans include designing a web page and surveying students for needed services. In the meantime, they do offer housing services such as homestay and apartment referrals.

International Students Just For You A Career Guidance Class

International Focus

Spring 1999

Guid 3 (CSU Transferable)

M - W 2:00 p.m. - 3:00 p.m.

BE-1

D. Colondres

Section # 4016

Course Highlights

- 🍏 Career Testing 🍏
- 🍏 Interviewing Internationally 🍏
- 🍏 Resume Development 🍏
- 🍏 Future Trends 🍏
- 🍏 Researching the Best Company 🍏

International Students Just For You Orientation To College

International Focus (Become a Master Student) Spring 1999

Guid 402 (2 units)

T - Th 2:00 p.m. - 3:00 p.m.
BE-1

D. Colondres
Section # 4029 .

Course Highlights

- 🍏 Skills for College Success 🍏
- 🍏 Introduction to College 🍏
- 🍏 Note taking/Vocabulary/Spelling 🍏
- 🍏 Public Speaking and More! 🍏

Appendix J

Rio Hondo College

Rio Hondo College is a community college with a total student body of 16,000 and 350 F-1 visa students. It has been accepting international students since 1965, but it does not have an international student program.

Services to international students are provided through a full-time staff, Ms. Nguyet Nguyen, from the Admissions Office. Ms. Nguyen is the immigration specialist whom I interviewed. Two counselors, as part of their general counseling responsibilities, are also available to meet the academic counseling needs of international students.

Rio Hondo College does no special outreach other than place advertisement in an overseas college guidebook. Administration has recently shown interest in sending faculty members to recruit more actively.

Orientation is mandatory for one day. It consists of information for immigration, registration, and academic concerns. Guest speakers include a psychologist, a librarian, and several counselors.

A mandatory orientation counseling class is required for all students. This one-unit class has been beneficial in the cultural adjustments of international students.

Presently, there is no International Student Club. But international students can join other cultural clubs such as Chinese Club, Korean Club, Vietnamese Club, etc.

Since there an ISP does not exist, general funding covers expenses such as mailing, printing, and telephoning.

Rio Hondo College still enjoys a sizable number of international students. One factor for its success is the strong alumni network and word-of-mouth referral. The full-time immigration specialist has been there for more than 10 years and is quite knowledgeable about immigration matters. Students receive very good assistance from her. There is no housing service.

Future plans include more social activities and a more comprehensive web site. Rio Hondo has already developed a database to track all of its international students. Administrators are also interested in hiring a coordinator and initiating an international student program formally.



INTERNATIONAL STUDENT OFFICE
3600 WORKMAN MILL ROAD
WHITTIER, CA 90601-1699
TEL: (562) 692-0921 ext. 3147
FAX: (562) 692-8318
E-MAIL: nnguyen@rh.cc.ca.us

Dear International Student:

Congratulations on your acceptance to Rio Hondo College and thank you for choosing our college. We anticipate a rewarding relationship with you in attaining your educational goals.

Please sign the enclosed I-20 AB form and present the I-20, your passport and affidavit of support to the United States Embassy or Consulate as soon as possible to assure that you will arrive in the United States prior to the reporting date. (Please note the reporting date on item 5 on your I-20 form).

After your arrival to the United States, please bring your passport, I-94 and I-20 to my office to finalize your admissions.

There are three mandatory meetings, you are required to attend before you can register for classes in Fall 1998 semester. The meetings are as follows:

1. Orientation: Monday, August 3, 1998, 8:30 a.m. - 4:00 p.m. in the 2nd floor of Putnam Center.
2. Assessment (English, Reading and Math): Tuesday, August 4, 1998, 1:00 p.m., Room S-200, on the second floor of the Science Building.
3. Counseling Appointment: The date and time to be determined at the orientation for either Monday, August 10, 1998 or Tuesday, August 11, 1998.

Please see the attached map of the Rio Hondo College campus.

If you have any questions, please feel free to contact the International Student Office at (562) 692-0921 ext. 3147 or (562) 908-3415.

Sincerely,

Nguyet Nguyen
International Student Specialist

Appendix K

Orange Coast College

Orange Coast College (OCC) has an up and coming international student program that was featured by NAFSA Newsletter. According to Janelle Leighton, Immigration Specialist whom I interviewed, the ISP started about six years ago. Presently, they have 939 international students from 68 countries. The top three countries represented are Japan, Taiwan, and Sweden. The program grew from 108 students in the spring of 1989. What accounts for this dramatic growth?

Staffing and Funding

Based on an administrative decision, the ISP began six years ago with one full-time director, one full-time immigration specialist, one department secretary, one intermediate clerk-typist, and 75% time homestay/host family coordinator. In addition, OCC has 22 full-time counselors, and seven of them are trained to work with international students along with the Dean of Counseling. Three student assistant also work part-time for 10 hours/work each. District wide, OCC along with Coastline Community College and Golden West College, has an International Director for the study-abroad, faculty exchanges, and grant writing. For funding, Janelle advocated for 10 to 15% of the international student tuition to be designated the budget for their international student program.

Services Offered

Saeeda Walimohammed, Director of OCC's international program wrote "The mission of the Orange Coast College International Center is to enhance student success by providing the services international students need to help them reach their educational goals. These services include admission, in-country and out-of-country registration, immigration regulation information, passport services, home stay-housing coordination, orientation information, and other services such as insurance enrollment, maintenance of legal status, and cross-cultural guidance when appropriate..."

The minimum TOEFL required for admission is 500 or above, so OCC does have an E.S.L. component for students who scored below 500. Orientation is one day featuring the "Cold Water" video by Intercultural Press, one hour of counseling, and finalizing registration. There is a one-unit counseling class, although it is not mandatory. International students can also choose a Freshman Composition class just for international students.

Housing

OCC has one of the most extensive housing services. The homestay/host family coordinator is ready to assist international students to locate housing, and to facilitate agreement for tenant-landlord disputes. A host-guest agreement is attached. This is a good sample for Mt. SAC since the agreement is careful to

clearly explain the role of the International Center in disputes, and to abate liability for the college.

Recruitment

OCC recruits by contacting local language centers. OCC has agreements with ELS Language Center, UC Irvine's E.S.L. program, and the LCP International Institute. Their graduates are automatically accepted at OCC with the TOEFL requirements. International students are also accommodated by initialing a class if at least twenty-five students need the particular course.

Successful Factor

The essential factor, which contributed to the dramatic growth of OCC, is the campus-wide support, especially from key decision-makers. Janelle cited they have the support of all of the deans, and administrators above, especially the chancellor of OCC. In Director Walimohammed's words, "the philosophical underpinnings of the program stem from a college-wide realization that this program provides benefits far beyond mere financial gain."

INTERNATIONAL EDUCATION

N E W S L E T T E R

Fall 1998

Coast Community College District

Money for Faculty/Staff

Coast District International & Intercultural Grants (CDIIG)

The Coast District International Education Office has announced that \$40,000 will be available in the 1998-99 academic year for faculty and staff to develop projects that will help internationalize the Coast District's three campuses. Two types of grants will be available.

Faculty Grants: Faculty may apply for Coast District International and Intercultural Grants (CDIIG) up to \$3,000 for projects that will internationalize the curriculum and/or contribute to the cultural diversification of the campuses. Projects might include such things as adding international dimensions to existing courses, creating new courses and programs dealing with international issues, and using guest lecturers who would add an international or intercultural currency to the subject matter. International awareness and global competency can become part of the entire curriculum, not just those subjects which lend themselves in an obvious way to international/ intercultural content.

Candidates may apply individually or in concert with colleagues from their own campus or from other District colleges. Adjunct faculty may apply if they are teamed in their projects with at least one full-time faculty member.

Institutional Grants: Individuals or groups who represent college bodies are eligible for CDIIG grants up to \$7,000 for projects and events that will have campus-wide or even District-wide impact. These might include such projects as foreign scholars in residence programs, distance learning ventures, the establishing of international business contacts, the development of international/intercultural short-term learning programs, and the establishing of international, institutional linkages.

Projects not available for funding include personal travel, purchases of capital equipment, continuation of soft money projects, projects that are routine responsibilities of the colleges, projects that have been previously funded but are no longer innovative, or any project that does not directly contribute to the internationalization of the campuses.

For further information and application contact Christine Russell

(714) 438-4704. Application Deadlines:

**Spring 1999
Fall 1999**

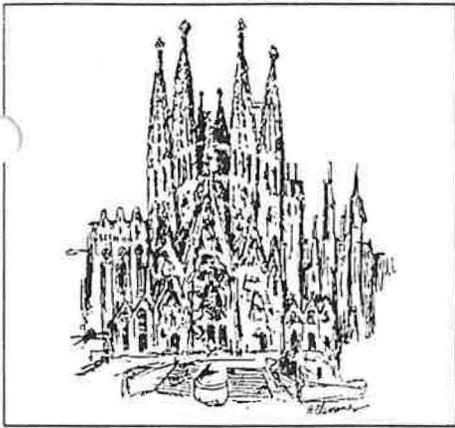
**October 30, 1998
April 30, 1999**

ORANGE COAST COLLEGE INTERNATIONAL CENTER

Orange Coast College began its International Student Program on a shoestring in 1984. Severely limited by financial constraints, staffing, and a lack of physical facilities, the program began then with 38 students representing 25 countries. The program grew to 108 students by the Spring of 1989 and now in Spring 1998, OCC has an international student population of 939 students from 68 countries. The top three countries represented are Japan, Taiwan, and Sweden. This demographic distribution is consistent with trends throughout the United States, echoing the words of education specialist Alexander Austin that the Pacific century has begun.

The mission of the Orange Coast College International Center is to enhance student success by providing the services international students need to help them reach their educational goals. These services include admission, in-country and out-of-country registration, immigration regulation information, passport services, home stay-housing coordination, orientation information, and other services such as insurance enrollment, maintenance of legal status, and cross-cultural guidance when appropriate. Administrators, staff, and student assistants are committed to providing a warm, friendly, and support-

see "International Center" on page 2



STUDENTS FROM ENGLAND'S BARNESLEY COLLEGE DISCOVER GWC IS MUSIC TO THEIR EARS

Five students from Barnesley College in England comprise the fourth delegation from their institution to study in Golden West College's internationally recognized Commercial Music/Recording Arts Program.

So far, about 35 Barnesley College students have participated in the program, which began in the spring of 1996, when 16 students started the British invasion. Students participate in classes from the career program offerings, including: commercial performance, arranging, composing music, songwriting, synthesizer techniques, studio recording and video production. All visiting students participate in recording-arts practicum and one or two classes in their own specialized field of pursuit. Students report that Golden West College's first-rate equipment and instruction are a great supplement to their program back home.

In a given semester, about 250 Golden West College students take courses in the Commercial Music/Recording Arts Program.

According to David Anthony,

Dean of Fine and Performing Arts at GWC, the exchange program is viable, exciting, culturally significant and will continue indefinitely. In addition to the classroom, students also get a lesson in American culture—experiencing on their own, Disneyland, the beach, a different English language and new foods, such as Twinkies.

OCC AWARDED INTERNATIONAL EDUCATION EXCHANGE GRANT

A three-year federal grant recently awarded to Orange Coast College and an international education consortium by the Fund for the Improvement of Post Secondary Education (FIPSE) will enable OCC students to prepare for today's global marketplace by participating in an advanced international technical/vocational exchange program. The program aims to develop parallel high-tech courses so that students from any member institution can earn certificates recognized by higher educa-

tion and vocational institutions both in the US and Europe. Occupational areas to be served include applied computer technology, semiconductor technology, heating, ventilation and air conditioning technology, hotel management and tourism, foreign languages, and international studies. A further benefit will be a framework to facilitate work placement when the program is completed. Selected program students will be eligible for a \$3,000 student mobility stipend.

The U.S. partners include OCC, Texas State Technical College, Rockwell International, Texas Instruments, and P.M. Realty. The European partners include colleges in Spain, Portugal, France, England, and Iceland.

Orange Coast College Spanish Professor Marius Cucurny and Professor of Electronics and High Technology, Tom Hersh, are local program directors. For further information call Mr. Cucurny at (714) 432-5047 or Mr. Hersh at (714) 432-5742.

Coast Community College District



CCCD Board of Trustees

Sherry L. Baum, Paul G. Berger,
Walter G. Howald, Jerry
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Burnita Sawhney, Student Trustee

William M. Vega, Chancellor

Michael Finnegan,
International Education Director
Harvey Clemans,
Study Abroad Coordinator

Newsletter Staff

Editor: Christine Russell
Graphic Design: Jack Stots Lewis

"International Center" continued

ive environment in providing these services.

The philosophical underpinnings of the program stem from a college-wide realization that this program provides benefits far beyond mere financial gain. In the real world, people move across national boundaries for education and trade in ever increasing numbers. This fact necessitates a fuller understanding of a variety of human cultures for both American and international students. The Orange Coast College International Education Program provides that opportunity

**Saeeda Wallmohammed,
Director Orange Coast College
International Center**

Appendix L

Glendale Community College

Glendale Community College (GCC) has 450 full-time international students with a total student population of 15,000. Since the beginning of its International Student Program (ISP) in 1964, GCC has been attracted students from all over the world because of its strong academic reputation. Located in the city of Glendale, it is ranked as the second safest city in the United States. It is also ranked 16th among the 107 California Community Colleges in terms of university transfer students (see attached).

It is unique in that the minimum TOEFL for admission is 425. There is a \$35 per applicant fee and \$50 per student activity fee. The other funding source is from the General Fund. The ISP is directed by the Dean of Students and is staffed by one full-time counselor and one part-time counselor. I interviewed Ms. Celeste Brenner, the full-time immigration/admission specialist who supervises two student workers.

Ms. Brenner was interviewed because she attends NAFSA on a regular basis and she is in charge of daily activities with students. According to her, there is a half day mandatory, orientation program and a mandatory one-unit counseling class to assist international students in educational planning and registering. Presently, there is no housing service except a housing book.

Celeste is also in charge of most of the social activities. Because of the \$50 per student activity fee, many programs are offered. The programs include weekly activities and special events such as a world cultural week, an international food fair, a United Nations Day, a semi-formal dance during Christmas break.

Recruitment is a strong point of GCC. The Dean of Students is responsible to recruit overseas. Past trips included visiting Argentina, Chile, and Europe. GCC also advertises in ELS Study Abroad Guide Book, Peterson's, and IES Guide Book as well as keeping contacts with embassies, consulates, language schools, and high schools locally. Future plan is to maintain the robust international student enrollment.

International Students at Glendale College



Join us! Apply for U.S.-issued "F-1 student visa" documents and join the growing international community at Glendale College.

Maintaining your visa status is simple. You must enroll in and complete at least 12 units (four or more courses) each semester.

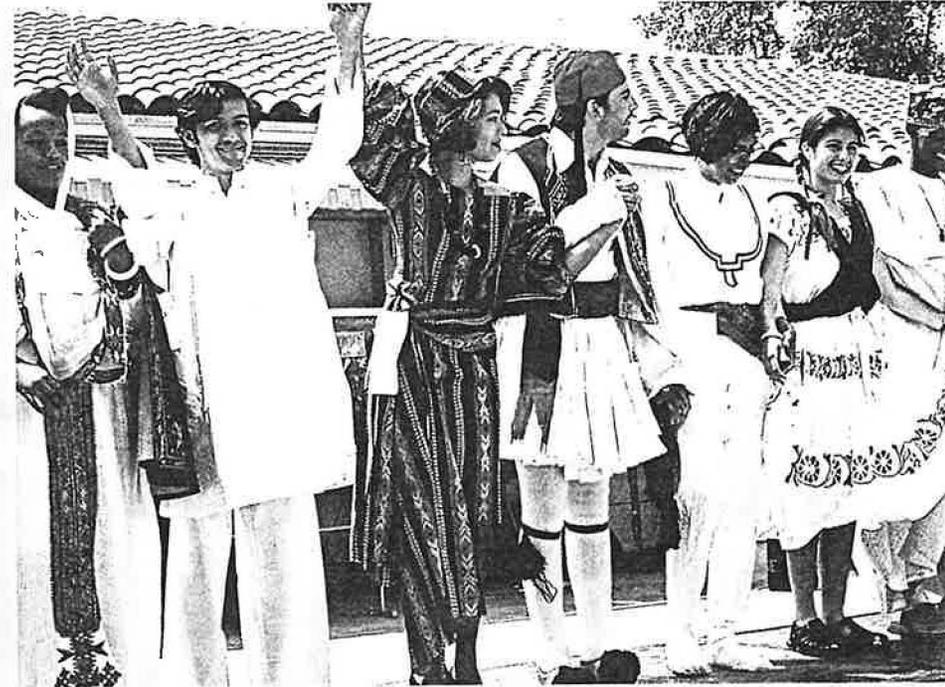
Tuition, fees and books cost approximately \$2,000 per semester. In addition, students pay for their living expenses.

International students at Glendale College come from more than 50 countries and enjoy a high degree of camaraderie. Cultural clubs and intercultural activities, including an international week of festivities, help to ease feelings of homesickness.

Students learn from each other as well as in the classroom, and at the same time they can explore the intriguing world of Southern California.



Students at GCC celebrate In-Week each spring. Activities include a parade of international dresses, cultural exhibits, athletic contests, cooking, and a dinner dance.



AUDITORIUM



Appendix M

Los Angeles (Pierce) College

The Los Angeles Community College System has nine campuses to welcome international students. I interviewed Ms. Helen Krahn , Coordinator at the Pierce Campus. When she started the program there in 1986, the Pierce Campus experienced an increase of their international student population from 186 to 330. Helen continues to be a leader in the field of International Education. She spearheaded the recent publication of NAFSA called *The Community/Two-Year College International Student Program: Guidelines and Directory*.

Recently, Pierce College has experienced a dramatic drop in foreign student enrollment back to 180 F-1 Visa students out of a total student population of 13,000. Helen contributed the drop to the event of the Northridge earthquake and the Asian economic crisis. Her experience in changes in the international student population is a good example on the complexity of maintaining a vital and successful program. I benefited greatly from her sharing of her struggles and her successes.

The minimum TOEFL requirement for entrance is a score of 500. The program has also contracted with ESL programs and would accept students after completion from the California State University, Northridge-E.S.L. Program or the ELS-English Language Schools. The application fee is \$35. Health insurance is not required.

The mandatory orientation program is three days. The program consists of speakers for housing, campus safety, health insurance, campus tour, and so forth. International students are guaranteed to have at least one hour of counseling with Ms. Krahn, who is a full-time coordinator/counselor. She also has a part-time counselor, one full-time secretary, and student assistants for her centralized office. During registration, students are encouraged to enroll in a counseling class just for internationals.

Although the program does not offer housing services, there is a privately operated dormitory nearby to accommodate students. Another option is Oakwood Corporate Housing, a resort-style apartment nearby.

Helen is active in organizing social events for her students. She likes the location of her office that extends to a large, enclosed patio/quad area for her activities. A large kitchen is also nearby. She tries to prepare thanksgiving dinner and potluck for her students.

Her future plans include expanding her program again. She plans to develop a Web site, run advertisements, and provide customer service training for her staff. She is also discussing with the College's legal counsel regarding offering other services in housing and transportation.

**Los Angeles Pierce College
International Student Orientation
Fall, 1998**

Date: Tuesday, August 11th, 1998

Location: Faculty Dining Room

- 9:45** Sign-in
- 10:00** Welcome
 Dr. Bing Inocencio
- Greetings, *Dr. Joy McCaslin*, Dean of Students
 Introduction from ASO ?
 Introduction/Icebreaker, *Helen Krahn*
- 10:25** What is Pierce College?
 Where am I coming from and where am I going?
- 11:15** Living in the United States
 Oakwood Housing, Nena McNeal
- 11:30** Health Insurance *Sharif Ossayran*, Scholastic Insurance Services
- 12:00** LUNCH
 (provided by the Associated Students Organization & International Students Office)
- 1:00** Campus Safety , *Al Redick*, Campus Police
- 1:15** Campus Tour
- 1:45** Student Observations, International Student Club President
 -Continuing students share their US experience
 -Speaker #1, Murtaza Ali
 -Speaker #2, Duleep Rodrigo
- 2:15** Higher Education in California

INTERNATIONAL STUDENTS OFFICE STAFF

Helen Krahn, Advisor/Counselor

Judah Jackson, Program Assistant

Sam Nahidi, Student Assistant

Appendix N

Santa Barbara City College

Santa Barbara City College (SBCC) began its International Student Program (ISP) 25 years ago with 30 students. Today, it has 550 international students with a total student population of 12,000.

The ISP is staffed by one full-time director, two full-time international student advisers, two administrative assistants, and five peer advisers. The College's General Fund provides the budget for the ISP.

The minimum TOEFL score is 500. But this requirement is waived if the international student is from an English-speaking country or the student may take the SBCC English assessment test in place of the TOEFL. For students who scored below 500 on the TOEFL, there is also an intensive English program. This program serves as a feeder school for the ISP. The application fee is \$50. Health insurance is mandatory and a transportation fee of \$25 is necessary (see attached). SBCC does not offer housing assistance.

The mandatory orientation program is one full day including two hours for lunch and a motorized tour of the city of Santa Barbara. Since Santa Barbara is a small town, international students receive personalized tours to help them become familiar with resources around town. Students can also sign up for a general counseling class during registration.

There is an International Student Club where students can participate in activities such as the International Day. SBCC does not have to do any recruitment because of its prime location. In fact, its program is so impacted that they have to encourage students to wait for the next semester to enroll.

Mr. John Diaz, the international student adviser whom I interviewed, attributes the success of their program to the division of functions. Each member of their team concentrates on becoming expertise in an area such as academic counseling, admissions, and immigration. For the future, they will have a new building and will try to diversify their international student population.

An interesting point is that after my interview with John Diaz, SBCC hired a new director who is Derrick Banks, who recently transferred from Cerritos College after being Director there for the last two years.

Santa Barbara City College

1999-2000 APPROXIMATE INTERNATIONAL STUDENT BUDGET FOR 12 MONTHS

ACADEMIC YEAR (fall and spring semesters)

F-1 students must enroll in a minimum of 12 units per semester to maintain full-time status, and may enroll in up to a maximum of 18 units per semester.

Tuition for 24 units @ \$152.00 per course unit	\$3,648.00
Health Fees (mandatory)	\$22.00
Transportation fee (mandatory).....	\$25.00
Medical Insurance	\$500.00
Books and Supplies	\$864.00
Room and Board (\$762.00 per month @ 12 months).....	\$9,144.00
Personal Expenses (\$200.00 per month @ 12 months).....	\$2,400.00
Transportation (\$90.00 per month @ 12 months)	\$1,080.00
<u>Academic Year Total.....</u>	<u>\$17,683.00</u>

SUMMER SESSION (optional)

1.0 to 7.0 units @ \$152.00 per course unit	\$152.00 to \$1064.00
Health Fees (mandatory).....	\$8.00
<u>Summer Session Total.....</u>	<u>\$160.00 to \$1072.00</u>

- You must pay all tuition fees at the time that you register.
- You may pay by cash, check, money order, and Visa or MasterCard.
(If you use Visa or MasterCard, the card must be in your name.)



International Student Support Program
Santa Barbara City College

721 Cliff Drive, Santa Barbara, CA 93109-2394
Phone: (805)965-0581 ext. 2240, Fax: (805)965-0781
Email: banks@sbcc.net

Dear International Student Applicant:

Recently our program has become very impacted. What this means is that we have many more international student applicants than we can accept. Therefore, when you apply, please complete your application with all necessary documents as soon as you possibly can. (Although, the application deadlines are sometimes extended, the program could close early due to an increase in the number of applicants.)

You might also choose to indicate whether you wish to be considered for the next two possible starting dates if you should not be accepted for the first semester which you desire. If you do wish us to consider your application for terms beyond your preferred entrance, we will roll it over to consider for the next round of admissions. For example: If you apply for fall, but do not gain admission to our program, you can indicate spring and summer, the next two starting dates, on your application. Please write 1st, 2nd, or 3rd in the box of your choice (Fall, Spring or Summer) in section 1 of the admission application form. Then, we would consider you for those starting dates.

Sincerely,

Derrick Banks
Director
International Student Support Program
Santa Barbara City College

Appendix O

City College of San Francisco

Since the 1970s, City College of San Francisco (CCSF) has been welcoming international students. Today, it has 1,125 international students out of its total population of 27,004 students. The total number is from its main campus and several satellite sites around the greater San Francisco area.

The program has three full-time international student counselors, one part-time coordinator, one full-time international admissions clerk, one assistant, and 10 student workers. Budget is from the College's General Fund. The program is currently under the Dean of International Education and ESL

The admissions requirement for TOEFL is a score of 475 or above. Students who scored below 475 can attend an intensive English program. Homestay services are available for students. Because of the availability of transportation in San Francisco, students can room faraway and access the campus by BART.

Orientation is two days with a presentation on the first day and registration on the second day. Students can enroll in College Success classes for one or three units. Because of the peer international student workers, each worker is responsible for e-mail, and contact international students from his or her country. The International Student Association is very active. They take advantage of the great location to have many cultural events such as attending the Chinese New

Year's Parade in Chinatown, or seeing Phantom of the Opera or a ballet. The school does not even have to provide transportation; they simply ask the students to meet at a BART station.

Because of its location, CCSF does not have to do any recruitment. They mainly attract students from Asia.

Appendix P

Foothill College

Foothill College has been one of the well-known community colleges with 543 international students in Northern California. The total student population is 14, 488. Because of its prime location in the center of Silicon Valley, international students are attracted to the area since its inception in 1958.

The International Programs Office is centralized and includes both study abroad and international student program. I interviewed Ms. Darlene Culbertson, Director of International Programs. She stated that the office is staffed with one full-time dean, one full-time director, one full-time counselor, one admission staff, and is in the process of hiring a part-time counselor. The College's General Fund funds the program.

Foothill College is also quite active in recruiting international students. They recruit overseas. Recent trips include Asia and Europe. They also advertise and invest in colorful outreach materials (see attached). Their dean and director are responsible for traveling.

The admission requirements consist of a minimum TOEFL score of 500 with an application fee of \$50. They have mandatory health insurance and offer housing assistance. Housing services are extensive including homestay, airport pick-up, and apartment-finding services.

The mandatory orientation program is one-week long orientation course. It consists of academic information, testing, immigration regulations, registration, and settling services.

Foothill College is unique in that it has a Japanese Center to host international student events. Japanese-American community members who donated funding and continued to volunteer their time initiated the Center. It serves as a model of community and international exchanges.

Ms. Culbertson attributed the success of their program to the commitment of their staff members. She commented that they get involved with the international students and are available to handle crisis situations.



*Welcome to Foothill...We have the best choices!
Check out our web page at <http://www.foothill.fhda.edu>*

The International Program

Since opening in 1958, Foothill College has emerged as one of the outstanding community colleges in the United States.

Academic programs parallel requirements for the first two years of university study. Our success is confirmed by an exemplary record of student success: Of all the international students who complete their first two years at Foothill, most successfully transfer into their year (as juniors) at one of the world-class public or private universities in California.

Foothill College offers outstanding opportunities.

A Location in Silicon Valley Near San Francisco

Located midway between San Francisco and San Jose, Los Altos Hills offers a wide variety of recreational opportunities and cultural attractions in the heart of Silicon Valley. The multiethnic mix in the San Francisco Bay Area blends many heritages—Asian, Middle Eastern, Latin American, African and European. Major Silicon Valley electronics corporations have established headquarters near campus and benefit from the outstanding educational opportunities at Foothill College.

Our valley is served by inexpensive bus, train, and light rail public transportation systems, and two bus lines that directly enter the Foothill campus. Newly

improved freeways link all parts of the valley with San Francisco and San Jose.

The varied geography and climates of Northern California invite residents to enjoy both ocean and mountain sports within easy driving distance. Mild temperatures in the western foothills surrounding campus provide a pleasant year-round climate.

Outstanding Academic Program

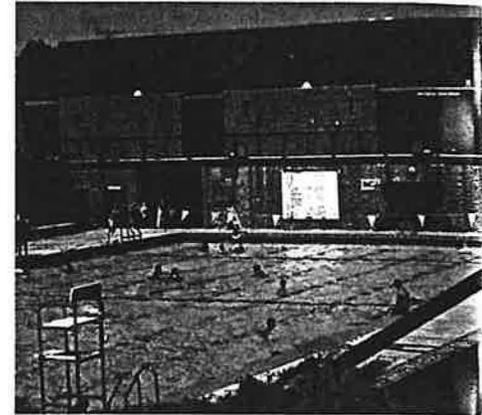
Foothill is accredited by the Western Association of Schools and Colleges. Classes are small with much personal attention. Over 70 transfer programs and 30 career programs are offered at the college. Each year, over 1,100 Foothill students successfully transfer to four-year institutions to continue their studies. Noted nearby universities such as Stanford, University of Santa Clara, San Jose State, and the University of California-Berkeley regularly accept transfer students from us. Foothill's transfer record for international students is truly among the best!

Award-Winning Campus

The campus is located on 122 acres in the rolling foothills of the Santa Cruz mountains.

The American Institute of Architects has twice honored Foothill for its outstanding design, and the *San Francisco Chronicle* newspaper called it "the most beautiful community college ever built."

Students have access to a 350-terminal Computer Lab using Tandem TXP Nonstop, IBM, Silicon Graphics, Convergent, Sun, and Macintosh systems. Other special



Services for International Students

ORIENTATION AND GUIDANCE PROGRAM

International students participate in a week-long orientation course on the Foothill campus before the start of the students' first quarter. During this course, each student gets to know the international staff, who conduct a comprehensive orientation covering issues ranging from personal adjustment to registration for Foothill classes. Many times, friendships develop during this week that provide students with support during their entire time at Foothill. Attendance is required.

ENGLISH AS A SECOND LANGUAGE PROGRAM

Foothill offers a comprehensive English as a Second Language program at six different levels of proficiency, focusing on oral communication, grammar, reading skills, composition, listening comprehension, pronunciation, and conversation.

TUTORIAL CENTER

A peer tutorial program offers individual tutoring for all courses taught on the campus.

HEALTH SERVICES

Comprehensive health insurance is mandatory and will



facilities include the Business Office Technology Center, the Sabre Travel Career Lab, Language/Academic Skills, and computer-assisted tutorial labs for writing, math, and science. Special sports facilities include an Olympic-size swimming pool, five gymnasiums, a football stadium, parcourse, Nautilus fitness center, Athletic Treatment Center, and an all-weather track. Two theatres, Appreciation Hall, and music studios accommodate dramatic, dance, and musical performances. The library is fully automated, featuring on-line access to its 90,000 volumes and 500 journal subscriptions.

be collected quarterly with the student's registration.

HOUSING SERVICES

Foothill has no housing facilities or dormitories on its campus. The college works with International Student Placements, which provides homestays with carefully screened local families as well as airport-pickup and apartment-finding services.

Educational and Living Expenses

For the 1996-97 academic year, tuition for international students is \$92 per unit. Tuition is subject to change. Consult the current rates published on the International Student Application. The following are estimated expenses in U.S. dollars for one academic year for 12 units in each of three quarters:

<i>Payable to Foothill for courses:</i>	
Tuition, Fees	\$3,445
Mandatory Health Insurance	600
Foothill Total:	4,045
<i>General expenses:</i>	
Books and Supplies	525
Room and Board	6,000
Living Expenses	2,000
General Total:	\$8,525

20 or fewer hours per week, but jobs are limited, making it impossible to guarantee employment. No scholarships or other financial aid is available to international students.

Application Procedure

Applicants must request an International Student Application packet.

To get an application, check Foothill's home page or airmail, phone, fax or e-mail:

FOOTHILL COLLEGE
Theresa Oakley
12345 El Monte Road
Los Altos Hills,
California 94022 USA
Tel.: 1-650-949-7293
FAX: 1-650-949-7375
e-mail:
oakley@fhda.edu

All application materials must be returned to Foothill by the application deadline with a non-refundable filing fee of \$50 U.S. Applicants should carefully read and follow the instructions on the application.

TOEFL Bulletin and Information from most U.S. educational commissions, U.S. Information Service offices, binational centers, or international student offices at U.S. campuses. Information is also available from the TOEFL office, PO Box 61543, Princeton, New Jersey 08540, USA.



Foothill International Admissions staff reviews all records and forms submitted by applicants. A letter of acceptance and the I-20AB form are mailed to all who are accepted along with registration, housing, and counseling information. After receiving the I-20AB form, students deliver their supporting financial documents and passport to the U.S. Consulate in their home country to apply for an F-1 student visa. The F-1 visa permits students to enter the United States and remain there while pursuing a full-time academic course of study. International students must register for and complete a minimum of 12 units each quarter in order to maintain a valid F-1 student visa.

Due Dates

Applications are accepted for fall, winter, or spring quarter. Fall quarter begins the third week of September, winter quarter begins the second week of January, and spring quarter begins the second week of April. **All beginning students will be required to arrive on campus approximately one month prior to the start of classes for orientation and registration.**

To be considered for admission, complete application packages must be received at the college by the following dates:

Fall Quarter	June 20
Winter Quarter	October 20
Spring Quarter	January 20

Discover California's world-class system of higher education. Apply now!

Hear What Other Students Say...

"The mentoring and special attention I received from my Foothill teachers guided me into my career in economics. They're much more caring than the professors I've had at Stanford."

—Kirill Dimitriev (Ukraine), transfer into Stanford University Class of 1997

"Foothill is a beautiful and very comfortable place. It gave me a great start in America."

—Ka-Yee Choi (Hong Kong), transfer into University of California at Berkeley Class of 1994

"When I first came to the U.S., I felt that my chances of getting into an Ivy League school were small. Foothill gave me the hope and strength to reach my dream and now I'm at Harvard."

—Adrian Rahardja (Indonesia), transfer into Harvard University Class of 1998



Additional fees are charged for additional class hours above 12 units. International students may not request permission from the Department of Immigration and Naturalization to work off campus during the first year. They have permission to work on campus for

Applicants must be able to speak, write, read, and understand English to successfully complete college work. A recent TOEFL (Test of English Foreign Language) score of 500 or higher is required. To register for this test, students may request the



Appendix Q

De Anza College

De Anza College is ranked 4th nationally among top 40 Associate Institutions with a foreign student enrollment of 1,582 out of a student body of 24,089 credit students. Yet, it is just starting to formalize its international student programming. I interviewed Mr. Mark Fu, who was recently promoted to become the coordinator from his full-time counseling position.

Since Mark just started his position, De Anza had not identified a centralized office for his program. He is situated in temporary partitioning at a corner near the entrance of the Student Services Building. International students can easily access his services when they enter the building for application or counseling. There is a lack of privacy and confidentiality. He is the full-time coordinator with a student assistant. He also has one full-time counselor and a part-time counselor assisting his program. The College's General Fund funds the program.

De Anza College's TOEFL requirement is a score of 500 or higher (see attached). The application fee is \$50 per applicant. Health insurance is mandatory. A one-week mandatory orientation class is required for domestic and international students. Counselors teach the orientation classes. Because the program is just starting, Mark has been concentrating on planning and development.

He contributed the success of the program to the excellent academic reputation of De Anza College and its proximity to Stanford University and U.C. Berkeley. International students are very interested in transferring to these world-class universities.

His future plans include developing social activities and outreach strategies. He would also like to increase housing services.



21250 Stevens Creek Blvd
 Cupertino, CA 95014 U S A
 Tele# (408)864-8826 • Fax# (408)864-5638
 Email: Fu@admin.fhda.edu
 Web: www.deanza.fhda.edu

A MESSAGE TO PROSPECTIVE STUDENTS

We are pleased that you are interested in attending De Anza College. The presence of international students on our campus and in our community increases our understanding and respect for the many cultures of the world. At the same time, we are confident that students from other countries gain a deeper understanding of American life by living and studying with us. De Anza College is a California public community college offering the first two years ("lower division") of college/university study for the bachelor's degree. A number of certificate and two-year programs are also offered.

ADMISSION

An international student who plans to attend De Anza College must do the following to apply for admission:

1. Complete, **sign** and return this **application**.
2. Have your sponsor and/or yourself, if self-sponsored, complete and sign the **Confidential Financial Statement** on back.
3. Submit a **letter with an official signature** on bank letterhead which verifies the following:
 - the current account balance in U.S. dollar of your sponsor or yourself if self-supporting
 - that the account is in good standing
4. Submit official Test Of English as a Foreign Language (**TOEFL**) score (**minimum 500**).
5. Submit official English translations of your secondary and post-secondary **transcripts**.
6. All documents for admission must be submitted by the following **deadlines**:
FALL quarter: June 1 **WINTER** quarter: November 1 **SPRING** quarter: February 1
7. A money order or check for **\$50.00** (U.S.) must be submitted with this application. Fee is nonrefundable.
8. All of the documents requested above must be sent by the established deadline to the following address:
De Anza College, International Student Office, 21250 Stevens Creek Blvd., Cupertino, CA 95014
9. All accepted students will be sent a **Health Verification Form** which must be completed prior to arrival at De Anza.
10. All accepted International Students must participate in a **one-week mandatory orientation** class held approximately one month before the quarter starts.

Upon acceptance, De Anza College will issue Form I-20, a Certificate of Eligibility for Nonimmigrant (F-1) Student Status. Therefore, the sooner you turn in all the required documents, the sooner your acceptance will be determined. It is highly recommended that you include your **email address** on page 2 for faster correspondence. If you want the I-20 to be sent to you by express mail, check the box on page 2 or it will be sent out through regular mail.

REGISTRATION

When you arrive at De Anza College, you must take an English and Math placement test in order to properly place you in appropriate classes.

EXPENSES*

The following **estimated** expenses are for one academic year (three quarters):
 (Based on the **minimum 12 units/quarter**)

Estimated tuition and fees	U.S. \$3,636.00
Health Insurance	600.00
Housing and meals (9 months)	6,500.00
Books and supplies	600.00
Local transportation	900.00
Total	\$12,236.00

*All expenses subject to change without notice.

Appendix R

Mira Costa College

Mira Costa College has two campuses, one in Oceanside and one in Cardiff-by-the-Sea with a combined total of 9,500 students. Since the inception of its International Student Program six years ago, the international student population has doubled to 214. This is recognized as an up and coming community college by NAFSA.

The program has one full-time coordinator, one full-time counselor, and one full-time secretary. The centralized office contains the international student office and the study abroad program. The coordinator is responsible for both programs. Budget is from the College's General Fund.

The admission requirements (see attached) include a \$50 processing fee, two letters of recommendation, an autobiographical essay, and a TOEFL score of 450 or above. Health insurance is mandatory.

The orientation program is three days long. Day One is for testing. Day Two is the orientation. Day Three is for registration.

There are no housing or transportation services. Three outside homestay agencies are available for students.

The coordinator received a grant to develop a "Peer Leadership" program. She just hired 10 new students to be trained in all aspect of peer advising of international students. These students are paid six dollars per hour. The

International Club provides other activities. There is also a College Hour co-sponsored by the Student Activities office.

Recruitment is done through local language centers such as UCSD Extension program and advertisements in magazine such as Transworld. The success is attributed to a recent retention study, which identified the Peer Leadership Program as a key factor.

Requirements and Conditions

APPLICATION REQUIREMENTS

1. Submit a complete International Student Preliminary Application by due date with photo attached.
2. Processing fee of \$50 (U.S. check or money order made payable to MiraCosta College).
3. Two letters of recommendation. These are to be written by a former or current teacher or an employer.
4. An autobiographical essay (approximately one page) that describes your education, special interest, reason for applying to MiraCosta College, and educational goals.
5. A copy of your most recent TOEFL (Test of English as a Foreign Language). A minimum score of 450 is required unless you have completed the equivalent of English 100 with a grade of "C" or better. Information and registration forms may be secured from: TOEFL, P.O. Box 6154, Princeton, New Jersey 08541-6154, USA, or MiraCosta College upon request. (TOEFL test code for MiraCosta is 4582.)
6. Records and transcripts from your high school or equivalent. They must be translated into English, and your grade point average must be at least 2.5.
7. A financial statement indicating the ability to finance one year of school and living expenses (at least US\$12,000) from applicant, parent or guardian or private sponsor (see inserted page titled "Certification of Finances"). New financial statements may be required each year. The required minimum is subject to increase based on rises in cost of living expenses.
8. If sponsored or under 21 years of age, a sponsor or parent *must* also submit a letter indicating the extent to which they assume financial responsibility for your education, housing and other related costs. Your sponsor may be an individual or an organization.
9. If you have attended other U.S. colleges or universities, official transcripts must be included.
10. If applying within the U.S. you also need to submit:
 - 1) A copy of your I-94 from your passport.
 - 2) A copy of your current I-20 form.
 - 3) A letter from the school you are attending or most recently attended stating your status and the dates you attended their school.

CONDITIONS TO REMAIN IN INTERNATIONAL STUDENT STATUS:

1. You must enroll in and complete a minimum of 12 units each semester with a 2.0 ("C") grade-point average or better; failure to complete 12 units without written permission from an international student advisor may be cause for dismissal from the international student program. Mid-term progress reports may be required.
2. Once enrolled you must notify MiraCosta College in writing if you change your address, phone number, or Social Security Number.
3. Provide proof of medical insurance (minimum amount of coverage, \$250,000) for each semester attending. This insurance may be purchased through MiraCosta College for approximately \$50 per month.

Having read and understood the above conditions, I agree to meet these conditions if accepted as an international student at MiraCosta College. I understand that my failure to do so, without written permission, may cause me to be "out of status" with INS and/or dismissed from the International Student Program.

Signature of Applicant _____

Date _____

Signature of Sponsor/Parent _____

Date _____

(if under 21 years old or sponsored by parent)

Please carefully read both sides of this application before submission. Mail completed application to:

The Institute for International Perspectives
Station 12A
MiraCosta College
One Barnard Drive
Oceanside, CA 92056 U.S.A.

Our staff will make every effort to assist you. If you have any questions concerning the requirements call 619-757-2121, extension 6896; or write to The Institute for International Perspectives, Station 12A, MiraCosta College, One Barnard Drive, Oceanside, CA 92056 U.S.A.; or FAX 619-795-6626. You may also send e-mail to chooks@yar.miracosta.cc.ca.us

Appendix S

Borough of Manhattan Community College

The Borough of Manhattan Community College (BMCC) was one of my first interviews during my sabbatical leave. After finishing interviewing New York University (#1 ranked institution in the United States for foreign student enrollment), I visited BMCC, the #1 ranked community college in the state of New York with 1,242 foreign students out of a total student count of 16,772. I interviewed Ms. Lily Yi, Coordinator of International Student Services.

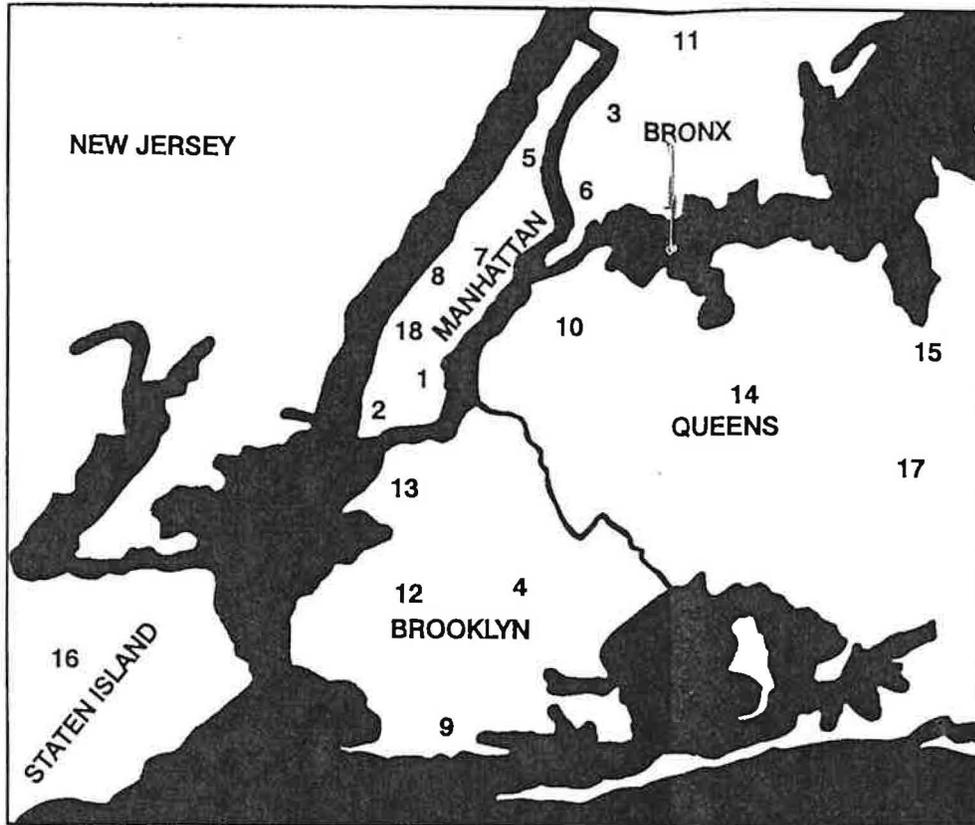
Unlike New York University which is a private university, BMCC is part of the extensive system of public higher education called the City University of New York (CUNY) which includes 17 undergraduate colleges located throughout the five boroughs of New York City. When a student applies to the system, he or she has the option of attending one of these 17 undergraduate colleges consisting of ten senior colleges and six community colleges (see attached). Also, the graduates from one of these community colleges are accepted to continue studying in one of the senior colleges for bachelor degrees. Because the CUNY system is so different from the California higher education system, I found the interview not as valid for our international students in California. Subsequently, I made a decision to concentrate my sabbatical research to California community colleges and universities.

The minimum TOEFL score is 450. The application fee is \$40 for freshmen and \$50 for transfer students. But each international student applicant has to meet admission requirements for senior colleges and community colleges. The student usually chooses a campus that offers his or her major. But the student has the option of attending classes on other campuses as well. Needless to say, the community colleges of all five boroughs work very closely together, and their international student offices are intertwined. Some of the community colleges have no international student office while others have extensive ones. At BMCC, there is an office in the Admissions Department with one full-time coordinator and three part-time assistants. They also have two general counselors who see international students as part of their assignment.

The coordinator is in charge of orientation. She usually asks for international student volunteers to assist her. She conducts workshops on immigration, taxes, and housing to keep her students informed.

There is no International Student Club, but the coordinator mentioned that New York City has a cultural group who coordinates activities for international students throughout New York City. CUNY does no special recruiting.

Locations of CUNY Undergraduate Colleges



1 Baruch College
151 E. 25 St.
New York, N.Y. 10010
Subway stop: 23 St. (#6, F, S, N, or R).

2 Borough of Manhattan CC
199 Chambers St.
New York, N.Y. 10007
Subway Stops: Chambers St. (A,C,J,M,#1,2, or 3); or Brooklyn Bridge (#4,5,6); or City Hall (N,R).

3 Bronx CC
W. 181 St. & University Ave.
Bronx, N.Y. 10453
Subway Stop: Burnside & Jerome Aves. (#4).

4 Brooklyn College
Bedford Ave. & Ave. H
Brooklyn, N.Y. 11210
Subway Stops: Ave. H & E. 16 St. (D); or Flatbush Ave. (#2,5).

5 The City College
138 St. & Convent Ave.
New York, N.Y. 10031
Subway Stops: 137 St. (#1,9); or 145 St. (A,D).

6 Hostos CC
500 Grand Concourse
Bronx, N.Y. 10451
Subway Stop: 149 St. (#2,4,5).

7 Hunter College
695 Park Ave.
New York, N.Y. 10021
Subway Stop: 68 St. (#6).

8 John Jay College of Criminal Justice
445 W. 59 St.
New York, N.Y. 10019
Subway Stops: 59 St. (#1,9,A,D); or 57 St. (R,N,B).

9 Kingsborough CC
2001 Oriental Blvd.
Brooklyn, N.Y. 11235
Subway Stops and Bus: Sheepshead Bay (D,Q); or 86 St. (N); or 25 Ave. (B); or Ave. X (F). Then take B-1 bus.

10 LaGuardia CC
31-10 Thomson Ave.
Long Island City, N.Y. 11101
Subway Stops: Queens Plaza (E,F,G,R,N); or Rawson St. (#7).

11 Lehman College
Bedford Park Blvd. West
Bronx, N.Y. 10468
Subway Stop: Bedford Park Blvd. (#4,D,C).

12 Medgar Evers College
1650 Bedford Ave.
Brooklyn, N.Y. 11225
Subway Stop: Franklin Ave. (#2,3).

13 New York City Technical College
300 Jay St.
Brooklyn, N.Y. 11201
Subway Stops: Jay St. & Boro Hall (C,F,A); or Boro Hall (#2,3,4,5); or Lawrence St. (M,N,R).

14 Queens College
65-30 Kissena Blvd.
Flushing, N.Y. 11367
Subway Stops & Bus: Continental Ave. (E,F,G,R); or Union Turnpike (E,F,R); or Jamaica Center (J,Z); or Main St, Flushing (#7). Then Q25-34, Q17, Q44VP, or Q65A to Kissena Blvd.

15 Queensborough CC
Springfield Blvd. & 56 Ave.
Bayside, N.Y. 11364
Subway Stops & Bus: Main St., Flushing (#7) and Q27 or Q12 bus; or 169 St. (E,R) & Q30 bus.

16 The College of Staten Island
2800 Victory Blvd.
Staten Island, N.Y. 10314
Subway & Bus: From Brooklyn: R to 95th St & 4th Ave., then S53 bus across Verrazano Bridge to Victory Blvd., transfer to S62 or S92 to campus.
From Manhattan: Staten Island Ferry to St. George Terminal; then S62 bus up Victory Blvd. to campus.
Bus: Victory Blvd. route S61, S62, S66, S67 or S92 to Renwick Ave. CSI has free shuttle bus service between campuses for students with classes at either St. George or Sunnyside.

17 York College
94-20 Guy R. Brewer Blvd.
Jamaica, N.Y. 11451
Subway Stop: Jamaica Center (Parsons/Archer) (J,Z,E).

18 Office of Admission Services
101 West 31 Street
New York, N.Y. 10001-3503
Subway Stop: 34 St. (A,B,D,E,F,N,R,Q,#1,9,2).

Appendix T

University of California, San Diego

During my sabbatical research, University of California, San Diego (UCSD) was my first interview at the university level. Although its program is mostly for international scholars (J-1 visa) rather than international students (F-1 visa), I found some of their programming practices applicable to the community college.

The administrative structure of its International Education Division consists of a Dean of International Education. Under him, there are three components--International Student Services, Study Abroad, and Community Groups. The International Student Services office is staffed by one full-time Assistant Director, one full-time Foreign Student Advisor, one full-time support staff, and student workers. The Study Abroad component has four counselors because it is ranked #2 or #3 within the University of California system. The Community Groups originated in the 1970s and have 800-900 community volunteers. It is this aspect of the international programming that is most impressive and amiable to have so much participation and support from the surrounding communities.

Beginning on fall 1999, all of the University of California campuses utilize the same application form for international students; therefore, the minimum TOEFL score for admission is standardized to 550. The same

application fee of \$50 applies. Health insurance is mandatory. The orientation program is consistent among all University of California campuses as well. Presently, there is no specific counseling class for international students.

The budget of UCSD's International Education Division comes from the General Fund and also contributions and scholarships (see attached). With such enthusiastic participation from UCSD alumni and community members, numerous activities and programs is available (see attached). These activities are innovative and stimulate greater cultural exchanges between Americans and internationals. Perhaps one of the great benefits from being on a university campus is that it is its own microcosm and students, faculty members, and community members are more closely knitted.

UCSD is also unique in that it comprises of five colleges, each with its own general education requirements, financial aid, and housing. International students have to designate the college of choice. During the recent semester, among 2000 applicants, only 100 international students were admitted. Consequently, the international students feel very fortunate to attend UCSD, and attrition is low. UCSD does not have to do any recruitment.

Special care is given to spouses and children of international students and scholars. There are programs specifically for them and also there is a childcare center on campus.

FINANCIAL SUPPORT RECEIVED FROM COMMUNITY ORGANIZATIONS

FRIENDS OF THE INTERNATIONAL CENTER

Friends' study abroad and international graduate student scholarships	\$21,120
New landscaping for the International Center	2,000
Facility signage	1,098
International Student Orientation dinner	232
Wednesday Coffees for international spouses	573
Programs Abroad Returnee Welcome reception	200
Contribution to International Center operating expenses	550
Programs Abroad Library donation for reference books	200
Parking permits for Friends volunteers	4,320
Friends' donation to International Club programs	350
Holiday parties, picnics, and hospitality programs	550
Friends Annual Dinner for volunteer awards and scholarship recipients	544
Friends' sponsorship of an International Cafe	150
Reference books for Friends' Tutor Library	449
Tutor volunteer recognition reception and handbook	<u>400</u>
Friends Subtotal	\$32,736

ZONTA CLUB OF LA JOLLA

Zonta Club of La Jolla Opportunities Abroad Program Scholarships	\$500
Contribution to the International Center for Friends Directory	250
Zonta Club's donation to International Club	100
Zonta Club's sponsorship of an International Cafe	<u>200</u>
Zonta Subtotal	\$1,050

UCSD OCEANIDS

Computer workstation including software	\$2,500
Computer furniture	80
Oceanids' sponsorship of an International Cafe	150
Parking permits for Oceanids volunteers	1,890
Oceanids' "People-to-People" International Cafe sponsorship	<u>100</u>
Oceanids Subtotal	\$4,720

Del Mar Rotary Club

Sound system upgrade	\$2,000
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TOTAL COMMUNITY FINANCIAL CONTRIBUTION: \$40,506

Appendix U

University of California, Los Angeles

University of California, Los Angeles (UCLA) established the Office of International Students and Scholars (OISS) about 40 years ago to provide specialized services to international students and scholars. Presently, it has 2,420 international students with a total student population of 34,342. About 1,800 out of the 2,420 international students are at the graduate level. There are also 1,500 international scholars.

The OISS has one full-time director and four counselors. The counselors' assignments are divided so that each counselor is responsible for a different group of students such as H visa, F visa, J visa, and Permanent Residence. In addition to OISS, another component is the Dashew International Student Center (DISC) which is a center for activities and programs. DISC has its own director and three program assistants. Additional staff includes two full-time staff for Development, two staff for technical support, and three full-time staff for administrative support.

The UCLA international programs follow the same guidelines as other University of California campuses. Admission requirements are standardized. The orientation program also follows the same guidelines. Volunteers are solicited to assist during orientation and to do translation work.

Because most of the students are at the graduate level, the needs differ from traditional community college students. Frequently, spouses and children

may accompany the international students and scholars. Programs are designed to address the needs of spouses (mostly women) and even children. The following are some programs that can be emulated at the community college level (see attached for details):

English Conversation Program – discussion taught by ESL volunteers.

International Women's Club – a support group for women.

International Speakers Club- internationals volunteer to speak about their cultures.

Cross-Cultural Dinners – dinner with host families.

Understanding Los Angeles – speakers from the ethnic communities around Los Angeles give a guided tour of their communities.

What is the English Conversation Program (ECP)?

The English Conversation Program (ECP) is a series of conversation sessions designed to increase participants' English conversation skills.

UCLA international students and scholars, as well as their families and friends, may register quarterly to attend these sessions. ECP students are able to improve their spoken English and learn about other cultures in an informal and relaxed setting.

How does the English Conversation Program work?

Every quarter, DISC posts a schedule of ECP classes and registration dates on ICNEWS listserv (generally three weeks before the beginning of the quarter). By registering for the program, students are free to attend any of the daily sessions (Monday - Friday). ECP is free for UCLA

Registered Students. Scholars, UCLA student spouses or domestic partners, and Sawtelle University Apartment South residents receive a 50% discount. Other community members (including UCLA Extension students) may attend ECP classes for \$100 per quarter. Classes are taught by volunteer teachers trained in teaching English as a second language. The classes are small, with groups of eight to fifteen students. Most of the classes are taught at the intermediate level, with a few beginners' and advanced level classes offered as well.

What are the benefits?

Through discussion sessions, facilitated by ECP teachers, students improve conversational skills, while learning about world cultures. In addition, the informal settings of the classes promote friendship among students and teachers.

How can I get involved?

Interested students may register for classes prior to the beginning of each quarter. Fall 1998 registration will take place September 28 through

October 9. To receive a discount or have your fee waived you must bring proof of your status (UCLA Bruin ID card, etc.). Please call for more

details. To become an ECP Teacher Volunteer, please contact the Dashew International Student Center Programs Office.

What is International Women's Club?

The International Women's Club (IWC) is designed for international women to make friends from around the world, to feel more comfortable in their new

environment, and to learn about and appreciate different cultures.

Members include international students, scholars, spouses, domestic partners, and other women from the Los Angeles community.

How does International Women's Club work?

The IWC meets weekly throughout the academic year. Several members serve on a committee that plans and organizes activities for each three hour meeting. One IWC member acts as the Committee and Club Coordinator. IWC introduces members to interesting and important sites in Los Angeles, helps women locate services and resources they need, hosts talks and parties celebrating different cultures and countries, and provides an inviting, warm environment for women to meet and become friends.

What are the benefits?

IWC members make friends, learn about other cultures, and feel more comfortable living in Los Angeles. This club is especially helpful for wives or domestic partners of international students and scholars who often feel alone and isolated in their new environment after having left jobs, friends, and family behind.

How can you get involved?

All women are invited to join the Club. Members must pay a small quarterly fee to join. To become an IWC member, contact the Dashev International

Student Center Programs Office listed below and ask about the next IWC meeting.

What is the International Speakers Club (ISC)?

The International Speakers Club is a program sponsored by the Dashev International Student Center at UCLA. Its purpose is to promote international understanding and cultural awareness, while providing opportunities for international students and scholars to practice public speaking.

How does ISC work?

The International Speakers Club Program Assistant contacts schools, organizations and clubs that are interested in learning about other cultures. Once there is a request for a presentation, volunteer speakers are contacted to participate by giving a presentation on the topics requested. Presentations are also given at the ISC meetings as a form of practice for the speakers.
How can I get involved in ISC?

The Dashew International Student Center has applications available for UCLA students and scholars interested in becoming speakers and schools or organizations requesting presentations. To receive an application, contact our Programs Office. For up to date information about this and other DISC programs, subscribe to the ICNEWS Listserve. To subscribe:

1. Send an e-mail to: listserv@listserv.ucla.edu

2. Write the message: SUBSCRIBE ICNEWS your full name
What is Housing Assistance?

Program staff and volunteers offer Housing Assistance to international students and scholars by providing housing resources, a roommate board, advice related to housing, and assistance with calling landlords or managers.

How does Housing Assistance work?

Program staff and volunteers provide international students and scholars with a Housing Folder containing useful information regarding finding housing. Students and scholars looking for a roommate can post a listing on the DISC Roommate Board from mid June through mid October. Those who would like assistance calling a housing listing may make an appointment to see a staff member or volunteer.

How does Housing Assistance benefit me?

Through receiving valuable housing resources and personalized assistance, the process of finding housing in Los Angeles is made easier for new international students and scholars. Housing volunteers benefit by working with people from various cultures.

How can I get involved?

Appendix V

University of California, Berkeley

The world-renowned campus of University of California, Berkeley (UCB) is a highly desirable destination for international students and scholars. Presently, it has 2,211 international students out of a total of 30,290 students, mostly at the graduate level. The Services of International Students and Scholars (SISS) is located in Berkeley's International House (I House), a residential center dedicated to fostering peaceful interaction, understanding, and friendship between internationals and Americans. The location is unique in that residents (about 600 students) are kept at 50% from the United States and 50% from 60-70 countries. Most programs and activities are originated from the I House.

The SISS is staffed by one full-time director, two international student advisers, two international scholars advisers. There are also four part-time international student assistants and two part-time international scholars assistants. One full-time staff is the manager and system analyst. Additional staff includes one financial assistant and one front-line supervisor.

In recent semesters, UCB has changed from its highly selective admission requirements to become more in line with other UC campuses. For example, the minimum TOEFL is 550. It has similar application process and orientation programs as other UC campuses.

During my visit, I learned that UC campuses have a unique approach to orientation. The orientation programs run approximately four weeks. The format is workshop presentations running about one and a quarter hour long each. Students are given workshop schedules and topics (see attached) and have the option to choose among the various workshops. The only mandatory workshop is the "Staying Legal" workshops when immigration regulations are discussed. Apparently, this workshop format is quite successful at the university level since approximately 700 students go through orientation each semester. Workshops are conducted by international student advisors. There is no counseling class for international students.

The basic difference between a community college and a university may be that students are given more autonomy at a large university. SISS staff is not readily available, as I found out during my visit. International students are kept informed through a listserv. All students are given a free e-mail account. Because the account is assigned, international staff can readily communicate with students through computer technology. Printed materials are also available to assist the majority of student needs and questions.

International Student Orientation--Fall 1998

❖ All International Students *must* attend one session of Staying Legal--Bring your passport and I-20/IAP-66 document ❖

Monday	Tuesday	Wednesday	Thursday	Friday
<p><i>All workshops meet in the International House at the Sproul Rooms, except:</i></p> <ul style="list-style-type: none"> Ⓜ <i>Meets in Great Hall</i> ♦ <i>Meets in Slusser Room</i> ⊙ <i>Meets in the lobby of the Tang Center</i> <p style="text-align: center;">2222 Bancroft Way</p> <ul style="list-style-type: none"> ☺ <i>Meets in 3 Le Conte Hall</i> 		<p><u>July 29</u> <i>In the Home Room:</i> 1:30 F-1 Staying Legal 3:00 Practical Matters</p>	<p><u>July 30</u></p>	<p><u>July 31</u></p>
<p><u>August 3</u></p>	<p><u>August 4</u> 1:30 F-1 Staying Legal 3:00 Practical Matters</p>	<p><u>August 5</u></p>	<p><u>August 6</u></p>	<p><u>August 7</u></p>
<p><u>August 10</u> 3:00 Practical Matters</p>	<p><u>August 11</u> 9:30 F-1 Staying Legal 11:00 Computing on Campus</p>	<p><u>August 12</u> 9:45 Campus Tour Ⓜ 11:00 Buying a Computer 1:00 Health Services ⊙ 3:00 Practical Matters</p>	<p><u>August 13</u> 9:30 Money Matters 11:00 F-1 Staying Legal 1:00 Adapting to Life in America 2:30 Computing on Campus 4:00 Staying Safe</p>	<p><u>August 14</u> 9:45 Campus Tour Ⓜ 11:00 F-1 Staying Legal 1:30 Computing on Campus 3:00 Practical Matters</p>
<p><u>August 17</u> 11:00 F-1 Staying Legal 1:30 Grad. Academic Experience 3:00 Practical Matters</p>	<p><u>August 18</u> 9:00 Health Services ⊙ 9:30 Buying a Computer 11:00 Transfer Students (Non EAP) 1:30 F-1 Staying Legal 2:45 Campus Tour Ⓜ</p>	<p><u>August 19</u> 9:00 Practical Matters 9:45 Campus Tour Ⓜ 10:30 F-1 Staying Legal 1:00 Non L&S EAP Students 2:30 U-Grad Academic Experience 4:00 F-1 Staying Legal 4:00 J-1 Staying Legal♦</p>	<p><u>August 20</u> 9:30 Money Matters 9:45 Campus Tour Ⓜ 11:00 F-1 Staying Legal 1:00 Adapting to Life in America 2:30 Computing on Campus 4:00 Staying Safe</p>	<p><u>August 21</u> 9:45 Campus Tour Ⓜ 10:30 Practical Matters 1:00 Staying Safe 2:00 L&S EAP Student Orientation ☺ 2:30 F-1 Staying Legal 4:00 RECEPTION for New International Students at I House Auditorium 7:00 California Slide Show</p>
<p><u>August 24</u> <i>First Day of Classes !</i></p>	<p><u>August 25</u> 11:00 F-1 Staying Legal</p>	<p><u>August 26</u> 4:00 J-1 Staying Legal</p>	<p><u>August 27</u> 4:00 F-1 Staying Legal</p>	<p>☞ <i>See other side</i> ☜ <i>for workshop descriptions and lengths</i></p>

Appendix W

California State University, Fullerton

California State University, Fullerton (CSUF) has a long established International Student Program since it has 1,200 international students out of a total of 22,000 students. Over 5.4% of its student population are internationals.

The centralized office is well staffed with clear division of functions. The director and the associate director provide the overall supervision. There are one full-time international student adviser and one full-time study abroad adviser. In addition, one coordinator oversees the Intercultural Development Center. One department secretary and one receptionist handle the clerical work. There are also nine peer advisers.

Additional members under Admissions handle the admission process for international students. They check for minimum TOEFL score of 500 and evaluate foreign transcripts. Admission staff members represent CSUF in local college fairs. They are also willing to come to community colleges to evaluate transcripts to assist in the transferring of community college students into CSUF. Mt. SAC should utilize their services and invite them to participate on our campus. The application fee is \$40. Health insurance is mandatory.

At the university level, another division usually provides housing, the Housing Services of the university. International students have access to dorms and referrals to off-campus apartments. A noteworthy component is an

International Friendship Council of North Orange County. This is a volunteer organization who would provide short-term housing for newly arrived internationals and also provide transportation and airport pick up (see attached).

The International Friend Council along with the staff of the International Office also initiates many of the programs such as the American Family Friend Program. Activities include welcome lunch, reception, outings, tutoring, and cultural exchange opportunities.

International students attend a two-day orientation session. The most exceptional part of the orientation would be a personal invitation to the College President's home for a welcome luncheon where students can meet key leaders of CSUF.

The successful factors of CSUF consist of a very informative web site, a monthly newsletter, and a group of nine peer advisers. The office serves international students, study abroad students, and immigrant students, which leads to integration and ample opportunities for joint activities and cultural understanding.

Six International Students Receive Grants!

Congratulations to the students who have been selected to receive ASEAN Student Assistance Awards Program (ASAAP). They are Phaisan Amporn-Aramwet, Lee-Ling Leow, Rustam Herlambang, Nisarar Limpun, Nion Sroyetch, and Ratapol Teratanavat. Each of these academically outstanding students was nominated by the Office of International Education and Exchange for this prestigious award. The competition was very tough, so they deserve special congratulations!

The ASAAP program was established by the U.S.-ASEAN Business Council to assist students from Indonesia, Malaysia, the Philippines or Thailand affected by the economic crisis. Funding for these grants, ranging from \$2000-\$5000, is provided by the US-ASEAN Business Council, through a grant from NAFSA: Association of International Educators. The United States Information Agency has provided assistance for the administration of the grant.

WELCOME INTERNATIONAL STUDENTS!

The International Friendship Council extends a sincere "welcome" to all International Students from the Fullerton area community. The desire of the Council is to be of assistance to international students. We want to help you become acquainted with our city and we hope to learn about you and your home country.

We look forward to meeting you at the International Student Orientation program. This is our opportunity to get to know you and your opportunity to learn more about our programs. Our volunteers are individuals and families in the Orange County area who are internationally-minded people who would like to be your friends. Remember, though, if you don't sign up for our programs, you'll miss a great opportunity. Give a try; we think you'll love it and make some wonderful friends.

Sue Koska, Acting President

International Understanding Award

The winner of the 1998 International Understanding Award is Maria Victoria Petrella. This prestigious award is presented annually to the student who has contributed most to international understanding on the campus. It is a \$300 award with a beautiful engraved plaque. "Vicky" received her MBA in Marketing from Cal State Fullerton this summer. She is an international student from Argentina who personifies the qualities which this award is intended to recognize.

Vicky has participated in and taken leadership roles with the American Marketing Association, Trans-Pacific Leadership Program, Business Inter-Club Council, Phi Beta Delta, Faculty Mentor Program, and the Business Mentor program. While serving as co-president of the Trans-Pacific Leadership Program, Vicky launched the group into a highly visible role on campus and expanded the vision of the program to encompass not

only Asia, but Latin America as well. One of her nominators comments, "Vicky has been providing extraordinary leadership and guidance to this recently formed student organization."

In her daily life, Vicky demonstrates her dedication to international understanding. In the words of another nominator, "It is someone like Vicky that the creators of this award must have had in mind when they thought about honoring a student who contributes most to international understanding on our campus." Vicky has taken an exceptionally active role both in and out of the classroom, demonstrating outstanding intellectual ability, curiosity, and creativity.

Nominations for the 1999 International Understanding Award will begin in early 1999. For more information, contact any staff member of the Office of International Education and Exchange.

Staff News

Bob Ericksen, Director, spent the summer thinking about travelling to new places around the world. While he was thinking of new and exotic destinations to visit, he was working hard on remodeling the kitchen in his home. He looks forward to eating a home cooked meal again sometime in August. He has also enjoyed working in his garden, tending over 25 tomato plants!

Lay Tuan McCarroll, Associate Director, thought that when summer started, she would have time to relax. Instead, she and her family spent the entire summer months preparing to move into a new home (which they have not located yet!). They are not going to move very far though - it will probably still be somewhere in the West Side of Los Angeles! So, throwing away 13 years of "stuff" is definitely not very exciting summer activity, but the excitement of moving into a new home at the end of summer will compensate for all that hard work.

Son Kim Vo, Coordinator of the Intercultural Development Center, will take a short trip to Vancouver with her sister's family in August. This will be her first trip to Canada. She has heard about the beautiful gardens in Victoria, but she is hoping to see some familiar tropical fruits.

Dana Roson, Study Abroad Advisor, and her husband, Ivan, bought a kayak this summer and spent many weekends kayaking in Newport Beach and Long Beach. In August, they vacationed in Spain, spending one week in and around Madrid and another in the Canary Islands with Spanish friends Dana met when she studied abroad at the University of Madrid. It was a great opportunity to see old friends and to visit the beautiful Canary Islands.

Fumiyo Araki, Foreign Student Advisor, had a visit from her mother from Japan. Fumiyo and her husband took her to Las Vegas. They won a million dollars on a slot machine.....in Fumiyo's dream!

Nancy Riedel, Department Secretary, began her work with the office on July 27. Nancy is new to Cal State Fullerton and is eager to meet everyone. We'll bring you news of Nancy in future issues of the newsletter.

(Continued on Page 6)

Appendix X

Loyola Marymount University

Loyola Marymount University is liberal arts, private university with 185 F-1 visa students out of a total population of 6,000. The Office of International Students and Scholars (OISS) started about 10-15 years ago. Presently, the office is staffed by one full-time director, one graduate assistant, and seven student worker. General fund covers the budget.

The admission TOEFL is 550 with an application fee of \$40. Health insurance is mandatory. Ms. Sandrell Doerr, Director recommends the Thomas Morris Group for insurance coverage.

Housing is guaranteed for incoming freshmen. The dorm has an international floor for Americans and international students. It is opened year round, even during the summer and semester breaks to accommodate the foreign students.

Orientation is two days. The first day includes immigration law, campus speaker, and peer advisers. The International Peer Program (IPP) pairs up each new international student with a continuing student (see attached). There is no counseling class.

OISS through the International Student Organization (ISO) organizes social and cultural programs such as Thanksgiving Dinner, Friendship Days,

Welcome Reception, Dance, Music, and Dress Exhibitions. In addition, regional panels highlight various regions of the World on a monthly basis.

Future plans include an International Housing Center, daily information board/display, and a monthly newsletter.

OISS provides services and programs for over 225 international students and faculty from over 50 countries in matters of maintaining their non-immigrant status under LMU's international programs.

OISS promotes understanding and awareness of the development of the University as an international institution.

OISS provides a forum for international exchange and global awareness through opportunities for on-going dialogue between the international and American populations at LMU.

CELEBRATING
CULTURAL
EXCHANGE & MUTUAL
UNDERSTANDING

OFFICE

FOR

INTERNATIONAL

STUDENTS & SCHOLARS

PROGRAMS & SERVICES

F-1 Student Program

Granted to LMU in October 1955 by the Immigration and Naturalization Service (INS), this program permits LMU to admit international students under the F-1 Student, non-immigrant status. OISS administers this program at LMU. Students are able to access advising on obtaining F-1 Visas, entering the U.S., and maintaining their F-1 Student status while in the U.S. OISS acts as the primary liaison between the University and INS.

J-1 Exchange-Visitor Program

LMU was granted permanent designation by the U.S. Department of State and the United States Information Agency (USIA) in 1991. This program allows both international students and faculty to study or teach at the Westchester campus and Loyola Law School.

New International Student Orientation

OISS provides these information seminars to newly arrived students at the beginning of each semester. Topics include: immigration regulations, adjustment to U.S. ways of life, safety education, U.S. laws, and other information useful to newly arrived students.

International Peer Program (IPP)

Returning students are offered the chance to assist new entering international students by becoming their International Peer.

Social and Cultural Programs

OISS provides annual events such as the International Friendship Day, International Welcome Reception, International Festival, International Groove Dance, International Dress Exhibition and more.

Additionally, a monthly panel representing various regions of the World provides a format for individuals to discuss and express their global views.

On a semester basis, OISS publishes a news-magazine for the LMU community. On a monthly basis, the International Affairs bulletin provides timely information for international students and faculty.

Information workshops covering important issues such as employment, taxation, and cultural re-entry are offered through out the year.

Cultural Clubs

LMU offers a variety of international clubs such as: Chinese Club (Han Tao), Indonesians at LMU (ILMU), International Student Organization (ISO), Japanese Club (Kyodai), Phillipino Club (Isang Bansa), German Club, Middle Eastern Student Association, Muslim Student Union, Vietnamese Student Assoc. (Son Lam Hai Hoang).

Appendix Y

New York University

New York University (NYU) is ranked as the #1 institution in terms of foreign student enrollment of 4,964 out of a total student population of 36, 609. It has a long history of opening its doors to the world since the 1930s. I was fortunate to interview Ms. Nancy Young, Associate Director.

The international office is staffed by one full-time director; three associate directors, five international student advisers, two clerical workers, and two graduate interns. Each international student adviser is responsible for liaison work with certain schools. The organization of NYU is that its academic programs are divided up into five separate schools such as the School of Education, Arts and Science, Business, Performing Arts, and Professional Schools. The staff offers many workshops and activities.

The application process to NYU is perhaps more complicated because applicants have to select the particular school. Each school has its own admission criteria. Minimum TOEFL score varies for the different schools. The application fee is \$45. It is quite competitive to enter NYU because international students are very interested in studying in the New York area. Nancy Young mentioned NYU has to do minimum recruitment. They do participate in overseas recruitment trips, and advertises on the Internet. Their web sites are also excellent and comprehensive.

In such a large university setting, students can often feel rather lost. The staff of the Office of International Students and Scholars (OISS) maintains many programs, workshops, and seminars to keep students involved and informed.

I felt it was somewhat useful to interview the #1 University for international students. We can duplicate some of their programs, although it would be in a much smaller scale. Other programs need considerable resources in funding and in personnel, and are more suitable for a large, research university.

Some programs of interests are (see attached):

International Friendship Program

Thanksgiving Home Stay

International Coffee Hours

U.S. Fest

Collaborative Programming

OISS-Clients@lists.nyu.edu

All international students and scholars are expected to subscribe to the OISS discussion list as soon as they have established their electronic accounts at NYU. The list is closed, private, and moderated. It is used by the OISS to communicate urgent information to international students and scholars on a timely basis. F-1 and J-1 students are required to know their obligations under the law to remain legally in the United States. By subscribing to the list students are assured of receiving timely information on deadlines, changes in procedures, and new regulations governing their stay in the United States. To subscribe send the following e-mail message to listmaster@nyu.edu: subscribe oiss-clients@lists.nyu.edu your-first-name your-family-name.

Seminars, Workshops, and Educational Programs

The Office for International Students and Scholars sponsors seminars and workshops on a variety of topics throughout the year. Some are designed specifically to inform international students of matters related to their immigration status; others are aimed at providing the University community with exposure to intercultural topics and issues. Many programs provide a forum where international students can share knowledge of their culture with others.

Some transactions, such as applying for permission to work or requesting documents for bringing dependents to the United States, require attendance at a workshop, but most programs are optional and are offered to assist students in meeting their academic, administrative, and personal needs throughout their stay at NYU. Topics include part-time and summer employment, post-completion employment, filing income tax returns, cross-cultural communication, preparation for departure, and other topics in which international students express an interest.

International Friendship Program

The International Friendship Program provides international students an opportunity to learn about U.S. culture and share aspects of their culture with Americans. This program encourages friendships between NYU international students and American alumni, students, faculty and staff.

International students interested in meeting Americans with similar interests should pick up an International Friendship Program participation form at the OISS or download the form from the OISS web site.

Thanksgiving Home Stay

The Thanksgiving Home Stay Program provides interested international students the opportunity to share the most widely-celebrated holiday in the United States with an American family and to sample a traditional Thanksgiving dinner. Hosts provide a warm and friendly atmosphere for a memorable day. Applications are available at the OISS in late October.

International Coffee Hours

International Coffee Hours, co-sponsored with international clubs and held on the first and third Tuesday of each month at the OISS, feature ethnic foods; discussions of customs, culture, and history; and performances of traditional music.

International Spouses English Program

The International Spouses English Program (ISEP) is a 12-week class held each semester (mid-September through mid-December and February through April) at the OISS. Emphasizing improvement of conversational English and understanding of American culture, the class is open to the spouses of international students and scholars. OISS and the School of Education jointly sponsor the program; instructors are NYU graduate students. The enrollment fee is \$100 per semester. For further information and enrollment forms contact the OISS and visit the OISS web site.

U.S. Fest

During the annual spring vacation the OISS sponsors U.S. Fest, a week of activities designed to give international students, scholars, and their dependents the opportunity to explore and experience American culture. Highlights of past U.S. Fests include the Cotton Club Gospel brunch, an overnight trip to Washington, D.C., and NYU faculty presentations on topics ranging from American culture in the 1960s to the history of Central Park to dating patterns in the United States. Also included is a photography and essay contest, which asks students to submit entries answering the question, "How do you see U.S.?"

Collaborative Programming

As part of its advocacy for international students and scholars, the OISS works with other offices on campus to provide special services and programs. Examples include the Visiting Nurse Program with the University Health Center, The Food Experience

Appendix Z

SABBATICAL LEAVE PROPOSAL

ACADEMIC YEAR 7/1997 – 5/1998

From Nancy King, Counselor

Goal: This project will initiate extensive research of successful international student programs throughout various institutions higher education. The project's ultimate goal (reflecting the college's vision) is to create a comprehensive international student program at Mt. SAC that will be a premier program in California. In my written report, I will analyze the gathered information and arrive at specific recommendations for the development of our international student program. As a general counselor with 50% reassigned time as the International Student Counselor, I plan to spearhead the implementation of the recommendations in the new International Student Center.

Objectives: To achieve the project goal, I believe the following elements are essential:

1. Identification of crucial components of a comprehensive international student program to meet the needs of our international students.
2. Development of a recruitment plan which will emphasize the initiation and strengthening of liaison relationships with local high schools, adult schools, English programs, and universities.
3. Establishment of an International Student Center which will centralize international student services.
4. Development of an International Student Club to promote intercultural exchanges among our international and American students.

Background Information

Prior to 1994, a group of concerned Mt. SAC's faculty members, administrators, and staff whose instructional or service areas deal with international students began to meet informally. We felt the need to coordinate our efforts since there were no specialized services and there was no centralized location for serving international students. When the group obtained campus-wide committee status as the International Student Services Committee, I was the first chair from 1994-1995. In my capacity as chair, I wrote a proposal for the development of an International Student Center and an international student survey to identify needed services and activities. I was also able to establish a mandatory orientation program for international students in Fall 1995 by soliciting and coordinating the efforts of Admissions, AMLA Department, and Associated Students. This mandatory orientation program for international students consisted of four days of coordinated activities that differ markedly from the Counseling Department's regular mandatory orientation program (in which I participated in Fall 1996).

Toward the end of my term, at Dr. Bill Feddersen's request, I collaborated with Robin Benedict, Chair of International Education Committee, to write a funding proposal for both the international student program and the international education program. Although the funding proposal was not accepted, Robin Benedict received 60% reassigned time, and she became the Coordinator of International Education. I received 50% reassigned time as the International Student Counselor.

Statement of Project's Value to My Professional Growth

In my year as the International Student Services Committee chair, I was very excited about the possibilities of what Mt. SAC's international student program could be; I began to put in more and more additional hours beyond my counseling hours to implement some of my ideas. Even now, with 50% reassigned time, I frequently devote significant effort to counseling international students with many needs and I put in extra time to plan and administer the international students. A sabbatical leave will contribute to my professional growth - not only will I have time to implement my ideas, but also I will have time to research successful international student programs at other colleges to incorporate their best ideas. My effectiveness as an international student counselor will greatly increase since I will be responsible for establishing policies and planning strategically for Mt. SAC's international student program as I guide the students. I will share my findings with my Mt. SAC colleagues, especially with members of the International Student Services Committee. Together, we will be able to provide more services to our students.

Statement of Project's Value to the Institution

A quote from the 1992-1993 Annual Report of the California Colleges for International Education (CCIE) stated:

In light of the rapidly changing economic, political, and socio-cultural ties that bind all nations together, no nation exists alone. Consequently, international education becomes all the more acute for the community college. The United States is the preeminent economic and political power

in the world, and our nation has always been a leader in international education. The U.S. Department of Commerce found that U.S. colleges and universities are the nation's fifth largest "exporter" of services. Some statistics from the Institute of International Education stated that the total number of foreign students attending U.S. colleges and universities for the 1994-5 academic year is 452,635. The number of U.S. students studying abroad for the 1993-4 academic year is 76,302. For these international exchanges, we have an ethical obligation to offer the same services and amenities for international students as we expect for our students studying abroad.

Mt. SAC, situated on the edge of Pacific Rim, is in one of the most culturally diverse areas of the world. Also, we are strategically located in San Gabriel Valley, where there is a great influx of immigrants from Pacific Rim countries. Because of the advantageous location of Mt. SAC, we have enjoyed a strong enrollment of international students but we need to do more. In 1994-5, Mt. SAC had 790 international students, the third largest California community college enrollment of foreign students. However, in Fall 1996, our international student enrollment dropped to 407. In my recent international student survey, international students identified essential support services that were lacking at Mt. SAC and indicated that other surrounding community colleges have increased services. Subsequently, many of our international students have transferred elsewhere. This drop in enrollment highlights our need to devote more energy to recruiting and retaining international students.

The time is appropriate for Mt. SAC to be a leader in international education. Mt. SAC already committed itself by establishing an international studies program coordinated by Robin Benedict; the next logical step is the creation of a comprehensive international student program.

Specific Project Activities

To create a comprehensive international student program at Mt. SAC, I plan to undertake the four activities described below:

Activity #1: Research

I will conduct research into the organization of international student programs on college campuses that have comprehensive international student programs.

From my preliminary research, I have found that the following community college campuses in California have such programs:

Mira Costa	Santa Monica
Pasadena	Los Angeles
Santa Barbara	San Francisco

I will contact these community colleges, as well as the colleges and universities that have the greatest enrollment of international students in the United States and that are the most renowned for their international student programs--for example, the University of Southern California, Boston University, and Miami-Dade Community College in Florida. As the research develops, I will supplement this list of colleges to study. Representative research questions are attached.

The research will be conducted by using a combination of telephone and written surveys, as well as computer and library research. I will request written materials and conduct telephone interviews with program coordinators and administrators. In addition, I will gather information by attending local, regional, and national conferences and workshops.

After completing this research, I will write a specific proposal to develop our international student program, incorporating successful approaches tried at other colleges and universities.

Attachment to Activity #1

The following questions are representative of the types of inquiries that will serve as the starting point for the research that I will pursue:

1. How would you describe your institution (e.g., a junior college, college, or university)? What is the enrollment of your institution's students?
2. How did the international student program begin and develop at your campus? How long has it been underway?
3. How is your program administered and staffed? What are the job descriptions of the employees involved in your institution's program?
4. What are the various components of the program? How is it organized?
5. Does your institution utilize special outreach methods to contact international students prior to their enrolling at your campus? What marketing strategies and materials have you found to be useful?
6. What does your institution's orientation program for international students feature? What materials do you use?
7. Is there a counseling class for international students? How is it perceived by the students?
8. What type of extracurricular activities are available for your students (e.g., international student club)?
9. What are the sources of funding for your institution's program?
10. What do you feel are the most successful factors of your institution's program?
11. What future programs or activities do you hope to implement for your institution's international students?

Activity #2: Formulation of a Recruitment Plan

I will formulate a plan to increase the recruitment of international students.

For the academic year 1996-97, the Executive Management Team (EMT) of Mt. SAC has set as a goal the increased recruitment of international students by the International Student Services Committee. To meet this goal, the Committee members believe that we need to increase our expertise in the area of recruiting. For instance, some of us are currently attending a workshop given by the Vice President of Peterson's Guides.

Meanwhile, Dr. Feddersen recently attended a President Summit with Cal Poly Pomona's President, Dr. Suzuki, and discussed coordinating international student recruitment efforts at several schools. Subsequently, an International Recruitment Consortium was formed with Cal Poly Pomona and several local community colleges. This Consortium is recommending a 1+2+2 International Student Program, with students studying their first year at Cal Poly Pomona's language program, then studying at a community college for 2 years, and then transferring back to Cal Poly Pomona for the final two years. Since competition will be keen among the community colleges involved in the program, Mt. SAC needs to maintain an active role to recruit students from the Consortium.

As a counselor, I have served as a liaison to high schools in Mt. SAC's district. I know the importance of connecting with these feeder schools for Mt. SAC's enrollment. During my sabbatical, I plan to establish additional liaison relationships with English programs at local high schools, adult schools, Cal State University campuses, and international universities. I will initiate contacts with these schools and disseminate information about the array of Mt. SAC's services. At the end of my sabbatical, I will write a specific recruitment plan.

Activity #3: Establishment of an International Student Center

I will work to establish an International Student Center.

Following my year as the Chair of the International Student Services Committee, the proposal for the establishment of the International Student Center was approved (through shared governance) by the appropriate committees. Presently, Dr. Audrey Yamagata-Noji, Vice President of Student Services, is meeting with architects to allocate creatively space for the International Student Center. The proposed site will be directly across from her office on the first floor of the Student Services Building.

The International Student Services Committee members are very excited about this proposed centralized location. We envision faculty and staff working closely with international students there. We plan to provide a variety of needed services identified in a survey of 482 international students conducted in Fall, 1994 (see attached).

Mt. SAC currently provides no specialized services and has no centralized location from which to disseminate information to international students. The process of applying and transferring to other universities differs greatly from those applicable to American students because additional requirements involving immigration issues often have to be met. At this time, Mt. SAC's Transfer Center provides only very limited information to our international students. During my sabbatical, I will gather specialized information for international students and initiate formal programs and workshops about transferring, obtaining legal assistance, making use of immigration advice, receiving housing assistance, and undertaking international exchanges. At the end of my sabbatical, I will generate a report of proposed International Student Center programs and activities.

INTERNATIONAL STUDENT SERVICES SURVEY RESULTS

Part I - Information about you

First semester college students = 238

Transfer students = 17

Continuing students at Mt. SAC = 227

Part II -

Would you like to have the following services that may be offered?

From the list of new services select your top three topics

	Service	Yes	No	No Answer	Choice 1	Choice 2	Choice 3
1.	International Student Club	402	77	13	80	16	26
2.	Academic information about applications to and information about other universities.	435	40	17	50	42	27
3.	Assistance with transfer process.	409	47	36	31	30	33
4.	Academic advisement from faculty such as AmLa, English, and other departments	454	23	15	21	35	45
5.	Peer counseling from other students who have successfully transferred to other four-year colleges.	407	69	16	29	25	33
6.	Information about programs and groups for campus involvement. Referrals for housing, medical insurance, and legal assistance.	408	64	19	26	30	19
7.	Help with immigration forms and processes.	374	98	20	21	19	27
8.	Program to find you a student friend for the U.S.	379	97	16	16	28	13
9.	International student support group with faculty, staff, or community leaders as members or friends.	392	82	18	15	19	7
10.	NAFSA (National Association Foreign Student Advisors) conferences and seminars about International Student issues.	394	84	14	12	17	17
11.	International Celebration Day	333	148	11	10	20	9
12.	Help with admissions processes.	412	61	19	5	11	17
13.	Assistance with registration process.	381	66	45	4	9	23
14.	Host Family program for the holidays.	253	218	20	5	6	3

Activity #4: Creation of an International Student Club

I will work to create an International Student Club.

According to a student survey conducted in December, 1994, the establishment of an International Student Club is the number one service requested. (It was identified by 402 out of 482 students surveyed.) Because international students have to leave their families, their countries, and their cultures to study in the United States, they have special needs. As a counselor, I frequently encounter and assist international students facing cultural shock, intercultural adjustment difficulties, and social and/or psychological problems. I believe that forming an International Student Club will serve as a valuable first step to help address the many social and personal needs of international students.

An International Student Club will give international students a sense of belonging and a way to contribute to the Mt. SAC community. The international students will be able to use the club to make friends with students from their own countries, from other countries, or from the United States, thereby developing a support system for themselves. The International Student Club will also offer an avenue for providing an education about international issues to Mt. SAC students, staff, and faculty.

With my sabbatical leave, I will organize interested international students to develop an International Student Club. I will serve as Chief Advisor and will mentor international student leaders to plan intercultural awareness activities such as International Celebration Day. I hope to train international students to become adept at making presentations and acting as campus resource persons for their culture or country. At the completion of my sabbatical, I will write a report about the International Student Club's accomplishments and future goals.

Project Timeline

Activity #1

Goal: 1. Research comprehensive international students programs in targeted school.

Projected Completion Date: Jan. 30, 1998

Goal 2. Write proposal for establishing a comprehensive international students program at Mt. SAC.

Projected Completion Date: April 30, 1998

Activity #2

Goal: 1. Initiate liaisons with local high schools, adult school, English programs, and universities.

Projected Completion Date: December 20, 1997

Goal: 2. Write a proposal for recruitment of international students for Mt. SAC.

Projected Completion Date: April 15, 1998

Activity #3

Goal: 1. Gather specialized information and staff for the establishment of the International Center.

Projected Completion Date: October 1, 1997

Goal: 2. Offer a variety of specialized services and activities at the International Center.

Projected Completion Date: April 15, 1998

Goal: 3. Write a report of Center services and programs.

Projected Completion Date: May 15, 1998

Activity #4

Goal: 1. Recruit international students to create an International Students Club.

Projected Completion Date: September 15, 1997

Goal: 2. Act as advisor; train and mentor international student leaders to develop and offer intercultural events throughout the 1997-8 academic year.

Projected Completion Date: April 30, 1998

Goal: 3. Write a report of Club activities and accomplishments.

Projected Completion Date: May 30, 1998