1. ANALYSIS AND IDENTIFICATION OF STRATEGIC PROGRAM ISSUES

1) Summary of Analysis

Our program needs to move from time-intensive hand reports to IT reports that are accurate and consistent. This will help with faster contacts with students, data collection to track units, drops, grades, country, addresses, and majors. The minus side to this will be ever changing SEVP program database upgrades, and regulatory law changes being a double-edge sword.

During the next three years, we hope to improve coordination of efforts to accelerate and strengthen alliances with existing SCC Student Services, Campus Departments/Faculty, LRCCD campuses, Outreach Centers, State and federal government agencies, Department of Homeland Security-SEVP, USCIS California Service Center, Department of State, overseas Education USA Advising Centers, partnering universities and programs.

2) Strategic Program/Unit Issues

The program hopes to close the communication gap so that all key players at Sacramento City College can better serve international students. The age of specialization or technology has fragmented our higher education process to the degree that we, including students, rarely have occasion to spend time with peers discussing topics that will impact on all our interactions. Relationships with other support programs, moreover, are critical to integrating pre-admissions evaluation, orientation, academic counseling, decision making or options, and issuance of immigration documents with efforts to increase higher levels of student self-responsibility in following federal laws.

The program needs to achieve greater productivity relative to the increased accountability demands. A reclassification of Counseling Clerk II to International SPA/DSO needs to be evaluated as a way to achieve these productivity gains, support intervention SEVP web responsibilities, and meet the increasing needs of our cross-cultural student population. The program will address these same issues by exploring ways to increase the amount of available student employment assistance. An additional 5 to 10 hours each week would free up other members of the team to work on special projects.

The program hopes to support activities that celebrate diversity and heighten mutual respect for positive change through workshops or field trips, and common affinities over intercultural on and off campus events.
II. DATA COLLECTION, ANALYSIS & SUMMARY

1) Provision and Delivery of Program Services

a) Program Mission/Purpose & Service Provision

The International Student Center (ISC) provides essential support and guidance for international students who are in F1/F2 student status as well as comprehensive information to others seeking temporary non-immigrant visas permissible by immigration to study. The faculty and staff assist students with pre-admissions requirements, academic counseling, international orientation, crisis intervention, career, personal and graduation/transfer information. The mission believes “that international educational exchange advances learning, encourages intercultural sensitivity, and encourages constructive leadership in a global community.”

The International Student Center provides counseling and advising services to international F-1/F-2 non-immigrant status students in reaching their educational goals, understanding immigration responsibilities, Student and Exchange Visitor Program (SEVP) College reporting actions thereof, and cultural adjustment matters to successfully graduate and or transfer to higher education levels:

- Prospective International Admissions Evaluations
- In-take Communication and Evaluation
- Preparing SCC I-20s (F-status) for Initial & Continuing Attendance
- ICE Student & Exchange Visitor Information System (SEVP) Data Reporting
- Academic Counseling
- U.S. Immigrations & Customs Enforcement (SEVIS) Guidance
- Career Counseling
- Crisis Intervention
- Multicultural Personal Counseling
- Outreach/Recruitment
- College Liaison, Governmental Agencies, other Schools and Community

b) Past Performance & Goal Accomplishment

Developed and implemented processes to promote engagement and success of first year students during “Welcome International Orientations for Fall and Spring” – Constructive knowledge in the various facets to Education in the USA focusing on a wide range of topics such as Academic Success, Counseling & F-1 Laws, Student Guide, Catalog, Schedule of Classes, SEVIS I-20, I-94, Visa, U.S. health care and access to high quality comprehensive student services individuals and governmental agencies appropriate to the needs of each student (tied to Student Learning Objectives-SLOs).

Implemented a systematic enrollment management process that aligns student outreach and recruitment with scheduling of classes, programs, and services based on student interest, demand, time, convenience, and culture – Pre-Admissions eligibility to study adhering to guidelines for student status defined as any citizen of a country other than the U.S. who has or will need “school authorization under federal laws to enroll nonimmigrant students” advertising in marketing guides/websites enhancing competitiveness here and abroad, building name recognition.

Improved staff processes for all classifications including hiring, orientation, mentoring, customer service, training, evaluation, and exit processes with attention to the selection and retention of staff that reflect the diversity of our students and community – Student success requires sustained attention to these F-1s to reflect the diversity of clientele/countries, Adjunct/International Counselors’ training, continuous SPA/DSO training techniques, new hire International Counseling Clerk/DSO training, Student Help or replacements, Scanner, Counseling, Student Services, International Center Meetings, NAFSA professional training and Sacramento Valley International Educators Group.
Delivered programs and services that demonstrated a commitment to learner-centered education and institutional effectiveness through continuous process improvement – SCC Principal/Designated School Officials follows the international student mandates of [www.ice.gov/sevis](http://www.ice.gov/sevis) problem solving, compliance with Student and Exchange Visitor Program SEVP 5.10.2 release or latest versions with time-sensitive College web base reporting also requiring paperless electronic scanning of mandated student records.

c) Data Analysis and Summary

The program has experienced a 12.3% growth in enrollment over the last three years while at the same time had positive growth in attendance of new students at its Fall orientation (Appendix A-1). During the same time period, however, student contacts decreased by over 15%; the change is almost entirely attributable to a decrease in email communication (Appendix A.2). It is important to note that as a consequence of continued enrollment growth the revenue generated from the student fees associated with the program currently exceeds $1M (Appendix A-3).

Student surveys conducted in the Fall of 2007 and 2008 indicate that in general, students are satisfied with the level and amount of service that is provided. Further, they report that they prefer to communicate via email. The surveys also suggest particular areas of student interest and/or topics about which they would like more information (i.e. transportation, housing, and employment).

National trends are important considerations to the future direction of this program. According to the Open Doors International Student Census, 582,984 international students were studying in the U.S. in 2006/07 year. Community colleges hosted 86,179 or 15% of all international students; 67,855 were Associate level. As in the past several years, California, New York, Texas, Massachusetts, and Florida were the leading host states for international students. The majority of international students supported themselves through personal and family funds as our students do. International students contributed $14.5 billion to the U.S. economy.

Two-year community colleges are a unique aspect of the U.S. higher education system that many students from other countries utilize as a first step toward fulfilling their long-term educational goals in the U.S. Like other types of academic institutions, associate colleges saw a decrease in international enrollment following September 11, 2001. SCC held steadily the last three years ranging between 194 to 218 F-1 students. Outreach and marketing continues to be a focus to reach international students with web base products and targeted print publications.

Due to 9/11 and threats of terrorism, congressional laws passed regulating the Student and Exchange Visitor Program which oversees F-1s and respective institutions (SEVP & SCC). This resulted in continuous implementation by all institutions, including SCC to electronically access SEVP web sites on a timely basis for each enrolled student following SEVIS 5.10.2 program or latest upgrades. Consistently, individual case management files are effectively and efficiently determined with situations where good judgment must be exercised. Colleges’ P/DSOs must carry out the responsibilities assigned by their institution, and comply with an array of federal regulations yet provide the best possible service to their students and other “constituents.”

Enrollment growth for the SCC International Program will be influenced by a variety of external factors over the coming years. Some of these factors relate to visa denials, affordable tuition fees, country economics, world wide recession, political upheavals, natural disasters, competition among countries for students here and abroad, students’ responsibilities to maintain SEVIS status/retention (biggest academic challenge), language skills, culture shock or adjustment to host families and U.S. educational system. Comprehensive student services work hand-in-hand with a campus climate (administrators, faculty, and classified) that is desirable and attractive to our student population to ensure that they remain connected to and engaged in the whole college experience. What this also means for international students is that, in addition to a rich academic environment, community colleges also offer a unique opportunity to experience the many aspects of life and culture in the United States – both on and off campus.
The International Student Center staff is committed to interacting with students in a welcoming atmosphere to prepare them for and enable them to contribute to the changing world in which we live. We are specifically trained to advocate for and make known a variety of support services and answers to U.S. Department of Homeland Security/ICE in one place. Relationships with other support programs are critical to doing our jobs well, integrating pre-admissions evaluation, orientation, academic counseling, decision making or options, and issuance of immigration documents with efforts to increase higher levels of student self-responsibility following federal laws.
2) Advisory Board Recommendations (DSPS, EOPS, & Transfer Center)

Not applicable to the International Student Center.
3) Student Learning Outcomes

The underlying purpose of student learning outcomes is to improve teaching and learning, the heart of the community college. Accreditation standards require evidence that the institution “demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning.”

Program/Unit-Level Learning Outcomes: As a result of interacting with this program/completing this program, students will be able to (1) seek academic help from departments, faculty, counselors and International Center, (2) learn academic policies via SCC Catalog, SCC websites, class schedules, and student guide, (3) self responsibility for maintaining SEVIS good standing, (4) create community and social support relationships to lessen culture shock, and (5) take the initiative to find help for his or her issues.

Program-to-Division Learning Outcomes:

<table>
<thead>
<tr>
<th>International SLOs</th>
<th>Aligned with Student Services SLO</th>
<th>Aligned with General Education SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Seek academic help and</td>
<td>#1 Participate and navigate programs, services, computer technology, and resources for college entry, successful progression through college, and transition from college to the community.</td>
<td>Information Competency</td>
</tr>
<tr>
<td>2. Learn academic policies</td>
<td>#7 Develop and apply self-advocacy skills for school, personal life, and work world</td>
<td>Life Skills and Personal Development</td>
</tr>
<tr>
<td>3. Self responsibility for maintaining SEVIS good standing</td>
<td>#14 Develop and utilize effective communication skills in building and maintaining multicultural interpersonal relationships</td>
<td>Cultural Competency</td>
</tr>
<tr>
<td>4. Create community and social support relationships to lessen culture shock</td>
<td>#10 Identify and analyze problems; creatively propose, analyze, implement, and evaluate solutions to problems</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>5. Students must take the initiative to find help for his or her issues</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Future Directions: The group International Orientations or one-to-one counseling will focus on the SLO: *F-1 Student Mutual Responsibility Agreement* will be put in place for students to be able to understand the importance of seeking help when needed as to what constitutes a full course of study (12 units – W’s are not included here) as well as identifying those few exceptions to SEVIS “Termination Reason-Otherwise Failing to Maintain Status.”

For College support in identifying these students, this requires IT programming technological PeopleSoft changes and an investment in creating timely specialized reports and letters.
4) Curriculum

Not applicable to the International Student Center.
5) Program Resource Utilization

**Staffing Trends:** Over the past three years, the program experienced disruptions in staffing due to position vacancies. However, a full-time Counseling Clerk II was hired in Summer 2008. It is imperative that the Counseling Clerk II seek reclassification as a “Student Personnel Assistant-International/DSO.” Under the direction of the PDSO, DSOs provide student services support, and are aware of the regulatory framework to ensure compliance through SEVIS, responsible for web base reporting, and conduct checks throughout the semester on common violations of status/failure to make normal progress.

**Staff Participation:** As part of shared governance, staff participate as: Academic Senate senator, Language & Literature ESL Department liaison, LRCCD International Education, VPSS Student Services, Counseling Department/Division, Club Adviser, SCC High School Counselor Conference, Middle School Career Day, Ingeniux Committee, Classified Staff meetings, Student Equity, hiring committees, and volunteering as needed.

**Staff Professional Development:** ISC is encouraged to participate in areas of interest. An increased future budget allocation would allow more opportunities for much needed professional development activities. College PDSO continues to attend one annual and or regional conference. There needs to be more opportunities for all DSOs. DSOs attend regional conferences and local area meetings on a rotating basis which is balanced around peak SEVIS time mandated reporting months.

During the past three years, the ISC budget received “soft monies” and there has been no increase at all. Costs have risen steadily, negatively impacting the operational budget in such areas as adjunct and classified hourly wages, conference registration fees, mileage, airfare, lodging, food, video conferencing, supplies and higher marketing publication costs.

**Facilities & Equipment:** The ISC is located in the Rodda North Counseling area. The total available space has not changed and continues to create significant constraints to service students (i.e., insufficient space to create an optimal student friendly center where students can congregate, network and study). We also try to optimize our ISC work station by working together and sharing space for adjunct International counselor(s), student help/work study and Work Experience staff. It gets crowded at the ISC front counter space which serves as the thoroughfare. The Coordinator-Counselor Office has limited seating for one counselee; the main SEVIS confidential file room is jammed with the scanning area; nearby serves the Crisis Counselor, Cooperative Work Experience Coordinator, and SPA reception area, plus one main Counselor Office. During peak periods, there can be a lack of space and chairs and who is seen in what office.

Currently, we are reviewing possible computer equipment (and peripherals) that needs to be replaced. The Coordinator computer needs to be replaced (on 5 year IT 2009 replacement) taking into account all P/DSOs computers requiring high levels of technology and speed for daily SEVIS reporting and printing I-20 documents. The adjunct/work station computer is quite old. Existing file cabinets suffer from prolonged usage.

**Finances & Budget:** Expenditures by major categories for the program cannot be foreseen due to rising business cost by conferences, institutional membership fees, hourly wages, suppliers, and publication and marketing materials.

**Future Directions:** For the next three years with a higher budget allocation, we hope to improve coordination of efforts to accelerate and strengthen alliances with existing SCC Student Services, Campus Departments/Faculty, LRCCD campuses, Outreach Centers, State and federal government agencies, Department of Homeland Security-SEVP, USCIS California Service Center, Department of State, Overseas Education USA Advising Centers, partnering universities and programs.

The program hopes to close the communication gap so that all key players at Sacramento City College can better serve international students. The age of specialization or technology has fragmented our higher
education process to the degree that we, including students, rarely have occasion to spend time with peers discussing topics that will impact on all our interactions.

A reclassification of Counseling Clerk II to International SPA/DSO is needed to meet the demands of productive accountability, support intervention SEVP web responsibilities and to meet the needs of our cross-cultural student population. Lastly, the program needs to find a way to increase the hours for student help. An additional 5 to 10 hours each week would help the staff in releasing them from basic clerical duties, files, Xeroxing, scanning, telephone, scheduling SARS, and working on special projects as needed.
6) Collaboration Across Our Communities

**Current Partnerships:** The program collaborates in mutually beneficial ways with the following internal partners: Admissions & Records, Counseling, Faculty, Crisis Counselor, Information & Orientation, Outreach Centers, High School Outreach, Health Office, Business Office, Language & Literature, ESL Liaison, Cooperative Work Experience, Transfer Center, Career Planning Services, Job Services, Tutorial/RISE Services, Cultural Awareness Center, Student Leadership & Development, and department/instructional faculty.

The program collaborates in mutually beneficial ways with the following external partners: ESL Intensive Language Schools, other community colleges, CSU System, UC System, private colleges/schools, out-of-state institutions and community agencies.

It is also the case that within individual offices, one office or department may not know about projects or changes taking place in other areas of the College. Improved internal communication and coordination will be needed to facilitate awareness of the nature and scope of international and intercultural education efforts on campus, as well as to enhance participation throughout the College community.

NAFSA Association of International Educators is a highly regarded and member organization that serves international educators and their institutions and organizations by setting standards of good practice, providing training and professional development opportunities, providing network opportunities and advocating for international education, students, and U.S. governmental agencies. NAFSA has its annual conference during the month of May and regional area/state conferences during Fall and Spring. NAFSA's members number nearly 10,000 individuals from all 50 states and over 150 countries. A majority of NAFSA's members can be found on college and university campuses working as foreign student advisors, P/DSOs and admissions officers, study abroad advisors, directors of international programs, teachers of English as a second language, administrators of intensive English programs, overseas educational advisers, community volunteers, and administrators of sponsored exchange programs.

NAFSA professional conferences and training permitted international educators, colleges’ P/DSOs to wisely utilize other resources, particularly NAFSAs and their own institution’s legal counsel, to establish effective policies and business practices as they pertain to the advising of international students in order to be more consistent, lawful, practical, and beneficial for all parties.

LRCCD International Education Group (ARC, CRC, FLC, and SCC) meets every other month.

SVIEG (Sacramento Valley International Educators Group) meets during Fall and Spring hosted by advisory college or program member institutions. SVIEG advisory members are community colleges, CSU system, UC system, Private Colleges/Schools, English Language Institutes, LRCCD International Health Insurance-UOP, McGeorge Law, Immigration Attorneys, Evaluation Services, Department of Motor Vehicles, Social Security Administration, and Internal Revenue.

Members/advisory networking lets us do our job effectively, efficiently, and easily, exchanging recent information for recommendations or actions to facilitate the goals of international educational exchange while ensuring institutional and individual “how to do this” with applicable laws and governmental policies.

**Future Directions:** An ongoing challenge is the ability to collect and generate time-dated mandated reports for the Student and Exchange Visitor Program (SEVP). We continue to make gains in the area of data collection with the assistance of new LRCCD IT reports and letters. Our goal is to move from time intensive hand reports to IT reports that are accurate and consistent. This will help with faster contacts with students, data collection to track units, drops, grades, country, addresses, and majors. The minus side to this will be ever changing SEVP program database upgrades, regulatory law changes being a double-edged sword.
The Center tries extremely hard to keep students informed with concerted efforts to identify students with better case management and minimize time loss. The biggest retention challenge is the non-responsiveness by students to come in for counseling, plus Student and Exchange Visitor Information System (SEVIS) options (emails, letters, telephone calls) when facing academic plus SEVIS challenges and problems thereof. It is the student’s self responsibility to adhere to F-1 regulations and college regulations.

The Sacramento City College International Student Center staff will focus on reaching educational partner exchanges to be mentored, provide support and sustained attention appropriate to the needs of each cultural student following ethical guidelines, college directives, regulatory resources, Department of Homeland Security law and governmental resources, and next year’s USCIS School Approval Recertification.
7) OTHER PROGRAM ISSUES

Other Issues: Acknowledge the necessity for our cultural audience in regular, open and honest communication. Create and implement clear, consistent policies and practices in an informal social gathering. ISC budget has no allocation for food. This is the way to engage and get their attention – an investment tool; to socially gather for questions and information-sharing with students, faculty, administrators, staff and students with intermittent recognition of employee’s good work or student accomplishments. Why?

- Team Spirit
- Communication
- Brainstorming
- Buy-in Participation
- Understanding Reasons Behind Policies
- First-hand Knowledge
- Greater Chance to Find Solutions

Future Directions: The program hopes to support activities that celebrate diversity and heighten mutual respect for positive change through workshops or field trips, and common affinities over intercultural on and off campus events.
Appendix A

A.1 Enrollment and Orientation

### SCC International F-1 Enrollment Trends by Semester

<table>
<thead>
<tr>
<th>Semester</th>
<th>F-1 Students</th>
<th>Countries</th>
<th>Female</th>
<th>Male</th>
<th>New F-1 Students</th>
<th>Continuing + OPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005</td>
<td>194</td>
<td>45</td>
<td>106</td>
<td>88</td>
<td>40</td>
<td>149 + 5</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>196</td>
<td>44</td>
<td>104</td>
<td>92</td>
<td>30</td>
<td>159 + 7</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>203</td>
<td>45</td>
<td>107</td>
<td>96</td>
<td>52</td>
<td>146 + 5</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>202</td>
<td>47</td>
<td>110</td>
<td>92</td>
<td>45</td>
<td>145 +10</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>199</td>
<td>41</td>
<td>112</td>
<td>87</td>
<td>50</td>
<td>142 + 7</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>218</td>
<td>42</td>
<td>117</td>
<td>101</td>
<td>50</td>
<td>161 + 7</td>
</tr>
</tbody>
</table>

### SLO Profile "Welcome International Orientations"

<table>
<thead>
<tr>
<th>Semester</th>
<th>SEVIS I-20 Issued</th>
<th>F-1 Transfer Applicants to SCC</th>
<th>Initial Attendance</th>
<th>Did Not Attend</th>
<th>New F-1 Students Attended Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005</td>
<td>62</td>
<td>30</td>
<td>40</td>
<td>22</td>
<td>31</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>53</td>
<td>24</td>
<td>32</td>
<td>21</td>
<td>20</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>72</td>
<td>43</td>
<td>52</td>
<td>20</td>
<td>44</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>54</td>
<td>27</td>
<td>45</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>62</td>
<td>30</td>
<td>50</td>
<td>10</td>
<td>39</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>60</td>
<td>36</td>
<td>50</td>
<td>10</td>
<td>38</td>
</tr>
</tbody>
</table>

A.2 Student Contacts

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk-in</td>
<td>2058</td>
<td>2183</td>
<td>2171</td>
</tr>
<tr>
<td>E-mails</td>
<td>4184</td>
<td>4871</td>
<td>3006</td>
</tr>
<tr>
<td>Phone</td>
<td>879</td>
<td>736</td>
<td>647</td>
</tr>
</tbody>
</table>
A.3 Estimated Revenues

<table>
<thead>
<tr>
<th>Semester</th>
<th>F-1 Students</th>
<th>Unit Cost</th>
<th>Tuition Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005</td>
<td>194</td>
<td>193</td>
<td>$449,464</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>196</td>
<td>193</td>
<td>$479,808</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>203</td>
<td>198</td>
<td>$496,944</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>202</td>
<td>198</td>
<td>$479,952</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>199</td>
<td>211</td>
<td>$503,868</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>218</td>
<td>211</td>
<td>$551,976</td>
</tr>
</tbody>
</table>

Note: Tuition fees based on 12 units per semester (conservative estimate). Summer school is optional.

A.4 Student Surveys Fall 2007

Sacramento City College - Fall 2007
Welcome Orientation Evaluation:

40+ students attended Orientation and we received 29 responses.

1. What is the best way to reach you about Orientation/future news? Check one.
   ___Email  25
   ___Telephone  6
   ___Postal Mail  1
   ___Other  1

2. How would you rate this international orientation ___(1—5 with 5 excellent 1 needs improvement)
   RATING: 5: 17
   4: 11
   3: 1
   2: 0
   1: 0

3. How would you rate the information given to you?
   ___ Too much  ___ Just right  ___ Too little
   7: 22: 0

4. What else would you like to learn that was not covered?
   Transportation (2), All transferable Universities, Housing, Majors details.

Number of students who provided their contact and names: 26
Number of students who provided their contact only: 1
Number of students who did not provide their names: 2
A.5  Student Surveys Spring 2008

SCC INTERNATIONAL STUDENT CENTER
Welcome Orientation Evaluation. Spring 2008

38 + Student Attended
Orientation

1) What is the best way to reach you about Orientation/Future news?

<table>
<thead>
<tr>
<th>Contact via</th>
<th>Email/iMail</th>
<th>Telephone</th>
<th>Postal Mail</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>27</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>35</td>
</tr>
<tr>
<td>Percentage</td>
<td>79.41%</td>
<td>14.70%</td>
<td>2.90%</td>
<td>2.90%</td>
<td>99.91%</td>
</tr>
</tbody>
</table>

2) How would you rate this International Orientation?
Key: (1 to 5 with 5 excellent and 1 needs improvement.)

<table>
<thead>
<tr>
<th>Rating</th>
<th>Education in the U.S</th>
<th>SEVIS &amp; VISA</th>
<th>PowerPoint</th>
<th>Handouts</th>
<th>Health/Medical</th>
<th>Activities</th>
<th>Overall Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>7</td>
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<td>9</td>
<td>6</td>
<td>4</td>
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<tr>
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<td>11</td>
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<td>8</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>13</td>
<td>14</td>
<td>18</td>
<td>17</td>
<td>19</td>
<td>14</td>
<td>14</td>
</tr>
</tbody>
</table>

3) How would you rate the amount of information given to you?

<table>
<thead>
<tr>
<th>Too Much</th>
<th>Just Right</th>
<th>Too little</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>29</td>
<td>1</td>
<td>35</td>
</tr>
</tbody>
</table>

4) Any suggestions or topics would you like for future workshop?

More activities, ice-breaker, games, transfer information, provide more choices for health insurance, school and club activities, more interaction between students, and work-study program.