

Program Review Approval Form

Program Name: _____ **Program Review Cycle:** 2025-2026
Department Name: Office of International Students **Review Period:** 2022-2025
Division Name: Student Equity **Review Date:** July 10, 2026

Department/Program Manager: Gladys Calderon
Division Dean: Lui Amador

Program Review Committee:

Name:	<u>Sunday Obazuaye</u>	Title/Role:	<u>Political Science Faculty</u>
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Final Decision:



Approved



Revisions Required



Not Approved

Recommendations/Explanation if not approved:

Approved by:

Name: Robyn Brammer Title/Role: VP Student Services

Signature:  Date: 10/1/2026



2025-2026 Student Services Program Review – International Student Services Latest Version

Self-study template for Student Services Program Review process. Visitation Year: 2025-2026. Review period: 2022-2023, 2023-2024, and 2024-2025.

Student Service Program Review Overview & Timeline

Student Service Program Review Purpose

Section 1: Service Area Overview

A. Service Area Mission and Alignment : Version by Calderon, Gladys on 12/18/2025 23:03

1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework (<https://www.cerritos.edu/students-first-framework/default.htm>).

The Office of International Student Services (OISS) empowers F-1 international students to achieve their academic, personal, and professional goals through holistic, student-centered support. We provide comprehensive services in admissions, academic advising, cultural adjustment, and immigration compliance. Guided by a commitment to global equity and inclusion, OISS fosters intercultural understanding and supports the internationalization of the Cerritos College community.

- **Shared Commitment to Equity, Diversity, and Global Competence:** Cerritos College's mission emphasizes providing "its diverse student population with high-quality, comprehensive instructional programs and support services through clear, equity-minded pathways..." toward educational goals. The OISS similarly embraces equity and global inclusion, ensuring that international students have access to the services and supports they need to succeed, acknowledging their distinct cultural, legal, and academic needs.
- **OISS contributes to the campus goal of being a "Student-Ready Institution":** One key lever of the Students First Framework is Equitable Access. The OISS's focus on holistic student-centered support—covering not just academics but immigration, cultural adjustment, and personal/professional development—helps ensure that international students are welcomed, supported, and set up for success before and after enrollment. By addressing barriers that are often unique to the F-1 visa population, the OISS contributes to making Cerritos College a "student-ready" institution.
- **Completion, Career & Transfer Success:** The services of OISS—academic counseling, compliance support and advising, cultural adjustment—help reduce both academic and non-academic obstacles for F-1 students, enabling them to focus on completing their coursework, transfer (if they aim to), or move into careers. By providing timely and accurate immigration compliance guidance and acclimation into the college environment, OISS helps minimize delays or disruptions that could lengthen time to degree or reduce success, helping Cerritos College move towards its completion and career and transfer success goals
- **Institutional Health, Innovation, and Global Impact:** The college's mission values innovation, supporting comprehensive curricular offerings, celebrating diversity, and developing culturally competent students who can contribute to local and global communities. The OISS supports this by fostering intercultural understanding, thus strengthening Cerritos College's global presence and cross-cultural capacities. By doing so, OISS helps maintain the institutional health needed to serve a diverse student population effectively.

B. Service Area Description : Version by Calderon, Gladys on 12/18/2025 23:03

Service	Description
Admissions Process & Review	- Supported the development and implementation of CCCApply International and developed supplemental processes for submitting supporting documents. - Receive, review, & process applications. Follow up with pending applicants.
Post-Admission, Pre-Arrival support	- Issue SEVIS I-20s and support students with change of status petition preparation - Host online pre-arrival workshops/orientations including 'How to obtain a visa' and 'how to maintain status' - Provide housing and basic acculturation guidance and resources.
Onboarding Support	- Host in-person orientation, supporting students with F-1 visa regulations, enrollment, and basic tasks such as obtaining ID - Provide academic counseling that is culturally and regulatorily competent - Host online orientation course to support with F-1 visa regulations, enrollment and documentation collection
F-1 Visa Regulation reporting	- Report regularly in federal SEVIS database on F-1 student enrollment. - Provide outreach and interventions for student when not in compliance - Educate students on employment opportunities, and process requests when eligible. - Manage transfers, concurrent enrollments, change of status, etc.
Cultural Programming	- Develop and host workshops, social events, and activities that support the cultural acclimation and intercultural development of both international students and domestic students. - Partnerships with staff and faculty

Service	Description
Academic Support	- Ongoing academic counseling - Early interventions for students dropping below status or on academic probation, including email and text outreach - Regular enrollment reminder campaigns - Integration of counseling during pre- and post-arrival orientations - Ad hoc counseling workshops

B. Service Area Description Continued : Version by Calderon, Gladys on 12/18/2025 23:03

2. Describe efforts to promote the availability of your services to current and prospective users.

a. Describe the key methods used to assist users in getting information about your service areas programs and service offerings (e.g., publicity, outreach, recruitment, etc.).

- International students, by necessity, are identified from the point of admissions inquiry.
- Once admitted, students are added to the international student group in People Soft.
- Outreach efforts include email, text, and phone communication.
- OISS maintains a monthly Newsletter as well as an active Instagram
- General counseling referrals and outreach

3. Does your service area overlap or duplicate any programs or service function with other Student Services or college units?

a. How and why do these services/programs duplicate one another?

b. How do they complement each other?

1a. Our admissions efforts do overlap in a collaborative way with Admissions & Record. A&R processes applications for F-1 students in constant communication and consultation with the OISS to ensure students are properly advised on F-1 status and obtain appropriate documentation from Cerritos College, including I-20.

1b. It has been productive and effective to maintain the admissions process at A&R with regular collaborative meetings and processes maintained by both areas.

2a. The OISS offers in-house specialized academic counseling in collaboration with the Counseling division.

2b. Our 2 Part-time counselors are well-informed regarding F-1 visa regulations that mandate the enrollment of F-1 students and clearly understand how to integrate these requirements the academic counseling to ensure that they are compliant with F-1 visa regulations.

4. Discuss key, collaborative relationships with academic programs and other student service areas. How do these partnerships:

a. Advance achievement, learning, or completion.

b. Support the service area's mission, goals, and Service Area Outcomes (SAOs).

c. Enhance the quality of services and programs provided.

d. Create greater operational efficiencies for the service area.

e. Identify how your partnerships can or have mitigated equity gaps.

The OISS maintains dynamic and strategic partnerships with academic programs and student service areas such as Student Health Services, Equity Programs, and Academic departments. These collaborations are foundational to advancing student success, equity, and operational excellence.

a. OISS partners with several departments to integrate academic and wellness support for the students we serve. For example, OISS collaborates with Counseling and Transfer Centers to provide targeted workshops and events for international students improving academic performance and completion of educational plans. Additionally, we work with the Student Health Center regularly to address student mental health needs, offering support groups in response to world events, direct referrals, as needed, and regular check ins regarding international medical insurance and off-campus referrals. Lastly, OISS partners with the Equity Programs and VETERANS RESOURCE CENTER to offer collaborative programming, including Global Roundtables to explore topics like dating safely, exploring politics, Advocacy as a minority and more; cross-collaborative workshops, such as 'Know your rights' and "engaging with Advocacy;" workshops that address risks and concerns for international students and undocumented students; and 2-3 times per year, the programs collaboratively offer campus tours, connecting students with services at the transfer universities, helping to support transfer and completion goals.

b. The collaborative efforts including those mentioned above with Counseling, Transfer Centers, Student Health Services, Equity Programs, and academic departments directly support our mission to foster inclusive, student-centered services that promote global awareness and academic success. These partnerships enable OISS to deliver culturally responsive programming, wellness support, and academic guidance tailored to the unique needs of international students while also advocating for the specific needs of our students across campus. By co-hosting events like Global Roundtables and advocacy workshops, we advance our SAOs related to student engagement, retention, and holistic development.

c. Collaborative relationships streamline operations by leveraging shared resources and expertise. Regular coordination with Student Health Services on international insurance and referrals reduces administrative burden and improves response times. Co-hosted workshops and campus tours with Equity Programs and academic departments minimize duplication of efforts and program expenses, while maximizing student reach. These efficiencies allow us to focus on strategic planning and individualized student support without compromising service quality.

d. OISS's partnerships are instrumental in addressing equity gaps among international and undocumented students. By working with the Equity Center and VETERANS RESOURCE CENTER, OISS ensures that programming is inclusive and responsive to the lived experiences of marginalized groups. Events like "Know Your Rights" and "Engaging with Advocacy" empower students with knowledge and tools to navigate systemic barriers. Collaborative campus tours and transfer support initiatives help bridge access gaps, particularly for students unfamiliar with U.S. higher education systems.

C. Service Area Organizational Resources : Version by Calderon, Gladys on 12/18/2025 23:03

1. Please describe your service area's organizational and personnel structure. Discuss:

a. Reporting relationships.

b. Distribution of responsibilities/authority.

c. Use of management or work teams.

d. Lines of communication (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.).

a, Assistant Director: Gladys Calderon reports to Dean: Dr. Lui Amador The following report to the Assistant director:

- Admissions Specialist: Jeanora Price
- Adjunct Counselors: Yuki Rowland & Steve Brooks

- 2-3 Short term hourlies
- 25% additional Clerical/front desk classified support
- Receive additional admission support from admissions tech, reports to A&R

b. Distribution of responsibilities:

- **Admissions tech:** processes new applications, does outreach and follow up with started applications, respond to general inquiries
- **Admissions Specialist:** DESIGNATED SCHOOL OFFICIAL, primary advisor for students, organizes programming including orientation and others, primary person maintaining SEVIS reporting
- **25% clerical support & SHORT TERM HOURLIESs:** responsible for the functions of the front desk, welcome visitors, answer general inquiries, guide students through basic admissions questions, answer and direct phone calls
- **Adjunct Faculty:** Meet with students for ASEP/CSEP academic planning, probation/progress counseling, host academic workshops, support F-1 student advising team with SEVIS related requests such as reduced course load, OPT eligibility, I-20 extension
- **Assistant Director:** Serve as PDESIGNATED SCHOOL OFFICIAL, review and interpret F-1 visa regulations, develop processes and procedures to ensure compliance, advocate campus-wide for culturally competent services, develop international recruitment initiatives, maintain cross-departmental and off-campus partnerships, identify vendors and services and guide contracts/agreements/MOUs.
- **Dean:** Provide institutional knowledge and guidance, advocate for resources, collaborate with Asst. Dir. in development of initiatives.

c. The OISS team meets quarterly and as needed to review and improve internal processes and discuss important updates. Additionally, the OISS meets with partners as needed, including SHS to respond to emerging needs based on current events; A&R, fiscal, and IT to discuss implementation of new products and services to streamline and enhance the student experience (i.e. PayMyTuition); as a division, we meet once per month to ensure connection and collaboration, and among managers, meet regularly to discuss (Student Equity & Success division and student services managers) updates, learn and teach best practices, and share resources.

d. The manager maintains a one-on-one weekly check in with my direct manager as well as with my direct reports. Once per month, there is a process meeting with the assistant direct and the Admissions Tech and Admissions Specialist, and quarterly, the full OISS team meets to discuss processes and goals. However, the manager maintains an open-door policy and respond to immediate needs as they arise.

2. How does your current staff profile facilitate or impede the service area's ability to fulfill its primary mission and functions?

a. If applicable, what strategies has the area adopted to address staffing-related impediments?

The assistant director role remains divided between multiple programs and new initiatives impacting the time and capacity available for the international program and its recruitment efforts. Particularly, the increased responsibilities continue to limit the assistant director's capacity to engage with recruitment efforts fully. To compensate for not attending recruitment events, the team has pivoted to partnerships, MOU articulation agreements, and local outreach, in addition to targeted outreach in areas of influence such as Taiwan.

As recruitment efforts grow, it is feasible that extensive travel for the assistant director may not be sustainable while managing multiple programs. This would eventually justify the addition of a recruiter for the international programs.

The Santa Barbara Building, where the OISS is located, is a shared space with a shared front desk/reception area. We have been required to be very creative in how we collaborate to ensure our front desk has sufficient coverage and oversight. For this, we rely heavily on SHORT TERM HOURLIESs and FWS. Additionally, we partnered with CalWORKs and Justice Scholars to cover the salary of 1 full time classified staff who dedicated a significant amount of her time to general office management tasks. This has been a pressing need for many years. While we have found a temporary solution, this is a problem that will become prescient again within a year when some of the residents of the Santa Barbara Building relocate to the new student services building. It is unmanageable and unsustainable to have oversight of the front desk done by any staff that is already doing a full team job. Relying fully on SHORT TERM HOURLIESs does not allow for continuity and ensuring visitors receive consistent and adequate support across programs at the front desk is an ongoing challenge. The turnover is much higher with short-term hourlies than with full-time staff, so training is essential, but offering regular trainings where all hourlies can attend has also posed a challenge. An Administrative Clerk II would resolve many of these challenges and allow us all to be more effective in our primary responsibilities.

Lastly, we have limited hours of academic counseling. Prior to 2023, the OISS benefited from a full-time academic counselor, allowing for more comprehensive academic programming, greater availability, and integration of academic counseling into other efforts. In the coming year, I will request to increase the budget for counseling to allow for additional hours to be offered.

3. Describe any challenges the service area has encountered with respect to the recruitment and retention of qualified staff. What are the implications of these challenges?

We have luckily had all of our positions remain filled over the last 2.5 years. This has allowed our program to regain some momentum in its recruitment and retention efforts.

However, the loss of a full-time counselor has limited the collaborative wholistic programming we are able to execute and students have limited access to counselors who can ensure their guidance helps the student maintain status, which is counter to our and the campuses efforts to improve completion.

4. How does the service area facilitate appropriate career development and progression for staff?

a. Describe the service area's professional development resources, activities, and/or opportunities.

b. How does this engagement directly reflect on the direction of your service area.

Staff is encouraged to engage with committees, including hiring and planning committees. Additionally, we intentionally seek out opportunities to engage with programming in other areas, including campus-wide orientation and outreach opportunities. Team members are encouraged to engage in professional development opportunities through HR including Flex Day and professional organizations, including conferences and online trainings. During quarterly meetings, we review federal regulations together to ensure our processes are in compliance with the law. Additionally, the manager provides direct mentorship and support to the individuals on my team, encouraging them to use me as a resource for resume, cover letter, and job posting review.

The OISS staff also provides professional development opportunities for the campus, through leading informational workshops and doing outreach including Sexual Assault Awareness workshops, A&R trainings to better support foreign students in general, and more.

5. Please describe the succession planning for your service area.

a. What steps are in place?

b. How does the service area plan to make changes to services (realignment, reorganization, or other strategies) to ensure continuous improvement in the face of staff turnover, retirement, and attrition?

This is an area of continued review and growth for the OISS. In collaboration with the Admissions tech and Admissions Specialist, we are developing Standard Operating Procedure documents (SOPs) for the services offered to describe step-by-step in detail how to accomplish, implement, and execute services, events, and programming, reporting, tracking, etc.

To this same end, the OISS is contributing to an FAQ and training guide for our Front Desk Short-term Hourly support staff to include customer service, sensitivity training, emergency response and evacuation plan, processes, and procedures, and more. The department is also developing a series of Standard Operating Procedures (SOPs) that outline key processes and functions.

We additionally ensure that we have cross-training in all areas. In the absence of our Admissions Tech, our Admissions specialist is proficient in the admissions process, and in the absence of both, the Assistant director is familiar with the processes as well. Regarding F-1 student advising, the Assistant Director who serves as Designated School Official is regularly reviewing processes with the Admissions Specialist and both are proficient in F-1 visa regulations. Lastly, our regular quarterly meetings with adjunct faculty help us ensure that in the absence of either of them, the other is fully knowledgeable of the internal processes and F-1 visa federal regulations. In the absence of both counselors, the OISS offers an annual refresher to general counseling on how to support international students.

6. What assessment methods and measures (either formal or informal) does the service area use to determine staff well-being, satisfaction, and motivation?

a. How does the department use the findings from these assessment efforts to improve the work environment?

Our most common assessment method to determine staff well-being, satisfaction, and motivation are weekly one-on-one meetings between manager and classified. This is an opportunity to report on accomplishments and progress, but most importantly, to communicate about challenges and obstacles. Additionally, the classified team has a monthly one-on-one check in with the Division Dean to discuss professional goals, challenges, and more.

As a division, we also participate in bi-annual division retreats to reset goals, connect with colleagues, and plan for the upcoming term. We also participate in monthly Building Meetings to ensure our building colleagues are up to date and smoothly collaborating.

Our team seeks to develop an open line of communication and an open-door policy to express themselves freely.

7. What significant projects, tasks, workgroups, and committee work are the staff of your service area engaged in?

a. How does this participation reflect on your service area's plans and integration with the college.

The OISS works collaboratively with partners across campus to develop a network of allies in different services areas to provide a more successful warm hand-off process and ensure expert support for students and a caring-campus environment.

Additionally, we have served on key hiring committees to help ensure new hires bring a DEIA student centered approach to their roles, including the Hiring committee for the director of public relations, and EPP director.

The OISS also offers Awareness trainings for all Cerritos College Community members including staff, faculty, student leaders, and more, supporting the institution's mission to provide equity minded and culturally competent opportunities to develop knowledge, skills, and values.

Lastly, the OISS has developed relationships and methods for collecting and assessing data, including collaborations with Faculty and student services departments (Falcon's Nest and Student Accessibility Services) on campus-climate research and service area use to enhance outreach and holistic services and interventions.

Section 2: Service Area Trends

A. Service Area User Demographics : Version by Calderon, Gladys on 12/18/2025 23:03

1. Whom do you serve?

a. Describe your primary and secondary user groups that the service area attracts and serves.

b. Describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, formally incarcerated, and first-generation status).

The OISS serves primarily students currently in or seeking to hold F-1 international student status. We secondarily support student with other visa statuses such as H-4, F-2, E-2, or enrolling online from abroad providing social programming and other informational workshops.

Our students represent 24 unique countries of origin, with our top represented countries being India (19.3%), Nepal (15.7%) and Cambodia (10.8%).

2. How do the demographics of your users compare with the college as a whole?

a. Are the trends within your program in alignment with the broader, collegewide trends?

The demographics of our students vary in some ways, but are very similar in others:

- OISS Current ratios: Male (49.4%); Female (50.6%)
- Campus wide: Male (53%); Female (55%)
- Age: nearly 60% of our students fall under the age of 24, which is larger than the average for the campus at large (52%)
- The Asian ethnicity is over represented in the international student population (45-50%) compared to the general population (8%)

B. Service Area Service Trends : Version by Calderon, Gladys on 12/18/2025 23:03

1. Describe the usage trend for your service area in the last three years.

a. Has it remained steady, increased, or decreased?

b. Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth formally incarcerated, and first-generation status)?

c. Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.

d. Describe any factors that contributed to any change.

a. In the last 3 years, our population has grown significantly:2022-23

2022-23	2023-24	2024-25
55 Enrolled students	97 Enrolled students	148 enrolled students

As an F-1 approved institution, we are required to track and report on every single international student, so services have increased steadily and evenly for all students. However, we have also made concerted efforts to increase programming opportunities and to increase the ways in which students can connect with our office and our services.

b. Usage of our services is consistent across the population we serve given the nature of our services. Often, our programming is designed to reach students at a particular stage of their

academic journey with us: pre-arrival orientation, post-arrival orientation, Social integration, academic planning, maintaining status, planning for graduation, transfer, or post-completion work experience. Our students consistently access the services they need as they reach each milestone of their academic path.

c. The international student population at Cerritos College is largely from Asian and South East Asian countries. Overall international students perform well academically and transfer or complete programs at a higher rate than the general population. This high volume of Asian identifying students contributes to the campus wide efforts of closing an equity gap for successful enrollment among Asian students. Campus wide, an increase of 3.9% in enrollment is required to close this equity gap. In the past 3 years, as noted above, the international population has increased by 169%. Nepal, India, and more recently Cambodia and Taiwan are high priorities for recruitment for the international program.

d. Our efforts to increase enrollment has been wholistic. We have focused on providing a personalized experience with students from the moment they begin an application, introducing CCC Apply international, which increased application access significantly. We paired this with an online form for supplemental documents which facilitates outreach by our Admissions Tech. Our Admissions Specialist then works with providing one-on-one attention to each admitted students, offering more robust pre-arrival information, including helpful visa workshops, planning opportunities, and resources. In addition to having all positions filled at this time, our team has shifted perspectives, taking a more accessible and informative, and less punitive approach to working with our students, helping to build the trust with our current and future students.

2. Describe your pattern of service. Include:

a. Standard hours of operations.

b. Alternative modes (e.g., online, hybrid, etc.).

c. Schedules of delivery (e.g., early morning, evening services, etc.).

d. How your services meet the needs of the users.

a. OISS standard hours of operation:

Day of the week	Office Hours	Counseling Hours
Monday	8:00 AM – 5:00 PM	9:00 AM – 5:30 PM
Tuesday	8:00 AM – 5:00 PM	9:00 AM – 2:00 PM
Wednesday	8:00 AM – 6:00 PM	
Thursday	8:00 AM – 5:00 PM	
Friday	8:00 AM – 4:30 PM	9:00 AM – 12:00 PM

b. Academic counseling and F-1 student advising are regularly offered either in-person or online via Zoom; both options are always available to students. Workshops are offered either in Online or HyFlex modality, depending on the target population. For example, when we offer visa prep or pre-arrival orientations, we do these exclusively online; when we offer "Know your Rights," OPT, & misc. workshops, we offer these in HyFlex modality. Social programming is offered more regularly in person.

c. Again, schedule of delivery depends on the type of programming. We modify schedules carefully as needed to be able to serve incoming students who are in other time zones around the world. It is common to offer online webinars in the early hours of the morning, 6 AM or 7 AM, and in the late evening, 6 or 7 PM in order to reach our students abroad during reasonable hours. In person programing is offered typically Tuesday through Thursday during business hours.

d. The OISS provides a robust framework of support tailored to the academic, immigration, and personal development needs of F-1 international students. These services are designed to ensure compliance with federal regulations while fostering student success and well-being.

1. Immigration Compliance and Advising: we ensure students maintain lawful F-1 visa status by offering:

1. Mandatory full-time enrollment monitoring (minimum 12 units) and guidance on reduced course load (RCL) options for medical or academic reasons through collaborative reporting and advising between DESIGNATED SCHOOL OFFICIALS and Counselors.
2. Support for visa-related processes, including I-20 issuance, SEVIS transfers, reinstatements, and Change of Status (COS) applications.
3. Travel advisories and reentry guidance, especially during breaks or political transitions, to help students avoid immigration issues.

2. Academic and Orientation Support

1. Pre-arrival and post-admission guidance, including orientation modules delivered via Canvas that cover academic expectations, health insurance, and campus resources.
2. Academic counseling to help students select appropriate courses, understand transfer pathways, and maintain academic standing

3. Employment Authorization and Career Preparation

1. Curricular Practical Training (CPT): Enables students to gain hands-on experience in their field of study through internships, contingent on course enrollment and GPA requirements.
2. Optional Practical Training (OPT): Provides up to 12 months of post-completion work authorization in the student's major field.
3. Severe Economic Hardship Employment Authorization: For students facing unforeseen financial difficulties, OISS assists with USCIS applications and documentation.

4. Health and Wellness

1. Mandatory medical insurance is required for all F-1 students. OISS provides instructions and support for purchasing the approved plan and removing registration holds.
2. Medical RCL support: Students experiencing health issues can request a reduced course load with proper documentation, using OISS-provided templates and guidance.

5. Social and Cultural Integration

1. Cross-Cultural Programming: OISS organizes events and workshops that promote intercultural awareness and global citizenship.
2. Community Building: Through intentional partnerships with Equity Programs, OISS helps create inclusive spaces where international students can engage with peers from diverse backgrounds.
3. Campus Globalization: OISS contributes to the broader mission of campus globalization by integrating international perspectives into campus life. This includes participation in International Education Week and other campus-wide initiatives that celebrate diversity and promote intercultural dialogue.
4. Advocacy and Empowerment: With a global equity-focused lens, OISS advocates for the unique needs of international students, ensuring their voices are heard in institutional planning and programming.

3. What are the differences in service usage based on modality? If you do not offer varying modalities, explain why not.

a. How does this help inform future practices?

Service usage based on modality is primarily determined by the academic stage that the student is in. As describes in the previous response, per-arrival programming is hosted primarily online to serve students who are not currently at Cerritos College or typically in the states while informational workshops for current students are nearly always hosted in HyFlex modality to provide options for current students. Lastly, programming focused on social and cultural integration is hosted in person, to cultivate sense of community and because these events are generally interactive and manual. Academic and F-1 visa advising appointments are accessed pretty evenly online and in person.

1. We will continue to offer our programming in the ways described above as this serves the needs of our students as all stages of their experience.

Section 3: Service Area Performance and Effectiveness

A. Service Area Outcomes Assessment Process : Version by Calderon, Gladys on 12/18/2025 23:03

1. What methods are used to assess your service area outcomes (SAOs)? If these are not in place, what do you plan to do in the future to collect this evidence?

The OISS SAO's are:

1. Students will feel knowledgeable about their rights and responsibilities for maintaining F-1 visa status and will feel prepared to engage in self-advocacy
 1. Assessment: End of workshop evaluations. Reporting statistics, tracking students in violation of status.
2. Students will complete a minimum of 12 units per semester as required to maintain status of their F-1 visa and accomplish 15-degree applicable units in the first year
 1. Regular enrollment report checks and USCIS reporting, early interventions: text messages, emails, and newsletters – tracking EAB campaigns.
3. Students will persist from fall to spring and spring to fall to complete program in fewer than 5 years.
 1. Tracking outreach campaigns through EAB, USCIS semesterly registration reporting

2. How are user needs assessed and considered in the development and delivery of programs and services?

a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences?

b. What are the sources of information your service area uses to understand current needs?

c. How have the needs changed over time?

Our services are first and foremost guided by the reporting requirements of USCIS for F-1 supporting institutions. Many of our services are guided and informed by the need to ensure that students are knowledgeable of and equipped with the tools to maintain status.

1. The OISS team stays current on 8 CFR 214.2 regulations, which govern the student and the school's responsibilities for reporting and maintaining status. Our team participate in annual NAFSA regional and national conferences where practitioners share best practices. We also participate in SEVP webinars, and industry best practice workshops. We also closely review workshop evaluations to collect suggestions from students and identify other areas of need shared by students.
2. Our team also remains informed about current events, with politics, natural disasters, social movements through the news, industry newsletters, and professional networks like NAFSA and PIER. These often inform areas of need. For example, recent changes to the visa application process required that we adjust and refresh our guidance on how students can prepare to obtain a visa. Other examples include the social and political unrest of September 2025 in Nepal which required that our team provide outreach and guidance to students impacted financially and emotionally.
3. In an effort to more effectively meet the needs of our students, we have implemented important changes, such as offering pre-arrival information in live format so students can build their network from the moment they decide to attend Cerritos College. We also have placed emphasis on the need for building community. These are needs that have not necessarily changed, but our team has grown more intentional about addressing. As the political climate of the U.S. changes, we also have to be much more available and intentional, ensuring we help our students prepare for the changing visa process, impacts to F-1 visa regulations and enforcement, and advocacy

3. How does the service area track program/service usage patterns and determine users' satisfaction and dissatisfaction with the service area's performance? If these are not in place, what do you plan to do in the future to collect this data?

Our service area tracks attendance at all workshops and other programming. We implemented the use of the Cerritos College App, which integrates a check in QR code and a brief survey which we also employ for soliciting satisfaction feedback. An area of growth here is integrating a satisfaction survey in our Canvas orientation, which we have not researched closely enough but will aim to implement in the near future.

Our services are also closely guided by federal regulations, one strong indicator of our success with our services are student outcomes including student's maintaining or violating status and completing programs.

We also use EAB campaigns on a regular basis, which allows us to see how students are engaging with the information we disseminate.

We will also continue tracking use of F-1 student advising and academic counseling through EAB appointments.

4. To what extent does the service area obtain and use comparative/benchmark data to stay current with peers and/or competitors that deliver similar programs and services (both those that are on and off campus)?

Our team stays connected with colleagues across our region and beyond through professional networks such as NAFSA and PIER. These networks help us share experiences and findings among the group to allow us to explore best practices, patterns, and innovative programming and processing ideas used by other campuses.

Additionally, the Assistant Director reviews enrollment data from our closest competitors (including Rio Hondo and Long Beach City College) to inform patterns of enrollment in our area, as well as national clearinghouse data to help us understand how Cerritos College and local community college trends compare to national trends.

5. How does the service area monitor compliance with the laws/other regulatory requirements that apply to the service areas program and service responsibilities?

Our services are closely regulated by federal regulations outlined in 8 CFR 214.2. The team developed reports with the support of IT to regularly check student enrollment as well as to monitor progress and GPA.

We also work closely with our academic counseling team to ensure that everyone is informed of the regulations and to develop internal processes that integrate checks and balances, ensuring compliance is reviewed by multiple parties.

SEVIS reporting takes place at least twice every academic term, but review of compliance internally takes place on a nearly weekly basis so that our team can implement appropriate interventions with students before final reporting.

B. Service Area Outcomes Assessment : Version by Calderon, Gladys on 12/18/2025 23:03

1. What does the data say about the success of your service area with respect to the achievement of your service area outcomes? Identify and describe the data sources.

SAO 1:

Students will feel knowledgeable about their rights and responsibilities for maintaining F-1 status and will feel prepared to engage in self-advocacy

- Additional work is needed on implementation of satisfaction surveys.
- Between fall 2022 and spring 2025, 35 student records were terminated. Of those, only 12 were related to a failure to maintain status or understand the F-1 requirements.

SAO 2:

Students will complete a minimum of 12 units per semester as required to maintain status of their F-1 visa and accomplish 15-degree applicable units in the first year

- This SAO was adjusted as of 2024-25 Annual Plan to better align out SAO's with the campus-wise KPI's. While we are able to easily determine that we only approved a total of 32 reduced course loads, indicating that a vast majority of our students completed at least 12 units.
- We will likely keep this SAO and focus our efforts on developing ways to measure completion of 15-degree applicable units.
- International Student are required to complete 12 units each term. With guidance from counselors, we ensure that a majority of courses are degree-applicable.
 - 2023-2024 – 95.5% of international students completed 15-degree applicable units fall/spring
 - 2024-2025 – 95.8%
 - 2025-2026 - 94% are on track

SAO 3:

Students will persist from fall to spring and spring to fall to complete program in fewer than 5 years.

Tracking outreach campaigns through EAB, USCIS semesterly registration reporting

- EAB campaigns are an area of growth. Reports show an average of 75% receipt/opening of messages, but only about 15% of students engage with the campaign. Only about 3% of students schedule appointments as a result of campaigns. This tells us EAB campaigns are not the most effective tool for our population, but we will continue using them. Instead, we will need to look further into other methods of outreach, including texts, social media, and calls.
- 2023-24 cohort: 53% of students have completed their program within 3 years.
- 2024-25 cohort: 15% of students have completed their program within 2 years
- 2025-26 cohort: no data on completion available.

We have not completed a full 5-year cycle so we will continue tracking this SAO in the next 3-year cycle to track a complete 5-year cycle.

2. What areas for improvement are suggested by the data?

In the coming 3 years, our team needs to prioritize tracking certificates and associates completed in addition to students transferring to 4-year universities so we can better align our efforts with the campus wide KPI's and 5-year goal.

Additionally, we must develop an improved way to verify degree-applicable units to ensure we're continuing to align with the campus KPIs

We also will work to improve our touch points of evaluation to ensure students sentiments are aligned with the data of success and satisfaction.

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?

The data we have identified to assess our progress on SAO's helps us determine areas of growth, contribution to KPIs and the campus wide goal, and student satisfaction. Analyzing the data *and* our goals as a team, helps us more creatively develop interventions and programming.

The outcomes also help me as the manager refocus my leadership and set expectations for the team to help us better track data and provide services.

4. How has the assessment of the service area outcomes contributed to your service area's improvements?

Developing SAO's and thinking through how to best track the data in an efficient and clear way has made our team much more intentional about the programming we develop. This allows us to assess our successes and our areas of growth and have dialogue to brainstorm how we might be able to offer more services or improve the services we have.

5. How does the service area make needed data and information available to area stakeholders?

Our program data is shared with the team (manager, classified staff, faculty, and short term hourly) during quarterly team meetings. Feedback is solicited by all team members, so that we can work together to improve and grow our offerings, outreach, and interventions.

Section 4: Previous Three-Year Service Area Program Plan Reflection

A. Service Area Three-Year Reflection : Version by Calderon, Gladys on 12/18/2025 23:03

1. What are the primary strengths of the service area?**a. How have these changed over time?****b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to "best practices" in the field?**

Our service area's strengths are numerous. Our staff is first and foremost student centered, addressing the wholistic needs of students who are often considered last. Our office has dedicated concerted efforts to ensure that we provide high-touch support to students from the moment they express interest in Cerritos College, building trust and rapport that supports matriculation and outreach.

Our pre-arrival programming treats the students as a Falcon from the start, offering useful information and peace of mind with navigating a complicated system. The "How to get your visa" webinar is an innovative idea that we implemented 2-years ago as both a matriculation tool and an outreach tool. Offering students some guidance about the visa process with helpful tips to be successful is a unique offering that most other schools don't offer.

Another innovative effort has been the implementation of PayMyTuition, a resource to help students more easily make international payments which we predict will increase the use of priority registration

Beyond ensuring that students know their legal responsibilities, providing regular checks and interventions, our office is invested in all aspects of student wellness, including student mental health, access to medical insurance and medical services, social and cultural connection, and academic success.

2. Please comment on the progress toward achieving your previous service area goals and SAOs. Discuss what has/is/will happen and the status of each goal and SAO.

SAO 1:

Students will feel knowledgeable about their rights and responsibilities for maintaining F-1 student status and will feel prepared to engage in self-advocacy

- Though our data shows that students understand the requirements and responsibilities of being an f-1 students, moving ahead, we want to be able to support this hard data with soft data – more satisfaction survey responses.
- We will replace this SAO with an SAO that is better aligned with the campus wide goal focused on growth.

SAO 2:

Students will complete a minimum of 12 units per semester as required to maintain status of their F-1 visa and accomplish 15-degree applicable units in the first year

- Our data shows that students are consistently enrolled in a minimum of 12-units, but our data showing degree applicable units is limited.
- We will work on a report that better captures this data and will continue to focus efforts towards this SAO

SAO 3:

Students will persist from fall to spring and spring to fall to complete program in fewer than 5 years.

Tracking outreach campaigns through EAB, USCIS semesterly registration reporting

- Our data shows that international students persist at a very high rate, 91% of our students continue from Fall to spring, and spring to fall.
- We will narrow this SAO to focus only on one leading indicator.

3. Please provide a financial overview of the service area.**a. How are resources allocated to support the mission, goals, and outcomes of the service area?****b. How are budget allocation/reallocation decisions made in your service area?****c. What factors influence the use of service area resources?**

Our budget is allocated as follows:

- 80% salaries and fringe
- 8% outreach and recruitment efforts, including agent contracts, marketing, and travel
- 12% misc. expenses including new and continuing student programming, professional development, memberships, etc.

This allocation intends to support multiple efforts, including our SAO's, allowing our team to host educational programming, provide the staffing that executes important interventions, and lastly, support recruitment and growth initiatives.

Decisions on budget allocations are made based on current student needs and historical trends. Enrollment dropped significantly over the years of the pandemic, so an important focus of our budget is to increase outreach and recruitment.

Decisions on budget allocations are made based on current student needs and historical trends. Enrollment dropped significantly over the years of the pandemic, so an important focus of our budget is to increase outreach and recruitment.

4. Describe resource changes the service area has encountered over the past three years and future anticipated changes.**a. Explain what circumstances prompted these changes.****b. How these changes have/will affect the service area operations and services.****c. How the service area plans to address these changes.**

In the last year, we reallocated funds to help support our front desk functions in the absence of a full-time office manager, clerical II position. This decision was also made in a collaborative spirit, to support our division in balancing budget challenges. This adjustment has been instrumental in the smoother functioning of our office building, quicker access and response time to students and inquiries, and an overall better user experience for all students.

This role will be eliminated in the coming year by the move to the new student services area. Ideally, our program would benefit from an allocation to salary and fringe to hire a new Full time Admin Clerk III. This salary could be divided among several program budgets.

In the last evaluation period we have also added an additional Part-Time counselor. The hours currently assigned are limited, 32 hours per month. We request to add additional salary and fringe funding so we can increase an additional 48 hours of academic counseling per week.

Additionally, we received funding to support outreach efforts. The Pandemic year from 2020-2023 had a disproportionate negative impact on our international student enrollment. At our lowest, 2023-24, our programmed dropped to 55 students. Since then, our outreach efforts have brought enrollment back up

Lastly, in the upcoming evaluation cycle, the program will increase international recruitment efforts, including both travel and agent relations.

5. How effectively do the service area's current facilities, space, and equipment support area operations?**a. To what extent must these organizational resources change to keep pace with the future needs and expectations of the service area users?****b. What strategies have been adopted or will be adopted to institute these changes?**

Our current facilities allocation works okay for our program. We share our space with multiple programs and have private offices for important conversations with students that include sensitive immigration status information. Our Front desk/lobby area is shared with multiple programs, which currently works. IN the future, we will need a full-time Clerical Admin III role to help manage the front desk.

Our building also requires a lot of maintenance, including roof repairs, ceiling repairs, fumigation, A/C regulation, and furniture.

6. How has technology been integrated into the programs, services, and operating functions of the service area?**a. In what ways have technological applications been used to promote innovation, responsiveness, and continuous improvement in the service area?****b. How has the service area kept pace with the development of hardware, software, maintenance, and training support?****c. What are the service area's projected technology needs for the future?****d. What strategies have been adopted or will be adopted to address these needs?**

In the last year, we have integrated several innovative initiatives to improve our team's processing time and student access.

CCCApply International launched in summer of 2024. A fully online application supports easier access for applicants around the world. It also streamlines data entry into PeopleSoft and improved data collection for MIS reporting. CCCApply also allows us to more effectively track and do outreach to applicants.

Parallel to CCC Apply, our team created a Dynamic Form to support CCC Apply, students use this form to securely upload all supplemental documents. It improves the tracking of completed apps, supports outreach, and creates a more professional and streamlined experience for applicants.

We have also updated much of our web materials for students, provided self-guided information to allow students to more easily find the answers they need online.

Our orientation as recently also converted to Canvas, where we can more easily track completion, comprehension, and allow students to have access to important information for a more extended period of time.

We have begun migrating many of our forms to Dynamic forms, creating a more accessible and professional experience for students and a more secure process for the team. We are also using Dynamic Forms internally to improve our processed, incorporating counselor recommendations for specific student requests.

Lastly, we are currently in the process of integrating PayMyTuition, an online international payment service that will improve the process for students, make transfer fees much lower, and facilitate payment processing for the campus.

7. What major challenges face the service area?

a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?

There are 4 major challenges currently.

1. Growth: Making international payments to vendors. Due to our banking situation, international payments can only be issued by check. Then a staff member has to personally visit a UPS store and ship the check (typically around \$100) and apply for reimbursement. With agent agreements increasing, making international payments to international agents will become a significant challenge. I am currently exploring PayMyTuition as a possible solution.
2. Staffing: We have been requesting the addition of an Admin Clerk III for multiple years to support the smooth functioning of our Lobby/front desk area, and to manage SHORT TERM HOURLIES hiring, training, and supervision. We have improvised a temporary solution, splitting the salary of an individual between multiple programs to fill this need. This role will be eliminated when the Student Services building is inaugurated. This will leave a significant void and an important need.
3. Counseling: International students only have access to a counselor 3 days of the week during limited hours. We'd like to request an increase of 48 additional hours to support our outreach efforts, helping ensure we can more successfully implement initiatives to increase 15-degree applicable registration, use of priority registration, and program completion
4. Building improvements: Our building is dilapidated and at times unsafe. The roof leaks regularly, damaging ceiling tiles and on more than one occasion, flooding electrical equipment. Other improvements include fumigation, ceiling tile replacement, furniture upgrades.

8. Where would you like your service area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:**a. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.****b. What specific innovations, best practices, or other accomplishments would you share with a visiting out-of-state colleague?****c. What long-term impact would you like your service area to have on the College and the community?****d. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?**

Vision for the Future

In three years, our service area will be recognized as a dynamic, student-centered hub that leverages technology, collaboration, and equity-driven practices to enhance the international student experience. We envision a space that is not only responsive to student needs but anticipates them—integrating holistic support services, cultural engagement opportunities, and streamlined processes for admissions, advising, and compliance.

a. Ideal Colleagues and Partners

We aim to strengthen partnerships across campus divisions such as Counseling, Financial Aid, Career Services, and Student Life, ensuring seamless support for international students. Externally, we wish to collaborate with global education organizations, community cultural centers, and local businesses to create experiential learning and internship opportunities. This would require working with the curriculum committee to develop an elective internship course that would allow F-1 students to engage lawfully with internship and employment experiences. These partnerships will foster a network that supports academic success and cultural integration.

Additionally, community partnerships and agent agreements with partners that are student-first, will help us increase our enrollment.

b. Innovations and Best Practices

Digital Transformation: to continue growing enrollment and reach in innovative ways, we wish to establish and grow the online enrollment program, providing diverse ways for students to access our educational programs and services around the world. Additionally, hope to continue reinforcing fully online platform for international student onboarding, visa compliance, and academic planning.

Equity-Driven Programming: Continue expanding initiatives that address diverse student needs, including multilingual resources and culturally responsive advising.

Being able to provide wholistic support to students also means including international students in *all* conversations of equity. Specifically, we wish to be included in conversations about on-campus housing, to help develop solutions that would provide opportunities for international students to access on-campus housing. This would significantly elevate Cerrito's international profile as a destination campus, supporting growth efforts.

Wholistically supporting students also requires a safe and functional space. We are requesting appropriate improvements to the Santa Barbara Building to ensure our roofs don't leak, our walls are not filled with mold and plagues of ants and other bugs or rodents, and we have the resources of offices that are well furnished.

Data-Informed Decision Making: Use of dashboards and predictive analytics to monitor student success indicators and tailor interventions proactively.

c. Long-Term Impact

Our service area will contribute to the College's reputation as a leader in global education by:

Increasing international student enrollment and retention.

Enhancing cultural diversity on campus, enriching the learning environment for all students.

Building strong community ties through outreach programs and partnerships that promote intercultural understanding and workforce readiness.

We also aspire to make our services more equitable, and accessible. Some initiatives include facilitating online enrollment so students can benefit from our excellent education without traveling, as well as implementing an international payment option. Currently Cerritos College is the only California Community College that does not offer an international payment option, making transfers more difficulty and significantly more costly for our students. Thought we have identified an easy and free solution, IT staffing limitations will prevent this solution from being implemented for a very significant time.

d. Strengths and Opportunities

We will capitalize on:

Current Strengths: Experienced staff committed to student success and compliance excellence.

Opportunities: Upcoming campus infrastructure improvements and technology upgrades that support virtual advising and global engagement. International payment option which is free and easy to implement, saving students on average 7-12% on transaction fees. IT and A&R staffing challenges means waiting likely a year for implementation.

New Directions: Expansion of hybrid and online services, and development of global partnerships to offer study-abroad and exchange programs.

Section 5: Service Area Three-Year Action Plan

A. Service Area Goals, SAOs, Objectives, Action Plans, and Resource Requests

Section 6: Service Area Program Review Process Reflection

A. Service Area Program Review Process Reflection : Version by Calderon, Gladys on 12/18/2025 23:03

1. In what capacity were your service area staff, and/or users involved in the program review process?

Service area staff have been closely involved with the efforts to achieve the SAO's from the previous cycle. For the program review, team members were notified of the timeline, and asked to provide initial feedback. The Assistant Director then drafted the initial first draft and the team met to review and share feedback, make edits, offer additional data, etc. The draft was updated and the team was then asked to review one final time before submitting.

2. How did you ensure all members of your service area were involved in the outcome assessment discussions, evaluation of area data, and contributed to the area goals, SAO, objectives, and action plan discussions and development?

The team was thoroughly educated on the campus-wide Goals and KPI's as well as the Students first framework. We meet at the start of each semester to strategize outreach, intervention, and programming efforts to achieve our goals and SAO's. The team is closely involved in the reporting and tracking of students and were consulted in several brainstorming sessions on their needs, their personal goals, integration of their efforts and ideas, and their aspirations for the department and the vision for the next 3-year cycle.

Program Review Cycle:

Division:

Goals	SAOs	Objectives			
			Goal Target Year of Achievement	Responsible Party	SAO Assessment Year
#1 OISS will increase international student enrollment	#1 - International student enrollment will increase by 30% by the end of the 3-year cycle	1.Develop and implement and operationalize Growth Plan	Year 3	1. International Student Services 2. Publications	Year 1, Year 2, Year 3
	#2				
	#3				

#2 Students will make satisfactory academic progress	#1 - Students will complete a minimum of 12 units per semester as required to maintain status of their F-1 visa and accomplish 15 degree applicable uits in the first year	1. Develop reliable reporting tools and resposnive interventions to support student success.	Year 1, Year 3, Year 2	1. International Student Services 2. IT	Year 1, Year 2, Yea
	#2 - Student will use Priority registration in higher numbers. Reaching 75% usage by end of 3 year cycle				Year 1, Year 2, Yea
	#3				
#3	#1				
	#2				
	#3				
#4	#1				
	#2				
	#3				
#5	#1				

Action Plan		College Alignment	
Method of Assessment	Action Steps	Student First Framework Lever	Student First Framework Lever Strategy
Enrollment reports	Year One 2025-26: 1. Develop and approve growth plan with recruitment schedule, regions of focus and international travel. 2. Outreach to local language schools to develop partnerships and MOUs 3. Analysis market demands, emerging and reliable markets for next 3 years. Year Two 2026-27 1. Develop online marketing materials to include video and student testimonials 2. develop agent training materials, including webinar trainings 3. Institutionalize Online International Program and increase partnerships Year Three 2027-28 1. evaluate partnerships and recruitment regions	Equitable Access, Institutional Health	A.1. Expand our marketing and outreach to attract more prospective students and create more applicants., A.3. Increase dual enrollment courses and programs to provide opportunities for higher education to more high school students in our community., A.5. Refine our onboarding process so that our incoming students enroll in program applicable classes – including math and English in the first year – to enable them to complete in a timely manner., D.1. Develop systems and processes to monitor and ensure accountability for our institutional health., D.5. Increase innovative opportunities to generate additional revenue streams to strengthen the financial health of our institution.
Agent agreement payouts			

Enrollment Reports	Year One 2025-26: 1. OISS will develop report to track degree applicable units enrolled per cohort. 2. Outreach to local langauge schools to develop partnerships and MOUs 3. Analysis market demands, emerging and reliable markets for next 3 years. Year Two and year three 1. Assess efficacy of year one efforts and contineue tracking.	Completion, Institutional Health	B.2. Reduce the time it takes for our students to complete their educational goals. , B.3. Ensure our students enroll in courses that are applicable to their credit or non-credit programs of study, and eliminate taking excess classes. , B.5. Improve the processes that help our students succeed in their current courses and ensure they enroll in the subsequent term. , B.6. Incentivize our students to complete momentum points specific to their credit or non-credit programs, from enrollment to completion.
Persistence rates			

Service Area:[illegible]

[illegible]

OFFICE OF INSTITUTIONAL EFFECTIVENESS, RESEARCH, PLANNING, AND GRANTS

Student Service Program Review

Program Review: Office of International Student Services

Reviewer Name: Dr. Sunday P. Obazuaye

Section 1: Service Area Overview

A. Service Area Mission and Alignment

1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a concise, well-articulated explanation of how the mission aligns with the College mission and Students First Framework. Clearly identifies connections to four levers. Demonstrates strong understanding of institutional purpose and goal.	Provides a clear explanation of alignment with the College mission and Students First Framework. Mentions specific levers or strategies but may lack full integration or depth.	Provides a generally accurate description but alignment is broad or superficial. Mentions the College mission or Students First Framework but not both.	Provides minimal mission alignment. Response is vague, unclear, or missing explicit connections to Students First Framework.	Mission alignment is missing, inaccurate, off-topic, or unrelated to institutional goals.
Comments: Well articulated and well presented mission and purpose information that aligns with Cerritos College's mission and Students First Framework.				Score: 5

B. Service Area Description

1. Provide a list and a brief description of the services you provide.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a comprehensive, clear, and well-organized list of services with specific descriptions and functions. Demonstrates strong understanding of service scope.	Provides clear services and descriptions with minor omissions or room for elaboration.	Lists services but descriptions lack depth or clarity.	Provides incomplete list or unclear descriptions.	Fails to identify services or provides irrelevant/inaccurate information.
Comments: Provides very clearly and well-organized comprehensive list of services.				Score: 5

2. Describe efforts to promote the availability of your services to current and prospective users.

a. Describe the key methods used to assist users in getting information about your service areas' programs and service offerings (e.g., publicity, outreach, recruitment, etc.).

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes a strategic, coordinated outreach and communication approach using multiple methods (publicity, outreach, recruitment, digital tools, partnerships). Demonstrates effectiveness using data and explains how efforts advance Student First Framework, particularly for targeted populations.	Describes multiple outreach methods clearly and connects them to user awareness and access; limited data or equity analysis.	Lists outreach and communication methods with minimal explanation of effectiveness or alignment to Student First Framework.	Outreach description is vague, incomplete, or lacks clarity.	Minimal or no description of outreach or information-sharing efforts.
Comments: Very clearly describes efforts to promote the availability of service to current and prospective users.				Score: 5

3. Does your service area overlap or duplicate any programs or service function with other Student Services or college units?

a. How and why do these services/programs duplicate one another?

b. How do they complement each other?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a thoughtful analysis of overlapping services, explains why duplication exists, how coordination is intentional, and how complementarity improves student experience, efficiency, and Institutional Health.	Identifies overlap and complementarity clearly but lacks depth or evaluation of impact.	Acknowledges overlap with general explanations.	Discussion of overlap is unclear or incomplete.	Does not meaningfully address duplication or coordination.
Comments: Overlap and complementary service clearly stated. However, it is not clear to me what specific service the Veterans Resource Center provides to the international students and the OISS.				Score: 4

4. Discuss key, collaborative relationships with academic programs and other student service areas. How do these partnerships:

- a. Advance achievement, learning, or completion.**
- b. Support the service area's mission, goals, and Service Area Outcomes (SAOs).**
- c. Enhance the quality of services and programs provided.**
- d. Create greater operational efficiencies for the service area.**
- e. Identify how your partnerships can or have mitigated equity gaps.**

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes key partnerships and demonstrates how they advance completion, learning, and achievement, support SAOs, enhance service quality, improve efficiency, and mitigate equity gaps using evidence, aligned with Student First Framework.	Describes collaborations and benefits clearly with limited outcome or equity analysis.	Identifies partnerships but provides minimal explanation of impact.	Partnerships are vague or loosely connected to outcomes.	No meaningful discussion of partnerships.
Comments: Collaboration with academic programs is not clear and not demonstrated.				Score: 4

C. Service Area Organizational Resources

1. Please describe your service area's organizational and personnel structure. Discuss: a. Reporting relationships. b. Distribution of responsibilities/authority. c. Use of management or work teams. d. Lines of communication (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.).				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough description of staffing structure, roles, communication practices, collaboration, and workflow. Includes clarity on full-time/part-time positions, internal coordination, and optional organizational chart.	Clear description with moderate detail; collaboration or staffing information may be less complete.	Basic description provided but lacks detail or structure.	Limited information, unclear staffing roles, or missing key structural elements.	No meaningful description of personnel or structure.
Comments: Clearly describes staffing structure, roles, communication practices and workflow. However, it is not clear to me what is meant by "the Assistant Director serves as PDESIGNATED SCHOOL OFFICIAL" Is the "P" added in error or does it stand for something?				Score: 5

2. How does your current staff profile facilitate or impede the service area's ability to fulfill its primary mission and functions? a. If applicable, what strategies has the area adopted to address staffing-related impediments?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a clear analysis of staffing strengths and gaps and how they affect mission fulfillment, and includes strategies used to address impediments.	Describes staffing impacts clearly; limited analysis or strategy evaluation.	General staffing description with minimal analysis.	Staffing discussion is unclear or incomplete.	Staffing impact not meaningfully addressed.
Comments: It is not clear to me if the position of "a recruiter for he international programs" is the same as the "Outreach Coordinator." Is the need to fix the Santa Barbara building; hire Admissions Cleark II; and Academic Counselor" listed in the Goals and Resource request?				Score: 4

3. Describe any challenges the service area has encountered with respect to the recruitment and retention of qualified staff. What are the implications of these challenges?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes staff recruitment and retention challenges, explains implications for service delivery and aligns discussion to program effectiveness and sustainability.	Describes challenges clearly with limited impact analysis.	General description of challenges.	Challenges are unclear or minimally explained.	Question not adequately addressed.
Comments: Clearly describes staff recruitment and retentions challenges.				Score: 5

4. How does the service area facilitate appropriate career development and progression for staff?				
a. Describe the service area's professional development resources, activities, and/or opportunities.				
b. How does this engagement directly reflect on the direction of your service area.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes professional development resources and opportunities and explains how staff growth supports innovation and service quality.	Describes professional development clearly; limited connection to service direction.	Mentions professional development generally.	Limited or unclear discussion of staff development.	Professional development not addressed.
Comments: Clearly describes professional development and staff growth.				Score: 5

5. Please describe the succession planning for your service area.

a. What steps are in place?

b. How does the service area plan to make changes to services (realignment, reorganization, or other strategies) to ensure continuous improvement in the face of staff turnover, retirement, and attrition?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates proactive succession planning and service realignment strategies that ensure continuous improvement and service area stability.	Succession planning is described but lacks depth or future focus.	General discussion of succession planning.	Minimal planning evident.	Succession planning not addressed.
Comments: Succession plan is clearly described in detail.				Score: 5

6. What assessment methods and measures (either formal or informal) does the service area use to determine staff well-being, satisfaction, and motivation?

a. How does the department use the findings from these assessment efforts to improve the work environment?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses formal and/or informal assessment methods and clearly explains how findings inform improvements to the work environment.	Describes assessment methods and some use of findings.	Mentions assessment efforts with limited follow-through.	Assessment practices are unclear or minimal.	No meaningful discussion of staff well-being assessment.
Comments: The formal and informal methods of staff well-being and work environment is clearly described in detail.				Score: 5

7. What significant projects, tasks, workgroups, and committee work are the staff of your service area engaged in? a. How does this participation reflect on your service area's plans and integration with the college.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly documents staff involvement in key projects, committees, and workgroups and explains how participation aligns with college planning and Student First Framework priorities.	Describes engagement clearly with limited strategic analysis.	Lists involvement with minimal explanation.	Engagement is unclear or limited.	No meaningful discussion of participation.
Comments: Clearly describes staff participation in projects, committees and workgroups.				Score: 5

Section 2: Service Area Trends

A. Service Area User Demographics

1. Whom do you serve? a. Describe your primary and secondary user groups that the service area attracts and serves b. Describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status)				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies primary and secondary users, provides disaggregated demographic data, and explains representativeness.	Describes users and demographics clearly.	General description of users.	User populations are unclear.	Users not adequately described.
Comments: Service area demographics is clearly presented.				Score: 5

2. <i>How do the demographics of your users compare with the college as a whole?</i>				
a. <i>Are the trends within your program in alignment with the broader, collegewide trends?</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses data to compare service users to collegewide demographics and identifies trends.	Provides comparison with limited analysis.	Basic comparison provided.	Comparison is unclear or incomplete.	No comparison provided.
Comments: Service area demographic trends are clearly presented. I would suggest that the service area track the area/discipline of study or the major that most international students tend to choose. It might help with future recruitment efforts.				Score: 5

B. Service Area Service Trends

1. <i>Describe the usage trend for your service area in the last three years.</i>				
a. <i>Has it remained steady, increased, or decreased?</i>				
b. <i>Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, formally incarcerated, and first-generation status)?</i>				
c. <i>Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.</i>				
d. <i>Describe any factors that contributed to any change.</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes multi-year trends, disaggregates by demographics, explains contributing factors, and clearly links findings to equity gap mitigation.	Describes trends clearly with limited equity analysis.	General trend description.	Limited or unclear trend data.	Usage trends not addressed.
Comments: Service area usage trends are clearly presented. However, I would suggest minor correction as follows: In B.3: "As described in the previous response, pre-arrival (instead of per-arrival) programming..." "We will continue to offer ... as this serves the needs of our students at (instead of as) all stages of their experiences.				Score: 5

2. Describe your pattern of service. Include:

- a. Standard hours of operations.**
- b. Alternative modes (e.g., online, hybrid, etc.).**
- c. Schedules of delivery (e.g., early morning, evening services, etc.).**
- d. How your services meet the needs of the users.**

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes service patterns and explains how hours, modalities, and scheduling support student needs.	Describes service patterns clearly.	Basic description provided.	Service pattern discussion is unclear.	Not addressed.
Comments: Clearly describes the pattern of service.				Score: 5

3. What are the differences in service usage based on modality? If you do not offer varying modalities, explain why not.

a. How does this help inform future practices?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes modality-based usage differences and explains how findings inform future access and innovation.	Describes differences with limited future planning.	General modality discussion.	Limited or unclear explanation.	Not addressed.
Comments: Clearly describes service usage modality as it applies to the service area.				Score: 5

Section 3: Service Area Performance and Effectiveness

A. Service Area Outcomes Assessment Process

1. <i>What methods are used to assess your service area outcomes (SAOs)? If these are not in place, what do you plan to do in the future to collect this evidence?</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies multiple, appropriate assessment tools (surveys, usage data, service logs, focus groups, KPIs). Provides clear rationale and future plans.	Describes assessment methods with some detail; future plans mentioned.	Basic methods identified but limited explanation.	Minimal mention of assessment methods.	No assessment process described.
Comments: Method of assessing service area outcomes are clearly described and improvement plan presented. However, I am curious to know how international student enrollment trend at Cerritos College compares to other institutions in the region, state, and nation-wide.				Score: 5

2. <i>How are user needs assessed and considered in the development and delivery of programs and services?</i>				
<i>a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences?</i> <i>b. What are the sources of information your service area uses to understand current needs?</i> <i>c. How have the needs changed over time?</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly identifies data sources (surveys, IR data, feedback, campus partners). Tracks changes over time and shows deep understanding of evolving needs.	Good description of needs and data sources with moderate depth.	Some sources listed but limited reflection.	Minimal detail on methods or data sources.	Missing or off-topic.
Comments: Assessment of user needs are clearly presented.				Score: 5

3. How does the service area track program/service usage patterns and determine users' satisfaction and dissatisfaction with the service area's performance? If these are not in place, what do you plan to do in the future to collect this data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Strong description of data collection tools (EAB/PS queries/reports, surveys, analytics, service counts). Clear future plans if gaps exist.	Good description but lacking depth.	Some tools identified but incomplete.	Limited or unclear.	Missing.
Comments: Service area program/service usage tracking is clearly described in detail.				Score: 5

4. To what extent does the service area obtain and use comparative/benchmark data to stay current with peers and/or competitors that deliver similar programs and services (both those that are on and off campus)?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses comparative data intentionally to support continuous improvement, competitiveness, and innovation.	Mentions benchmarking with limited application.	General reference to comparative data.	Minimal benchmarking evident.	Not addressed.
Comments: Service area collection and use of comparative data is clearly presented.				Score: 5

5. How does the service area monitor compliance with the laws/other regulatory requirements that apply to the service areas program and service responsibilities?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates systematic compliance monitoring aligned with institutional and CCC systemwide requirements and regulations.	Clear compliance practices described.	General compliance mention.	Compliance processes unclear.	Not addressed.
Comments: Compliance with laws/regulatory requirements are clearly described in detail.				Score: 5

B. Service Area Outcomes Assessment

1. What does the data say about the success of service area with respect to the achievement of your service area's outcomes? Identify and describe the data sources.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses multiple data sources and provides specific, meaningful interpretation of SAO success results.	Interprets data with reasonable clarity but less depth.	General interpretations without detail.	Minimal interpretation.	No meaningful data discussion.
Comments: Service area outcomes data are clearly presented.				Score: 5

2. What areas for improvement are suggested by the data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies strategic, data-informed opportunities for improvement tied to SAOs.	Lists areas for improvement with some analysis.	Basic identification but limited justification.	Minimal detail.	Missing or superficial.
Comments: Strategic data informed opportunities are clearly identified with improvement plans.				Score: 5

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides detailed examples connecting assessment data to operational changes, resource allocation, workflows, and service improvements.	Clear examples but fewer connections.	General statements without clear examples.	Minimal connection between data and decisions.	No evidence of data-informed decisions.
Comments: Assessment data used to inform organizational decisions are clearly presented. I would suggest to avoid the use of "Me" and "My". Instead, use the manager or the Assistant Director. I would also suggested that the position of " Assistant Director" and reference to it as "the manager" be made clear in the beginning of the report.				Score: 5

4. How has the assessment of the service area outcomes contributed to your service area's improvements?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly demonstrates how SAO assessment results directly informed service improvements.	Assessment use described with limited examples.	Assessment acknowledged.	Limited use of assessment evident.	Not addressed.
Comments: Clearly describes how assessment of service contributed to improvement and plan for further improvements.				Score: 5

5. How does the service area make needed data and information available to area stakeholders?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes how data is shared (reports, dashboards, meetings) and how stakeholders use it.	Describes data sharing practices.	Basic description of communication.	Vague or incomplete.	No description.
Comments: Sharing of information to area stakeholders is not very clear to me. Who are the area stakeholders? Do they include other services the service area collaborates with?				Score: 4

Section 4: Previous Three-Year Service Area Program Plan Reflection

A. Service Area Three-Year Reflection

1. What are the primary strengths of the non-instructional area?

a. How have these changed over time?

b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to "best practices" in the field?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, evidence-based strengths tied to outcomes, innovations, staffing, and service excellence. Shows evolution over time.	Describes strengths with some reflection.	General strengths with minimal depth.	Limited or generic strengths.	Missing.
Comments: Clearly describes innovative programs and practices the service area has instituted overtime.				Score: 5

2. Please comment on the progress toward achieving your previous service area goals and SAOs. Discuss what has/is/will happen and the status of each goal and SAO.

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Detailed status updates for each goal/SAO with evidence of progress, partial completion, or obstacles.	Good progress updates but limited detail.	General updates without evidence.	Limited or incomplete updates.	Missing.
Comments: Status update is clearly described in detail.				Score: 5

3. Please provide a financial overview of the service area.

a. How are resources allocated to support the mission, goals, and outcomes of the service area?

b. How are budget allocation/reallocation decisions made in your service area?

c. What factors influence the use of service area resources?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly aligns financial resources with mission, outcomes, and describes financial decision making process.	Provides clear overview with limited analysis.	Basic financial description.	Financial discussion unclear.	Not addressed.

Comments:

Service area clearly aligns allocation of resources to the mission, goals, and outcomes. However, there is a duplication of statement. The statement beginning with "Decisions on budget allocations are based on current students needs..." is duplicated/repeated.

Score:

5

4. Describe resource changes the service area has encountered over the past three years and future anticipated changes.

a. Explain what circumstances prompted these changes.

b. How these changes have/will affect the service area operations and services.

c. How the service area plans to address these changes.

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes past and anticipated changes and explains strategies to sustain services and continuous improvement.	Describes changes clearly.	General description provided.	Limited explanation.	Not addressed.

Comments:

Changes in resources and strategies to sustain services are clearly presented.

Score:

5

5. How effectively do the service area's current facilities, space, and equipment support area operations?

a. To what extent must these organizational resources change to keep pace with the future needs and expectations of the service area users?

b. What strategies have been adopted or will be adopted to institute these changes?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Evaluates current resources and identifies future needs aligned with student expectations and needs.	Describes adequacy and some future planning.	General description of facilities.	Facilities discussion unclear.	Not addressed.
Comments: Clearly describes the condition of facilities and space, with suggestions for improvement.				Score: 5

6. How has technology been integrated into the programs, services, and operating functions of the service area?

a. In what ways have technological applications been used to promote innovation, responsiveness, and continuous improvement in the service area?

b. How has the service area kept pace with the development of hardware, software, maintenance, and training support?

c. What are the service area's projected technology needs for the future?

d. What strategies have been adopted or will be adopted to address these needs?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates intentional technology use to support innovation, responsiveness, and continuous improvement, with clear future planning.	Describes technology use clearly.	General technology discussion.	Limited or unclear integration.	Not addressed.
Comments: Clearly describes the integration of technology.				Score: 5

7. What major challenges face the service area?				
a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough, realistic challenges aligned with resources, staffing, facilities, or technology. Provides actionable strategies within existing resources.	Lists challenges with some solutions.	Basic challenges listed but limited solutions.	Minimal challenges listed.	None provided.
Comments: Clearly describes the challenges with facilities and staffing, and provides proposal for improvement.				Score: 5

8. Where would you like your service area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:				
a. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.				
b. What long-term impact would you like your service area to have on the College and the community?				
c. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, ambitious, and strategic vision with alignment to future institutional priorities, partnerships, and community impact.	Strong vision with some alignment.	General aspirations but lacks detail.	Minimal or vague.	Missing.
Comments: Clearly describes vision for the future and strategies to achieve the vision. However, the portion about "ideal colleagues and partners, in my opinion, needs to clearly include Academic Divisions as partners. If it is already being done, it should be clearly stated in the report.				Score: 4

Section 5: Service Area Three-Year Action Plan

A. Service Area Goals, SAOs, Objectives, Action Plans, and Resource Requests

Please review the goals and resources request worksheet. Comment on area goals, SAOs, objectives, action plans, and resource requests.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Goals are strategic, overarching, aligned with the Students First Framework, includes measurable SAOs, objectives, steps, responsible parties, timelines, and assessments. Resource requests tied to goals and SFF.	Clear goals and SAOs with moderate specificity and alignment.	Goals and SAOs listed but lack measurable objectives or alignment.	Minimal goals or unclear action plans.	Missing or incomplete.
Comments: Goals are clearly aligned with the Student First Framework.				Score: 5

Section 6: Service Area Program Review Process Reflection

A. Service Area Program Review Process Reflection

1. What capacity were your service area staff, and/or users involved in the program review process?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly documents broad and collaborative participation by staff and/or users.	Participation described clearly.	General participation noted.	Limited involvement evident.	Not addressed.
Comments: Service area staff and users involvement is clearly described.				Score: 5

2. How did you ensure all members of your service area were involved in the outcome assessment discussions, evaluation of area data, and contributed to the area goals, SAO, objectives, and action plan discussions and development?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates inclusive, data-informed engagement in SAOs, goals, and action planning aligned with continuous improvement.	Inclusive process described with limited detail.	General involvement described.	Limited inclusion evident.	Not addressed.
Comments: Service area members involvement is clearly described.				Score: 5

Provide your overall program review comments and total score.

Overall comments:

The report is well articulated and well presented. It is comprehensive and thorough. I highly commend the Assistant Director and staff of the OISS for their efforts and the progress they have made in the last three years to increase international students enrollment.

Total Score:

185

Reviewer Signature: 

Date: 1/19/26

OFFICE OF INSTITUTIONAL EFFECTIVENESS, RESEARCH, PLANNING, AND GRANTS

Student Service Program Review

Program Review: Office of International Student Services

Reviewer Name: _____

Section 1: Service Area Overview

A. Service Area Mission and Alignment

1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a concise, well-articulated explanation of how the mission aligns with the College mission and Students First Framework. Clearly identifies connections to four levers. Demonstrates strong understanding of institutional purpose and goal.	Provides a clear explanation of alignment with the College mission and Students First Framework. Mentions specific levers or strategies but may lack full integration or depth.	Provides a generally accurate description but alignment is broad or superficial. Mentions the College mission or Students First Framework but not both.	Provides minimal mission alignment. Response is vague, unclear, or missing explicit connections to Students First Framework.	Mission alignment is missing, inaccurate, off-topic, or unrelated to institutional goals.
Comments: aligns well with mission.				Score: 5

B. Service Area Description

1. Provide a list and a brief description of the services you provide.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a comprehensive, clear, and well-organized list of services with specific descriptions and functions. Demonstrates strong understanding of service scope.	Provides clear services and descriptions with minor omissions or room for elaboration.	Lists services but descriptions lack depth or clarity.	Provides incomplete list or unclear descriptions.	Fails to identify services or provides irrelevant/inaccurate information.
Comments:				Score: 4

2. Describe efforts to promote the availability of your services to current and prospective users.

a. Describe the key methods used to assist users in getting information about your service areas' programs and service offerings (e.g., publicity, outreach, recruitment, etc.).

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes a strategic, coordinated outreach and communication approach using multiple methods (publicity, outreach, recruitment, digital tools, partnerships). Demonstrates effectiveness using data and explains how efforts advance Student First Framework, particularly for targeted populations.	Describes multiple outreach methods clearly and connects them to user awareness and access; limited data or equity analysis.	Lists outreach and communication methods with minimal explanation of effectiveness or alignment to Student First Framework.	Outreach description is vague, incomplete, or lacks clarity.	Minimal or no description of outreach or information-sharing efforts.
Comments:				Score: 3

3. Does your service area overlap or duplicate any programs or service function with other Student Services or college units?

a. How and why do these services/programs duplicate one another?

b. How do they complement each other?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a thoughtful analysis of overlapping services, explains why duplication exists, how coordination is intentional, and how complementarity improves student experience, efficiency, and Institutional Health.	Identifies overlap and complementarity clearly but lacks depth or evaluation of impact.	Acknowledges overlap with general explanations.	Discussion of overlap is unclear or incomplete.	Does not meaningfully address duplication or coordination.
Comments:				Score: 3

4. Discuss key, collaborative relationships with academic programs and other student service areas. How do these partnerships:

- a. Advance achievement, learning, or completion.**
- b. Support the service area's mission, goals, and Service Area Outcomes (SAOs).**
- c. Enhance the quality of services and programs provided.**
- d. Create greater operational efficiencies for the service area.**
- e. Identify how your partnerships can or have mitigated equity gaps.**

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes key partnerships and demonstrates how they advance completion, learning, and achievement, support SAOs, enhance service quality, improve efficiency, and mitigate equity gaps using evidence, aligned with Student First Framework.	Describes collaborations and benefits clearly with limited outcome or equity analysis.	Identifies partnerships but provides minimal explanation of impact.	Partnerships are vague or loosely connected to outcomes.	No meaningful discussion of partnerships.
Comments: 				Score: 4

C. Service Area Organizational Resources

1. Please describe your service area's organizational and personnel structure. Discuss: a. Reporting relationships. b. Distribution of responsibilities/authority. c. Use of management or work teams. d. Lines of communication (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.).				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough description of staffing structure, roles, communication practices, collaboration, and workflow. Includes clarity on full-time/part-time positions, internal coordination, and optional organizational chart.	Clear description with moderate detail; collaboration or staffing information may be less complete.	Basic description provided but lacks detail or structure.	Limited information, unclear staffing roles, or missing key structural elements.	No meaningful description of personnel or structure.
Comments:				Score: 4

2. How does your current staff profile facilitate or impede the service area's ability to fulfill its primary mission and functions? a. If applicable, what strategies has the area adopted to address staffing-related impediments?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a clear analysis of staffing strengths and gaps and how they affect mission fulfillment, and includes strategies used to address impediments.	Describes staffing impacts clearly; limited analysis or strategy evaluation.	General staffing description with minimal analysis.	Staffing discussion is unclear or incomplete.	Staffing impact not meaningfully addressed.
Comments:				Score: 4

3. Describe any challenges the service area has encountered with respect to the recruitment and retention of qualified staff. What are the implications of these challenges?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes staff recruitment and retention challenges, explains implications for service delivery and aligns discussion to program effectiveness and sustainability.	Describes challenges clearly with limited impact analysis.	General description of challenges.	Challenges are unclear or minimally explained.	Question not adequately addressed.
Comments:				Score: 3

4. How does the service area facilitate appropriate career development and progression for staff?				
a. Describe the service area's professional development resources, activities, and/or opportunities.				
b. How does this engagement directly reflect on the direction of your service area.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes professional development resources and opportunities and explains how staff growth supports innovation and service quality.	Describes professional development clearly; limited connection to service direction.	Mentions professional development generally.	Limited or unclear discussion of staff development.	Professional development not addressed.
Comments:				Score: 4

5. Please describe the succession planning for your service area.

a. What steps are in place?

b. How does the service area plan to make changes to services (realignment, reorganization, or other strategies) to ensure continuous improvement in the face of staff turnover, retirement, and attrition?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates proactive succession planning and service realignment strategies that ensure continuous improvement and service area stability.	Succession planning is described but lacks depth or future focus.	General discussion of succession planning.	Minimal planning evident.	Succession planning not addressed.
Comments:				Score: 3

6. What assessment methods and measures (either formal or informal) does the service area use to determine staff well-being, satisfaction, and motivation?

a. How does the department use the findings from these assessment efforts to improve the work environment?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses formal and/or informal assessment methods and clearly explains how findings inform improvements to the work environment.	Describes assessment methods and some use of findings.	Mentions assessment efforts with limited follow-through.	Assessment practices are unclear or minimal.	No meaningful discussion of staff well-being assessment.
Comments:				Score: 3

7. <i>What significant projects, tasks, workgroups, and committee work are the staff of your service area engaged in?</i>				
a. <i>How does this participation reflect on your service area's plans and integration with the college.</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly documents staff involvement in key projects, committees, and workgroups and explains how participation aligns with college planning and Student First Framework priorities.	Describes engagement clearly with limited strategic analysis.	Lists involvement with minimal explanation.	Engagement is unclear or limited.	No meaningful discussion of participation.
Comments:				Score: 3

Section 2: Service Area Trends

A. Service Area User Demographics

1. <i>Whom do you serve?</i>				
a. <i>Describe your primary and secondary user groups that the service area attracts and serves</i>				
b. <i>Describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status)</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies primary and secondary users, provides disaggregated demographic data, and explains representativeness.	Describes users and demographics clearly.	General description of users.	User populations are unclear.	Users not adequately described.
Comments:				Score: 3

2. <i>How do the demographics of your users compare with the college as a whole?</i>				
a. <i>Are the trends within your program in alignment with the broader, collegewide trends?</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses data to compare service users to collegewide demographics and identifies trends.	Provides comparison with limited analysis.	Basic comparison provided.	Comparison is unclear or incomplete.	No comparison provided.
Comments:				Score: 4

B. Service Area Service Trends

1. <i>Describe the usage trend for your service area in the last three years.</i>				
a. <i>Has it remained steady, increased, or decreased?</i>				
b. <i>Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, formally incarcerated, and first-generation status)?</i>				
c. <i>Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.</i>				
d. <i>Describe any factors that contributed to any change.</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes multi-year trends, disaggregates by demographics, explains contributing factors, and clearly links findings to equity gap mitigation.	Describes trends clearly with limited equity analysis.	General trend description.	Limited or unclear trend data.	Usage trends not addressed.
Comments:				Score: 5

2. Describe your pattern of service. Include:

- a. Standard hours of operations.**
- b. Alternative modes (e.g., online, hybrid, etc.).**
- c. Schedules of delivery (e.g., early morning, evening services, etc.).**
- d. How your services meet the needs of the users.**

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes service patterns and explains how hours, modalities, and scheduling support student needs.	Describes service patterns clearly.	Basic description provided.	Service pattern discussion is unclear.	Not addressed.
Comments:				Score: 5

3. What are the differences in service usage based on modality? If you do not offer varying modalities, explain why not.

a. How does this help inform future practices?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes modality-based usage differences and explains how findings inform future access and innovation.	Describes differences with limited future planning.	General modality discussion.	Limited or unclear explanation.	Not addressed.
Comments:				Score: 4

Section 3: Service Area Performance and Effectiveness

A. Service Area Outcomes Assessment Process

1. What methods are used to assess your service area outcomes (SAOs)? If these are not in place, what do you plan to do in the future to collect this evidence?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies multiple, appropriate assessment tools (surveys, usage data, service logs, focus groups, KPIs). Provides clear rationale and future plans.	Describes assessment methods with some detail; future plans mentioned.	Basic methods identified but limited explanation.	Minimal mention of assessment methods.	No assessment process described.
Comments:				Score: 3

2. How are user needs assessed and considered in the development and delivery of programs and services?				
a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences?				
b. What are the sources of information your service area uses to understand current needs?				
c. How have the needs changed over time?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly identifies data sources (surveys, IR data, feedback, campus partners). Tracks changes over time and shows deep understanding of evolving needs.	Good description of needs and data sources with moderate depth.	Some sources listed but limited reflection.	Minimal detail on methods or data sources.	Missing or off-topic.
Comments:				Score: 4

3. How does the service area track program/service usage patterns and determine users' satisfaction and dissatisfaction with the service area's performance? If these are not in place, what do you plan to do in the future to collect this data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Strong description of data collection tools (EAB/PS queries/reports, surveys, analytics, service counts). Clear future plans if gaps exist.	Good description but lacking depth.	Some tools identified but incomplete.	Limited or unclear.	Missing.
Comments:				Score: 5

4. To what extent does the service area obtain and use comparative/benchmark data to stay current with peers and/or competitors that deliver similar programs and services (both those that are on and off campus)?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses comparative data intentionally to support continuous improvement, competitiveness, and innovation.	Mentions benchmarking with limited application.	General reference to comparative data.	Minimal benchmarking evident.	Not addressed.
Comments:				Score: 4

5. How does the service area monitor compliance with the laws/other regulatory requirements that apply to the service areas program and service responsibilities?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates systematic compliance monitoring aligned with institutional and CCC systemwide requirements and regulations.	Clear compliance practices described.	General compliance mention.	Compliance processes unclear.	Not addressed.
Comments:				Score: 4

B. Service Area Outcomes Assessment

1. What does the data say about the success of service area with respect to the achievement of your service area's outcomes? Identify and describe the data sources.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses multiple data sources and provides specific, meaningful interpretation of SAO success results.	Interprets data with reasonable clarity but less depth.	General interpretations without detail.	Minimal interpretation.	No meaningful data discussion.
Comments:				Score: 4

2. What areas for improvement are suggested by the data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies strategic, data-informed opportunities for improvement tied to SAOs.	Lists areas for improvement with some analysis.	Basic identification but limited justification.	Minimal detail.	Missing or superficial.
Comments:				Score: 4

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides detailed examples connecting assessment data to operational changes, resource allocation, workflows, and service improvements.	Clear examples but fewer connections.	General statements without clear examples.	Minimal connection between data and decisions.	No evidence of data-informed decisions.
Comments:				Score: 3

4. How has the assessment of the service area outcomes contributed to your service area's improvements?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly demonstrates how SAO assessment results directly informed service improvements.	Assessment use described with limited examples.	Assessment acknowledged.	Limited use of assessment evident.	Not addressed.
Comments:				Score: 3

5. How does the service area make needed data and information available to area stakeholders?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes how data is shared (reports, dashboards, meetings) and how stakeholders use it.	Describes data sharing practices.	Basic description of communication.	Vague or incomplete.	No description.
Comments:				Score: 3

Section 4: Previous Three-Year Service Area Program Plan Reflection

A. Service Area Three-Year Reflection

1. What are the primary strengths of the non-instructional area?

a. How have these changed over time?

b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to "best practices" in the field?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, evidence-based strengths tied to outcomes, innovations, staffing, and service excellence. Shows evolution over time.	Describes strengths with some reflection.	General strengths with minimal depth.	Limited or generic strengths.	Missing.
Comments:				Score: 4

2. Please comment on the progress toward achieving your previous service area goals and SAOs. Discuss what has/is/will happen and the status of each goal and SAO.

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Detailed status updates for each goal/SAO with evidence of progress, partial completion, or obstacles.	Good progress updates but limited detail.	General updates without evidence.	Limited or incomplete updates.	Missing.
Comments:				Score: 4

3. Please provide a financial overview of the service area.

a. How are resources allocated to support the mission, goals, and outcomes of the service area?

b. How are budget allocation/reallocation decisions made in your service area?

c. What factors influence the use of service area resources?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly aligns financial resources with mission, outcomes, and describes financial decision making process.	Provides clear overview with limited analysis.	Basic financial description.	Financial discussion unclear.	Not addressed.
Comments:				Score: 3

4. Describe resource changes the service area has encountered over the past three years and future anticipated changes.

a. Explain what circumstances prompted these changes.

b. How these changes have/will affect the service area operations and services.

c. How the service area plans to address these changes.

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes past and anticipated changes and explains strategies to sustain services and continuous improvement.	Describes changes clearly.	General description provided.	Limited explanation.	Not addressed.
Comments:				Score: 4

5. How effectively do the service area's current facilities, space, and equipment support area operations?

a. To what extent must these organizational resources change to keep pace with the future needs and expectations of the service area users?

b. What strategies have been adopted or will be adopted to institute these changes?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Evaluates current resources and identifies future needs aligned with student expectations and needs.	Describes adequacy and some future planning.	General description of facilities.	Facilities discussion unclear.	Not addressed.
Comments:				Score: 3

6. How has technology been integrated into the programs, services, and operating functions of the service area?

a. In what ways have technological applications been used to promote innovation, responsiveness, and continuous improvement in the service area?

b. How has the service area kept pace with the development of hardware, software, maintenance, and training support?

c. What are the service area's projected technology needs for the future?

d. What strategies have been adopted or will be adopted to address these needs?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates intentional technology use to support innovation, responsiveness, and continuous improvement, with clear future planning.	Describes technology use clearly.	General technology discussion.	Limited or unclear integration.	Not addressed.
Comments:				Score: 3

7. What major challenges face the service area?				
a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough, realistic challenges aligned with resources, staffing, facilities, or technology. Provides actionable strategies within existing resources.	Lists challenges with some solutions.	Basic challenges listed but limited solutions.	Minimal challenges listed.	None provided.
Comments:				Score: 3

8. Where would you like your service area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:				
a. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.				
b. What long-term impact would you like your service area to have on the College and the community?				
c. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, ambitious, and strategic vision with alignment to future institutional priorities, partnerships, and community impact.	Strong vision with some alignment.	General aspirations but lacks detail.	Minimal or vague.	Missing.
Comments:				Score: 5

Section 5: Service Area Three-Year Action Plan

A. Service Area Goals, SAOs, Objectives, Action Plans, and Resource Requests

Please review the goals and resources request worksheet. Comment on area goals, SAOs, objectives, action plans, and resource requests.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Goals are strategic, overarching, aligned with the Students First Framework, includes measurable SAOs, objectives, steps, responsible parties, timelines, and assessments. Resource requests tied to goals and SFF.	Clear goals and SAOs with moderate specificity and alignment.	Goals and SAOs listed but lack measurable objectives or alignment.	Minimal goals or unclear action plans.	Missing or incomplete.
Comments: did not see them.				Score: 1

Section 6: Service Area Program Review Process Reflection

A. Service Area Program Review Process Reflection

1. What capacity were your service area staff, and/or users involved in the program review process?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly documents broad and collaborative participation by staff and/or users.	Participation described clearly.	General participation noted.	Limited involvement evident.	Not addressed.
Comments:				Score: 3

2. How did you ensure all members of your service area were involved in the outcome assessment discussions, evaluation of area data, and contributed to the area goals, SAO, objectives, and action plan discussions and development?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates inclusive, data-informed engagement in SAOs, goals, and action planning aligned with continuous improvement.	Inclusive process described with limited detail.	General involvement described.	Limited inclusion evident.	Not addressed.
Comments:				Score: 4

<i>Provide your overall program review comments and total score.</i>	
Overall comments: Overall the program review looks great, there are a few areas where only the question was answered without any additional information or examples.	Total Score: 138

Total Score:
138

138

Reviewer Signature: Blanca P. Gamez Digitally signed by Blanca P. Gamez
Date: 2026.01.28 10:14:50 -08'00'

Date: 1/28/26



OFFICE OF INSTITUTIONAL EFFECTIVENESS, RESEARCH, PLANNING, AND GRANTS

Student Service Program Review

Program Review: Office of International Students

Reviewer Name: Esthela Chavez-Prado

Section 1: Service Area Overview

A. Service Area Mission and Alignment

1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a concise, well-articulated explanation of how the mission aligns with the College mission and Students First Framework. Clearly identifies connections to four levers. Demonstrates strong understanding of institutional purpose and goal.	Provides a clear explanation of alignment with the College mission and Students First Framework. Mentions specific levers or strategies but may lack full integration or depth.	Provides a generally accurate description but alignment is broad or superficial. Mentions the College mission or Students First Framework but not both.	Provides minimal mission alignment. Response is vague, unclear, or missing explicit connections to Students First Framework.	Mission alignment is missing, inaccurate, off-topic, or unrelated to institutional goals.
Comments:				Score: 5

B. Service Area Description

1. Provide a list and a brief description of the services you provide.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a comprehensive, clear, and well-organized list of services with specific descriptions and functions. Demonstrates strong understanding of service scope.	Provides clear services and descriptions with minor omissions or room for elaboration.	Lists services but descriptions lack depth or clarity.	Provides incomplete list or unclear descriptions.	Fails to identify services or provides irrelevant/inaccurate information.
Comments:				Score: 5

2. Describe efforts to promote the availability of your services to current and prospective users.

a. Describe the key methods used to assist users in getting information about your service areas' programs and service offerings (e.g., publicity, outreach, recruitment, etc.).

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes a strategic, coordinated outreach and communication approach using multiple methods (publicity, outreach, recruitment, digital tools, partnerships). Demonstrates effectiveness using data and explains how efforts advance Student First Framework, particularly for targeted populations.	Describes multiple outreach methods clearly and connects them to user awareness and access; limited data or equity analysis.	Lists outreach and communication methods with minimal explanation of effectiveness or alignment to Student First Framework.	Outreach description is vague, incomplete, or lacks clarity.	Minimal or no description of outreach or information-sharing efforts.
Comments:				Score: 4

3. Does your service area overlap or duplicate any programs or service function with other Student Services or college units?

a. How and why do these services/programs duplicate one another?

b. How do they complement each other?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a thoughtful analysis of overlapping services, explains why duplication exists, how coordination is intentional, and how complementarity improves student experience, efficiency, and Institutional Health.	Identifies overlap and complementarity clearly but lacks depth or evaluation of impact.	Acknowledges overlap with general explanations.	Discussion of overlap is unclear or incomplete.	Does not meaningfully address duplication or coordination.
Comments:				Score: 4

4. Discuss key, collaborative relationships with academic programs and other student service areas. How do these partnerships:

- a. Advance achievement, learning, or completion.**
- b. Support the service area's mission, goals, and Service Area Outcomes (SAOs).**
- c. Enhance the quality of services and programs provided.**
- d. Create greater operational efficiencies for the service area.**
- e. Identify how your partnerships can or have mitigated equity gaps.**

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes key partnerships and demonstrates how they advance completion, learning, and achievement, support SAOs, enhance service quality, improve efficiency, and mitigate equity gaps using evidence, aligned with Student First Framework.	Describes collaborations and benefits clearly with limited outcome or equity analysis.	Identifies partnerships but provides minimal explanation of impact.	Partnerships are vague or loosely connected to outcomes.	No meaningful discussion of partnerships.
Comments: 				Score: 5

C. Service Area Organizational Resources

1. Please describe your service area's organizational and personnel structure. Discuss: a. Reporting relationships. b. Distribution of responsibilities/authority. c. Use of management or work teams. d. Lines of communication (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.).				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough description of staffing structure, roles, communication practices, collaboration, and workflow. Includes clarity on full-time/part-time positions, internal coordination, and optional organizational chart.	Clear description with moderate detail; collaboration or staffing information may be less complete.	Basic description provided but lacks detail or structure.	Limited information, unclear staffing roles, or missing key structural elements.	No meaningful description of personnel or structure.
Comments:				Score: 4

2. How does your current staff profile facilitate or impede the service area's ability to fulfill its primary mission and functions? a. If applicable, what strategies has the area adopted to address staffing-related impediments?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a clear analysis of staffing strengths and gaps and how they affect mission fulfillment, and includes strategies used to address impediments.	Describes staffing impacts clearly; limited analysis or strategy evaluation.	General staffing description with minimal analysis.	Staffing discussion is unclear or incomplete.	Staffing impact not meaningfully addressed.
Comments:				Score: 5

3. Describe any challenges the service area has encountered with respect to the recruitment and retention of qualified staff. What are the implications of these challenges?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes staff recruitment and retention challenges, explains implications for service delivery and aligns discussion to program effectiveness and sustainability.	Describes challenges clearly with limited impact analysis.	General description of challenges.	Challenges are unclear or minimally explained.	Question not adequately addressed.
Comments:				Score: 4

4. How does the service area facilitate appropriate career development and progression for staff?				
a. Describe the service area's professional development resources, activities, and/or opportunities.				
b. How does this engagement directly reflect on the direction of your service area.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes professional development resources and opportunities and explains how staff growth supports innovation and service quality.	Describes professional development clearly; limited connection to service direction.	Mentions professional development generally.	Limited or unclear discussion of staff development.	Professional development not addressed.
Comments:				Score: 4

5. Please describe the succession planning for your service area.

a. What steps are in place?

b. How does the service area plan to make changes to services (realignment, reorganization, or other strategies) to ensure continuous improvement in the face of staff turnover, retirement, and attrition?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates proactive succession planning and service realignment strategies that ensure continuous improvement and service area stability.	Succession planning is described but lacks depth or future focus.	General discussion of succession planning.	Minimal planning evident.	Succession planning not addressed.
Comments:				Score: 4

6. What assessment methods and measures (either formal or informal) does the service area use to determine staff well-being, satisfaction, and motivation?

a. How does the department use the findings from these assessment efforts to improve the work environment?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses formal and/or informal assessment methods and clearly explains how findings inform improvements to the work environment.	Describes assessment methods and some use of findings.	Mentions assessment efforts with limited follow-through.	Assessment practices are unclear or minimal.	No meaningful discussion of staff well-being assessment.
Comments:				Score: 4

7. <i>What significant projects, tasks, workgroups, and committee work are the staff of your service area engaged in?</i>				
a. <i>How does this participation reflect on your service area's plans and integration with the college.</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly documents staff involvement in key projects, committees, and workgroups and explains how participation aligns with college planning and Student First Framework priorities.	Describes engagement clearly with limited strategic analysis.	Lists involvement with minimal explanation.	Engagement is unclear or limited.	No meaningful discussion of participation.
Comments:				Score: 4

Section 2: Service Area Trends

A. Service Area User Demographics

1. <i>Whom do you serve?</i>				
a. <i>Describe your primary and secondary user groups that the service area attracts and serves</i>				
b. <i>Describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status)</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies primary and secondary users, provides disaggregated demographic data, and explains representativeness.	Describes users and demographics clearly.	General description of users.	User populations are unclear.	Users not adequately described.
Comments:				Score: 4

2. <i>How do the demographics of your users compare with the college as a whole?</i>				
a. <i>Are the trends within your program in alignment with the broader, collegewide trends?</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses data to compare service users to collegewide demographics and identifies trends.	Provides comparison with limited analysis.	Basic comparison provided.	Comparison is unclear or incomplete.	No comparison provided.
Comments:				Score: 5

B. Service Area Service Trends

1. <i>Describe the usage trend for your service area in the last three years.</i>				
a. <i>Has it remained steady, increased, or decreased?</i>				
b. <i>Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, formally incarcerated, and first-generation status)?</i>				
c. <i>Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.</i>				
d. <i>Describe any factors that contributed to any change.</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes multi-year trends, disaggregates by demographics, explains contributing factors, and clearly links findings to equity gap mitigation.	Describes trends clearly with limited equity analysis.	General trend description.	Limited or unclear trend data.	Usage trends not addressed.
Comments:				Score: 5

2. Describe your pattern of service. Include:

- a. Standard hours of operations.**
- b. Alternative modes (e.g., online, hybrid, etc.).**
- c. Schedules of delivery (e.g., early morning, evening services, etc.).**
- d. How your services meet the needs of the users.**

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes service patterns and explains how hours, modalities, and scheduling support student needs.	Describes service patterns clearly.	Basic description provided.	Service pattern discussion is unclear.	Not addressed.
Comments:				Score: 5

3. What are the differences in service usage based on modality? If you do not offer varying modalities, explain why not.

a. How does this help inform future practices?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes modality-based usage differences and explains how findings inform future access and innovation.	Describes differences with limited future planning.	General modality discussion.	Limited or unclear explanation.	Not addressed.
Comments:				Score: 55

Section 3: Service Area Performance and Effectiveness

A. Service Area Outcomes Assessment Process

1. What methods are used to assess your service area outcomes (SAOs)? If these are not in place, what do you plan to do in the future to collect this evidence?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies multiple, appropriate assessment tools (surveys, usage data, service logs, focus groups, KPIs). Provides clear rationale and future plans.	Describes assessment methods with some detail; future plans mentioned.	Basic methods identified but limited explanation.	Minimal mention of assessment methods.	No assessment process described.
Comments:				Score: 5

2. How are user needs assessed and considered in the development and delivery of programs and services?				
a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences?				
b. What are the sources of information your service area uses to understand current needs?				
c. How have the needs changed over time?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly identifies data sources (surveys, IR data, feedback, campus partners). Tracks changes over time and shows deep understanding of evolving needs.	Good description of needs and data sources with moderate depth.	Some sources listed but limited reflection.	Minimal detail on methods or data sources.	Missing or off-topic.
Comments:				Score: 5

3. How does the service area track program/service usage patterns and determine users' satisfaction and dissatisfaction with the service area's performance? If these are not in place, what do you plan to do in the future to collect this data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Strong description of data collection tools (EAB/PS queries/reports, surveys, analytics, service counts). Clear future plans if gaps exist.	Good description but lacking depth.	Some tools identified but incomplete.	Limited or unclear.	Missing.
Comments:				Score: 5

4. To what extent does the service area obtain and use comparative/benchmark data to stay current with peers and/or competitors that deliver similar programs and services (both those that are on and off campus)?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses comparative data intentionally to support continuous improvement, competitiveness, and innovation.	Mentions benchmarking with limited application.	General reference to comparative data.	Minimal benchmarking evident.	Not addressed.
Comments:				Score: 4

5. How does the service area monitor compliance with the laws/other regulatory requirements that apply to the service areas program and service responsibilities?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates systematic compliance monitoring aligned with institutional and CCC systemwide requirements and regulations.	Clear compliance practices described.	General compliance mention.	Compliance processes unclear.	Not addressed.
Comments:				Score: 5

B. Service Area Outcomes Assessment

1. What does the data say about the success of service area with respect to the achievement of your service area's outcomes? Identify and describe the data sources.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses multiple data sources and provides specific, meaningful interpretation of SAO success results.	Interprets data with reasonable clarity but less depth.	General interpretations without detail.	Minimal interpretation.	No meaningful data discussion.
Comments:				Score: 5

2. What areas for improvement are suggested by the data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies strategic, data-informed opportunities for improvement tied to SAOs.	Lists areas for improvement with some analysis.	Basic identification but limited justification.	Minimal detail.	Missing or superficial.
Comments:				Score: 4

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides detailed examples connecting assessment data to operational changes, resource allocation, workflows, and service improvements.	Clear examples but fewer connections.	General statements without clear examples.	Minimal connection between data and decisions.	No evidence of data-informed decisions.
Comments:				Score: 4

4. How has the assessment of the service area outcomes contributed to your service area's improvements?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly demonstrates how SAO assessment results directly informed service improvements.	Assessment use described with limited examples.	Assessment acknowledged.	Limited use of assessment evident.	Not addressed.
Comments:				Score: 4

5. How does the service area make needed data and information available to area stakeholders?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes how data is shared (reports, dashboards, meetings) and how stakeholders use it.	Describes data sharing practices.	Basic description of communication.	Vague or incomplete.	No description.
Comments:				Score: 4

Section 4: Previous Three-Year Service Area Program Plan Reflection

A. Service Area Three-Year Reflection

1. What are the primary strengths of the non-instructional area?

a. How have these changed over time?

b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to "best practices" in the field?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, evidence-based strengths tied to outcomes, innovations, staffing, and service excellence. Shows evolution over time.	Describes strengths with some reflection.	General strengths with minimal depth.	Limited or generic strengths.	Missing.
Comments:				Score: 5

2. Please comment on the progress toward achieving your previous service area goals and SAOs. Discuss what has/is/will happen and the status of each goal and SAO.

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Detailed status updates for each goal/SAO with evidence of progress, partial completion, or obstacles.	Good progress updates but limited detail.	General updates without evidence.	Limited or incomplete updates.	Missing.
Comments:				Score: 5

3. Please provide a financial overview of the service area.

a. How are resources allocated to support the mission, goals, and outcomes of the service area?

b. How are budget allocation/reallocation decisions made in your service area?

c. What factors influence the use of service area resources?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly aligns financial resources with mission, outcomes, and describes financial decision making process.	Provides clear overview with limited analysis.	Basic financial description.	Financial discussion unclear.	Not addressed.
Comments:				Score: 4

4. Describe resource changes the service area has encountered over the past three years and future anticipated changes.

a. Explain what circumstances prompted these changes.

b. How these changes have/will affect the service area operations and services.

c. How the service area plans to address these changes.

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes past and anticipated changes and explains strategies to sustain services and continuous improvement.	Describes changes clearly.	General description provided.	Limited explanation.	Not addressed.
Comments:				Score: 4

5. How effectively do the service area's current facilities, space, and equipment support area operations?

a. To what extent must these organizational resources change to keep pace with the future needs and expectations of the service area users?

b. What strategies have been adopted or will be adopted to institute these changes?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Evaluates current resources and identifies future needs aligned with student expectations and needs.	Describes adequacy and some future planning.	General description of facilities.	Facilities discussion unclear.	Not addressed.
Comments:				Score: 4

6. How has technology been integrated into the programs, services, and operating functions of the service area?

a. In what ways have technological applications been used to promote innovation, responsiveness, and continuous improvement in the service area?

b. How has the service area kept pace with the development of hardware, software, maintenance, and training support?

c. What are the service area's projected technology needs for the future?

d. What strategies have been adopted or will be adopted to address these needs?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates intentional technology use to support innovation, responsiveness, and continuous improvement, with clear future planning.	Describes technology use clearly.	General technology discussion.	Limited or unclear integration.	Not addressed.
Comments:				Score: 5

7. What major challenges face the service area?				
a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough, realistic challenges aligned with resources, staffing, facilities, or technology. Provides actionable strategies within existing resources.	Lists challenges with some solutions.	Basic challenges listed but limited solutions.	Minimal challenges listed.	None provided.
Comments:				Score: 5

8. Where would you like your service area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:				
a. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.				
b. What long-term impact would you like your service area to have on the College and the community?				
c. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, ambitious, and strategic vision with alignment to future institutional priorities, partnerships, and community impact.	Strong vision with some alignment.	General aspirations but lacks detail.	Minimal or vague.	Missing.
Comments:				Score: 5

Section 5: Service Area Three-Year Action Plan

A. Service Area Goals, SAOs, Objectives, Action Plans, and Resource Requests

Please review the goals and resources request worksheet. Comment on area goals, SAOs, objectives, action plans, and resource requests.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Goals are strategic, overarching, aligned with the Students First Framework, includes measurable SAOs, objectives, steps, responsible parties, timelines, and assessments. Resource requests tied to goals and SFF.	Clear goals and SAOs with moderate specificity and alignment.	Goals and SAOs listed but lack measurable objectives or alignment.	Minimal goals or unclear action plans.	Missing or incomplete.
Comments: Great goals and matching SAOs				Score: 5

Section 6: Service Area Program Review Process Reflection

A. Service Area Program Review Process Reflection

1. What capacity were your service area staff, and/or users involved in the program review process?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly documents broad and collaborative participation by staff and/or users.	Participation described clearly.	General participation noted.	Limited involvement evident.	Not addressed.
Comments:				Score: 5

2. How did you ensure all members of your service area were involved in the outcome assessment discussions, evaluation of area data, and contributed to the area goals, SAO, objectives, and action plan discussions and development?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates inclusive, data-informed engagement in SAOs, goals, and action planning aligned with continuous improvement.	Inclusive process described with limited detail.	General involvement described.	Limited inclusion evident.	Not addressed.
Comments:				Score: 5

Provide your overall program review comments and total score.

Overall comments:

Total Score:

223

Reviewer Signature: Esther Dominguez

Estela Paredes

Date: _____

Program Review Planning Form

Program/Department Name: Office of International Students : **Program Review Cycle:** 2025-2026
Division Name: Student Equity and Success **Review Period:** 2022-2023, 2023-2024

This form serves as formal acknowledgment that the above-named program/department/division is undergoing a Program Review in accordance with institutional policies and timelines. Program Review is a collaborative process aimed at continuous improvement, accountability, and strategic development.

Program Review Team Members

Please list the names and titles of all individuals actively participating in the Program Review process (e.g., staff, coordinators, or other contributors):

Division Dean Information

Name: Dr. Lui Amador Email: lamador@cerritos.edu

Department/Program Manager Information

Name: Gladys Calderon Email: gcalderon@cerritos.edu

Program Review Collaborators:

<u>Name</u>	<u>Title/Role</u>	<u>Email Address</u>
<u>Jeanora Price</u>	<u>Admissions Specialist</u>	<u>jprice@cerritos.edu</u>
<u>Steve Brooks</u>	<u>Adjunct Faculty</u>	<u>sbrooks@cerritos.edu</u>
<u>Yuki Rowland</u>	<u>Adjunct Faculty</u>	<u>yrowland@cerritos.edu</u>
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Important Due Dates

Planning Form: 09/12/2025
 Review Committee Form: 10/01/2025
 Program Review Draft: 11/21/2025
 Reviewer Feedback: 12/12/2025
 Final Plan: 01/09/2026



Acknowledgement

By signing below, I acknowledge the following:

- I am aware that the program/department/division is currently undergoing Program Review as scheduled for the 2025-2026 cycle.
- I understand the expectations and responsibilities of the program/department/division throughout the review process, including submission of the self-study and timely communication with the review committee and IERPG.
- I have received and reviewed the guidelines, timelines, and required documentation for the Program Review process as provided by Office of Institutional Effectiveness, Research, Planning, and Grants.
- I agree to work collaboratively with faculty, staff, and administrators to ensure a thorough and reflective review process.

Program/Department Manager:

Name: Gladys Calderon Signature:  Date: 9/10/25

Division Dean/VP:

Name: _____ Signature: _____ Date: _____

Dean, Institutional Effectiveness, Research, Planning, and Grants:

Name: Amber Hroch Signature:  Date: _____

Signature: Luisito Amador

Email: lamador@cerritos.edu

Signature: 

Email: ahroch@cerritos.edu