

International Student Task Force

College of San Mateo

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Co-Chairs: **Danni Redding Lapuz**
International Education Program Manager

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Language Arts, Interim Dean

The International Task Force was created in 2017 in response to the rapidly increasing international student populations at CSM and the need to assess the impacts of this growth across the campus. This report is the culmination of one year of meetings and data collection, which serves to inform the college community about the impacts and changes to our campus student populations, as well as identify current campus needs and areas for further inquiry.

Vision

We envision a campus that ensures the necessary resources, staffing, space, and leadership to provide successful student support and enrollment management of our international education program within the campus community. We value international student experience as a vital part of campus engagement and classroom dialogue, utilizing our multi-cultural educational environment to benefit all students, as well as faculty, and staff at CSM.

Goals

1. Proactive vs. reactive approach to international student growth
2. Better integration of international students and program into CSM campus initiatives
3. Clear alignment, communication, and vision between district and campus
4. Process for evaluating the impacts of international enrollments on CSM including unintended consequences on classroom teaching/learning.

International Task Force Members:

Yvette Butterworth, Laura Demsetz, Alicia Frangos, Cheryl Gregory, Bob Hasson, Jennifer Hughes, Sue Hwang An, David Laderman, Steven Lehigh, Kim Lopez, Monique Nakagawa, Danni Redding Lapuz (Co-Chair), Kristi Ridgway (Co-Chair), Jan Roecks, Amy Sobel, John Sewart, Ellen Young



History of International Students at CSM

College of San Mateo has been serving international students since 1955 and has a rich tradition of providing individualized attention and educational excellence to students from around the world for over 60 years.

1950s CSM partnered with government orgs and foundations to provide sponsored education to international students through the Department of State, Department of Justice, American Friends of the Middle East, IIE-Institute of International Education, and Asia Foundation.

1955 CSM was officially certified to admit F-1 students and to issue I-20 immigration documents.

1960s CSM developed admissions procedures including minimum academic preparation standards and English proficiency levels.

CSM and other Bay Area community colleges formed a consortium to aid students from developing countries with a specific focus on South America and Africa. The program helped secure student loans to cover living costs and waived tuition fees. (CALJUNLAP, ICETEX, SASP).

1971 Bay Area community college consortium could no longer waive tuition for foreign students.

1970s CSM maintained relationships with government-sponsored programs represented by IIE with governments of Venezuela, Nigeria, Saudi Arabia, Kuwait, and United Arab Emirates.

CSM had an agreement with Congress-Bundestag Youth Exchange Program for Young Professionals, which brought German professionals to CSM for one year work/study programs in their fields.

1983 CSM and all academic institutions were required to go through a re-certification process to admit foreign students. This increased the responsibility of the schools to the US government.

1996 Illegal Immigration Reform Act and Immigration Responsibility Act (IIRA/IRA) significantly increased the program's role in monitoring international students' status, collecting government fees, and gathering/reporting information electronically to the Immigration and Naturalization Service.

2003 Patriot Act mandates the full implementation of SEVIS under the US Department of Homeland Security and creates online database to track and monitor international students. ICE assumed responsibility for SEVIS. This significantly increased the burden of reporting on the schools and students are tracked through enrollment, registration, work-authorization, housing, etc.

2005 CSM celebrates 50 year anniversary of hosting international students.

2012 SMCCD leadership dedicate funds and hiring toward recruitment efforts for international students at all three colleges.

2016 District office creates homestay program for 3 colleges specifically to address international student challenges with housing.

2017 International Education Program moves from 10-310 to southern wing of 10-3rd floor.

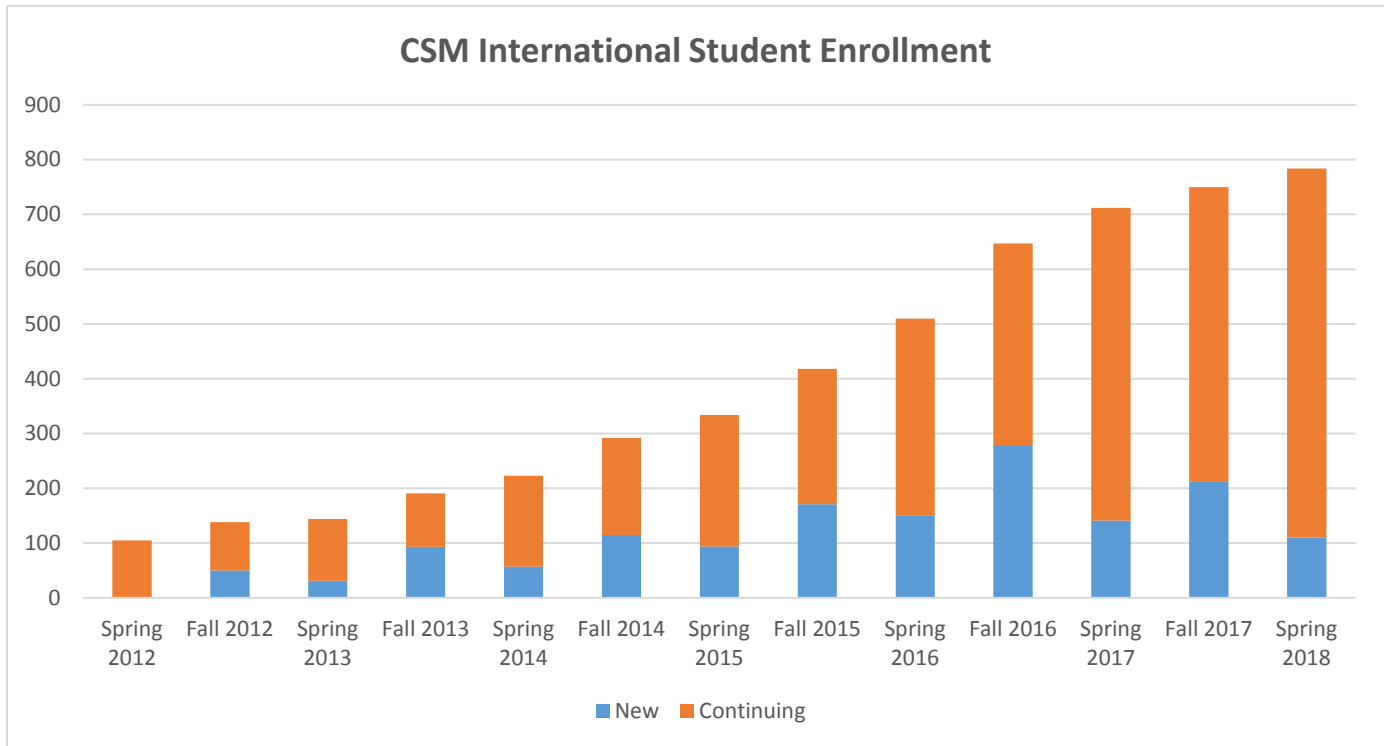
2018 Center for Global Engagement opens its doors with International Education, Study Abroad and Global Internships Liaison and dedicated space.

International Counselor and two ESL faculty hired in response to needs assessment.

District Recruitment Efforts

While CSM had been serving between 100-250 international students per year for decades, in 2012 the SMCCD district leadership convened a team to begin recruitment efforts with the goal to increase the international student enrollment at all three colleges in the district.

CSM has experienced 644% increase in International Student Enrollment from 2012-2018.



CSM has felt the impact of international student growth more than our sister colleges because the growth has been very fast and the number of international students now represents a significant percentage of our student body.

SPRING 2018	CSM Total	International	
CSM Headcount	9366	782	= 8%
Enrollments	22366	3140	= 14%
FTES	2881	410	= 14%



International students and staff at the 2nd Annual World Village 2017

Enrollment By Region

Spring 2018

East Asia	522	70%
Southeast/South Asia/Pacific Islands	191	25%
Middle East/N. Africa	13	2%
South America/North America	23	3%
Europe/Eastern Europe	16	2%
Sub-Saharan Africa	8	1%
Northeast/Central Asia	9	1%



World Village 2016

Campus-wide celebration of cultures through presentations, food tastings, performances, and hands-on activities such as script writing, games, and crafts.

Top Enrollment Countries

China	456	61%
Nepal	94	13%
Myanmar	46	6%
Taiwan	23	3%
South Korea	14	2%
Hong Kong	14	2%
Indonesia	13	2%
All Others	122	16%

	Fall 2014	Spr 2015	Fall 2015	Spr 2016	Fall 2016	Spr 2017	Fall 2017	Spr 2018
International Students	292	334	418	510	647	712	750	782
Countries	44	54	50	52	59	54	57	55

International Student Majors

Discipline Areas	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Business & Related Fields	251	273	248	275
STEM	249	275	318	275
Arts & Humanities	59	71	56	75
Social Sciences	46	46	61	56
Other (Architecture/Undecided)	23	31	56	75
Workforce Development	19	16	11	28

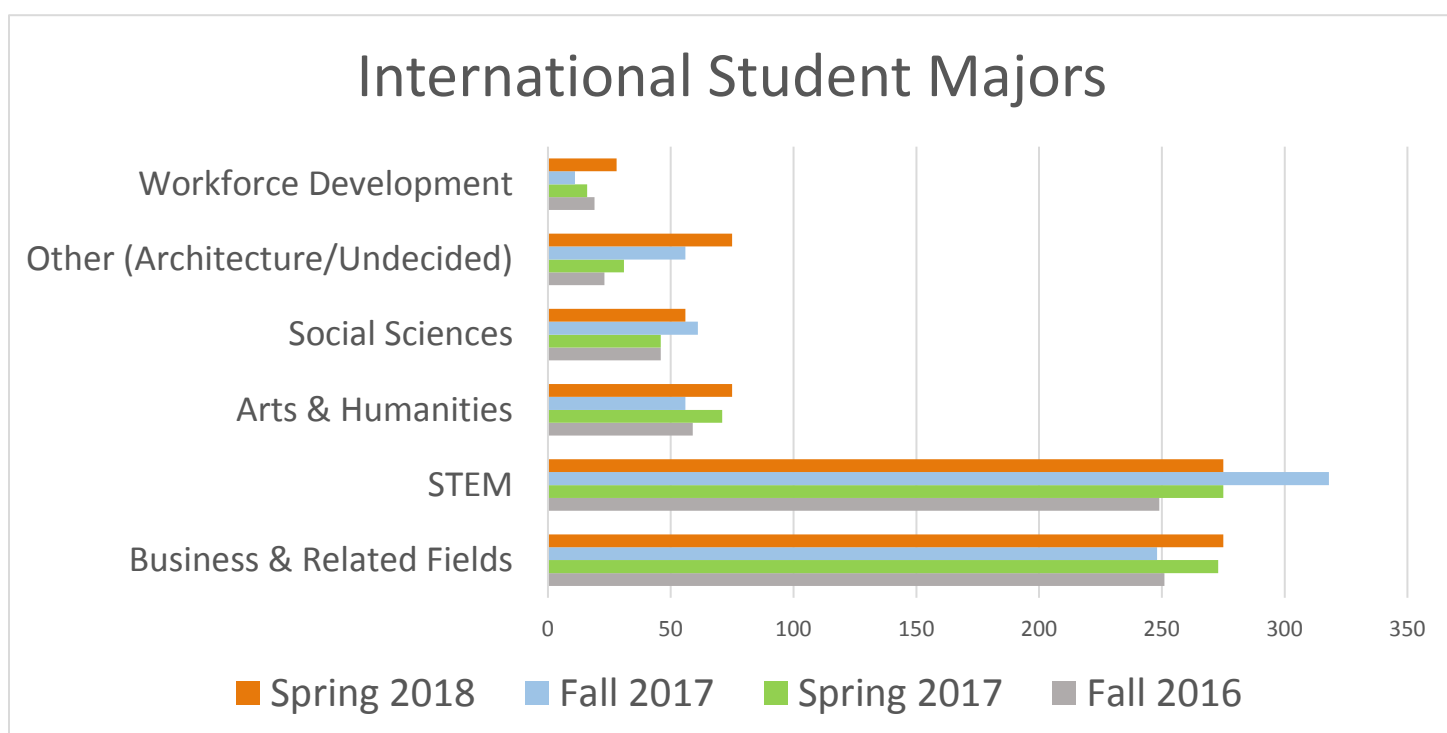
Departments in ESL, Math, and required courses for high enrolled majors have felt an impact and often an increase in the number of sections offered as a direct result in international student enrollments. Two examples are ESL 828/400 and Math 251 (many more sections offered as direct result of incoming international students placement results).

For instance, from Fall 2014-2017, the ESL Department saw a spike in the number of essay sections offered, in particular:

3 → 8 for ESL 400 (+5)

4 → 8 for ESL 828 (+4)

To keep up with this demand, staffing classes in ESL has been a challenge. During this time, one full-time faculty member retired and another was hired, for a net 0. ESL adjunct faculty hiring has been continuous. Since Fall 2014, three ESL tenured-faculty screened over a hundred adjunct applications and hired an unprecedented 14 new adjuncts, 7 of them in 2017-18. The college hired two additional FT ESL faculty in Spring 2018 to address this need.



Faculty Survey

We chose faculty who had a significant percentage of international students in their courses focusing less on co-horted courses and more on faculty who were not actively teaching as part of the program. We surveyed the selected group of faculty to determine what is going well and what needs can be addressed. Committee members did not take the survey.

These were the questions created by the Ad Hoc Committee to survey faculty:

- Do you know the number of international students in your course(s)? Do you think that the number of international students in one or more of your courses has grown? If so, why do you think it has grown?
- In what ways have international students contributed to or enriched your class(es)?
- What concerns do you have with regard to international students at CSM?
- What changes, if any, have you made?
- What support and resources would you need in the classroom to continue to provide quality education to all of your students?
- What support and resources would your students require outside of the classroom to help them succeed?
- Do you have any other comments for the task force as it begins its work?

There were 13 responses from the following departments:

English (2)	Math	Counseling	ESL
Geography	Music	Art	Communications
Film	Math/Physics/Astronomy		

"I always enjoyed the diversity in class, with international students bringing their unique perspectives and experiences. It is wonderful to see international students have a productive learning experiences at CSM."

"They are insightful. They bring a perspective that broadens and enriches noninternational students' perspectives; likewise, noninternational students broaden international students' perspectives, as well. They generally have a strong commitment to school, take it seriously, and provide a strong academic model for their peers."

"International students bring a reality check to native U.S. students. Typically international students are responsible, focused on their goals, study hard and aim high. 100% enrichment for all of us."

"They introduce techniques and problem solving strategies that students educated in the US are unfamiliar with."

"Most of them are under enormous pressure to get good grades. Dropping is not an option for them since that will jepordize their visas. Sometimes I have been asked to give them an F, if they are not getting an A, so they might retake the class. Several times I have caught international students cheating."

"Not enough support to faculty. International students may feel negatively viewed by their instructors."

"I think we offer admission of international students who are very young (16, for example)who may not find the emotional and developmental support they need. I think CSM needs to address ESL for students with very low skills for recent immigrants (not just international students)."

"My biggest concern for the international students would be that some students may lack the language skills necessary for reading and writing in a college level course."

CourseTitle	Total Enrolled	F-1 Enrolled	F-1 Percent
College Planning	37	37	100.0
College Planning	35	35	100.0
College Planning	34	34	100.0
College Planning	32	32	100.0
College Planning	29	29	100.0
Writing Non-Native SpeakersIII	27	27	100.0
College Planning	22	22	100.0
Writing Non-Native Spkrs IV	22	22	100.0
College Planning	20	20	100.0
College Planning	19	19	100.0
College Planning	45	44	97.8
College Planning	39	38	97.4
College Planning	37	36	97.3
Comp For Non-Native Speakers	31	29	93.5
Writing Non-Native Speakers IV	28	26	92.9
Writing Non-Native Speakers IV	27	25	92.6
College Planning	20	18	90.0
Writing Non-Native SpeakersIII	27	24	88.9
Calculus/Analytic Geometry I	35	31	88.6
Writing Non-Native Spkrs IV	32	28	87.5
Writing Non-Native Spkrs IV	21	18	85.7
Comp for Non-Native Speakers	27	23	85.2
Calculus/Analytic Geometry I	39	33	84.6
Writing Non-Native SpeakersIII	26	22	84.6
Fundamentals Of Music	39	32	82.1
Comp For Non-Native Speakers	27	22	81.5
Film History: Asian Topics	54	43	79.6
Composition and Reading	27	21	77.8
Writing Non-Native Speakers IV	30	23	76.7
Writing Non-Native Speakers IV	28	21	75.0
Calcu/Analytic Geometry I	31	23	74.2
Comp for Non-Native Speakers	27	20	74.1
Music Listening and Enjoyment	28	20	71.4
Comp For Non-Native Speakers	27	19	70.4
Comp for Non-Native Speakers	26	18	69.2
Writing Non-Native Speakers IV	28	19	67.9
Ordinary Differential Equation	29	19	65.5
Fundamentals of Music	29	19	65.5
Physics with Calculus I	23	15	65.2
Calcu/Analytic Geometry II	37	24	64.9
Fundamentals of Music	37	24	64.9
Writing Non-Native Speakers IV	31	20	64.5
Astronomy Laboratory	38	24	63.2
Writing Non-Native SpeakersIII	27	17	63.0

CourseTitle	Total Enrolled	F-1 Enrolled	F-1 Percent
Calculus/Analytic Geometry I	32	20	62.5
Physics with Calculus I	24	15	62.5
Calculus/Analytic Geom III	42	25	59.5
Writing Non-Native Spkrs IV	26	15	57.7
Introduction to Engineering	21	12	57.1
Spreadsheet I	25	14	56.0
Writing Non-Native Spkrs IV	25	14	56.0
Princ. Of Micro Economics	52	29	55.8
Writing Non-Native SpeakersIII	26	14	53.8
Princ. Of Macro Economics	51	27	52.9
Calcu/Analytic Geometry III	42	22	52.4
Writing Non-Native Speakers II	21	11	52.4
Comp for Non-Native Speakers	27	14	51.9
Elem. Probability & Statistics	27	14	51.9
Comp for Non-Native Speakers	29	15	51.7
Principles of Macro Economics	47	24	51.1
Calculus/Analytic Geom II	40	20	50.0
Comp For Non-Native Speakers	26	13	50.0
Writing Non-Native Speakers II	24	12	50.0
Precalculus	14	7	50.0
Calculus/Analytic Geom II	41	20	48.8
Linear Algebra	39	19	48.7
Writing Non-Native Speakers IV	27	13	48.1
Linear Algebra	44	21	47.7
Effective Tutoring & Practicum	21	10	47.6
Calcu/Analytic Geometry I	21	10	47.6
Media in Society	40	19	47.5
Calcu/Analytic Geometry I	40	19	47.5
Calcu/Analytic Geometry II	36	17	47.2
Intro Object-Oriented Pgm Dsgn	46	21	45.7
(CS2) Data Structures: Java	33	15	45.5
Discrete Mathematics	22	10	45.5
Compos., Lit. & Crit. Thinking	27	12	44.4
Precalculus	25	11	44.0
Fundamentals of Music	41	18	43.9
Astronomy Laboratory	39	17	43.6
Compos., Lit. & Crit. Thinking	30	13	43.3
Physics with Calculus II	30	13	43.3
Intro to the Life Sciences	42	18	42.9
(CS1) Programming Methods:Java	42	18	42.9
Indoor Soccer I-IV	35	15	42.9
Writing Non-Native Speakers IV	28	12	42.9
World Regional Geography	21	9	42.9
Fundamentals of Music	26	11	42.3

Challenges and Needs

The International Student Task Force used PRIE data and the information collected during the surveys to identify challenges faced by our campus due to the growth of our international student enrollment. The chart below highlights these challenges, as well as our needs and action strategies where appropriate. Challenges and needs have been organized into five key areas and although there is considerable overlap, these represent the main areas of struggle and need within our campus.

1. Student Support Services and Wellness

Challenges	Needs	Actions
Mental health concerns of international students	Opportunities to provide better support and outreach to international students in mental health crisis or depression	Build strong connection with Wellness Services Collaborate with Makiko and Alexandra to offer Circle of Strengths Program (Fridays 11-12 in Meditation Room) Wellness Program hired several international students as Peer Educators to serve as bridge to services
Geopolitical changes and US government changes	Students need professional guidance on a variety of legal issues	NEED: Legal support available to students for immigration and civil/criminal issues
International students are alone in the US and lacking their support system. College needs to provide social/emotional support as students adapt and rebuild support structure at CSM	Robust campus engagement opportunities to create community and integrate international students into CSM campus community	2015 – Created World Chat 2015 – Created World Village 2016 – Created World Gala 2017 – Created Global Speaker Series 2017 – Active Model UN 2018 – Circle of Strengths 2018 – Film 122 MANA/Intl collaboration Clubs (staff serve as advisors): Global Explorers, Lion Dance Team, Cycling Club, Southeast Asian Club, Nepali Student Association, Chinese Student Association, Martial Arts Club, Model United Nations, Permias (Indonesian Club)
Student Preparedness: new culture, new academic environment, lack of understanding of American Classroom, success strategies	More services are needed to help incoming international students learn the American education system and learn to create academic success quickly.	2015 – International Program Workshops Series (Health Insurance, F-1 Regs, CPT/OPT) 2016 – COUN 111 Required for all new international students (American

		<p>education system, transfer, student success)</p> <p>2016 – Created Pre-Departure Orientation Trainings and held session in Asia</p> <p>2018 – ESL Faculty Workshop Series (Expectations in College Classroom, Group Work and Participation, Communication and Email with Professor)</p> <p>2018 – Word Jam Pilot (summer 2018) to prepare language skills and classroom competency and readiness</p> <p>NEED – Revamp COUN 111 for new 1-unit version (meeting set with faculty and Danni)</p>
Campus-wide concerns about international student support outside of academic support	Additional staffing to assist students with immigration, emotional struggles, academics, personal challenges, housing, logistics, taxes, work authorization, health insurance, driver’s license, social security, enrollment verification, family travel, and transfer.	NEED – Additional staffing in International Education Program
Lack of resources for students in crisis	Need emergency fund for international students and emergency housing options	NEED – Secure resources for emergency support for students

2. Staffing: Faculty and Classified

Challenges	Needs	Actions
Lack of appropriate staffing in International Education Program	<p>International Education Program has been requesting additional staff for two years and our staffing has not kept pace with our growth.</p> <p>District demands on time have increased substantially and current team is providing data for numerous data request, recruitment (domestic, international, and online), marketing material (photos, videos, student testimonials), logistical support for district events, tours and presentations, workshops for foreign visitors, etc.</p>	<p>NEED: We are experiencing extreme need for additional staffing International Education Program.</p> <p><i>Services will soon be cut if additional support is not provided.</i></p>
Counseling Department experiences high demand due to growth of international student population	Dedicated International Student Counselor	New International Counselor Hiring underway in Spring 2018
<p>ESL Department experiences shift in number of ESL 400 courses offered and a shift in demographics of student population served by program (now over 50% of ESL students are international)</p> <p>Math Department increases sections and high level math sections offered – strain on FT and adjunct pool</p>	<p>Additional FT faculty to distribute ESL 400 sections (intense essay grading) and to reduce faculty workload associated with expanding adjunct faculty</p> <p>Additional FT faculty to support additional sections and shift in levels offered</p>	<p>New FT ESL Faculty hired: 2016 – 1 FT faculty 2018 – 2 FT faculty</p> <p>NEED: Math Department is still struggling to meet the expanded course needs – recommend additional faculty position</p>

3. Enrollment Management

Challenges	Needs	Actions
Insufficient in-person courses in Computer Science	International students have limitations on the number of online courses that they can enroll in	NEED – More in-person CIS major courses as we have 124 full-time international students pursuing CIS as their transfer major in Spring 2018
Concerns over space: Classroom space difficult to find during regular course blocks International Student Center lacked appropriate office space and student space	Need to accommodate additional sections of courses for international students Additional office and student space to accommodate current program	International Ed worked with ESL, Math, and Counseling to offer high need courses during afternoon block, as this works for the international students and there is space on campus Center moved to Bldg 10, 3 rd floor in summer 2017
Adequate funding for programming and staff	Budget needs to be adjusted to accommodate growth in program (# of students served)	NEED – Increase in operating budget with model for growth in allocations based on student growth and program needs
Priority Registration and concerns about the impact international student priority enrollment is having on domestic students	We need data and an assessment of the impact of international student priority registration to determine if the faculty/student feelings of ‘domestic student displacement’ are true, and if so, steps to make equitable access for all students	NEED – Data assessment of priority enrollment impacts NOTE: it is important that international students have access to the courses they need because they have 5 semesters of study on their immigration documents

4. Instructional Support and Professional Development

Challenges	Needs	Actions
Faculty concerns regarding plagiarism within the international student population	Resources for faculty and students regarding citing of sources in work	ESL faculty developed plagiarism module as a first-step intervention for unintentional plagiarism
Faculty concerns regarding classroom participation and change in classroom culture: Roughly 5% of the sections offered in Fa16-Sp17 had 50% or more international students. (72/1,602). Nearly 10% have a third or more of their students on an F1 visa (153/1,602).	Professional Development for faculty interested in supporting and engaging international students	Numerous Flex Day presentations on a variety of topics to support faculty by International Education Program (Danni Redding Lapuz) and ESL faculty NEED: Additional training opportunities for faculty and staff to build cultural competency

5. Institutional Inclusion and Equity

Challenges	Needs	Actions
International Education Program is not included in campus-wide initiatives and students are not considered in planning of initiatives	Process for ensuring that this large program is included in the development and implementation of campus-wide initiatives	NEED: Greater voice and representation on campus decision-making bodies
Mission Statement excludes international students	Consideration and language that includes all students in mission statement	International Education Committee drafted recommendations on proposed new CSM Mission Statement and provided to committee

Next Steps

The International Student Task Force has identified many challenges faced by the College of San Mateo due to the growth of the international student population. While many efforts are being undertaken in support of improving conditions for students, staff, and faculty, there are several areas that will need additional support and focused attention to improve conditions. The Task Force is requesting IPC support and direction in the following areas:

Actions	Who	Timeline
<p>Resource Allocation Model Create a resource allocation model that would trigger the hiring of new staff and allocation of resources when specified levels of enrollment and service needs are reached</p>	Jan Roecks & Ludmila Prisecar	
<p>Professional Development Plan Work with the CAE and Equity Committee to create a PD plan that provides a range of ongoing opportunities that apply a global lens to teaching/learning and build cultural competency for faculty, staff, and administrators across campus</p>	Ellen Young & Anniqua Rana	
<p>Transparency and Communication Create a means for greater transparency and communication for entire campus community with regard to district international initiatives and recruitment efforts, allocation of international tuition within CSM budget, and overall vision for internationalization of campus</p>	EMP – Hilary Goodkind	
<p>Priority Registration Ask the Equity Committee and Academic Senate to initiate and review practices with regard to priority registration to ensure equitable practices for all students</p>	Kim Lopez – New Assessment of Impacts	
<p>Inclusion and Equity Academic Senate and IPC charge themselves with ensuring that representatives from the International Education Program are appropriately represented across campus as a part of the shared governance process (EMP and Mission Statement Revisions, etc)</p>	Academic Senate & Various Committee Involvement	
<p>Data and Student Success Create a mechanism for the integration of international student data and metrics into the college-wide planning processes</p>	Hilary Goodkind	