

STUDENT SERVICES PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: International Student Center
Program Contact: Patty Kwok

Academic Year: 2012-2013
Program Review Submission Date: 3/21/2013

I. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), [5 in 5 College Strategies, Spring 2011](#), and other [institutional planning documents](#) as appropriate.

In support of the College's Mission Statement to serve the diverse educational, economic, social, and cultural needs of its students and the community, the International Student Center (ISC) at College of San Mateo provides services catered to international (F-1 visa) students from over 40 countries seeking Associate degrees and/or transfer programs. Students served include prospective, current and former students, as well as concurrently enrolled students and recent immigrants. The International Student Center provides and performs a multitude of administrative tasks, admissions, issuance of SEVIS documents and record keeping, and visa advisement and petitions processing. The ISC also provides personal, social and academic support services in a welcoming and comfortable environment with sensitivity to the international/multicultural dimensions of the student population.

II. Summary of Student and Program Data

A. Student Learning Outcomes Assessment

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

SLO#1: F-1 students will be apprised of and be knowledgeable of the SEVIS/immigration regulations for maintaining their F-1 status.

New international students are given a Pre and Post Test at orientation to measure their understanding of their immigration responsibilities. In addition, a survey administered to all international students in Fall 2012 showed that 96% of the respondents felt that they clearly understood their immigration responsibilities. In Spring 2012 and Fall 2012, 0/124 students and 2/138 students were terminated in SEVIS for being out of status. While the Post Test and survey demonstrated that students have an understanding of their immigration responsibilities, a workshop is offered near the end of each semester to remind students of F-1 rules and regulations.

SLO#2: New F-1 students will be apprised and knowledgeable of the educational counseling and course selection workshop.

New international students are strongly encouraged to attend a College Counseling Focus Group workshop facilitated by Roger Vaughn-Perez in Counseling and schedule an appointment to complete a SEP with a counselor afterwards. Over 50% of new students attended the workshop in Fall 2012 and Spring 2013. From the ISC survey administered in Fall 2012, 90% of the students who responded and attended the workshop felt that the information was useful. In Spring 2013, approximately 88% of all international students have a *current* SEP and will receive priority registration for Summer/Fall 2013. Additionally, 97% and 93% of all students maintained at least a 2.0 GPA and 75% completion rate for the Fall 2012 and Spring 2013, respectively. To increase students' learning and understanding of educational goals and pathways, all new international students will be required to register for CRER 105 in Fall 2013.

B. Student Support Indicators

1. Review student program usage and discuss any differences across demographic variables. Refer to SARS, Banner, [Planning, Research and Institutional Effectiveness \(PRIE\)](#) reports and other data sources as appropriate.

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- In Fall 2012, CSM had a total of 138 new and returning international students, which was a 29% increase from 107 students from Fall 2011. Note that 3 of the 107 students from Fall 2011 were on Optional Practical Training (OPT), but are still serviced and tracked through SEVIS. There were no students on OPT in Fall 2012.
- In Fall 2012: 173 students applied for admission (158% increase from Fall 2011) and 50 enrolled (67% increase from Fall 2011).
- In Fall 2012, approximately 77%, 13%, 6%, 4%, and 1% of international students are from the Asia, Europe, Middle East, Latin America, and Africa regions, respectively.
- In Spring 2013, CSM had a total of 144 new and returning international students, which was a 16% increase from 124 students from Spring 2012. Note that this includes 1 and 2 students on OPT, respectively for Spring 2012 and Spring 2013.
- In Spring 2013, approximately 77%, 12%, 5%, 3%, 1%, and 1% of international students are from the Asia, Europe, Middle East, Latin America, Australia, and Africa regions, respectively.
- In Fall 2012, the ISC administered a survey to all international students to better understand student needs and their experience at CSM. We received a 37% response rate (n=51) and noted that 100% of the respondents rated the International Student Center "Good," "Very Good," or "Excellent" and 96% would recommend the CSM International Student Center to others.
- As of Spring 2013, approximately 96% of all international students have met with an academic counselor to complete a SEP.

2. Discuss any differences in student program usage across modes of service delivery.

The International Student Center provides services through various modes of delivery including:

- *Email:* Between March 2012-December 2012, the CSM International Students general email account received and responded to a total of 670 inquiries from individuals, agents and various organizations. The tracking of email inquiries will continue and will be further disaggregated by month and country. To date, we have received 149 inquiries from January to February 2013. Note that these figures do not include inquiries addressed directly to ISC's Project Director and Program Services Coordinator.
- *Phone:* Through the assistance of ITS to obtain phone logs, ISC received 1,626 incoming calls to our general line from January 2012-December 2012. Beginning in January 2013, phone logs will be obtained on a monthly basis and for January & February 2013, we have received 117 incoming calls. Note that the number of calls is expected to decrease as the ISC general extension was the former Program Services Coordinator direct extension as well.
- *In person:* Students and visitors come to the ISC for various needs ranging from CSM application questions, visa and immigration advice, personal and academic needs, studying, and computer use. The foot traffic is difficult to track; thus, beginning in January 2013, the ISC installed a SARSTrak computer for students and guests to check-in and indicate the reason(s) for their visit. From January-February 2013, we had 257 students and 11 guests come to the center.
- *Website:* The ISC webpage is a main resource for potential international students with information on CSM admission requirements, transfer programs, and different services provided. In calendar year 2011, there were 6,926 visits to the ISC webpage, which increased 15.71% to 8,014 visits in calendar year 2012 (information obtained from Bev Madden, Community Relations and Marketing). The website is currently being updated which will include general modifications, a blog and a chat function. The new elements are intended to make the webpage more dynamic and provide additional ways to interact with potential, current, and former students.

C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency. Discuss no-shows, group vs. individual delivery, etc.

Programs for international students cover a range of topics and are delivered through groups and individually.

- *Orientation:* A mandatory orientation is required for all new international students to introduce them to CSM and inform them of their immigration responsibilities as an F-1 student. Over 75% of the new students in Fall 2012 and Spring 2013 attended the group orientation. The remaining students received an individual orientation from ISC staff. Additionally, from the ISC survey administered in Fall 2012, over 94% of the students who responded to the survey and attended the orientation felt that the information was useful.

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- *Academic:* Beginning in Spring 2012, Roger Vaughn-Perez in Counseling, has been offering a College Counseling Focus Group workshop for new international students to inform them about the U.S. educational system, AA degree and transfer requirements, and completing a SEP. See SLO#2 above for more detail.
- *Immigration:* Students are informed about immigration responsibilities at the orientation and at a SEVIS workshop to remind them of regulations before the end of the semester. Individual advising on immigration issues by ISC staff is also provided as needed.

D. Course Outline Updates (if applicable)

Review the [course outline update record](#). List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the [Committee on Instruction website](#) for [course submission instructions](#). Contact your division's [COI representatives](#) if you have questions about submission deadlines. Career and Technical Education courses must be updated every two years.

Courses to be updated	Faculty contact	Submission month
N/A		
		Tab to add rows

E. Website Review

Review the program's website(s) annually and update as needed.

Program contact(s)	Date of next review/update
Mario Mihelcic	Currently being updated with targeted launch date in early May of 2013.
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III. Student Learning Outcomes Scheduling and Alignment

A. Course SLO Assessment (if applicable)

Explain any recent or projected modifications to the course SLO assessment process or schedule.

N/A

B. Program SLO Assessment

Explain any recent or projected modifications to the program SLO assessment process or schedule.

SLO#2: New F-1 students will be apprised and knowledgeable of the educational counseling and course selection workshop.

A new section of CRER 105 will be offered in Fall 2013 for international students, which will provide students a more thorough understanding of educational pathways, transfer requirements, and academic planning.

C. SLO Alignment (if applicable)

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to [TracDat](#) related Program and Institutional SLO reports.

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SLO #1 supports the GE SLO of Ethical Responsibility as F-1 students have specific immigration responsibilities that they must adhere to in order to be in good standing with the US Department of Homeland Security. SLO #2 supports the GE SLO of Critical Thinking as students will be able to assess and evaluate their academic progress and goals.

IV. Additional Factors

Discuss additional factors that impact the program, including, as applicable, changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See [Institutional Research](#) as needed.

- The International Education Advisory Committee is in the process of developing a strategic plan, which will impact the program based on the recommendations made.
- IE marketing and recruitment efforts and decisions currently made at the District level will continue to affect the student demographics, enrollment numbers, and student expectations upon enrollment.
- The English proficiency requirement for admissions currently remains the same. Based on the new Fall 2012 & Spring 2013 cohorts, over 80% of the new international students placed into ESL 828 or lower. This is an indication that students will need to focus on building their English skills first before taking other courses in order to be successful. In addition, students placing into lower levels of ESL will likely not complete their program of study in 2 years, which is oftentimes the students' expectations (Note: In the Fall 2012 ISC survey, over 80% of respondents expected to complete their studies at CSM in 2 years or less). If English proficiency requirements do not change, additional resources and support may be needed particularly in the areas of English and ESL.
- SEVIS (Student and Exchange Visitor Information System) will be updated to SEVIS II and expected to launch in 2014, which will impact the recordkeeping of international students by the U.S. Department of Homeland Security and it will affect the scope of work and responsibilities for ISC staff.

V. Institutional Planning

A. Results of Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

Prior year goals are outlined below with notation on outcomes:

- Hire an International Director: *Completed and effective July 2, 2012.*
- Enhance CSM's online presence with maintenance of the electronic application and an updated CSM International Student Program website: *The District electronic application system has been in full use in 2012-2013 and the website is being updated and will be completed by May 2013.*
- Continue to offer an expansive orientation for new international students: *Mandatory new student orientation was expanded to one full day for Spring 2013 students and will be revised to 2 half-days for students enrolling in Fall 2013.*
- Academic Educational focus workshop was introduced targeting international students for the Spring 2012 semester to increase knowledge and retention and is planned for Fall 2012 in addition to the two orientation programs: *Workshop was offered in Fall 2012 and Spring 2013 for new international students with over 50% attendance.*
- Create a strategic plan to recruit international students that includes targeted marketing materials and appropriate travel: *International Education Advisory Committee is currently developing a strategic plan with targeted date to present to Chancellor's Council before the end of the fiscal year. Implementation phase is expected to begin in July 2013.*
- A CSM International Education Committee was created which includes the Vice Presidents of Instruction and Student, International Service Coordinator and English instructors to provide oversight for our International Program: *The committee is convened by Jennifer Hughes, VPSS, and meets on a monthly basis.*

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- Continue NAFSA membership, a valuable source of information and liaison between Homeland Security and SEVP (Student and Exchange Visitor Program): *Membership status is current.*
- Principal Designated School Official (PDSO) and Designated School Official (DSO) successfully complete SEVP Certification of Training on-line course program: *PDSO and DSO are up-to-date on knowledge and training of SEVIS rules and regulations.*
- Continue and maintain a designated academic counselor trained to counsel International Student students: *Martin Bednarek continues to be the academic counselor that international students are advised to meet with.*
- Identify and certify an additional Designated School Official (DSO) for Homeland Security/SEVIS (Student Exchange Visitors System) reporting: *With 2 full-time staff members in the ISC beginning in July 2012, the ISC has one PDSO and one DSO.*

B. Program Vision

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the [College Mission and Diversity Statements, Institutional Priorities, 2008-2013](#), and other [institutional planning documents](#) as appropriate. Address trends in the SLO assessment results and student program usage and data noted in Section II. Summary of Student and Program Data.

[Note: Specific plans to be implemented in the *next year* should be entered in Section V.C.]

As the International Student Center continues to grow, we want to ensure that the proper infrastructure is in place to accommodate our students' needs and support their success at CSM. To understand our student population and their needs, we will gather information through various means including annual student surveys and monitoring student academic progress, course completion and English placements. The documented qualitative and quantitative evidence can be used to inform decisions made to improve the program and better integrate this student group into the CSM community. We will also work with different departments and functions on campus so that related program planning and implementation is done in a collaborative and coordinated way. Additionally, we would like to see more ethnic and socioeconomic diversity within our student population. This would entail working with the Outreach and Recruitment team at the District and researching various grant and scholarship opportunities with organizations and agencies such as the U.S. State Department, United States Agency for International Development, and Higher Education for Development.

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student success.
 - Provide workshops and resources for faculty to increase cultural competency and understanding of the international student population and how to work with them.
2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.
 - Hold regular meetings with English and ESL faculty to discuss student progress, appropriate English placements, and additional student support needed.
 - Make presentations and provide updates to Governing Council and various committees and divisions on campus to increase awareness of the international student population and the resources at the International Student Center.
3. To guide the [Institutional Planning Committee](#) (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

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Faculty: If the international student population continues to increase at the current rate, a full-time counselor dedicated to international students would be needed in order for the program to scale and provide the necessary student support specific to this population.

Equipment and Technology: If admission applications for international students continue to increase, appropriate software will be necessary to process admission applications and record student data more efficiently and accurately.

Instructional Materials: N/A

Classified Staff: Full-time Administrative Assistant to provide application processing and SEVIS support for an expected increase in work volume with a growth in international students.

Facilities: Review student usage on an annual basis to determine if current physical space is sufficient to serve potential and current students.

C. Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the [Institutional Priorities, 2008-2013](#). For each plan, list actions and measurable outcomes.

Plan 1

Title:

Student Satisfaction

Description

Administer an annual survey to international students to gain an understanding of their experience and satisfaction at CSM. In addition, an exit survey and interview will be conducted for students leaving CSM to better understand their reasons for departure. Information will supplement quantitative data obtained from student records and be used to inform changes to make so that the program is aligned with student needs. Linked to Institutional Priority 1 & 3.

Action(s)	Completion Date	Measurable Outcome(s)
Administer Annual Student Survey	2013	Percentage of students responding to the survey
Administer Exit Survey and conduct exit interview	2013	All students departing CSM will complete the survey and have an individual meeting with an ISC staff. Information will be summarized and reviewed and kept in the student file.
4T		4T

Plan 2

Title:

Professional Development

Description

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Develop resources for faculty and staff to increase cultural competency and understanding of the international student population so that involved parties are equipped to provide quality services. Linked to Institutional Priority 3 & 5.

Action(s)	Completion Date	Measurable Outcome(s)
Develop resource sheet on how to work with international students	2013	Resource sheet is developed and announced to faculty through forums such as division meetings and on the SoTL webpage
Develop flex day workshop for faculty and staff on how to work with international students	2014	Develop workshop curriculum and offer workshop to CSM employees at Flex Day. Survey participants at the end to measure workshop effectiveness.
4T		4T

Plan 3

Title:

Online Pre-Orientation

Description

With the use of the District's newly purchased software, Cynosure, develop an online orientation for new international students that will provide them with pre-arrival information that is vital to their success at CSM upon initial enrollment and beyond. Linked to Institutional Priority 3.

Action(s)	Completion Date	Measurable Outcome(s)
Meet with District and CSM personnel who are working on the Cynosure implementation to explore use of the program for international students.	2013	Establish a timeline and next steps based on feasibility of usage and implementation.
Develop orientation content with consultation from Counseling.	2013	Create an orientation outline and determine appropriate personnel to participate in project
Establish timeline to complete project and determine roles and responsibilities	2014	Launch pre-orientation to new Fall 2014 students

Plan 4

Title:

Addressing Students on Probation

Description

Monitor the academic progress of international students on probation to support student success and completion. Linked to Institutional Priority 1 & 2.

Action(s)	Completion Date	Measurable Outcome(s)
Contact probation students to discuss academic standing and refer to necessary campus resources for support	2013	Attendance to Counseling's Probation workshops; Improvement in GPA
4T		4T

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Plan 5

Title:

CRER 105-College Planning

Description

A 0.5 unit college planning course will be offered to international students in Fall 2013. New students will be strongly advised to take this course so that they understand how to be a successful student and learn about the resources available to them. Linked to Institutional Priority 1 & 2.

Action(s)	Completion Date	Measurable Outcome(s)
Collaborate with CRER 105 instructor to provide input on course content.	2013	Based on course evaluation, students found the course useful and relevant.
4T		4T
4T		4T

Plan 6

Title:

Website Update

Description

Review and modify website to provide relevant information and integrate more service delivery modes to potential, current and former students. Linked to Institutional Priority 3.

Action(s)	Completion Date	Measurable Outcome(s)
Update website to provide current information.	2013	Launch of new website in May 2013.
Incorporate blog and chat function on website to provide other means of communication	2013	Launch of new website in May 2013; Track blog hits and chat usage
4T		4T

Plan 7

Title:

Promoting Diversity of International Students

Description

Promote the diversity of our student population by showcasing a different country each month that represents one of our international students and provide activities to encourage participation and learning. Activities will include film screenings, featured food specials by Pacific Dining, student profile and other special events. Linked to the College's Mission Statement and Diversity Statement to recognize the diversity of our community and engage citizens in an increasingly global community.

Action(s)	Completion Date	Measurable Outcome(s)
Support the International Student Club in the planning and implementation of different events	2013	Execution of and attendance at events
Interview an international student from the	2013	View ISC's blog to read student profile

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featured country		each month
4T		4T

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]

VI. Resource Requests

NONE

A. Itemized Resource Requests

List the resources needed for ongoing program operation and to implement the plans listed above.

Faculty

Full-time faculty requests (identify specialty if applicable)	Number of positions

Complete [Full-Time Faculty Position Request Form](#) .

Description of reassigned or hourly time for prioritized plans	Plan #(s)	Cost

Equipment and Technology

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Instructional Materials

Description (for ongoing program operation)	Cost

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Description (for prioritized plans)	Plan #(s)	Cost

Classified Staff

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description (for prioritized plans)	Plan #(s)	Cost

B. Cost for Prioritized Plans

Use the resources costs from section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
1		
2		
	For additional plans, add rows and number accordingly.	