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Student Services Program Review

Program Name: **International Students Center**

Program Contact: **Villareal, Henry**

Academic Year: **2013-2014**

Status: **Submitted**

1. 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 Program Planning](#) 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. Institutional Priority 1 & 3.

2. Summary of Student and Program Data

A. Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program.

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. Results from the tests show that the students scored 74.4% in the pre-test and improved to 78.51% in the post-test for the Fall 2013 new cohort. Similarly, the new Spring 2014 cohort scored 64.6% and 81.4% in the pre and post test, respectively. In addition, a survey administered to all international students in Spring 2014 showed that 100% of the respondents felt that they clearly understood their immigration responsibilities. While the Post Test and survey demonstrated that students have an understanding of their immigration responsibilities, emails are sent out 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 register for the CRER 105-College Planning course, taught by Martin Bednarek. In Fall 2013 and Spring 2014, 27 and 16 students enrolled in the course, respectively, which represents over 28% of the new international student cohort each semester. Of those who responded to the ISC survey administered in Spring 2014 and took CRER 105, 78% felt that the information in the class was useful. In Fall 2013, approximately 86% of all international students had a *current* SEP and received priority registration for Spring 2014. Additionally, during Fall 2013, 179 counseling appointments were made by international students.

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.

- In Fall 2013, CSM had a total of 193 new and returning international students, which is a 40% increase from 138 students in Fall 2012. Note that 1 of the 193 students from Fall 2013 was on Optional Practical Training (OPT), but is still provided services and tracked through SEVIS. There were no students on OPT in Fall 2012.
- In Fall 2013: 261 students applied for admission (50% increase from Fall 2012) and 93 enrolled (86% increase from Fall 2012).
- In Fall 2013, approximately 77% and 10% of international students are from the Asia and Europe regions, respectively. The Middle East and Latin American regions are represented at 5% each. The remaining 3% are from African, Australian and Canadian regions.
- In Spring 2014, CSM had a total of 227 new and returning international students, which is a 58% increase from 144 students from Spring 2013. Note that this includes 2 students on OPT in both Spring 2013 and Spring 2014.
- In Spring 2014, approximately 76%, 11%, 6%, and 4% of international students are from the Asia, Europe, Latin America, and Middle East. The remaining 3% are from the Australia, Africa and Canadian regions.
- In Spring 2014, the ISC administered a survey to all international students to better understand student needs and their experience at CSM. We received a 18% response rate (n=40) and noted that 100% of the respondents rated the International Student Center "Good," "Very Good," or "Excellent" and 100% would recommend the CSM International Student Center to others.

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:

- Website: The ISC webpage is a main resource for potential and current international students to obtain information on CSM admission requirements, transfer programs, and different services provided. In calendar year 2012, there were 8014 visits to the ISC webpage, which increased 62% to 12,987 visits in calendar year 2013 (information obtained from Bev Madden, Community Relations and Marketing). In July 2013, we also introduced the Bulldog Barks blog, which provided another mode of online communication. Since its inception to March 2014, we have had 738 visits to the blog.
- Email: Between March 2012-December 2012, the CSM International Student's general email account received and responded to a total of 670 inquiries from individuals, agents and various organizations. From the period of September 2013-February 2014, ISC responded to over 1000 inquiries, showing an increase in communication via email. Note that these figures do not include inquiries addressed directly to ISC's Project Director and Program Services Coordinator.
- Phone: ISC received 1,626 incoming calls to our general line from January 2012-December 2012. During 2013, ISC received a 52% decrease in calls (779) as compared to the prior year. This decrease is due to an increased use of students obtaining program information through the website and email. Also, note that 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. 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. Based upon the individuals who checked in from January 2013-December 2013, we had approximately 1553 students and 53 guests come to the center.

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. All new students in Fall 2013 and Spring 2014 attended either the group orientation or an individual orientation from ISC staff.
- *Academic:* Beginning in Fall 2013, Martin Bednarek in Counseling, started teaching CRER 105-College Planning for new international students to inform them about the U.S. educational system, AA degree and transfer requirements, and completing a SEP. Patty Kwok also provides academic advising for new international students in their first semester. See SLO#2 above for more detail.

- *Immigration:* Students are informed about immigration responsibilities at the orientation and through email notifications to remind them of regulations before the end of the semester. Individual advising on immigration issues by ISC staff is also provided as needed.

3. 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.

- IE marketing and recruitment efforts and decisions currently made at the District Office 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 2013 & Spring 2014 cohorts, over 70% 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 Spring 2014 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.
- The expected implementation of the CCCApply international application in 2014 will impact the processing of applications. Since application processing will be less manual, we expect less room for data error as well as less staff time required to process the application. However, during the initial stages, we expect that there will be staff time spent in transitioning to the new process and identifying and resolving any system errors.

4. Planning

A. Results of Program 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:

- Administer an annual survey to international students to gain an understanding of their experience and satisfaction at CSM: *The survey was administered in Fall 2013 and closed in the early Spring 2014 semester. Results from PRIE were available in February 2014. In addition, CSM conducted Exit Surveys/Interviews for students who leave CSM to further understand their experience at CSM.*
- 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: *In collaboration with PRIE and the CSM International Education committee, developed a faculty survey to gain an understanding of faculty's professional development needs as it relates to international students. The survey is expected to be administered during Spring 2014. Also, an information sheet that provides a profile of the international student population was given to ESL and English faculty. A presentation was also made to faculty and staff at the 2013-2014 Opening Day.*
- 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: *Reviewed proposed orientation outline that was developed by COMEVO and made content recommendations for a pre-arrival online orientation for international students.*
- Monitor the academic progress of international students on probation to support student success and completion: *Every semester, review student academic status and contact students on probation to provide support and encourage them to attend a probation workshop.*
- Offering a 0.5 unit college planning course for international students: *CRER 105 was offered in Fall 2013 and Spring 2014 to new international students. Approximately, 28% of each new cohort enrolled in the class. All students passed the course*

and completed a comprehensive Student Education Plan.

- Review and modify ISC website to provide relevant information and integrate more service delivery modes to potential, current and former students: *The new website was launched in July 2013 and is updated on a regular basis. Note that announcements are posted on the blog for students to receive up-to-date information and reminders.*
- Promote the diversity of our student population: *Members of the international student community have become involved in promoting diversity on campus by participating in ASCSM's Cultural Awareness Board. In addition, the International Club organized activities for International Education week and has collaborated with other clubs to plan campus events. Lastly, the ISC implemented the Let's Chat Language Partner Program in Fall 2013 to create more opportunities for interaction between native and non-native English speakers.*

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 Program Planning](#) as appropriate. Address trends in the SLO assessment results and student program usage and data noted in Section 2.

[**Note:** Specific plans to be implemented in the *next year* should be entered in Section 4C.]

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. The overall vision supports CSM's Institutional Priority #1 to Improve Student Success.

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.

To support Institutional Priority #5: Enhance Institutional Dialog and Institutional Priority #1, Student Success, the ISC proposes the following professional development action items:

- Implement faculty survey to develop an understanding of faculty and staff professional development needs as it relates to international students.
- Provide workshops and/or resources for faculty to increase cultural competency and understanding of the international student population and how to support them in achieving academic success.

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.

To support Institutional Priority #5: Enhance Institutional Dialog, the ISC proposes the following action items to enhance campus-wide communication and commitment:

- Through cross-campus collaboration, further strengthen the onboarding and transition process of new international students and develop a more comprehensive orientation program.
- Maintain regular communication 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 Budget Committee](#) (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

Faculty

As the international student population continues to increase, 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.

Also review equipment usage on an annual basis to determine if current equipment and technology is sufficient to complete work tasks.

Instructional Materials

N/A

Classified Staff

Full-time Office Assistant II 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. (Plans may extend beyond a single year.)

Plan 1: Mission Statement-Develop a mission statement for the International Student Center to guide the actions and decision-making of the program and ensure that program vision is aligned with CSM's Mission and Institutional Priorities. Linked to Institutional Priority #4.

Action	Completion Date	Measurable Outcome
Meet with International Education Committee to discuss and develop a mission statement.	2014	Mission statement that can be found on CSM IE materials and website.
Review current SLOs with CSM IE Committee and update as needed.	2014	Established plans to achieve updated SLOs. Update in the 2014-2015 program review

Plan 2: Student Satisfaction-Administer an annual survey to international students to gain an understanding of their experience and satisfaction at CSM. In addition, conduct exit surveys and interviews with 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	Completion Date	Measurable Outcome
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Administer Annual Student Survey	2014	Percentage of students responding to the survey
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Administer Exit Survey and conduct exit interview	2014	All students departing CSM will complete the survey and have an individual meeting with an ISC staff. Information will be summarized and reviewed.
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Plan 3: Professional Development-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	Completion Date	Measurable Outcome
Make presentations to different faculty and staff groups about the international student population and the ISC.	2014	Number of presentations made and resources available to faculty and staff.
Finalize and administer faculty survey to gain an understanding of faculty needs in working with international students.	Spring 2014	Faculty survey administered and results obtained.

Plan 4: Online Pre-Departure Orientation-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	Completion Date	Measurable Outcome
Continue to work with District, CSM, and software consultants to develop an online pre-departure orientation for international students.	2014	Establish a timeline and next steps based on feasibility of usage and implementation.

Plan 5: Addressing Students on Probation-Monitor the academic progress of international students on probation to support student success and completion. Linked to Institutional Priority 1 & 2.

Action	Completion Date	Measurable Outcome
Contact probation students to discuss academic standing and refer to necessary campus resources for support	2014	Attendance to Counseling's Probation workshops; Improvement in GPA

Plan 6: Promoting the Visibility and Diversity of International Students-Promote the diversity of our student population by encouraging international student engagement with the CSM community and vice versa. 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	Completion Date	Measurable Outcome
In collaboration with the Office of Student Life, provide opportunities for international students to engage with the CSM community.	2014	Email announcements and ASCSM presentations to students; number of students involved in ASCSM and/or clubs.

Make presentations to different faculty and staff groups about the international student population and the ISC.

2014

Number of presentations made and resources made available to faculty and staff.

Plan 7: CRER 105-College Planning--A 0.5 unit college planning course offered to new international students. 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	Completion Date	Measurable Outcome
In collaboration with Counseling, determine ways to increase the number of new international students enrolling into the course.	2014	Increased percentage of new international students enrolled in course.

5. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty

NOTE: To make a faculty position request, complete [Full-time Faculty Position Request Form, AY 2013-2014](#) and email to your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions
N/A	

Equipment and Technology

Description	Cost
N/A	

Instructional Material

Description	Cost
N/A	

Classified Staff

Description	Cost
Part-time Office Assistant II (20 hours/week)	\$22-\$26/hour

Facilities

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

Description	Cost
N/A	

6. Program Maintenance

A. Course Outline Updates

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.

Courses to be updated	Faculty contact	Submission month
N/A		

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B. Website Review

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

Faculty contact(s)	Date of next review/update
Mario Mihelcic	A new website was launched in July 2013 and is updated on a regular basis.
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C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
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