



International Education Program

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Academic Year: 2021-2022

Status:

Updated on:

## **1. Description of Program**

### **a. Provide a brief description of the program and how it supports CSM Mission, CSM's Strategic Priorities and SMCCCD's Strategic Goals.**

The Center for Global Engagement (CGE), home of the International Education Program (IEP), provides one-stop services from admissions to graduation for international students enrolled in the F-1 student program and the Global Online Learning (GOL) program at College of San Mateo. Through various global initiatives, the CGE also co-sponsors study abroad and global internship opportunities facilitating campus-wide international events including International Education Week and World Gala while supporting campus globalization activities.

With international students originating from over 30 countries, the IEP supports the College's Mission of creating a socially just campus climate wherein everybody is welcome and celebrated, and wherein everybody is an integral part of the campus. With 100% degree-seeking students, the program aligns with the College's Strategic Priorities in providing learning opportunities and resources to foster students' self-advocacy and self-reliance. By providing all new international students with English and math assessments during orientation, the IEP aligns with the District's Strategic Priorities of review student placement assessment processes and incorporates multiple measures of assessing the preparedness of new students for college-level work for students with the goal of decreasing the time needed to achieve one's goal.

### **b. Identify any factors, including federal, state, or local initiatives, that have impacted the program and the students served:**

On March 9, 2020, in response to the impact of the Coronavirus disease, the Student Exchange Visitor Program (SEVP) stipulated that all SEVP-certified schools should not issue a Form I-20, Certificate of Eligibility for Nonimmigrant Student Status, for "a student in new or Initial status who is outside of the United States and plans to take classes at a SEVP-certified educational institution that is operating fully online." As a result, new students who were not previously

enrolled in a program of study in the U.S. before March 9, 2020, were not be granted an F-1 visa to enter the U.S. to pursue an entire course of study online. U.S. schools saw dramatic decreases in new international student enrollment in both August and September of that year. Per [ICE report on international students in U.S. details impact of COVID](#) published on March 19, 2021, “In Aug. 2020, there was a 91% decrease in new F-1 international student enrollment in the U.S.” We were not exempt from the dramatic decreases in new student enrollment at CSM. In the 2019-2020 academic year, the IEP saw a 39% decrease of new students from the previous year, whereas in spring 2021, the program continued to see a 77% decrease in enrollment in new students.

## **2. Results of Previous Program Review**

### **a. Describe the results of your previous Program Review’s action plan, results achieved & changes implemented**

In fall 2019, the IEP piloted a Canvas Pre-Orientation to add additional information and distribution methods to accommodate various learning styles and allow self-paced learning prior to arrival (plan #2) and to assess student understanding of the U.S. education system as a whole and particularly as it relates to plagiarism (plan #3). In the face of COVID-19, the new student orientation was changed to 100% online modality to address the first term registration equity issues that arise due to the late arrival of international students and more broadly enroll across classes (plan 4). The Orientation also aims at improving student knowledge and access to international health insurance mental health resources to provide students with health resources that will improve success. (plan #5).

semester outcomes	Spring 2020 Pre-Orientation	Fall 2020 Orientation	Spring 2021 Orientation	Fall 2021 Orientation
# of students completed the orientation course in Canvas (plan 2)	60	25	36	85
The average grade for the plagiarism learning module in Canvas (plan 3)	80%	87%	84%	83%
# of students registered for classes during the orientation (plan 4)	N/A	20	15	60
# of students participated in the health insurance and mental health resources/workshops (plan 5)	60	18	26	45

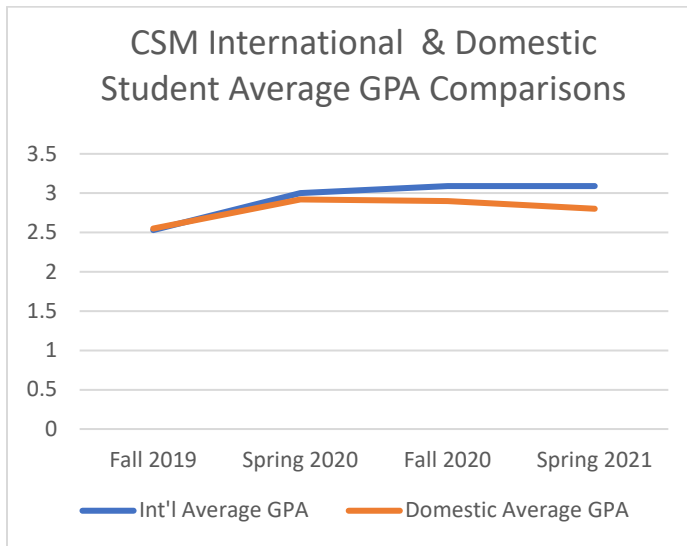
The IEP Open House was conducted during the Fall 2019 Flex Day in hopes to improve staff knowledge of F1 regulations and campus processes and initiatives to better serve our international student community including the broader county non-immigrant community (plan #6). The IEP Initiated and hosted two “World Stories” events at the Child Development Center in fall 2019 and spring 2020. (plan #7).

**b.1 Plans still in progress**

The IEP continues to align International Education Committee mission and goals with the new campus Mission, Strategic Priorities and Educational Master Plan.

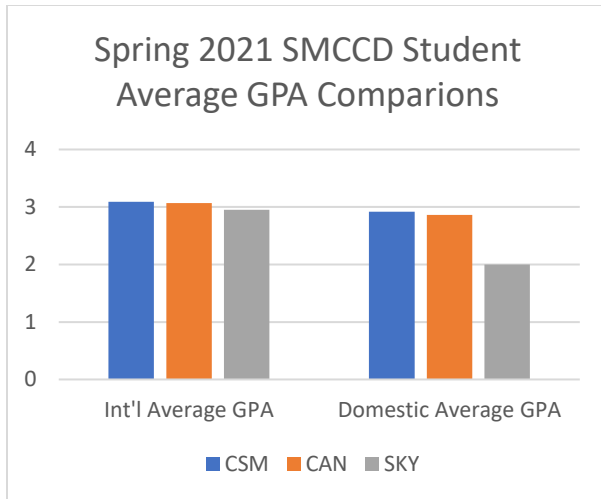
**b.2 Any notable or surprising results and outcomes.**

One notable outcome is the steady improvement of the average GAP for international students since the successful implementation of the pre-departure orientation in spring 2020.



Semester	Fall 2019	Spring 2020	Fall 2020	Spring 2021
<b>Int'l Average GPA</b>	2.53	3.00	3.09	3.09
<b>Domestic Average GPA</b>	2.55	2.92	2.90	2.92

With collaboration from the lead ESL and math instructors, new students actively engage in learning modules created to streamline the matriculation process to meet the new AB 705 requirements for English and math and co-create a learning community before their arrival on campus. Students could use online tools provided for guided self-placement for English and math to maximize the probability of completing transfer-level courses. The successful inauguration of the pre-departure orientation also prepared new students with the much-needed training for using Canvas as we pivoted to a virtual learning environment in March of 2020. As a result of the strategic implementation of holistic student supports integrated with proactive and personalized wrapped around services, the overall GPA for the international students at CSM ranks the highest, surpassing both the domestic and international student populations for all three colleges in the District in spring 2021.

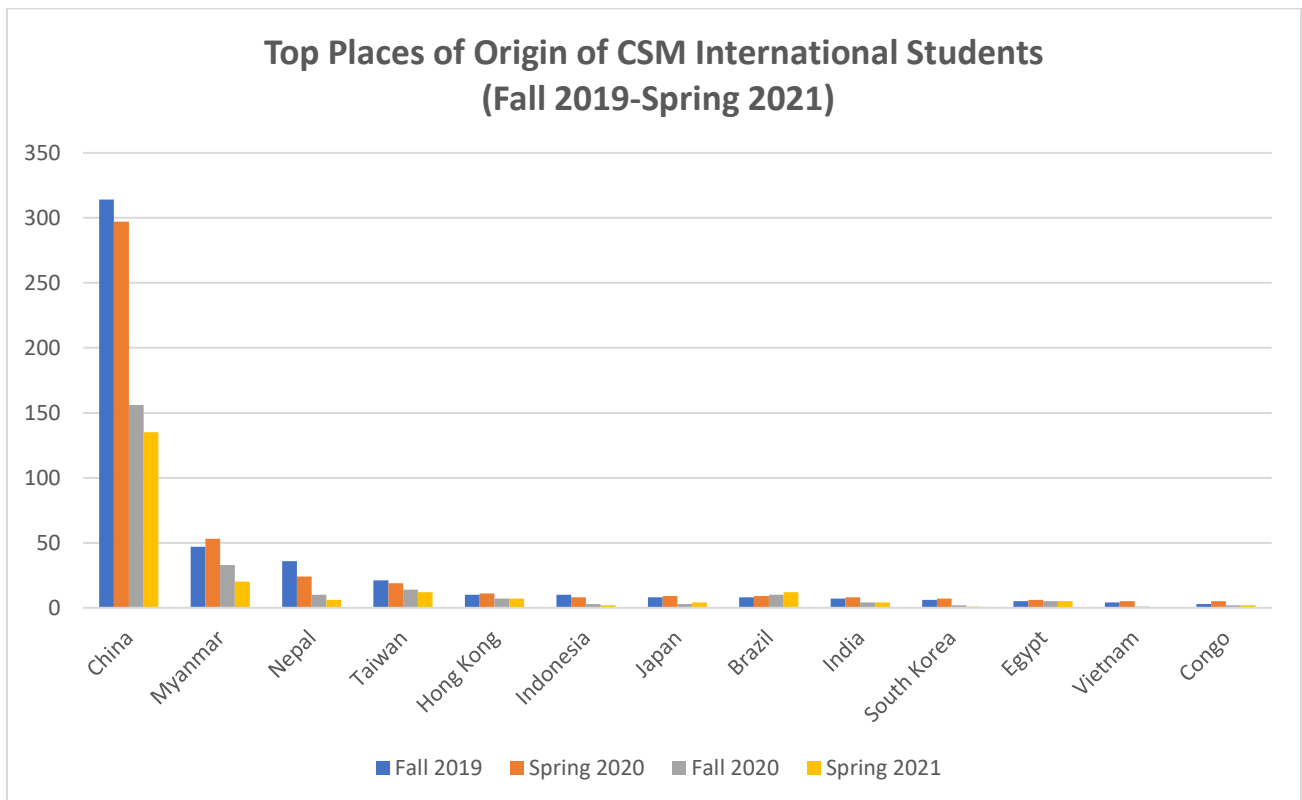


Spring 2021	CSM	CAN	SKY
Int'l Average GPA	3.09	3.07	2.95
Domestic Average GPA	2.92	2.86	2.93

### 3. Current Program Review

#### a. Student population equity

Due to the large percentage of Asian representation in the international student population, we could not to identify significant gaps in student success, persistence, satisfaction, utilization or enrollment across student populations segregated by ethnicity.



We do not see significant gaps in student success, persistence, satisfaction, utilization, or enrollment among male and female students from different age groups. A high percentage of international students did not identify as first-generation college students in the past three years. As a result, we could not place gaps in student success, persistence, satisfaction, utilization, or enrollment across student populations based on the first-generation college student status.

2018-2019

First Generation College	Headcount	Pct
First Generation	34	3.7%
Not First Generation	38	4.1%
Unreported	848	92.3%

2019-2020

First Generation College	Headcount	Pct
First Generation	37	5.3%
Not First Generation	40	5.7%
Unreported	620	89.0%

2020-2021

First Generation College	Headcount	Pct
First Generation	20	4.7%
Not First Generation	23	5.4%
Unreported	385	90.0%

**b. Modes of delivery equity**

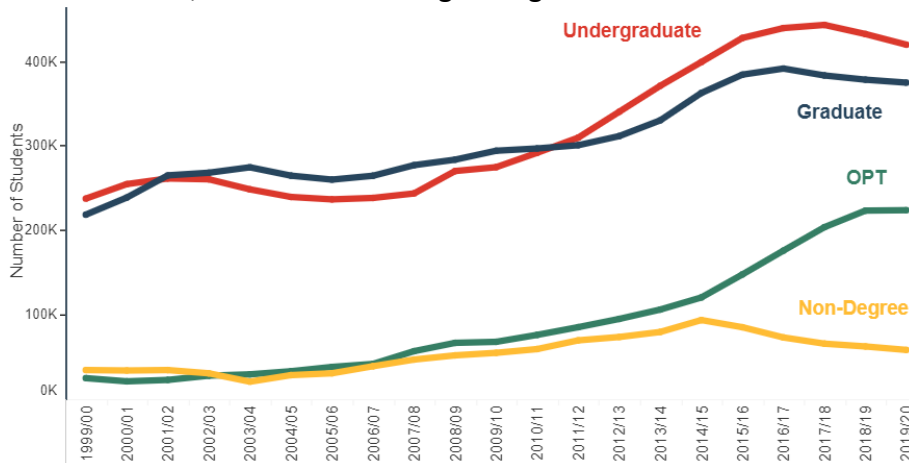
In March of 2020, shortly after the college transitioned the instruction and student services from in-person to virtual, the IEP immediately adopted student-centered drop-in hours to provide much-needed individual and group advising sessions on Zoom. Students promptly got in touch with the staff and student ambassador team by gaining access to the zoom links published on the IEP website. An average of 15-20 hours of virtual drop-in was provided each week for three semesters from spring 2020 to spring 2021. Students could obtain accurate information ranging from F-1 visa status, health insurance to COVID-19 excused withdrawal. International students could meet with the staff and student ambassador team on Zoom without making appointments to receiving timely information and specific instructions. The virtual drop-in hours were highly utilized by students averaging 25-50 students per week. There are no significant gaps in using the online mode of delivery for all student populations.

**c. Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment.**

SLOs/SAOs	Assessment Results	Program Improvements Implemented
How can we provide international students with the most up-to-date F-1 and SEVIS regulations to ensure they maintain F-1 status?	<ul style="list-style-type: none"> <li>• Students may benefit from having access to the F-1 and SEVIS regulations from the IEP’s website.</li> <li>• Students may benefit from receiving guidance related to F-1 student advising by interacting with the staff and student leadership team.</li> <li>• Students may benefit from having access to F-1 and SEVIS regulation beyond the pre-orientation period.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can access Frequently Asked Questions on the <a href="#">IEP website</a> designated for current F-1 students.</li> <li>• Students can interact with the staff team during the <a href="#">online drop-in hours</a> and engage with the student ambassadors through the Canvas Virtual Community.</li> <li>• Students can obtain access to the <a href="#">Canvas online orientation</a> with F-1 student information throughout the first semester.</li> </ul>

**d. Challenges and opportunities**

In fall 2017, the new student enrollment began to decrease for the first time since fall 2012. Due to COVID-19, new international students were not granted F-1 visas to enter the U.S. to begin a program of study that was entirely online. As a result, the new and total student enrollment saw the most significant decrease in fall 2020 and spring 2021. Per the [Open Doors report](#), the number of international students pursuing the Optional Practical Training program, known as OPT, continues to be a growing trend for international students in the U.S.



OPT allows international students and recent graduates to work in their field of study at a U.S. company after completing a program of study, including a certificate program. In spring 2021, SEVP approved CSM to issue Form I-20 for students to enroll in the Certificate of Achievement programs beginning spring 2022. Offering certificate programs presents us with an opportunity to recruit international students from various emerging markets and increase international student enrollment.

#### 4. Planning

Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
1. Engage with local and overseas education partners	Coordinate outreach activities with local schools and strategic partners overseas	Increase the number of outreach activities conducted in both virtual and in-person modalities	Spring 2022	IEP Program Manager VPSS International Education Committee	Professional development on strategic partnership development and funding for outreach activities
2. Diversify international applicant pool	Implement a sustainable student recruitment plan to target emerging markets in Africa, South America and Europe	Increase the number of applications from target markets	Fall 2022	IEP Program Manager VPSS International Education Committee	Professional development on market research and funding for student recruitment & travel
3. Create CSM International Year One University Pathway Program	Identify first-year academic credit classes with specialized instructions to improve students' academic readiness	Increase the number of international students enrolled in the program	Fall 2023	IEP Program Manager VPSS International Education Committee	Professional development on learning community development and funding for instructional support