



Program Review 2023-2024
International Education Program
Program Contact: Manasi Devdhar-Mane

1) **Description of Program:** 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 and beyond to international students enrolled in the F-1 student visa program and the Global Online Learning (GOL) program at College of San Mateo. Through various SMCCD International Education Department's global initiatives, the CGE is also a liaison and a co-sponsor of the study abroad and global internship opportunities. The IEP facilitates campus-wide international events including International Education Week and World Gala while supporting campus globalization activities.

As of this semester, international students originate from over 48 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 graduating successfully and continuing their academic goal of transferring to their desired schools for undergraduate education.

2) **Results of Previous Program Review:**

- a. Describe the results of your previous Program Review's action plan and identified equity gaps:
During the 2021-2022 program review the following goals were put in place for the next two years:
 - Engage with local and overseas education partners: (Plan still in progress) Because of COVID-19, during Fall 2021 and Spring 2022, the Federal regulations for F-1 students were to mostly register for courses online. Therefore, most of our students were taking courses online either via the GOL program or although they were physically in the US, they were mainly taking courses online. Many of our local ESL school partners were closed for outreach and recruiting events during this time. All our outreach and recruiting activities are aligned with the direction from the SMCCD IE department. Since Fall 2022, we have started engaging with the local ESL school partners. In Fall 2022 we have engaged in 6 in-person presentations and in Spring 2023, we engaged in 8 in-person presentation visits. In Fall 2023, we are planning to visit 9 ESL school partners for outreach purposes.
 - Diversity in international applicant pool: (Plan still in progress) Although we have seen a much diverse pool of applicants in the past 2 years, and our international students hail from 48 different countries as compared to 40 countries in 2021-2022, much work is yet to be done to further diversify the application pool.
 - Create CSM International Year One University Pathway Program: There has been so much employee transition in our department for the last two years that we were not able to start work on this plan. The new program manager will start engaging with VPSS to understand the priorities for the upcoming year with reference for this particular plan.



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- b. Explain any curriculum or programmatic changes since last program review: The big change since last program review was the lifting of the COVID restrictions by the Federal Government which then terminated the SEVP's COVID-19 guidance for active F-1 visa students. Which means effective May 11, 2023, student who are on F-1 student visa from Fall 2023, must maintain their status by registering in at least 12 units per semester, out of those 12 units 9 units must be in either in-person or hybrid classes.
- c. Discipline-level and SLO assessment/Student Services and SAO assessment: Due to personnel transition in our department during the last two years and the fact that we were still operating in the SEVP COVID flexibility guidance, we continue to focus our attention on the previous SLO/SAO and improve it further:

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">• Students may benefit from having access to the F-1 and SEVIS regulations from the IEP's website.• Students may benefit from receiving guidance related to F-1 student advising by interacting with the staff and student leadership team.• Students may benefit from having access to F-1 and SEVIS regulation beyond the pre-orientation period.	<ul style="list-style-type: none">• Students can access Frequently Asked Questions on the IEP website designated for current F-1 students.• Students can interact with the staff team during the online and in-person drop-in hours and schedule one-on-one appointments with their IEP advisor.• Students can obtain access to the Canvas online orientation with F-1 student information throughout the first semester. They can also engage with the IEP staff through in-person/zoom workshops offered each semester.



3. Current Program Review:

a. Student population equity:

Due to the large percentage of Asian representation in the international student population, we could not identify any significant gaps in the student persistence, satisfaction, success or enrollment across student populations. Although you will notice (from the tables below) that the male to female ratio is up from Fall 2022 to Spring 2023 viz-a-viz Fall 2021 to Spring 2022.

Term to Term Persist

	Fall 2021 Headcount	Fall 2021 to Spring 2022 Persistence	%	Fall 2021 to Fall 2022 Persistence	%
Total	230	202	87.8%	117	50.9%
Female	109	96	88.1%	60	55.0%
Male	120	106	88.3%	57	47.5%
Unreported	1	0	0.0%	0	0.0%
Asian	185	164	88.6%	93	50.3%
Black - Non-Hispanic	6	4	66.7%	2	33.3%
Hispanic	24	22	91.7%	15	62.5%
White Non-Hispanic	8	4	50.0%	0	0.0%
Unknown	7	8	114.3%	7	100.0%
First Generation	13	10	76.9%	8	61.5%
Not First Generation	19	16	84.2%	8	42.1%
Unreported	198	176	88.9%	101	51.0%
Not Low Income	230	202	87.8%	117	50.9%

Term to Term Persist

	Fall 2022 Headcount	Fall 2022 to Spring 2023 Persistence	%	Fall 2022 to Fall 2023 Persistence	%
Total	229	207	90.4%	0	0.0%
Female	121	118	97.5%	0	0.0%
Male	108	89	82.4%	0	0.0%
Asian	167	149	89.2%	0	0.0%
Black - Non-Hispanic	7	5	71.4%	0	0.0%
Hispanic	35	35	100.0%	0	0.0%
Unknown	20	18	90.0%	0	0.0%
First Generation	11	11	100.0%	0	0.0%
Not First Generation	13	9	69.2%	0	0.0%
Unreported	205	187	91.2%	0	0.0%
Not Low Income	229	207	90.4%	0	0.0%



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We did not see any significant gaps in student success, persistence, satisfaction, utilization or enrollment among male and female students from various age groups.

2021-2022

Gender	Headcount	Pct
Female	185	49.5%
Male	189	50.5%

2022-2023

Gender	Headcount	Pct
Female	205	53.7%
Male	176	46.1%
Unreported	1	0.3%

A high percentage of students did not identify as first-generation college students in the past four years. As a result, we could not place any gaps in the student success, persistence, satisfaction, utilization or enrollment across student population based in the first-generation college student status.

2021-2022

First Generation College	Headcount	Pct
First Generation	18	4.8%
Not First Generation	22	5.9%
Unreported	335	89.6%

2022-2023

First Generation College	Headcount	Pct
First Generation	13	3.4%
Not First Generation	13	3.4%
Unreported	356	93.2%

b. Modes of Delivery equity:

In August 2021, shortly after the college transitioned the instruction and student services to in-person, the IEP immediately adopted maximum in-person drop-in hours to provide a sense of community and belonging to our students who could return to campus in-person to avail any necessary services. We also continued to offer some virtual drop-in hours to accommodate the students who preferred that mode. We also opened our student lounge and office space for students to come in-person and engage with us either in a group setting or on one-on-one basis. We have been seeing a trend of students utilizing the in-person drop-in hours much more since Spring 2023 semester. On an average we see anywhere between 30-50 students per week. From Fall 2023 onwards we also introduced appointment times with the Student Success navigators/PSCs and the program manager so that we could engage



students in 30-60 minutes appointment to discuss their academic needs/goals and also immigration queries.

c. Challenges and Opportunities:

- Looking back from Fall 2017, the new student enrollment began to decrease for the first time since 2012. Due to COVID-19, we saw a significant decrease in enrollment in Fall 2020 and Spring 2021. But since May 11, 2023 after the Federal government lifted the COVID-19 emergency, we hope to see an increase in enrollment in the up coming years due to the fact that more US consulates/embassies are now open and granting visa appointments. You can see from the chart below, the % CHG from SP 21 to SP 22 was in the negative, but FA 21 to FA 22 was up by 5% and continues to show an upwards trend, from SP22 to SP 23 was up by 19% and FA 22 to FA 23 was 25%

COLLEGE	SPRING 2021	SPRING 2022	% CHG SP21 To SP22	FALL 2021	FALL 2022	% CHG FA21 To FA22
College of San Mateo	257	234	-9%	182	191	+5%

COLLEGE	SPRING 2022	SPRING 2023	% CHG SP22 To SP23	FALL 2022	FALL 2023	% CHG FA22 To FA23
College of San Mateo	235	280	+19%	216	271	+25%

Our program has been through a lot of personnel transitions in the last two years and we saw a lot of changes in the International Student enrollment trends due to the pandemic. Because of these two main reasons few of the SAOs and goals were not fully accomplished before this program review cycle. But this is an opportunity to continue to not only accomplish the previous goals but also look forward to an upwards trend in student success, persistence, retention and enrollment of international students are College of San Mateo.

4. Planning: SLO/SAO and Goals:

*Focus on last program review SLO/SOA mentioned previously in Section 2b.

*Goals for next two years:

Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
1. Continue to engage in local and overseas education partners to increase enrollment	Coordinate outreach activities with local ESL school partners and strategic partners overseas	Increase the number of outreach activities (in-person and virtual)	Fall 2023, Spring 2024, Fall 2024 and Spring 2025	IEP Program Manager, SMCCD IE department and VPSS	Professional development on strategic partnership development and funding for outreach and recruiting activities
2. Increase student retention through international student community engagement	Host both cultural and immigration related events with current students, engage student ambassadors to build a peer program for new international students	Conduct surveys/focus groups each semester to understand the needs of students.	Spring 2024, Fall 2024, Spring 2025	IEP Program Manager, IEP staff and VPSS	Support from CSM PRIE office to develop surveys for specific outcomes, funding for all events hosted by the IEP program