

Program Review

University of San Francisco
Division of University Life
International Student Services



ISS EXECUTIVE SUMMARY

During the 2005-2006 academic year, International Student Services (ISS) at the University of San Francisco conducted its Internal Program Review. Components of the internal review included:

- standards of accreditation (NAFSA, CAS, AIEA)
- benchmarking analysis (Jesuit Schools & Best Practices)
- quantitative investigation (on-line questionnaire, retention data, workshop feedback)
- qualitative investigation (ISS and A&S focus groups, ISS climate investigation)
- financial profile

Areas of strength and improvement were identified through analysis of the five components of the review.

ISS STRENGTH AREAS

Strengths of the ISS program were:

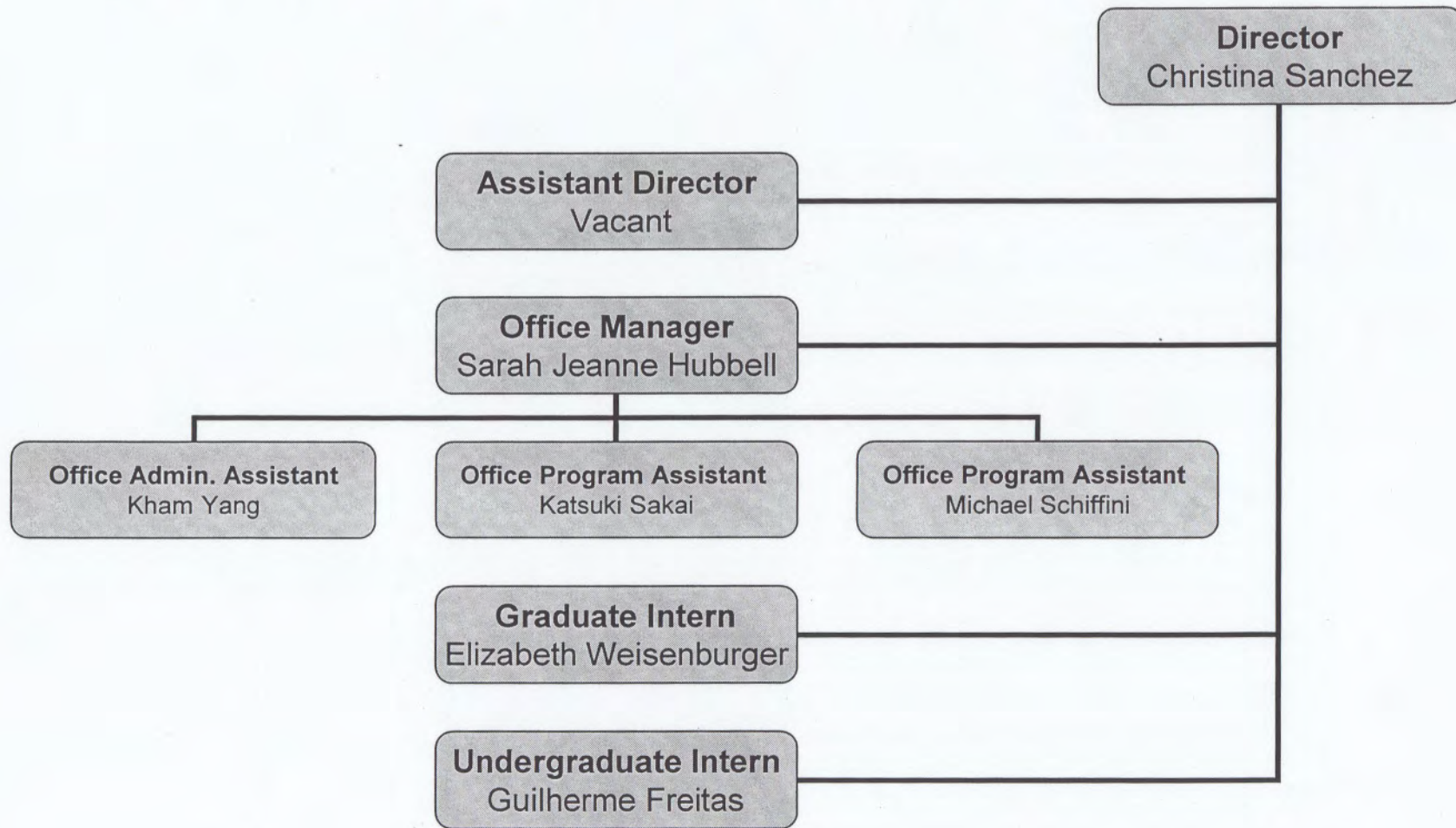
- **office climate**, viewed as friendly, welcoming, and customer-service orientation
- **office services**, especially related to advising/counseling, immigration support, and processing time
- **workshops**, positive review of options offered, number (although more requested), and quality
- **orientation**, comprehensive, well-organized, informative
- **mission**, supports USF, reflects work of ISS
- **leadership**, well-qualified staff team, vision-oriented, focus on professional & paraprofessional
- **organization**, solid operational systems in place, clear roles/responsibilities, team-approach
- **facilities, technology, equipment**, appropriate resources available (although more space needed with shift in staffing)
- **legal responsibilities**, excellent training, knowledge, and resources available
- **assessment**, good use of evaluations and scope

ISS IMPROVEMENT AREAS

Improvement areas for ISS were:

- **social/community development programs**, more opportunities for student engagement needed; additional assistance with cultural adjustment
- **communication strategies**, provide alternatives to email & update of website
- **budget**, increase budget allocation to cover general operations and programming
- **international student fee**, eliminate fee or determine specific use of monies
- **transportation**, offer a USF airport shuttle service & issue Muni passes (for grads & J-1 students)
- **office staffing**, hire an additional staff member to oversee educational outreach/programming
- **housing**, support from office regarding the on- and off-campus process, contract releases (esp. grads and J-1), landlord assistance, apartment hunting assistance, etc.
- **financial assistance**, create funding opportunities to assist students in economic hardship
- **academic cultural knowledge**, develop support resources/workshops to address the U.S. higher education system, academic advising, cultural difference, etc.
- **re-entry process**, address the transitional aspect of returning home
- **campus & external relations**, strengthen promotion of office and development of connections (e.g., alumni, surrounding community, grants, university offices/groups, etc.)
- **outcomes-directed work**, streamline goals/planning to be intentionally outcomes driven

International Student Services



OFFICE OVERVIEW: International Student Services

The mission of International Student Services is to promote a global perspective for the USF community through educational and programmatic outreach while fostering the holistic development of international students/scholars by providing support services and immigration advising.

The International Student Services office consists of three full-time staff members and four student workers. Our work comprises of seven main areas: (1) orientation programs, (2) status verification, (3) immigration advising & document support, (4) government documentation, (5) workshops, (6) programmatic efforts, and (7) advocacy & training.

- ❖ Orientation Programs
 1. International Student Orientation for undergraduate students
 2. ISO for graduate student
 3. Orientation/Immigration overview for LLM
 4. Orientation/Immigration overview for ESL

- ❖ International student official Status Verification with USF: includes copying all student immigration documents, verifying full-time registration status in the USF Student Information (SI) Systems, and activating student records with the government in the Student and Exchange Visitor Information System (SEVIS). The later process (SI and SEVIS) is completed for every international student each semester.

- ❖ Immigration Advising and Documentation Support such as....
 1. Extension/Shortening of academic program
 2. Updating academic focus for I-20 documentation
 3. Change of Status (e.g., one visa type to another)
 4. Social Security Number authorization
 5. Approval for Curriculum Practical Training (CPT)
 6. Request for Optional Practical Training (OPT)
 7. Verification of Status
 8. U.S. Exit/Re-Entry Consultation
 9. Visitor Visa Requests

- ❖ Generate international student Government Documents for visa application/U.S. entry
 1. J-1 Exchange Students/Intern Student "Scholars" (DS-2019 Form)
 2. English as a Second Language (ESL) students (I-20 Form)

- ❖ Information Workshops such as....
 1. Working while a student (OPT/CPT)
 2. Working after completing F-1 status (H1-B, Green Card & other Visas)
 3. Job Success Strategies in the United States (cover letters, resumes, networking, interviewing techniques, etc.)
 4. Taxes for internationals, required for ALL students even if they have not worked

- ❖ Advocacy & Training at USF
 1. Intercultural Training: counseling center, resident assistants, summer guest housing, culturally focused clubs, etc.
 2. Culture Shock awareness/Study Abroad Pre-departure
 3. Outreach to academic departments, student services, and student leaders/organizations

- ❖ Strengthen Global Perspective at USF via Programmatic Efforts
 2. International Education Week
 3. Culturescape
 4. Global Living Community
 5. International Network Program
 6. International Student Association, advisement
 7. International Advisory Council

Challenges and successes of the seven main focus areas for ISS are addressed in the 2004-2005 Annual Report provided in the following pages. Below is a program description of the organizations that ISS advises/facilitates.

- International Student Association (ISA)
- Global Learning Community (GLC)
- International Advisory Council (IAC)
- International Network Program (INP)
- International Support Program (ISP)

International Student Association (ISA)

Mission =

International Student Association promotes and protects the interests, rights and welfare of international students at the University of San Francisco while enabling them to make valuable contributions to the University community.

Program Description =

Advised by ISS and recognized as an umbrella organization by the Department of Student Activities, the International Student Association is a student group charged with representing the USF international student community. ISA conducts weekly meetings, coordinates panel speakers on international issues, sponsors Culturescape, hosts cultural gatherings, and assists with student retention.

Global Living Community (GLC)

Mission =

The Global Living Community strives to develop an intercultural community that stimulates exchange of cultures within an intentional living-learning environment.

Program Description =

The Global Living Community (GLC) was born out of the mission of the University in its dedication to fostering a "global perspective that educates leaders who will fashion a more humane and just world." The community consists of international and domestic students, sharing the common goals of gaining a global perspective, building a strong community, learning from each other, helping those in need, and forming meaningful relationships with international students. GLC meets weekly for activities including guest speakers on global justice issues, international films, cultural dinners in the city, and a monthly service project. GLC is a collaborative program that began in the Fall of 2002 between the Office of Residence Life and International Student Services.

International Advisory Council (IAC)

Mission =

The International Advisory Council serves as a consultation body to the International Student Services by identifying international student concerns, disseminating important information to the international community, and initiating proactive measures to address international student needs.

Program Description =

IAC began in the Fall 2005. The purpose of the group is to provide an opportunity for international communities/students to share their issues/problems/concerns directly with the ISS office. Membership organizations include: African Alliance, Hong Kong Student Association, Indian Student Organization, International Student Association, MBA International Graduate Association, Muslim Student Association, Taiwan (Grad) Student Association, and Vietnamese Student Association.

International Network Program (INP)

Mission =

The International Network Program facilitates community development and assists with transitional adjustment for incoming international students by providing social activities and opportunities for engagement among new and returning USF students.

Program Description =

The program is open to U.S. domestics and internationals (as mentors) and all new international students, graduate and undergraduate. The membership has varied since piloted in 2005. A version of this program used to be called VISA (Volunteers for International Students Abroad) but VISA has phased out.

International Support Program (ISP)

Mission =

The International Support Program fosters cultural understanding, community engagement and support services for international students by providing resources and interactions between the USF community and internationals.

Program Description =

ISP is a new group. The program is being piloted in the Fall 2006. ISP volunteers are community members (e.g., faculty, staff, administrators, FROMM students) who wish to connect with and support our internationals students. Opportunities for support include transportation assistance, short-term housing, and storage space. Opportunities for connection include interactions at general ISS programs/social gatherings or hosting students for a holiday meal.

ISS program highlights are provided in the back of the binder. See 'Program Highlights' tab.

2004-2005 University Life Annual Report International Student Services

I. Year in Review

International Student Services (ISS) strives to promote a global perspective for the USF community through educational and programmatic outreach while fostering the holistic development of international students/scholars by providing support services and immigration advising. Our work comprises of seven main areas: (1) orientation programs, (2) status verification, (3) immigration advising & document support, (4) government documentation, (5) workshops, (6) programmatic efforts, and (7) advocacy & training. Each area is addressed below based on highlights for the 2004-2005 academic year.

(1) One major area for ISS is *Orientation Programs*. Orientation has undergone a great deal of change during the past year in an effort to streamline the international program and develop integration with the general orientation program for all entering students. Minor revisions were made in August 2004, with a more comprehensive pilot program emerging in the Spring 2005.

The core elements of orientation are now concentrated in one full-day program from 9am-5pm. A group lunch was included to honor the cultural role of food in developing a sense of community and building relationships. ISS collaborated with the Counseling Center to reconfigure the session on cultural adjustment. Traditional components, such as the immigration session, an overview of university life in the United States, and an introduction to San Francisco, remained.

Based on the evaluation feedback from the Fall 2004 and Spring 2005 attendees, additional changes for the Fall 2005 orientation are planned. We are most excited about two main changes. First, Arts and Sciences and the School of Business are going to participate in orientation, providing a pre-advising session with students from their respective areas. Second, ISS will pilot a separate graduate student orientation program to directly address the needs of graduate students. Through this program, we have been able to recruit returning international graduate students to help with orientation. Further, we have created a program for faculty to share their philosophy about graduate work in the United States.

Assessment efforts regarding student perceptions of orientation continue. In piloting a full-day program in the spring, we found that 62 internationals attended the complete orientation. To ensure that students receive the most critical information regarding their immigration matters, a new hold system was implemented for students who missed orientation. Two special immigration make-up sessions were offered for the twelve students who did not participate in the spring orientation. The hold process will continue for the Fall 2005 orientation program with make-up sessions offered at varying points throughout the semester.

In addition to the undergraduate and graduate international student orientation programs, ISS is also involved with orientation programs in the Law School and Intensive English Program. ISS provided a special immigration session for the English as a Second Language (ESL) students in the Fall 2004 and Spring 2005. A session was provided for the internationals enrolled in the Master's of Law in International Transactions and Comparative Law.

(2) The second major area for ISS is the international students' official *Status Verification* process with USF and the U.S. Citizenship and Immigration Services (USCIS). Status Verification is a multi-layered process that includes copying all student immigration documents, verifying full-time registration status in the USF Student Information (SI) Systems, and activating student records with the government in the Student and Exchange Visitor Information System (SEVIS). The later process (SI and SEVIS) is completed for every international student each semester.

ISS works under a strict deadline each semester to complete Status Verification. For new international students, all paperwork and updates must be finished no later than 30 days from the orientation program. For returning international students, updates must be finished no later than 30 days from the start date of classes. If student records are not accurately updated, then their documents are terminated within the

SEVIS program. To promote accuracy of records and reduce time demands associated with Status Verification, ISS is exploring the possibility of purchasing a computer database system that directly communicates from the USF system to SEVIS through a batch upload process.

To help students with this process, ISS communicates with students throughout the year about their current status. In particular, we are concerned about students who do not maintain full-time status, who find themselves on academic probation, who encounter hardships (e.g., financial, medical, etc.), or who need additional time to complete their degree program. The staff uses an email and phone-call reminder system to try and alert students to potential concerns regarding their Status Verification.

One goal for ISS in 2005-2006 is to improve this process as related to our visiting scholars and exchange students. Not all academic departments/sponsors realize the importance of Status Verification for our visitors on a J-visa. A slightly less demanding process is implemented for J-visa holders, but updates within SEVIS are still mandated. During the summer 2005, we began work to address this matter with specific departments.

(3) A third area of importance is *Immigration Advising and Documentation Support*. A myriad of components fall under this area such as: extension/shortening of academic program, updating academic focus for I-20 documentation, change of status (e.g., one visa type to another), social security number authorization, approval for curriculum practical training (CPT), request for optional practical training (OPT), external verification of status (e.g., banks, phone company, landlords, etc.), U.S. exit/re-entry consultation, and visitor visa requests. Our work in advising and support requires us to stay aware of current and upcoming government policies and regulations.

For example, during the last year, we worked with the undergraduate and graduate Admissions to disseminate information about the \$100 SEVIS fee that went into effect September 1, 2004. This fee was implemented to cover additional administrative expenses absorbed by Homeland Security. The new fee required an additional step in the visa application process.

Training and profession development for the ISS is critical in helping us fulfill our responsibilities to international students/scholars. During the academic year, members of the ISS professional staff attended workshop sessions covering F-1 and J-1 student status issues at the NAFSA: International Educators regional conference and IMPRO training program. The Assistant Director, Lisa Ernstthal, presented a session with several colleagues on handling visits from Homeland Security entitled *Stand Tall: How to Deal with DHS Investigations*. This program was recognized as "Best of Region" and the panelists were invited to present at the national convention in Seattle, Washington. An additional professional development opportunity arose at the close of the Spring semester: The Bureau of Consular Affairs (U.S. Department of State) came to USF on March 30th to discuss improvements in the F-1 Visa application process and tips for American students abroad. Fifteen institutions of higher education attended the program and four news agencies covered the event.

(4) Our fourth area addresses the generation of international student *Government Documents* for visa application/U.S. entry. Essentially, the documents issued by ISS are for non-degree seeking students. The Admission offices provide documents for F-1, degree-seeking students. The form issued is known as the I-20. In our capacity, we work with the Intensive English Program to issue the I-20 form for students in the English as a Second Language (ESL) program. Due to its rolling admission process, ISS processes documents throughout the year with particular emphasis during the summer sessions when enrollments peak.

ISS works with different academic departments, schools, and the associate provost's office to produce documents for USF international professors, visiting scholars, short-term scholars, and exchange students. The form produced for these individuals is called the DS-2019; it is issued to individuals applying for a J-1 visa status. For the report period from July 12, 2004 through June 30, 2005, a total of 95 forms were issued by USF. In collaboration with Sharon Li in the associate provost's office, we are working with the departments and schools to establish a submission protocol and training program for

faculty interested in sponsoring scholars/exchange students. ISS revised the application form and instructions during the summer.

(5) A fifth practical area is *Information Workshops*. ISS offers a traditional host of workshops to prepare international students for the future. Topics generally cover work authorization (during program and post-graduation), job search strategies (resume writing), career pursuits (alumni panel), and taxes. During the Spring 2005 semester, in collaboration with Career Services, ISS implemented a new five-part workshop series addressing the particular nuances of job searches for international students (with an emphasis on interviewing skills and networking).

Attendance at ISS workshops fluctuates. To maximize the effective use of employee time and resources, a new advanced registration process will be implemented for the Fall 2005 semester. A minimum of five attendees is necessary to hold a workshop session. Otherwise, individual appointments with an advisor can be made. Information packets with details from the various workshops are also available through our office for interested students.

(6) A direct connection to the USF mission of promoting a global perspective is met by our sixth area, *Programmatic Efforts*. ISS offers foundational programs such as: (a) International Education Week, (b) Culturescape, (c) Global Living Community (with ORL), (d) International Network Program (INP), and (e) International Advisory Council (IAC). Additionally, ISS implements programs to respond to student needs.

ISS expanded the (a) International Education Week celebration (11/12-11/19, 2004) at USF to offer a broader range of programs and activities to create a global community that welcomes everyone. One new initiative for IEW included an International Faculty/Friends Reception designed to unite the international efforts by faculty and staff. A second new initiative included a World Fair that brought 12 consulates to USF to represent their countries and share information about their cultures. Finally, ISS worked with the English as a Second Language program to offer a storytelling hour about stories from different countries, "Stories from Around the World". A hallmark event during IEW is the annual (b) Culturescape celebration. Last fall Culturescape featured 11 student organization performances and 14 organizations' ethnic cuisines for well over 300 people including faculty, staff, students, and community members.

ISS re-established our ties with the (c) Global Living Community (GLC) that used to be jointly sponsored by the Office of Residence Life and Multicultural/International Student Services. The GLC was born out of the Mission of the university in its dedication to fostering a "global perspective that educates leaders who will fashion a more humane and just world." The program strives to develop an intercultural community that stimulates exchange of cultures within an intentional living-learning environment. The community consists of international and domestic students, sharing the common goals of gaining a global perspective, building a strong community, learning from each other, helping those in need, and forming meaningful relationships with international students. ISS will co-direct the program beginning with the Fall 2005 academic year.

The (d) International Network Program (INP) facilitates community development and assists with transitional adjustment for incoming international students by providing social activities and opportunities for engagement among new and returning USF students. The program is open to U.S. domestics and internationals (as mentors) and all new international students, graduate and undergraduate. A version of this program used to be called VISA (Volunteers for International Students Abroad) but VISA has phased out over recent years. ISS will pilot the INP program in the Fall 2005.

An additional programmatic effort is the (e) International Advisory Council (IAC). IAC serves as a consultation body to the International Student Services by identifying international student concerns, disseminating important information to the international community, and initiating proactive measures to address international student needs. IAC is a new group for Fall 2005. Some possible members include: African Alliance, Hong Kong Student Association, Indian Student Organization, International Student Association, MBA International Graduate Association, Muslim Student Association, Taiwan (Grad) Student Association, and Vietnamese Student Association.

As noted, ISS also responds to student needs. At the start of the Spring 2005 semester, ISS joined the world in mourning for the 200,000+ lives lost in the Southeast Asia earthquake. Under the initiative from ISS, the USF community gathered at the one-month anniversary date on January 27, 2005, to honor the dead and celebrate the survivors in an interfaith service. Approximately 80 individuals (including faculty, staff, and students) participated in the service that was collaboratively organized by a cross-section of university areas.

In 2005-2006, we look forward to strengthening our programmatic efforts. ISS plans to work with the Office of Residence Life to hold a campus-wide "around-the-world" tour to highlight the cultures of the students at USF. We also hope to improve our connections with U.S. domestic students by offering more opportunities for the domestics to be involved with ISS.

The final focus area for ISS is (7) *Advocacy & Training*. ISS interacts with the greater campus community through this focus area. In the past year, ISS has concentrated on providing intercultural training for various constituent groups (i.e., counseling center, resident assistants, summer guest housing, culturally focused clubs, etc.). The ISS director also does training on special topics. Recently, the director provided a presentation on first-generation college students for the Counseling Center's in-house training activities. Through this outreach, the campus community learns more about awareness of others with appreciation for differences and variances in perspectives. ISS also conducts this type of work specifically related to cultural adjustment for internationals entering the United States as well as domestics preparing to study abroad. ISS provides programs on culture shock awareness for all incoming internationals and exiting Study Abroad students.

Advocacy and Training includes our outreach to academic departments. ISS works closely with the academic departments to keep everyone informed of the appropriate process and procedures for visa acquisition for scholars, students, and visitors. ISS also supports departments by promoting their internationally-related events and linking faculty with international students for class projects/presentations.

The outlined seven main areas for ISS keep our staff of three full-time workers and three student workers extremely busy. During the past year, our focus expanded to include an unofficial eighth area: internal assessment. We developed a mission statement for ISS, developed outcome-related goals, created and implemented an exit-interview process, and conducted a qualitative review of services through focus group discussions. Furthermore, ISS worked with Graphic Arts and Design to establish an image-recognition association with ISS and our programs. The office in UC402 was given an interior re-design to enhance our new imaging campaign. We look forward to continuing our assessment efforts and bringing external consultants in the Spring 2006 to evaluate our efforts.

II. **Review of Goals**

See following pages with the goal matrix.

**2004-2005 STRATEGIC GOALS
INTERNATIONAL STUDENT SERVICES**

UL Goal #1: Engage faculty, staff and student leaders to implement integrated learning experiences which link learning to development and the Jesuit Catholic tradition.				
ISS GOAL	ACTION ITEM(S)	TIMELINE	OUTCOME	ASSESSMENT
Collaborate with University Life and Academic Affairs to promote an environment that is culturally diverse and globally conscious.	1a) Involve the campus community in creating an International Education Week program.	November 2004	<p>*Strengthen connection with university academic departments. *Involve students in educational outreach initiative.</p> <p>Outcome Achieved. An expanded committee was developed to represent various university constituents. ISS developed improved ties to International Relations, the Assoc-Provost's Office, and the USF faculty. Students were incorporated into the IEW celebration as well, by sharing their culture through Culturescape and Stories from Around the World.</p>	<p>*Minimum of 3 events for Fall '04 *Feedback/attendance *Committee evaluation</p> <p>In addition to the traditional IEW events (i.e., international movies, Culturescape), ISS introduced three new major events: International Faculty/Friends Reception, Stories from Around the World, and the World Fair. Attendance at each major program was solid with approximately 60, 120, and 300 attendees at each respectively. The planning committee also provided positive feedback for the events.</p>

	<p>1b) Work with Student Activities, ISA and USF faculty to strengthen the International Film Series.</p>	<p>Implement in Fall 2004, continue through Spring 2005</p>	<p>*Increase campus-wide awareness/knowledge of international perspectives.</p> <p><u>Goal Achieved:</u> <u>Outcome Not Achieved.</u> ISS worked with CAB and A&S faculty to evaluate and offer a film series. While a movie was successfully co-sponsored by CAB/ISA for the Global Expressions series in the Spring, the level of awareness for international perspectives was not achieved. A minimal number of students attended programs and the faculty did not respond to interest questionnaires or follow-up outreach. This program will not be provided by ISS in the future, although we will support efforts of faculty and student organizations who wish to do so.</p>	<p>*Present a minimum of 1 to 2 films per semester. *Audience attendance/feedback *Faculty evaluation</p> <p>Copyright fees limited the showing of films in the Fall. Resources were identified and copyright waivers issued for some education films in the library. ISS showcased three films during IEW in the Market to address a "captured" audience. Only one faculty member responded to the interest/feedback request. Two faculty members were contacted and a meeting was held to discuss possibilities with Arts & Sciences. All parties concurred that a new approach was needed.</p>
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	<p>1c) Support the Global Learning Community in collaboration with Residence Life.</p>	<p>Ongoing</p>	<p>*Develop relationship with GLC Hall Director. *Assist with development of co-curricular programs.</p> <p><u>Outcome In-Progress.</u> ISS has developed strong relationships with GLC during the past year. We worked together to develop a new mission statement, begin discussions with A&S about a living-learning community partnership, and promoted the recruitment of students for the Fall 2005 semester. Due to the program beginning directly after my arrival last August, I was not as instrumental in the co-curricular development. I will do training for the GLC this Fall and the Hall Director and I will co-direct the program.</p>	<p>*GLC events/ programs *Evaluation by HD, Brain Kraft.</p> <p>Unfortunately, GLC continued with a non-structured program for the past academic year. Students were not held accountable for developing educational programming. While activities occurred, they were often last-minute and unorganized. The Hall Director recognized the need for change and has worked with me to revamp the program next year.</p>
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UL Goal #2: Provide a student responsive environment through programs and services.

	<p>Offer programs and services to maximize responsiveness to student needs through a proactive approach.</p>	<p>2a) Create an International Student Orgs. "advisory board" to address campus-wide issues, programs, etc.</p>	<p>Fall 2004</p>	<p>*Possibly conduct in collaboration with MSS. *Strengthen the international student community. *Limit duplicate-programming and schedule conflicts</p> <p><u>Outcome & Goal In Progress.</u> ISA worked with Multicultural Student Services to jointly implement an advisory board. The group was scheduled to meet post-CFCC meetings. The time demands were too great for students. Most internationals lost interest/focus in the CFCC general meeting and many would leave before the advisory group began. A new approach is scheduled for the Fall 2005: independent meetings for the advisory board only. The program is going to be called the International Advisory Council (IAC). The objective will change to address issues/concerns/problems.</p>	<p>*Establishment of group meetings. *Initiatives/work generated by group. *Involvement by large representation of int'l student orgs.</p> <p>The group was established under the CFCC. Meetings were held but not successfully. A minimal number of international organizations participated in CFCC. A targeted effort to approach specific groups and individual community leaders will be implemented in the Fall.</p>
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	ISS GOAL	ACTION ITEM(S)	TIMELINE	OUTCOME	ASSESSMENT
		<p>2b) Expand the International Orientation Program to include a campus-wide planning team and cohesiveness with Student Activities' GO program.</p>	<p>January 2005</p>	<p>*Development of a more cohesive first-year experience for internationals. *Increase awareness of various departments and understanding of the U.S. university system.</p> <p><u>Outcome Achieved.</u> The ISO continues to undergo changes but our goal to streamline the program with general orientation is improved with each orientation session. Furthermore, ISS expanded the inclusion and participation of faculty in the program. This Fall we will pilot a separate graduate student orientation to meet the student needs more appropriately.</p>	<p>*Redevelopment of program. *Involvement of planning team members. *Assessment/evaluation by planners, presenters & participants.</p> <p>The program has been redeveloped twice in the past year. Changes will continue in the future to strengthen the connection with general orientation and faculty participation. A planning team was developed to address the improvement to Fall orientation. Evaluations from the Fall and Spring indicated that more information is needed about resources, and more time is needed. Some students indicated a need for a separate graduate orientation. A final request was for additional community/social time.</p>

	<p>2c) Strengthen the International Student Association, with particular emphasis on the executive board and key programmatic efforts.</p>	<p>Ongoing</p>	<p>*Enhance leadership development for ISA. *Increase ISS involvement/ advisory role.</p> <p><u>Outcome Achieved.</u> ISS learned to promote student leadership and learning by relinquishing ISA activities/planning to ISA. Thus, ISS truly worked in an advisory capacity, refraining from providing directives and mandates to the group. In the Fall and Spring ISS facilitated planning retreats and impressed upon the leadership the need to plan, implement and follow-through on their work. The work is on-going in nature with additional training and leadership development opportunities planned for the Fall 2005. In general, ISS completed its initial outcome.</p>	<p>*Officer training retreat. *Co-sponsorship of programs with ISS.</p> <p>Two training retreats were held for ISA this past year. Furthermore, the ISA president met weekly with the ISS director. ISS moved to a true advisory capacity. For programs involving co-sponsorship, ISS ensured that ISA played a role as an equal contributor.</p>
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UL Goal #3: Generate a culture of evidence built on professional standards, student development practices, student learning outcomes, and Ignatian values to inform decision making and demonstrate university Life's Achievement of goals.

	<p>Continue and enhance assessment practices for ISS.</p>	<p>3a) Investigate option to implement a university-wide assessment of ISS with assistance from Susan Prion, while also conducting an internal assessment of programs/services with special investigation of retention for internationals.</p>	<p>Internal Assessment = ongoing</p> <p>University-wide Assessment = Spring '05</p>	<p>*Gain a better understanding of the needs, perspectives, and awareness of international students. *Explore retention efforts/programs.</p> <p>Outcome In-Progress. The timeline for the assessment project shifted by one semester. Now, the internal assessment is scheduled for Summer/Fall and the external review is set for the Spring 2006 semester. During the spring/summer 2005, ISS conducted and evaluated focus group feedback. ISS also developed an exit-interview template to begin assessing why internationals leave USF. We have pulled archived data as well for review this Fall 2005.</p>	<p>*Creation of an assessment report. *Identification of retention initiatives and effects.</p> <p>The collection of data has begun but comprehensive analysis is not yet complete. Our goal is to complete this process in the Fall 2005 semester.</p>
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ISS GOAL	ACTION ITEM(S)	TIMELINE	OUTCOME	ASSESSMENT
	<p>3b) Alignment of ISS with USF's mission through publications, logo identification, and general aesthetics.</p>	<p>Ongoing/ Spring- Summer 2005</p>	<p>*Exemplify professionalism and student-focused quality services by ISS.</p> <p>Outcome Achieved. ISS has worked closely with Graphic Arts & Design to undergo image identification. In addition to the development of a new logo series to highlight our programs, ISS has also remodeled our office facilities and created a new mission statement. We will develop new promotional materials with Arts & Sciences in the Fall 2005.</p>	<p>*Aesthetic improvements to the ISS office. *Review of mission plus promotional materials for ISS.</p> <p>ISS painted the office, purchased some new furniture, created a mini-conference area, and re-configured the office set-up to streamline work processes. Additionally, we bought paint and started a new logo series program to highlight students' countries. We drafted a new mission this year as well.</p>

UL Goal #4: Use diversity as a learning resource.

	<p>Intentional outreach and cultural awareness programming for the greater USF community.</p>	<p>4a) Combine efforts of UL/ISS Goals 1 & 2 to focus on cultural - educational programming.</p>	<p>Ongoing</p>	<p>*Maximize cultural-education opportunities. *Extend outreach efforts to include faculty, staff, administration, and students.</p> <p>Outcome On-going. A great deal of work is still present for this goal. ISS has made strides to provide more opportunities to internationals and US domestics for cultural engagement. Our efforts to connect with ORL, the Counseling Center, and Career Services were not fully embraced for a collaboration. We have re-addressed the matter with ORL and will work together in the Fall 2005 for a hall-wide cultural program. Some strides with faculty have been made through the IEW events and J-1 awareness outreach.</p>	<p>*Calendar of events. *Collaborative efforts.</p> <p>ISS did not maximize our opportunity to post information to the university calendar of events. We did consistently use USFconnect to feature our programs and events, however. The true sense of collaboration was not fully achieved with outreach efforts except for the university-wide Tsunami Remembrance Service.</p>
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	<p>4b) Add new cultural programming initiatives and/or educational outreach programs (e.g., culture-shock, simulation exercises, intercultural communication theory, etc.)</p>	<p>Ongoing</p>	<p>*Expand cultural programs/hallmark cultural events at USF. *Increase linkage with the academic environment (e.g., ISS presentations, faculty involvement with events, etc.)</p> <p><u>Outcome Achieved.</u> While achieved, more work needs to be done. ISS expanded our main program, IEW, and is poised to offer new programs for the Fall 2005 (IAC, INP). We have increased our linkages with academic departments and will continue to work toward stronger, multiple ties.</p>	<p>*Programs offered. *Level of connection with the academic classroom.</p> <p>ISS worked specifically with Graphic Arts and Design for three classroom projects. We also worked with the Dept. of Communication for one assessment project. ISS discussed with A&S the possible connection of GLC and International Studies as well. ISS had faculty involvement for GLC, IEW, the film series, and Tsunami Remembrance Service.</p>
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UL Goal #5: Create and implement methods to strengthen the University's financial resources.

<p>Function in a fiscally responsible manner while focusing on establishing additional funding resources.</p>	<p>5a) Explore options for programmatic funding from outside sources (e.g., consulates, grants, etc.)</p>	<p>Ongoing</p>	<p>*Increase program quality and quantity through exploring external funding.</p> <p>Outcome On-Going. The three grant opportunities explored this year were not possible for ISS. One stumbling block is the limited funds within the ISS budget to propose matching funds &/or feasibility of project continuation post-grant. An additional block was the President's directive to not hold conferences at USF until the major construction work is completed. ISS spoke with the Dept. of Ed about a future grant opportunity that is "on hold" until USF can consider hosting events again.</p>	<p>*Acquisition of additional funds/sponsorship.</p> <p>The fund acquisition quest came to a semi-halt following the need to receive approval before seeking funds through other university departments/areas. ISS is desperately in need of financial support to offer the services that our students need. To fulfill our mission, we need to expand our operational budget. I am hoping that this need might be addressed through work with the Associate Provost.</p>
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III. Highlights of Major University Life Goals

- A. *What realized outcomes can you use to celebrate? Which outcomes (realized or not) will you use to plan for next year?*

ISS celebrates our work this past year in creating a new identity for the office. We worked together as a staff team to write our mission: *International Student Services promotes a global perspective for the USF community through educational and programmatic outreach while fostering the holistic development of international students/scholars by providing support services and immigration advising.* From this work, we developed goals and streamlined programs. Additionally, we embarked upon an assessment journey to evaluate our services and ensure that the student needs are addressed. Initial efforts included focus group dialogues, an exit-interview process, review of archived data, and post-program/workshop evaluations.

Next year we will continue our assessment efforts by surveying the international student body and bringing external consultants to campus. A second goal for next year is the establishment of our new programmatic efforts: the International Advisory Council and the International Network Program. These programs are intentionally designed to develop a stronger sense of community, expand awareness/knowledge of international student needs, and strengthen connection between U.S. domestics and internationals.

- B. *When did collaboration (by our agreed upon model) work? What about next year?*

I was disappointed this past year with efforts at collaboration. Admittedly, it takes a lot more time to come together and develop-implement-assess a program jointly. The efforts at collaboration reflected a bad group paper writing experience: everyone takes an aspect to do alone and then the pieces are all thrown together.

Three successful collaboration initiatives for the 2004-2005 fiscal year were the International Alumni Panel with Career Services, International Education Week with various offices, and the Tsunami Remembrance Service with different campus constituents. While created following a tragedy, the remembrance service is of particular note because the collaborative effort to unify the USF community included participation from faculty, staff, students, and community members.

Next year we will continue to meet with offices to discuss collaborative opportunities. I am most excited about a possible joint venture with ORL to host a World Cultures university-wide cultural celebration.

- C. *How did the department create a supportive University community for and with students?*

ISS took minor and major strides toward creating a supportive university environment for/with students. A minor step occurred in August 2004 when we opened our office doors to relay a welcoming environment in ISS. We further enhanced this goal by purchasing new doors with a glass insert and undergoing an office interior redesign. Another step was taken when ISS initiated a campus-wide response to the tsunami crisis in Asia. We were also in contact with our students from the United Kingdom following the terrorist attacks in London. A key step was made when ISS shifted its role with the International Student Association from a directive-oriented approach to an advisory one. Now ISA has ownership of its voice and is working to be an effective sounding board. ISS also unofficially adopted an assistance/advisory role with two international graduate student organizations: the Taiwan Student Association and the International Business Club. Our hope is that the new International Advisory Council will serve as an additional means to support the community.

- D. *What integrated learning experiences did the department collaborate on?*

ISS participated in three integrated learning projects. First, we established ties with the Global Living Community and worked with ORL and Arts & Sciences to explore ways to enhance GLC. Second, ISS worked with two classes and one independent study project

with Graphic Arts & Design. Through this work, a logo series and brochure template were developed. Third, ISS collaborated with the Communication Department to participate in a group assessment plan for ISS created by students.

- E. How did programs and services reflect the VMV- with emphasis on the Core Values?*
- ISS intentionally works to integrate our services with the Vision, Mission and Values of USF. In particular, we feel that our work strengthens the "global perspective" offered at USF. Through our outreach, advocacy, and training, we hope that we fulfill the vision even further to assist with fashioning "a more humane and just world" and to address the core value of promoting "diversity of perspectives, experiences, and traditions". For example, we work to educate our community about intercultural communication, cultural competency, and the value of difference. At ISS we further embrace the core value of welcoming persons of "all faiths or no religious belief". For example, the interdenominational remembrance service following the December 2004 tsunami crisis originated from a need to address the varied religious perspectives/beliefs held in Asia.

IV. Reflection

What meaning does the term "social responsibility" have for the department? For you personally?

Social Responsibility for the department entails:

- Taking a stand on issues of social justice for the community
- Spear-heading cultural shifts at USF to promote an ethic of care
- Modeling good practices
- Being intolerant of intolerance, bigotry, prejudice, bias
- Creating appropriate policy, procedures, protocol to address actions that are not socially responsible

Social Responsibility for me means:

- Contributing to All of the Above
- Remaining vigilant, alert, and mindful of others
- Adhering to the "platinum rule" to treat others as they wish to be treated
- Personal reflection/evaluation of my actions and adherence to the above

INTERNATIONAL STUDENT SERVICES: 2005-2006 GOALS

ISS Mission

The office of International Student Services promotes a global perspective for the USF community through educational and programmatic outreach while fostering the holistic development of international students/scholars by providing support services and immigration advising.

05-06 University Life Outcome I:

Faculty, staff and student leaders are engaged in student experiences which integrate learning, development and Jesuit education.

Dept.	Departmental Goal	Intended Outcome	Assessment Strategy	Collaborators
ISS	To provide training and advising for students that is directed toward raising awareness and understanding of social/personal responsibility.	Students engaged in central ISS-sponsored programs (i.e., ISA, INP, GLC) will participate in at least one training retreat and community service project.	Completion of a community service project combined with actions demonstrating social/personal responsibility.	ORL for GLC
ISS	To strengthen the interconnectivity between student learning and Jesuit education within the Global Living Community program.	Students will develop a stronger understanding of the role of Jesuit education with a global context by applying the core values and beliefs to programming initiatives.	Demonstrated use of the core values in monthly programs created and implemented by the students.	ORL

05-06 University Life Outcome II:

A supportive university Community exists as an integral part of the student experience. Students participate in the formation of the Community while demonstrating a socially responsible way being together.

Dept.	Departmental Goal	Intended Outcome	Assessment Strategy	Collaborators
ISS	To enhance community development within the international student population at USF.	To provide opportunities for connectivity amongst the international population by offering monthly programs aimed at strengthening connectivity between internationals (and domestics).	Implementation of at least three engagement opportunities per semester.	Various (possibly Koret, ORL, MSS, HPS, etc.)
ISS	To strengthen the International Education Week programs/offerings in an effort to promote unity and community between internationals and domestics.	To increase attendance at hallmark IEW activities by ten percent.	Monitor USF community participation at events based on number of attendees.	Various (possibly IR, A&S, Study Abroad, IEP, ORL, MSS, etc.)

05-06 University Life Outcome III:

Students, staff and faculty are engaged in leadership opportunities to create a multicultural Community.

Dept.	Departmental Goal	Intended Outcome	Assessment Strategy	Collaborators
ISS	To develop an advisory council and offer student participants opportunities to lead initiatives in further enhancing the multicultural community at USF.	International Advisory Council (IAC) members will identify at least one concern/factor impeding the growth of a multicultural community.	At least one concern/factor for action will be addressed by the IAC per semester.	Various (depend on concern/factor identified)
ISS	To promote the development and implementation of new programs that intentionally unite the domestic and international populations.	To increase the presence, voice, and involvement of internationals by noting the participatory number of students at programs/events with a target goal of a 10% increase.	Membership increase in ISA and GLC; establishment of core membership for INP and IAC.	ORL + Various

05-06 University Life Outcome IV:

Programs and services are intentionally designed to enhance student: retention; satisfaction; engagement; leadership; learning; development, and/or demonstration of the Core Values.

Dept.	Departmental Goal	Intended Outcome	Assessment Strategy	Collaborators
ISS	To work in collaboration with the Dean of Students and ORL to implement a divisional exit-interview process to assess student retention issues at USF.	To identify key reasons why students leave USF prior to program completion.	Implement a qualitative research protocol to involve exiting students in dialogue about their experience.	Dean of Students + ORL
ISS	To explore opportunities to improve the new international student experience.	To provide a more welcoming environment by: (1) establishing better procedures for addressing students without housing and (2) offering additional community development during the orientation program by creating a group activity component	Identify the number of improvements made to the housing/orientation process.	ORL + Various (possibly IR, Admissions, Fromm, etc.)
ISS	To create a workshop/information session for departments/faculty members regarding the J-visa and F-visa practical training options to offer students the optimal benefits possible during their studies.	To increase the number of departments offering the curricular practical training option to students with at least one new program (hopefully CPS) added for the next year.	Count the number of new departments/schools offering CPS.	Academic Departments
ISS	To complete the internal assessment of ISS and begin the external review process.	To evaluate the successes and areas in need of improvement within ISS to maximize our services and meet our mission by qualitative and quantitative measurement.	Qualitative: focus groups, program reviews Quantitative: student/faculty/office survey	University Ministry + Various

O5-06 University Life Goal V:

Departments create and implement methods to strengthen the University's financial resources.

Dept.	Departmental Goal	Intended Outcome	Assessment Strategy	Collaborators
ISS	To investigate the development of revenue-generating venture by ISS to create a funding base for programs while pursuing resources with various university offices and possible grant opportunities.	To increase the ISS program budget by at least 25 percent.	Comparison of the program funds available between 2006FY budget with the 2007FY	University Life + Various

Self-Assessment Guide
INTERNATIONAL STUDENT SERVICES (ISS)
Spring 2006

NA Not Applicable	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	ENA Evidence Not Available	
PART 1. MISSION <i>(Criterion Measures)</i>					Rating Scale	Evidence, Methods, And Rationale
1.1				4	ENA	<p>Overall, ISS is solid regarding the mission. The staff recently created a new mission statement (Spring 05) and reviewed our overall resources/services as related to our mission.</p> <p>An area in need of further address includes ISS promotion of interactions between all students at USF. New and revised programs to work in this area include the Global Network Program and the Global Living Community. More initiatives are needed.</p> <p>An additional area presently missing from our work is the re-entry process. ISS is looking at implementing a recognition ceremony for graduating internationals that helps provide further closure; however, we know from research that the re-entry adjustment is typically the most difficult aspect of a sojourner's experience. ISS needs to consider ways to intentionally address re-entry.</p>
1.2				4	ENA	
1.3				4	ENA	
1.4				4	ENA	
1.5				3	ENA	
1.6				4	ENA	
1.7				4	ENA	
1.8				4	ENA	
1.9				2	ENA	
1.10				2	ENA	
				1	ENA	

Part 1: Mission Overview

1.1 What is the program mission?

The office of International Student Services promotes a global perspective for the USF community through educational and programmatic outreach while fostering the holistic development of international students/scholars by providing support services and immigration advising.

1.2 How does the mission embrace student learning and development?

The mission embraces student learning and development through its emphasis on a student-centered educational approach. In all aspects of International Student Services, our work is directed at providing individuals with learning opportunities that enhances awareness of global/international perspectives, government/university policy/procedures, and personal responsibility.

1.3 In what ways does the program mission complement the mission of the institution?

The core mission of the University is to promote learning in the Jesuit Catholic tradition. The University offers undergraduate, graduate and professional students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others.

The University will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice. The University will draw from the cultural, intellectual and economic resources of the San Francisco Bay Area and its location on the Pacific Rim to enrich and strengthen its educational programs.

The vision is for the University of San Francisco to be internationally recognized as a premier Jesuit Catholic, urban University with a global perspective that educates leaders who will fashion a more humane and just world.

The work accomplished by International Student Services (ISS) intersects with USF mission and vision in many ways. In addition to providing the essential advising/resources necessary to enable students to become knowledgeable and skilled persons, our work advances the global perspectives, diverse climate, international recognition, and social justice emphasis of the institution.

PART 2. PROGRAM <i>(Criterion Measures)</i>	Rating Scale	Evidence, Methods, And Rationale
2.1 The program promotes student learning and development that is purposeful and holistic.	NA 1 2 3 4 ENA	The Division of University Life is presently working on strengthening our outcomes-based assessment. While many outcomes are achieved by ISS, we do not have documentation or evidence-based assessment measures in place.
2.2 The program has identified student learning and development outcomes that are relevant to its purpose	NA 1 2 3 4 ENA	
2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes.	NA 1 2 3 4 ENA	

2.4 The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked
List student learning and/or developmental outcomes in spaces provided

2.4.1 **Intellectual Growth**

Employ critical thinking in problem solving; promote degree attainment; provide culture awareness/understanding (e.g. workshops, trainings, guest lecture, programs, etc.)

NA 1 **2** 3 4 ENA

2.4.2 **Effective Communication**

Student presentations (e.g., Int'l Student Association's programs/budget, Global Living Community, Orientation program); career success workshop series mock interactions (e.g., interviewing, networking); advising/counseling (role play/visas)

NA 1 **2** 3 4 ENA

2.4.3 **Enhanced Self-Esteem**

Advising/Counseling (encouragement); respect for others; reasonable risk

NA 1 **2** 3 4 ENA

2.4.4 **Realistic Self-Appraisal**

Past-experience learning; value-laden decision making; skill/ability identification

NA 1 **2** 3 4 ENA

2.4.5 **Clarified Values**

Scrutinize personal beliefs/values; identify work/lifestyle/education values

NA 1 **2** 3 4 ENA

2.4.6 **Career Choices**

Workshops: CPOPT, H1-B, Visas/Green Card, Interviewing, Networking, Resume/Cover Letter, Career Fair/Grad Fair promotion

NA 1 2 **3** 4 ENA

2.4.7 **Leadership Development**

Leadership opportunities (e.g., ISA, GLC, INP, IAC); leadership training; identify purpose/goals

NA 1 2 **3** 4 ENA

2.4.8 **Healthy Behavior**

Promotion of health resources; orientation section

NA **1** 2 3 4 ENA

2.4.9 **Meaningful Interpersonal Relationships**

ISS programs (INP, GLC, IAC, ISP, ISO) & office staff interaction

NA 1 2 **3** 4 ENA

2.4.10 **Independence**

Promote self reliance, autonomous functioning

NA 1 **2** 3 4 ENA

2.4.11 **Collaboration**

Opportunities provided through programs

NA 1 **2** 3 4 ENA

<p>2.4.12 <input type="checkbox"/> Social Responsibility <u>Participation in service/volunteer acts; knowledge/understanding of US community/norms/regulations</u></p>	<p>NA 1 2 3 4 ENA</p>	
<p>2.4.13 <input type="checkbox"/> Satisfying and Productive Lifestyle <u>Advocate for holistic life balance; identify obstacles for healthy goals</u></p>	<p>NA 1 2 3 4 ENA</p>	
<p>2.4.14 <input type="checkbox"/> Appreciate Diversity <u>Accomplished through training programs, exposure/awareness, involvement opportunities with diverse groups</u></p>	<p>NA 1 2 3 4 ENA</p>	
<p>2.4.15 <input type="checkbox"/> Spiritual Awareness <u>Addressed primarily through other university resources; minimally provided through specialty program (e.g. Tsunami Remembrance Service); addressed with GLC at times</u></p>	<p>NA 1 2 3 4 ENA</p>	
<p>2.4.16 <input type="checkbox"/> Personal and Educational Goals <u>Encourage articulation of goals/objectives</u></p>	<p>NA 1 2 3 4 ENA</p>	
<p>2.5 Program offerings are intentional, coherent and based on theories of learning and human development.</p>	<p>NA 1 2 3 4 ENA</p>	
<p>2.6 Program offerings are designed to meet the developmental needs of relevant student populations and communities.</p>	<p>NA 1 2 3 4 ENA</p>	
<p>2.7 The program includes ...</p>		
<p>2.7a counseling and advising about immigration regulations, financial matters, employment, health insurance and health care, personal concerns, and English-language needs</p>	<p>NA 1 2 3 4 ENA</p>	
<p>2.7b education programs to enhance positive interaction between domestic and international students</p>	<p>NA 1 2 3 4 ENA</p>	
<p>2.7c orientation to the host institution and its culture</p>	<p>NA 1 2 3 4 ENA</p>	
<p>2.7d assessment of educational goals and personal development of international students</p>	<p>NA 1 2 3 4 ENA</p>	
<p>2.7e referrals to other agencies when needed</p>	<p>NA 1 2 3 4 ENA</p>	
<p>2.7f educational programs to promote cross-cultural understanding</p>	<p>NA 1 2 3 4 ENA</p>	

Part 2: Program Overview

2.1 What are the primary elements of the program?

Primary elements of our educational programmatic efforts include International Student Association, Culturescape, International Network Program, International Advisory Council, Global Living Community and International Education Week.

International Student Association

The International Student Association (ISA) promotes cultural education, advocates for the USF international student body, and provides a social community by being the voice of the international students, creating social interactions, and developing educational opportunities for cultural enrichment. Advised by International Student Services and recognized as an umbrella organization by the Department of Student Activities, the International Student Association is a student group charged with representing the USF international student community. ISA conducts weekly meetings, coordinates panel speakers on international issues, sponsors Culturescape, hosts cultural gatherings, and assists with student retention.

Culturescape

Culturescape is the signature event for the International Student Association. Each November, usually in conjunction with the International Education Week celebration, Culturescape is celebrated at USF. The event includes student performances (i.e., dance, voice, instrument, fashion, etc.) that highlight international cultures. Following the presentations, everyone is invited to enjoy international cuisine provided by international student organizations.

International Network Program

The International Network Program (INP) facilitates community development and assists with transitional adjustment for incoming international students by providing social activities and opportunities for engagement among new and returning USF students. The program is open to current U.S. domestics and internationals (as mentors) and all new international students, graduate and undergraduate. Participants are gathered in small groups. Planned activities are offered monthly for the INP members. Additionally groups are encouraged to meet independently to build relationships.

International Advisory Council

The International Advisory Council (IAC) serves as a consultation body to International Student Services by identifying international student concerns, disseminating important information to the international community, and initiating proactive measures to address international student needs. IAC was established in the Fall of 2005. Membership is open to any student organization with an international emphasis.

Global Living Community

The Global Living Community (GLC) strives to develop an intercultural community that stimulates exchange of cultures within an intentional living-learning environment. GLC was born out of the mission of the University in its dedication to fostering a "global perspective that educates leaders who will fashion a more humane and just world." The community consists of U.S. domestic and international students, sharing the common goals of gaining a global perspective, building a strong community, learning from each other, helping those in need, and forming meaningful relationships. GLC members live together in the Lone Mountain residence hall. GLC meets weekly for activities including guest speakers on global justice issues, international films, and cultural dinners in the city. GLC also participates in a community service project once a month.

International Education Week

The week prior to the Thanksgiving holiday is International Education Week (IEW). At USF we sponsor a week-long program of activities typically including an International Fair with the San Francisco consulates, an appreciation reception for faculty/staff, an opportunity for storytelling, an educational speaker, Culturescape, and more!

2.2 What evidence exists that confirms the program contribution to student learning and development?

Measures have been taken to begin assessment of the programs offered by ISS. Since most programs are new or revised, historical data is not available. To date, only evaluation of the Global Living Community experience and Culturescape program have been obtained. Feedback demonstrates learning by participants about different cultures and customs. GLC feedback also indicates learning about group dynamics, time management, presentation skills, and planning.

2.3 What evidence is available to confirm program goals' achievement?

Assessment of the ISS educational/outreach programs needs further development. The past year ISS has made strides to implement assessment of our orientation programs as well as a general assessment of the entire office.

PART 3. LEADERSHIP (Criterion Measures)	Rating Scale	Evidence, Methods, And Rationale
3.1 The host institution has selected, positioned, and empowered a program leader.	NA 1 2 3 4 ENA	<p>A great deal of change in leadership has occurred for ISS over the past three years. In 2004, following re-organization of the ISS office, a director position was created. The new director was charged with the development of an educational outreach/development focus for ISS.</p> <p>To achieve this task, ISS implemented a great deal of creative budgeting and collaborative outreach.</p> <p>The director made efforts to engage the larger community in international initiatives and perspectives (e.g., International Retention Task Force, International Support Services Team).</p>
3.2 Program leaders at all levels are qualified on the bases of education, experience, competence, and professional credentials.	ND 1 2 3 4 NR	
3.3 Program leaders apply effective practices that promote student learning and institutional effectiveness.	NA 1 2 3 4 ENA	
3.4 Clearly defined leader accountability expectations are in place.	NA 1 2 3 4 ENA	
3.5 Leader performance is fairly assessed on a regular basis.	NA 1 2 3 4 ENA	
3.6 The leader exercises authority over program resources and uses them effectively.	NA 1 2 3 4 ENA	
3.7 The program leader . . .		
3.7a articulates an organizational vision and goals that include promotion of student learning and development based on the needs of the population served.	NA 1 2 3 4 ENA	
3.7b prescribes and practices appropriate ethical behavior	NA 1 2 3 4 ENA	
3.7c recruits, selects, supervises, instructs, and coordinates staff members	NA 1 2 3 4 ENA	
3.7d manages fiscal, physical, and human resources effectively	NA 1 2 3 4 ENA	
3.7e applies effective practices to educational and administrative processes		

3.8 Communicates effectively and initiates collaborations with individuals and agencies to enhance program functions.	NA 1 2 3 4 ENA	The Office Manager created training programs for student workers, reviewed/updated information documents/handouts and enhanced internal operational systems.
3.9 The leader deals effectively with individuals and environmental conditions that inhibit goal achievement.	NA 1 2 3 4 ENA	
3.10 The leader encourages campus environments that promote multiple opportunities for student learning and development.	NA 1 2 3 4 ENA	
3.11 The leader strives to improve the program in response to evolving student needs and institutional priorities.	NA 1 2 3 4 ENA	
		ISS has an opening in its leadership team while we search for a new Assistant Director.

Part 3: Leadership Overview

3.1 In what ways are program leaders qualified for their roles?

ISS is fortunate to have a highly qualified leadership group. The current professionals' educational backgrounds exceed the requirements of their positions. Further, both come with strong professional experience and background.

3.2 In what way are program leaders positioned and empowered to accomplish the program mission?

Program leaders have a collaborative work style. Priority and leadership for the services and resources will come from the Assistant Director with assistance from the Office Manager. Priority and leadership for the educational and programmatic efforts will come from the Director with assistance from the Assistant Director. The comprehensive vision/mission/goals and implementation of university wide initiatives comes from the Director.

3.3 How are program leaders accountable for their performance?

Accountability is determined based on an annual performance review for all employees.

3.4 What leadership practices best describe program leaders?

Descriptors of the leadership practices within ISS are: team-oriented, operational autonomy, collaborative focus, interpersonal, visionary, detail-oriented, multitasked, and student-centered.

PART 4. ORGANIZATION AND ADMINISTRATION (Criterion Measures)	Rating Scale	Evidence, Methods, And Rationale
4.1 The program is structured purposefully and managed effectively.	NA 1 2 3 4 ENA	<p>Over the past year, the ISS staff has reviewed and updated 90% of our operations: administrative systems, forms/flyers, and internal audit process.</p> <p>An annual review of forms will continue. We also plan to enhance/update the connection between our administrative operations and on-line resources.</p>
4.2 Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place.	NA 1 2 3 4 ENA	
4.3 Effective management practice exists that includes access to and use of relevant data, clear channels of authority, and viable communications, accountability, and evaluation systems.	NA 1 2 3 4 ENA	
4.4 Channels are in place for regular review of administrative policies and procedures.	NA 1 2 3 4 ENA	
4.5 The program is provided office space and is coordinated to provide services for international students.	NA 1 2 3 4 ENA	

Part 4: Organization & Management Overview

4.1 What are the institutional organizational structures that define, enable, or restrain the program?

Two years ago the ISS office relocated to a more central room on campus (University Center 402). At that time, the Study Abroad office also moved into the office suite. The physical partnering has made interpersonal interactions and relations with Study Abroad stronger yet we have not moved to more collaboration in our work. There is definite potential for growth in this partnership.

Organizational challenges for ISS include the physical distance from related work areas (e.g., undergrad & graduate international admissions, Intensive English Program (ESL), International Programs, International Relations, and Exchange Programs). Lines of communication break down at times due to our lack of natural interaction combined with our separation of divisions; most programs are housed in the academic side of the University.

4.2 What protocols or processes are in place to insure effective management of program?

Feedback and assessment measures are implemented on an on-going basis for ISS. In addition to gathering feedback from students at programs/workshops through paper evaluations, ISS conducted focus group discussions (Spring 2005) and a comprehensive on-line questionnaire (Spring 2006) to assess our operations. A modified on-line program will be conducted bi-annually.

PART 5. HUMAN RESOURCES (Criterion Measures)	Rating Scale	Evidence, Methods, And Rationale
5.1 The program is staffed adequately with personnel qualified to accomplish its mission.	NA 1 2 3 4 ENA	

5.2 Procedures are in place for staff selection, training, evaluation; supervision, and professional development opportunities.	NA 1 2 3 4 ENA	
5.3 The program strives to improve the professional competence and skills of all staff members.	NA 1 2 3 4 ENA	
5.4 Professional staff members hold either a relevant graduate degree or possess an appropriate combination of formal education and related work experience.	NA 1 2 3 4 ENA	The additional charge for ISS to incorporate educational outreach and student development occurred at a time when the office was already overwhelmed by the basic immigration processing and responsibilities.
5.5 Degree or credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience and are trained and supervised by professional staff members with appropriate credentials and work experience.	NA 1 2 3 4 ENA	
5.6 Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a qualified supervisor for guidance when exposed to situation beyond their training.	NA 1 2 3 4 ENA	A shift in this trend for immigration/advising related demands does not appear possible as USF looks to increase its international enrollment further (from 7 to 12 percent). Concerns for burnout and reduced staff moral are strong (noted by current staff and supervisors).
5.7 Student employees and volunteers are provided precise job descriptions, pre-service training, and continuing staff development.	NA 1 2 3 4 ENA	
5.8 Technologically trained and proficient staff members who are knowledgeable of ethical and legal uses of technology are in place to carry out essential program functions.	NA 1 2 3 4 ENA	Of course, students are the ones who feel the impact the most. Our advising of student groups and offering of programs is hindered by the attention and support we are able to give each group. Presently, the Director works with student groups an average of three nights a week and one weekend a month.
5.9 Staffing and workload levels are adequate and appropriate to meet the demands placed on the program by students and other constituents.	NA 1 2 3 4 ENA	
5.10 Staff member compensation is commensurate with those in comparable positions in comparable institutions and situations in the relevant geographical region.	NA 1 2 3 4 ENA	Our hope is to have approval for a Programming Coordinator position. The individual hired could be international which would enhance our staff. ISS currently has an all-female, U.S. staff although one person is half Japanese and the others have experience abroad.
5.11 Hiring and promotion practices are fair, inclusive, and non-discriminatory.	NA 1 2 3 4 ENA	
5.12 A diverse program staff is in place that provides readily identifiable role models for students.	NA 1 2 3 4 ENA	
5.13 Position descriptions for all staff members are in place and used for performance appraisal and planning purposes.	NA 1 2 3 4 ENA	
5.14 The program has a system for regular staff evaluation.	NA 1 2 3 4 ENA	
5.15 The program provides staff members with continuing education and professional development opportunities including in-service programs and professional conferences and workshops.	NA 1 2 3 4 ENA	

Part 5: Human Resources Overview

5.1 What is the strategic plan for staffing the program?

The short-term strategic plan for office staffing includes: (1) the official establishment of an internship experience with USF and the School for International Training to hire a graduate student with an interest in international programs who can directly assist with development of our on- and off-campus housing problems/concerns identified by internationals, and (2) creation of an ISS Program Coordinator position to hire a full-time person who can assist with our programs and educational outreach.

The mid-range strategic plan for office staffing includes: (1) the merging of ISS with Study Abroad and (2) adjusting the physical proximity of resources offices/personnel for international students into a centralized area.

The long-term strategic plan for office staffing includes the re-organization of international services at the University to provide a comprehensive international programs office.

5.2 In what ways are staff members' qualifications insured and their performance judged?

We are fortunate to have highly qualified staff members and volunteers working in ISS. To insure continued qualification strength, professional development is promoted and valued. The director tries to attend regional and national NAFSA conferences to keep abreast of trends/issues/changes/etc. in the field. The assistant director and office manager attend the regional and district NAFSA conferences. Further, in the Bay Area, there is a monthly gathering of immigration advisors to discuss current issues. Both the assistant director and office manager attend these meetings. The staff has all recently attended at least one NAFSA workshop specific to immigration regulations in the past two years.

Performance is judged based on an annual review process. Each year goals are established and monitored to provide direction and objectives for employees.

5.3 In what ways does the program train, supervise, and evaluate staff members?

See question 5.2 for program training and staff evaluation. Supervision of full-time staff is overseen by the ISS Director. Interns/Volunteers are also supervised by the Director; however, with the hire of a new Assistant Director, supervision of the graduate intern may shift to that position. Student workers are supervised by the Office Manager. The Office Manager has developed a comprehensive training program for our student employees.

PART 7. FACILITIES, TECHNOLOGY, and EQUIPMENT (<i>Criterion Measures</i>)	Rating Scale	Evidence, Methods, And Rationale
7.1 The program has adequate, suitably located facilities, technology, and equipment to support its mission.	NA 1 2 3 4 ENA	<p>We are very fortunate to have exceptional facilities and technology resources. Computers are replaced on a three-year cycle. USF's Information Technology Support office helps us with all of our computer needs and training.</p> <p>Our only concern is the limited office space for our incoming Intern. Right now the Intern is borrowing an office that needs to be returned to Multicultural Services at the close of the summer.</p>
7.2 Program facilities, technology, and equipment are evaluated regularly.	NA 1 2 3 4 ENA	
7.3 Facilities, technology, and equipment are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users.	NA 1 2 3 4 ENA	

Part 7: Facilities/Technology/Equipment Resources Overview

7.1 How are facilities, technology, and equipment inventoried and maintained?

Inventory of all office equipment is updated by the ISS Office Manager and monitored by the office of Information and Technology Services (ITS). The USF Maintenance office oversees the facilities, monitoring air circulation, furniture, housekeeping, and general repairs. Our office of Public Safety oversees compliance with emergency preparedness.

7.2 What evidence exists to confirm facilities, technology, and equipment access, health, safety, and security for all who are served by the program?

Each staff member is provided with office space and operational resources. All members have participated in an ergonomics review of their work area.

PART 8. LEGAL RESPONSIBILITIES (Criterion Measures)	Rating Scale	Evidence, Methods, And Rationale
8.1 Program <i>staff</i> members are knowledgeable about and response to laws and regulations relevant to their respective responsibilities.	NA 1 2 3 4 ENA	
8.2 Staff members inform users and officials of legal obligations and limitations associated with implementing the program.	NA 1 2 3 4 ENA	
8.3 Staff members use informed practice to limit the liability exposure of the institution and its personnel.	NA 1 2 3 4 ENA	
8.4 Staff members are informed about institutional policies regarding personal liability and related insurance coverage options.	NA 1 2 3 4 ENA	
8.5 Legal advice is available to staff members as needed to carry out assigned responsibilities.	NA 1 2 3 4 ENA	
8.6 Both staff and students are informed in systematic fashion about extraordinary or changing legal obligations and potential liabilities.	NA 1 2 3 4 ENA	

Part 8: Legal Responsibilities Overview

8.1 What are the crucial legal issues faced by the program?

Maintaining our standard of advising/counseling with the resignation of our Assistant Director is a priority for the office. We are exploring modifying the Office Manager position to provide further resources to our international students. The ISS program is solid with respect to our internal operations, audit systems, and resource network. The documentation of our CPT programs and J-1 approval process needs strengthening. Both are undergoing review now with program documentation for CPT updated and J-1 scholar approval required by the appropriate school dean.

As we expand our educational outreach, liability concerns are prominent for ISS. We are working with the USF General Counsel office for legal review of programs. We have protocol in place for CIS/HS/POE inquiries.

8.2 How are staff members instructed, advised, or assisted with legal concerns?

ISS staff consults on concern cases on a weekly basis. The Assistant Director and Office Manager confer with each other daily. When needed assistance/advice/input is sought through the Bay area resource network of advisors. ISS also uses the services of the USF General Counsel, Registrar's office, and Human Resources on a regular basis.

PART 9. EQUITY AND ACCESS (Criterion Measures)	Rating Scale	Evidence, Methods, And Rationale
9.1 All programs and services are provided on a fair and equitable basis.	NA 1 2 3 4 ENA	
9.2 All program facilities and services are accessible to prospective user	NA 1 2 3 4 ENA	
9.3 Program operations and delivery are responsive to the needs of all students and other users.	NA 1 2 3 4 ENA	<p>Our greatest limitations in this area are services provided during evening hours and direct resources provided for regional campus students.</p> <p>To "remedy" hours of availability, the office occasionally remains open "unofficially" afterhours when the Director is available prior to the start of evening meetings. The student staff and occasionally the Office Manager also assist students who arrive directly prior to or at 5pm. Primarily our graduate students and students on PCOPT inquire about evening hours.</p> <p>To "remedy" our regional campus needs, ISS has offered cross-training for the regional site directors. ISS now includes the regional directors on all office mailings/email updates. We are looking at shifting additional materials to assist directors on the ISS website. (Note: the number of internationals at regional campus locations is very limited, typically no more than 3~5 total per year).</p>
9.4 All services adhere to the spirit and intent of equal opportunity laws.	NA 1 2 3 4 ENA	
9.5 Program policies and practices do not discriminate against any potential users.	NA 1 2 3 4 ENA	
9.6 The program acts to remedy imbalances in student participation and staffing	NA 1 2 3 4 ENA	
9.7 Services are conveniently available and accessible to distance learner students or arrangements have been made for students to have access to related services in their geographical area.	NA 1 2 3 4 ENA	

Part 9: Equity & Access Overview

9.1 How does the program insure non-discriminatory, fair, and equitable treatment to all constituents?

The ISS staff participates in on-going training programs offered by Human Resources. All staff members participate in training just for ISS, specifically addressing areas of cultural differences and customer service. All student/staff hiring is conducted using evaluation categories/criteria and a group review process.

ISS works closely with our office for Student with Disabilities to provide resources to incoming international students. Each year we usually have at least one student with a visual impairment. This year we have a student in a wheelchair. We also have students involved with the Global Living Community who have special needs.

9.2 What policies and/or practices are in place to address imbalances in participation among selected categories of students and imbalances in staffing patterns among selected categories of staff members?

With over half of the international student population from Asia, we have higher participation from these students. To address the discrepancy, we hope to implement outreach to groups/organizations that meet the needs of other student populations. We would also like to implement gathering opportunities for groups with smaller membership to strengthen their ties and show appreciation for their contribution to our community.

For our staff, we try to hire international students when possible. We hope that we will have opportunity to hire an international full-time staff member if a new position is approved for the office.

PART 10. CAMPUS and EXTERNAL RELATIONS (<i>Criterion Measures</i>)	Rating Scale	Evidence, Methods, And Rationale
10.1 The program has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies.	NA 1 2 3 4 ENA	ISS has made extensive movement toward strengthening our campus-wide relations. Continued efforts are needed in this area. (See notes below.)
10.2 Program staff members collaborate with other faculty and staff members to provide services.	NA 1 2 3 4 ENA	

Part 10: Campus & External Relations Overview

10.1 With which relevant individuals, groups, campus offices, and external agencies must the program maintain effectively relations?

ISS must maintain strong relationships with many offices: Undergraduate Admissions, Graduate Admissions, Student Employment, Office of Residence Life, Office of the Provost, International Programs, Exchange Programs, School of Education, Law, Nursing, Business + College of Arts & Sciences (esp. with academic advisors and deans), Office of Residence Life, Career Services, Counseling Center, Student Activities, Regional Campuses, Academic Support Services, Intensive English Program, the Registrar's Office and the UL VP Suite.

10.2 What evidence confirms effective relationships with program constituencies?

Measures to establish open communication with the offices indicated have been taken. Two operational groups have been formed: the International Retention Task Force and the International Support Services Team. ISS is partnering with the Office of Residence Life to develop our Intern position. At times we have also received financial assistance from various partner offices for our work. Several areas are involved with our International Education Week planning team. Most are involved with our orientation programs.

PART 11. DIVERSITY (Criterion Measures)	Rating Scale	Evidence, Methods, And Rationale
11.1 The program nurtures environments wherein commonalities and differences among people are recognized and honored.	NA 1 2 3 4 ENA	Diversity is promoted and celebrated by the ISS office. The cultural context is taken into account for our communication approach and interaction with students.
11.2 The program promotes experiences characterized by open communication that deepens understanding of identity, culture, and heritage.	NA 1 2 3 4 ENA	
11.3 The program promotes respect for commonalities and differences in historical and cultural contexts.	NA 1 2 3 4 ENA	
11.4 The program addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures.	NA 1 2 3 4 ENA	

Part 11: Diversity Overview

11.1 In what ways does the program contribute to the nurturing of diversity?

The educational outreach programs offered by ISS raise awareness and understanding of diversity, from GLC, INP, ISP, and IEW to programs such as Culturescape offered by ISA. ISS also facilitates training for student leaders on campus regarding diversity/cultural awareness (e.g., summer guest housing operations, hall directors, resident assistants, orientation leaders, student groups, class guest lectures, etc.).

11.2 How does the program serve the needs of diverse populations?

ISS tries to take into account the various student needs. While our emphasis is on a generalist approach for all internationals, assistance specific to nationality is also provided at times (e.g., career resources/opportunities, visits/engagements with consulates, celebration of particular religious holidays). ISS would like to further strengthen this area.

PART 12. ETHICS (Criterion Measures)	Rating Scale	Evidence, Methods, And Rationale
12.1 All program staff members adhere to the principles of ethical behavior adopted, published, and disseminated by the program to guide ethical practice.	NA 1 2 3 4 ENA	The ISS staff adheres to the ethical standards issued by NAFSA. Any ethical concerns/challenges are brought to the Director and/or staff team for discussion.
12.2 The program has a written statement of ethical practice that is reviewed periodically.	NA 1 2 3 4 ENA	
12.3 Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and program statements of ethical practice.	NA 1 2 3 4 ENA	

12.4	Information contained in students' education records is never disclosed without written consent except as allowed by law and institutional policy.	NA 1 2 3 4 ENA
12.5	Information judged to be of an emergency nature when an individual's safety or that of others in involved is disclose to appropriate authorities.	NA 1 2 3 4 ENA
12.6	All staff members comply with the institution's human subjects research and other policies addressing confidentiality of research data concerning individuals.	NA 1 2 3 4 ENA
12.6	Staff members avoid personal conflicts of interest or appearance thereof in transactions with students and others.	NA 1 2 3 4 ENA
12.7	Staff members strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal and do not condone or participate in behavior that demeans persons or creates an intimidating, hostile, or offensive campus environment.	NA 1 2 3 4 ENA
12.8	Staff members ensure that funds are managed in accordance with established institutional fiscal accounting procedures, policies, and processes.	NA 1 2 3 4 ENA
12.9	All staff members perform assigned duties within the limits of training, expertise, and competence and when these limits are exceeded referrals are made to persons possessing appropriate qualifications.	NA 1 2 3 4 ENA
12.10	Staff members confront and otherwise hold accountable others who exhibit unethical behavior.	NA 1 2 3 4 ENA
12.11	Staff members practice ethical behavior in the use of technology.	NA 1 2 3 4 ENA

Part 12: Ethics

12.1 What ethical principles, standards, statements, or codes guide the program and its staff members?

ISS upholds the NAFSA: Association of International Educators' code of ethics. The ACPA: College Student Educators International code of ethics is also applied to our work.

12.2 What is the program's strategy for managing student and staff member confidentiality issues?

All staff members (f/t + students) are trained about expectations re: confidentiality. Paperwork and documents are kept in secure locations in the ISS office. No documents are allowed to be removed from the ISS office. Consultation/advising with students is done with an advisor in a private office. When the Office Manager is assisting students, she uses the Assistant Directors office.

12.3 How are ethical dilemmas and conflicts of interest managed?

Communication among the ISS staff is open. Ethical dilemmas are discussed and issues of conflict of interest addressed either with the Director or the full staff team.

12.4 In what ways are staff members informed and supervised regarding ethical conduct?

Ethical conduct is monitored on an on-going informal basis. When files and/or printouts are found in the front office area, staff is reminded of the critical importance associated with confidentiality. If a student is being advised in the front office/hallway, the staff is re-directed to their appropriate office to share consultation in private. Staff is provided with the NAFSA statement of ethical conduct.

PART 13. ASSESSMENT AND EVALUATION (Criterion Measures)	Rating Scale	Evidence, Methods, And Rationale
13.1 The program conducts regular assessment and evaluations and employs both qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcomes are being met.	NA 1 2 3 4 ENA	
13.2 The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies.	NA 1 2 3 4 ENA	
13.3 The program evaluates periodically how well it complements and enhances the institution's stated mission and educational effectiveness.	NA 1 2 3 4 ENA	
13.4 Results of these evaluations are used to revise and improve the program and to recognize staff performance.	NA 1 2 3 4 ENA	

Part 13. Assessment & Evaluation Overview

13.1 What is the grand assessment strategy for the program?

The use of assessment measures for programs/services in ISS is new within the past two years. The overall strategy for our first year as a full team has been to implement an internal staff-directed assessment of services based on personal experience and background. ISS has reviewed our resources/flyers/information packets/etc. during this review. During our second year, we began a review process to obtain feedback from students. Both qualitative and quantitative techniques were used: focus group sessions, one-on-one exit interviews, workshop evaluation forms, and on-line questionnaire. The next year (2006-07) will focus on assessment from the perspective of visiting scholars/students and office/school related programs/services.

13.2 How are tangible, measurable outcomes determined to ensure program mission and goal achievement?

The Division is currently working on development of outcomes assessment measures. The University's Assessment Committee, under the leadership of Dr. Gerardo Marin, is also working on establishing measures to evaluate mission and goal achievement.

13.3 How are students learning and development outcomes determined to ensure their level of achievement?

Criteria to evaluate level of achievement are in progress as part of the outcomes assessment efforts.

BENCHMARKING & BEST PRACTICES
ISS INTERNAL REVIEW
SPRING 2006

Benchmarking Analysis Part I: A Comparison of Jesuit Schools

As a foundation of quality improvement, benchmarking involves a “continuous and comparative measure of a process, product, or service against an organization’s toughest competitors, other organizations considered to be leaders, or similar activities within the organization” (Joint Commission, 2000, p. 5).

According to Stauffer (2003) “when executed well, benchmarking prominently reveals gaps between the performance of the benchmarker and the performance of a benchmarked ‘best practices’ leader, and often suggests the means by which the benchmarker might close those gaps” (¶ 6).

USF International Student Services used a quantitative benchmarking tool in measuring its office, staff, and international student composition in addition to the types of services and programs it offers with 18 comparison colleges and universities (See Appendix). Comparison schools were chosen based on similarity in the following areas: Tuition, Jesuit school standing, location within or close proximity to an urban center, Class IIA Carnegie School standing and University Life targets. A copy of the benchmarking tool is provided (See Appendix).

The benchmarking tool measured the following:

- The total number of full-time, part-time, and student staff
- Areas of service offered at the office
- Types of programs offered
- International Student Fee or charge
- The total number of domestic students
- The total number of international student
- The total number of F-1 and J-1 students/ scholars
- The total number of ESL students
- RTI and FSA SEVIS data entry

Data was aggregated and averaged for purposes of comparison. USF compared as follows. (See Appendix for a comparison of means.)

ISS Office Personnel (Professional, Part-time, Student)

- USF International Student Services has three full-time staff members. Benchmarked schools averaged 3.4 full-time staff members. Of note is that the comparison schools average a smaller number of international students by 35 percent (USF = 560; Comparison Schools = 420.5).
- Similar to benchmarked respondents, who reflected an average of 0.4 part-time staff members, USF’s ISS does not employ part-time staff.
- Four student workers was the average for benchmarked school and current number of student employees at USF’s ISS office.
- Forty-four percent (n = 8) of benchmarked schools house a combined office, with shared responsibilities to International Student Services and Study Abroad. Three offices reported current re-organization toward a combined office. The re-organization noted represents a trend in International Education to combine offices. USF currently hosts its International Student Services as a single office.

International Student Fee

- Only three of the 18 comparison schools charge an international student fee. Of the three, only one requires a semester payment of \$39. The other two schools require a one-time student activities/orientation fee of \$100 and \$150 respectively. At USF we require a payment each semester of \$50. An additional student activities fee of approximately \$65 is charged per semester for all students at the University.
- The International Student Fee is not applied to a specific office at USF. The fee is incorporated into the general operations budget for USF. If USF continues to charge this fee, ISS would like to oversee the use of the fee to provide (1) scholarship opportunities for students in economic hardship, (2) community program funding for student groups wishing to highlight their culture on campus, (3) a ISS Program/Educational Outreach Coordinator for the campus, and (4) orientation enhancement (e.g., an orientation shuttle service and apparel for ISS volunteers).

ISS Programs

- Programs varied greatly from school to school. Of the 24 program types identified (See Appendix). USF most closely matched the University of San Diego and Boston College in the quantity and range of programming offered.
- All schools provide orientation programs as a required part of their service to international students. USF recently added a separate international orientation program specifically for our graduate students. We seek to add a special orientation component just for our J-1 students in the Fall 2006. Program-specific orientation sessions are held for our Law and Intensive English Program students.
- Sixty-one percent (n = 11) of the schools reported participation in International Education Week, the most prominent programmatic outreach. USF hosts a week-long celebration corresponding with the international celebration the third week of each November. In 2004 the IEW program at USF increased from two~three programs to offer an average of eight programs. The planning team expanded to include members from various parts of the campus.
- Forty-four percent (n = 8) of the schools host social activities and/or excursions for international students. Most active in promoting activities were the less urban schools. At USF, efforts to include social gatherings (e.g., Global Expressions Series, International Student Association receptions/gatherings) have been poorly attended. Presently social excursions are provided through the Global Living Community (GLC), International Network Program (INP), and International Student Association (ISA). We hope to also include opportunities through the emerging International Support Program. In the Spring of 2007, we hope to provide an overseas experience for the GLC participants.
- Thirty-nine percent (n = 7) of the schools have an International Student Association on campus. Most schools host some type of student-focused organization or club (e.g., International Friendship Program, Culture-Specific Clubs, International Job Club). ISS advises the ISA at USF. ISS is working toward taking a more active role with the organizations representing specific national groups. The International Advisory Council was created in order to link the international groups at USF and provide more access to the ISS/USF administrators. Additional work is needed in this area. One plan is to create liaison roles between the ISS staff members and various student groups.
- Twenty-two percent (n = 4) of the schools coordinate holiday hosting programs or socials to serve international students during the holiday time. At USF we have just begun to explore this type of option for our students through the International Support Program (ISP). Efforts to create ISP were spearheaded by the ISA and International Senate representatives. The program will be piloted in Fall 2007. The USF Office of Residence Life offers a Thanksgiving traditional holiday dinner gathering for all students (including off-campus internationals) who are interested in attending.
- Seventeen percent (n = 3) of the schools offer community-service oriented programs. At USF we promote community service through the ISA and GLC programs. ISA participates in community service once each semester. Each Spring semester the association coordinates its own community service event, the International Bazaar. GLC participates in community service each month. The GLC service is usually tied to the month's programming theme.

- Seventeen percent (n = 3) of the schools facilitate panel discussions. At USF, ISA offers one panel discussion per semester under the advisement of ISS. The panel discussions usually focus on current world issues and/or student-driven issues. The panel for Spring 06 was titled, *Not On Our Campus: International Perspectives Explored at USF*.
- Seventeen percent (n = 3) of the schools provide global living programs and/or international/ language houses. The Global Living Community is a theme housing option at USF for students interested in sharing and learning about different cultures. The group averages 18 members per year.
- Eleven percent (n = 2) of the schools have a peer-mentor program for international students. ISS re-developed an old mentor program in 2004 now called the International Network Program. We have had limited success with this program due to challenges with organization and advising for the group. With the hire of a new Assistant Director, we hope that the program will flourish.
- Eleven percent (n = 2) of the schools implement an international day or festival for the campus. ISS hopes to explore this option with ORL to offer a "country spotlight" or "around the world" program at USF each Spring semester.
- Additional programs were offered by single schools such as High School Visits, Third Culture Kids Program, Japan Week, International Sports Day, and an International Student Retreat.
- Of the 18 schools, 15 do real time SEVIS entry (RTI), 2 do batch processing (FSA), and one does both. The schools with a larger international student population do either both or batch processing. Similar to benchmarked respondents, USF uses real time SEVIS entry (RTI).

International Student Populations

- Similar to benchmarked respondents, who averaged a student population of 7,500, USF has a student population of 8,274.
- USF currently hosts 560 international students. As noted, the comparison schools average a smaller number of international students by 35 percent (USF = 560; Comparison Schools = 420.5).
- USF currently hosts 290 undergraduate international students. The comparison schools average a smaller number of undergraduate international students by 60 percent (USF = 290; Comparison Schools = 113).
- Only six programs of the 18 comparison schools offer ESL. An average based on the six programs is 30 students per school. USF currently has 13 ESL students. The numbers for the USF ESL program are stronger in the Summer sessions when the average increases between 30~40 students. Some ideas with the School of Education and Intensive English Program have been proposed to look at grant sponsorship of exchange programs during the academic year.
- Of the benchmarked respondents, 77% of international students were listed as F-1 students. Five percent were listed as J-1 students. Not all ESL programs issue I-20s for students. At USF 97 percent of the international students are F-1 students and three percent are J-1. All ESL students at USF are issued an I-20.
- The international student population at USF is expected to grow in the upcoming years. While we have recently maintained a 4~7% enrollment, the University goal is to increase numbers to 8~12%. Particular emphasis is projected for increase in the international graduate student population.

RTI (Real Time Interactive)

- Sixteen of the 18 schools use Real Time Interactive (RTI) processing for their Student and Exchange Visitor Information System (SEVIS) record maintenance. One school uses a combined RTI and batch processing method. Two schools only use batch processing. USF uses RTI.
- Based on the size of our international student populations continued use of RTI is appropriate. ISS investigated use of a batch process during our site visit to UC-Berkeley in the summer of 2005. The greatest added benefit from our perspective was the advisor's note option that allowed advisors to view comments/notations made by any staff member on the student's electronic file. ISS uses a paper record inserted into student files. We hope that some options may be possible with the shift from the Student Information System to Banner.

Benchmarking Analysis Part II: A Comparison of Best Practices in the Field

Best practices in the field of International Education come from a variety of sources. NAFSA: The National Association of International Educators represents the largest standard-setting body for international practitioners in Higher Education. A member organization since 1948, NAFSA has been engaged in setting standards with three areas of focus: creating and disseminating knowledge, influencing public policy; and maintaining a strong association. NAFSA also promotes international education by providing professional development opportunities to the field, most popular being its annual national and regional conferences. Conferences provide a forum where current best practices are discussed and shared by practitioners from a variety of U.S. and international universities and colleges.

For International Student Services, best practices include immigration and SEVIS advising/updates, new student orientation, campus and community programming, and office processes that better enable staff to serve their international constituents. Continuing web seminars, list serves, networking, and professional journals keep professionals abreast throughout the year. Smaller counterparts, such as the Institute of International Education, a non-profit organization whose goals include the strengthening and internationalizing of institutions of higher learning throughout the world, also set and promote standards within the field.

In identifying best practices, one must analyze the best practices of others in light of their own culture and circumstances (Schauffer, 2003). With a Jesuit vision to create global competency, the International Student Service mission at USF is to serve holistic needs of internationals and promote a global perspective for the wider USF campus. To carry out its charge, ISS has advising as well as educational and programmatic arms for both international and U.S. domestic students.

Through benchmarking, areas of operation and programming were identified for improvement and future implementation. Best practices and models were collected from NAFSA conferences and professional development resources, the Institute for International Education, international education colleagues, and other colleges and universities who have modeled best practices in the areas identified. The comparison schools, who more closely match USF in their size and operation, were looked at, in addition to schools whose culture and commitment to international education are similar to USF, mandating both advising and programming arms.

Best practices were identified in the following areas. Each is highlighted in a corresponding section of the ISS report. An overview of the focus areas and highlight of identified best practices is available in the Appendix.

- I. Online Technology
- II. Living/Learning Communities
- III. International Education Week
- IV. Orientation

References

- Joint Commission on Accreditation of Healthcare Organizations (2000). *Benchmarking in Health Care: Finding and implementing best practices*. Oakbrook Terrace, IL: Author.
- Stauffer, D. (2003). *Benchmarking for Best Practices*. Working Knowledge for Business Leaders, Harvard Business Online.
<http://hbswk.hbs.edu/item.jhtml?id=3746&t=organizations&noseek=one>

I. Online Technology

Incoming students are increasingly more technologically savvy and dependent on drawing their resources from the internet. As this trend excels, so does the need for offices to respond with sites and online resources. A presentation titled "Hip Tips: Experienced Eye for the New Gal or Guy," hosted at the 2005 NAFSA national conference in Seattle, presented technology tips from leading international education practitioners from various colleges. Best practices in maintaining online support and presence for International Students included: posting online request forms, building links to government sites to access current forms, posting online hand outs, and looking at other schools sites for best practices. As many professionals do not have the background in technology, it was suggested that current staff attend IT workshops, hire computer savvy students, develop a technology plan, and/or visit other offices with more advanced technology.

In addition to the best practices garnered at NAFSA National Conference, Golden Gate University presented at Region XII's 2005 conference on its International Student eCommunity. This eCommunity is intended to serve as a forum for current and prospective international students to share information and resources. In addition, it serves as a place for GGU's office to post announcements and communicate important information. Discussion topics include: Housing (finding a roommate or place to live), Student Connect (Posting information on social activities, locating another student from one's home country, or asking questions about life at GGU), and Market Place (Buying and selling textbooks or apartment furnishings). The eCommunity also includes recent immigration updates and an opportunity to lean about GGU's international student service staff.

Of the Class IIA Schools benchmarked, Lewis and Clark, Seattle University, and Boston College exhibited exceptional website features that demonstrated best practices in posting online forms and links as well as information that would appeal to and pertain to incoming international students. The schools all have links to staff, with photos and biographies. In addition, there are links to the following: parental Q&A, an academic glossary, international student association with pictures and biographies of officers, international alumni updates, newsletters, immigration documents, pre- and post- arrival information, travel links, local destination links, pictures of current students, and links to international student perspectives and/or web logs (a.k.a. 'blogs').

USF International Student Services implements the interrelated best practices through:

- Maintaining an ISS office website with general staff and service information.
- Posting an online International Student Handbook, with arrival, immigration, USF, Academic, and campus involvement information in pdf format.
- Maintaining an e-mail list of all international students for events and announcements posting.
- Posting immigration and practical training workshops offered by ISS.
- Having a link to the ISA (International Student Association) website and its officers.
- Posting current student blogs (including international perspectives) on the Admission's general site.

USF International Student Services can improve its technology best practices through:

- Updating the ISS site to include our educational outreach programs.
- Expand the information provided about staff to introduce our team and provide pictures.
- Provide all resource packets/handout materials on-line.
- Create on-line request forms for general processing requests (i.e., verification letter, visitor request letter, etc.). Currently our social security number letter is on-line.
- Include picture images of students on the site.
- Expand our link resources to provide information for international parents, alumni, visiting scholars and student blogs.
- Re-organize the website, developing a more user-friendly format.

Reference resources for ISS technology are available in the Appendix.

II. Higher Education International Living/Learning Communities

Though there is much literature on living/learning communities, there is little formal literature on international living communities or International Houses, whose definition varies. Standards in best practice were garnered from Liliane Koziol, Program Director at UC Berkeley's International House, active in representing and informing the International House community of NAFSA.

For definition purposes, an International Living Center (ILC) more appropriately connotes a center for international activity, whose purpose is to provide an environment and programs that foster understanding, cooperation, and friendship among people from different nations, cultures, and backgrounds. The population should represent a diversity of cultures and nationalities, academic disciplines, and combination of undergraduates and graduates. Facilities should have a central common room or community center, a central dining and cooking facility would be ideal.

Programs for resident involvement should facilitate and enhance cross-cultural and cross-national interaction. In addition to a strong focus on community, there should be programmatic links with broader University community. Staff should consist of a full time director or advisor with a resident advisor or interns with international experience and/or cross-cultural training. Admission for residency should include an application process with questions reflecting commitment to and participation in the ILC community.

USF International Student Services implements the interrelated best practices through:

- The existence of its Global Living Community (GLC) whose mission is to share and learn about different cultures.
- Providing living space for students on the 5th floor of Lone Mountain residence hall with a Program Resident Assistant, Keva DeKay, and common room.
- Offering guidance and leadership under the joint advisement of Dr. Christina Sanchez, Director of International Student Services and Brian Kraft, Hall Director of Lone Mountain.
- Participation of the Lone Mountain Residence Minister, Vivian Chan, to assist with a monthly service project.
- Sponsored weekly activities such as attending international films, eating at ethnic cuisine restaurants, visiting museums, exploring San Francisco, listening to guest lectures, and more.
- Providing an application process for non-first-year students interested in joining with questions reflecting commitment to and participation in GLC.
- Holding planning retreats each semester to facilitate the student-directed theme programming for each month.

USF International Student Services can improve its international living community through:

- Holding a regular staff team meeting consisting of the ISS Director, LM Resident Director, LM Resident Assistant, and LM Resident Minister.
- Creating a pre-established plan for all community service events that occur on the weekends.
- Designate an ISS staff member (e.g., Program Coordinator, Intern) to work with the program.
- Increase the operational budget to provide an off-site retreat experience in the Fall and Spring.
- Develop an overseas experience provided for students in the Spring semester (during spring break or following the close of the academic year).
- Explore partnership with faculty members.

Reference resources for the ISS Global Living Community are available in the Appendix.

III. International Education Week

International Education Week (IEW) was first held in 2000 and today, is celebrated in more than 100 countries worldwide. The Department of State and the Department of Education initiated IEW as part of their efforts to implement U.S. international education policy. According to the State Department,

International Education Week is an opportunity to celebrate the benefits of international education and exchange. IEW is an initiative to promote international understanding and build support for international education exchange, as well as encourage the development of programs that prepare Americans to live and work in a global environment and attract future leaders from abroad to study in the United States. (<http://iew.state.gov/about.htm>)

Best practices were collected from the Department of State, the Institute for International Education, sample schedules from various colleges and universities on NAFSA's website, and a session on International Week from the Region XII 2006 conference. Schools represented at the Region XII included University of the Pacific, San Francisco State University, and San Jose State University.

The State Department has suggested activities for colleges and universities, including the following: Hosting an International Career Day by inviting alumni and/or international experts as speakers, organizing a symposium on campus or in your community on an "international" theme, recruit local professional with overseas experience to talk about international careers, produce and/or screen a video about the experiences of international students on your campus and/or students back from a year abroad, organize a festival spotlighting a particular country or region. In addition to films, live performances, or art exhibits, include interactive elements such as teaching students how to cook food in a particular country, learn a traditional dance or the basics of a foreign language, and hosting a global quiz.

The Institute for International Education suggests student share their country and culture with others by giving presentation to classmates, elementary or middle schools, local community organizations, senior citizens, neighborhood associations, and places of worship.

USF International Student Services implements the interrelated best practices through a week long International Education Week. From Monday through Friday, there is an activity, often held during "dead hour," when students are present on campus. At the culmination of IEW, the International Student Association hosts its signature event, Culturescape, with assistance from ISS.

USF International Student Services implements the IEW best practices through:

- International Faculty/Friends Reception: The reception recognizes members of USF's international faculty and the university friends whom actively support the university's mission to promote a global perspective at USF.
- Global Fiesta: The Fiesta is held outside in Harney Plaza. International music and dance performances occur amidst tables hosted by student organizations highlighting their culture. International cuisine is also available for purchase. The program is designed to offer a "sneak preview" of festivities for Culturescape.
- Stories from Around the World: International Students share stories from their home countries. International cookies/snacks are provided to facilitate the story-telling mood. ISS partners with the ESL program to offer this event.
- International Fair: Consulates in the Bay area are invited to host a table during the fair. Students attend to learn about opportunities in countries around the world, from studying, to touring, to cultural enrichment.
- International Education Networking & Reception: ISS participates in the Bay Area Resource Network for International Educators. USF faculty and administrators involved with international education are invited to attend a networking reception with individuals promoting global awareness and understanding in the Bay area.

- Culturescape: Music, dance, and performances are organized and presented by USF's International Student Association. Culturescape, ISA's signature event of the year, is held at Presentation Theater and celebrates the rich diversity of the USF community. It is well attended, with approximately 350 guests over the last few years. After the cultural performances, international music and foods are provided.
- An IEW display is provided in the USF library and bookstore based on the year's IEW theme.
- Marketing of IEW is provided through posters, email, USFconnect, postcard invites, tabling, and word-of-mouth.

USF International Student Services can improve its International Education Week through:

- Starting a publicity campaign earlier in the semester (late August/early September).
- Direct communication with faculty/administrators to promote events.
- Involvement of academic programs in the development of IEW.
- Coordinate a guest lecture/panel discussion during IEW.
- Add a fashion show to expose students to current design trends around the world.
- Outreach to local communities to raise cultural awareness (e.g., visit to a high school, mini-cultural performance at a nursing home, etc.).
- Host a program for study abroad students or create a study abroad fair.

Reference resources for the ISS International Education Week are available in the Appendix.

IV. Orientation

Best practices for new student orientation are varied. NAFSA lists a Scholar Orientation Model Program on its website, with listed schools that offer pre-arrival and arrival materials, orientation presentations, and resources. Best practices for future implementation have been garnered from the School for International Training and University of California at San Diego. For best practice comparison purposes, Georgia State University presented at NAFSA's National Conference in Seattle (2005) with the following goals for new student orientation at any college or university.

1. Provide Information on the following topics:
 - Basic needs such as housing, transportation, food, and money
 - Cultural adjustment to life in the United States and locale
 - Unique characteristics of the U.S. classroom
 - Federal immigration regulations, and individual responsibilities as an F or J student
 - How to navigate the campus and administration of your University/College
2. To carry out various administrative processes for the University:
 - Copy Immigration documents
 - Administer/evaluate GSTEP and other English placement testing (for all students)
 - Math placement exam (for freshmen only)
 - Academic advising
 - Course registration
3. To create connections:
 - With other new students to form initial friendships
 - With continuing students for advice and support
 - With the students' academic departments
 - With relevant campus services, programs, and facilities
4. To welcome the students to the college/university in a way that is positive, friendly, and helpful through the following means:
 - Student peer support
 - Facilitated interaction (small group icebreakers)
 - Connection with the community
 - Social events

USF International Student Services implements the interrelated best practices through a three day orientation program for undergraduate international students and a one day program for graduate international students. The orientation programs take place prior to general new student orientation for undergraduates and the graduate department orientation programs.

USF International Student Services implements Orientation best practices through:

- Sending hardcopy pre-arrival materials through coordinated efforts with the undergraduate and graduate office of admissions. Documents are available on-line as well.
- Posting updated pre-arrival and general information to the ISS website.
- Incorporating ice-breakers during the program to provide an opportunity for students to relax and get better acquainted.
- Providing presentations to overview the following on-campus services: health insurance and immunization, on- and off-campus housing and roommates, communications (USF connect, email), and the Learning and Writing Center.
- Partnering with the Counseling Center to offer a presentation on culture shock and cultural adjustment.

- Including an afternoon immigration session to cover pertinent matters for students such as: check-in, registration and holds, travel and re-entry, maintaining status, OPT and CPT, and ISS workshops information.
- Sharing an overview of San Francisco areas, transportation, banking, shopping, and the U.S. driver's license process.
- Facilitating a student panel of current international students for a Question & Answer discussion.
- Offering break-out sessions for our two largest undergraduate programs: Business and Arts & Sciences.
- Hosting a graduate school panel of deans/faculty to speak with the graduate students.
- Organizing a social event on the "move-in" day for newly admitted domestic students.
- Providing a campus tour of USF.

USF International Student Services can improve its Orientation Program through:

- Providing a shuttle service from the airport to USF.
- Offering a "welcome bag" with move-in essentials such as toiletries (e.g., travel toothpaste, shampoo, conditioner, soap), snack food items (e.g., piece of fruit, granola bar, candy bar), a campus map, a San Francisco map, and list of important numbers. [Note: International move in while the Resident Assistants are still in staff training. Most halls are fairly empty.]
- Developing a "bed-in-a-bag + pillow" special for internationals who do not want to navigate the area for linen supplies.
- Exploring a "garage sale" option for items donated by graduating international students for the incoming class.
- Having a "Target" run for students needing assistance with purchasing/transporting supplies.
- Creating an official ISO volunteer program (with a set payment, early on-campus move-in privilege, and ISO apparel) to provide continuity of volunteers throughout the program.
- Expanding the ISO volunteer training program from four hours to one day.
- Including more social opportunities/evening gatherings for internationals.
- Strengthening the academic overview (esp. regarding the testing, registration, and core curriculum requirements).

Reference resources for the ISS International Student Orientation (ISO) programs are available in the Appendix.