

AWISA Spring Meeting 5/10/2013

Roundtable Discussions

Anything Goes

Discussion of our Roles in the Office

- Conflicts that come from wearing more than 1 hat
 - Ex: small offices that don't have a receptionist, so students/staff/faculty can interrupt at any given time. It can be a challenge to educate others in the office.
 - Ex: trying to advise students but getting interrupted by instructors when the copier is down

- Possible tips for overcoming these challenges:
 - Draw a hard line. Put your foot down. Play bad cop.
 - Utilize informational handouts.
 - Hire additional staff support where possible
 - Careful delegation of duties; create a structure that works
 - Hire student assistants and get creative with funding source (ex: student government, multicultural center, etc.)

Discussion of Saudi Student Enrollments/Payments

- Most schools require students to pay tuition prior to attending class
- What do we require for SACM students as payment?
 - Some require the formal "Financial Guarantee" (FG) letter; send a bill to SACM as a third party payer
 - Some require the student to pay out of pocket and seek reimbursement from SACM
 - Some allow promissory notes but set a deadline by which student must pay or present FG
- Common issues:
 - Students don't have their FG at the time of payment
 - It can take a while for them to receive the FG; this is difficult for schools with short terms
 - Whether or not to accept the "scholarship letter" (the "for admission purposes only" letter)

Working with Agents

- Most of us work with them
- Commission rates vary
 - 15% up to 6 quarters
 - 20% up to 30 weeks (six 5-week terms)
- How many do you have agreements with?
 - Some have just a few, 5-6

- Some with over 100
- Problems
 - Students who don't show
 - Ex: students are using one school's I-20 to get a visa and then requesting an initial transfer upon entry in the U.S.

Minor Students

Peer mentor once a week meetings, each peer mentor has 5-6 students, required for the younger students. They write weekly reports, paid, 6 hours a week program is focused on connection and communication. 43 peer mentors with 350 students that went through the program

College life norms – refer to CDC website for tips on a healthy college life

Online chat from 1-5, afterwards goes to email

Charge \$100/qtr. to off set the costs of the peer mentors

Student Academic Advising I

Discussion items at round table that consisted of representatives of community colleges, one four year institution and one parent of an international student:

- At represented institutions students take combinations of on-line and on-campus/mixed mode classes. Some institutions require exams in on-line classes to be proctored, the majority does not.
- Concern was discussed regarding the integrity of the IELTS test as the passport controls are not very strict and the identity of test takers does not always seem properly verified. No similar concerns regarding the TOEFL were known.
- Discussed whether students would be able to jump ELP levels by retaking English placement tests and how often the exams can be taken (typically once a quarter; no limits on the number of iBT and IELTS testing). One community college colleague shared that students with an academic GPA below 2.0 may be sent back to ELP.
- Discussed probationary status of students. Typically colleges have one to four levels of probation and advisors reach out to students repeatedly. Some institutions will put student records on hold and students are required to register through their advisors.

- Assigned advisee load of the participants ranged from 150 to about 330 per advisor.
- Participants agreed that a close contact between instructors and advisors helps particularly for students on probation or students who run the risk of getting 'V' (Vanishing) or 'UW' (Unofficial Withdrawal) grades.
- Community college participants discussed the high acceptance/transfer rates of students to Minnesota/Twin Cities, UCLA Berkeley, Davis and Irwin. Some voiced concerns that while students gained admittance to the university; however, students may not have access to competitive majors.
- 'Poster' transfer students had in common that they were involved in mentor/student leadership programs, had personal contacts, were participants in honors programs and had particularly highly developed math and science skills.
- As to underage students, some participants make underage students stay with host family programs that can accommodate minors. In this situation the host families are paid more and are in turn willing to be the guardians of the students.
- Group discussed the importance of advising students interested in Engineering to take additional writing classes for electives as this may make a difference in the university admittance process.

Student Academic Advising II

Schools Present: Emery-Riddle, Shoreline CC (x 3 advisers), Seattle Pacific University (SPU), South Seattle CC (x 2 advisers), University of Puget Sound (UPS), Kaplan International Center (Highline CC), University of Washington Tacoma.

1.) What is your structure for International Student Academic Advising Support?

SPU: Students have 1-1 support in different offices on campus for different needs: (ie: ISS office handles non-academic records, receive academic advising in separate office, student life in a different office)

Shoreline CC: One stop shop. Academic Advisors are in the ISS office and primarily handle only course advising. The Academic Advisors are classified as faculty as Shoreline CC.

UPS: Faculty on campus are the academic advisors for students. International advisers check in with faculty on student progress, needs, concerns, etc.

Most schools reported that, despite the structure, there is a balance where either faculty or different departments liaise with the International Student Adviser or office for International students concerns/support.

2.) What are strategies schools use for Managing International Student Success?

Shoreline CC: treats all students the same and try not to separate them out in any way. All students of concerns go directly to the Dean of Student services for international or not.

UPS: utilizes a Student Alert System that is faculty prompted.

Schools discussed difficulties of 1.) mid-quarter alerts or students struggling as these are not final grades or many classes have not even had any assessments by mid-quarter. 2.) Students also have add/drop periods for the first several weeks of the quarter.

Shoreline CC: utilizes smaller credit classes (like 2 credit lab/independent study type classes) that can be added later in the quarter or for late arrival students and helps students to maintain status during an initial or difficult quarter.

All schools spent time discussing advantages/disadvantages of the following strategies:

- 1.) Having assigned faculty to certain students
- 2.) Utilizing school-assigned email accounts vs. student's personal email accounts. Maximizing the use of Facebook accounts and making announcements via social media, etc.
- 3.) Some advisors utilize Skype and texts to students regularly for real time communication.

Emery-Riddle Reported on their self-contained programs and how one person handles all processes for students (Advising for F-1, academic, etc). So far they have not had big issues with international students attending Emery-Riddle, but noted that from hearing from the group, it may be good to create the structure for handling different international student issues as they grow. Recruitment at this point has been mainly through word of mouth and friends, etc.

Kaplan International Center reported on its two different styles of student and how the ESL program works: One type of student is the academically focused/intending to transfer, whereas the other may be the student who was not successful at a CC or university for language proficiency issues, so comes to back to ESL to increase proficiency/maintain status in the US.

3.) How do faculty understand and approach having different cultures in their classrooms? What good tools have they used for international student success?

PLU: Workshops at faculty assembly

Shoreline CC: Starting to work this fall on this question and desires to work with faculty training or by maximizing the use of faculty that international students have reported work well with understanding different cultures and adapt classrooms and teaching for international student success.

All schools discussed some ideas about how this could be approached and wanted to discuss further on efforts that are successful, future faculty trainings, etc.

Marketing I

Attendance:

Lori, A.C.E.

Will L., NSCC
Roy, UPS
Rahel, EarthCorps
Ben, A.C.E.
Brad H., UW
Roz, CWU
Erika, A.C.E.
Ting, WWU

->New approaches to marketing?

->Marketing to international students who are already in US (OPT/CPT)?

-Promote at schools (tabling) with the correct environmental students

-Social media blasts

-When traveling to other countries, explain OPT...many students don't hear about it until they've been in America for a bit

->Agents

-ISEF

-Many agents know each other, so you will hear regarding agencies by word-of-mouth

-Agents may ask for app fee waived if your institution is not offering commission

-Can be difficult to prep students if they are coming through an agent

-You can tell how good an agent is based on how much attention they give you when you show up in person

-Search for agencies in similar markets that aren't corporate agencies, but can be partners

-Have alumni tell friends in home country because they are so happy with your program (marketing/networking)

-Connect through students: family, friends

-Hard to keep alumni marketing going--takes a lot of energy

-Marketing through alumni often requires face-to-face interactions

->Use community colleges as "feeders"

-Requires buy in of your school administration

->Study Washington?

-See similar examples at NAFSA i.e. "Study Australia"

->Where are your students coming from?

-Brazil's Scientific Mobility program (IIE)

Marketing II

1. Most schools house marketing as a separate entity (ie: not in Admissions) and that marketing group/person focuses on Int'l recruitment as opposed to recruiting for the University on the whole.
2. Many schools use agents and a web approach called "Zinch" – free for students and they partner with schools.
3. Schools also use student "Ambassadors" to make contacts when they go home on breaks/summer and also utilize their alumni network to attend high school fairs and recruiting fairs. Parents like the alumni and want to know success stories; students tend to like it when other current students come to their schools and share current experiences abroad. UW is working to set up information sessions for current students who want to represent and/or take info home with them so they are accurately dispersing information.
4. Recruiters go on 'recruiting tours' with many other schools or can go separately to high school and int'l school fairs – create a very specific strategy and approach for your own school.
5. Some schools go through "Study USA" and focus on the Middle East, south East Asia and Europe – (not China). Europeans tend to go more to East Coast schools and for GR studies. Mostly because a bachelor's degree is very inexpensive in Europe so most students stay put until GR studies. Asians gravitate more toward West Coast and UG studies. Some schools, like PLU, have "direct exchange" programs (Scandinavia).
6. Public schools usually don't offer financial assistance and are not targeting areas/counties with financial need because funding isn't available – students also pay non-resident fees which are often 2-3x's more than resident students; private schools offer more funding (endowment scholarships, merit scholarships, etc.) – all students pay same rates. Some schools charge special programmatic fees for int'l students to help subsidize programs/services.
7. Students can utilize CORT apartment rentals for furnishing apartments.
8. Trend is that students (via agents) apply to many school – often not meeting requirements hoping to get in 'somewhere' - students usually don't even know the requirements for the schools because they go through agents.

Marketing III

Marketing to International Students

What marketing has been successful:

- Social media, student employees, etc.
- Video testimonials of students
- Indonesia is the largest Twitter users
- Meet with parents in small cities
- Facebook automatically formats to mobile devices
- Tuition discount incentives
- Agent incentives such as waive application fee, etc.

- Agent agreements are canceled if they give incorrect information
- Have students check their web site that speak their language
- Check internet for other information on agents
- School marketing team located in Florida
- Attend colleges to speak to students
- Social media good for alumni connections
- Social media allows students to meet each other
- 75% of students do not use email – they use Facebook for response
- US Commercial Services for references
- QR code scan on windows, etc., is not as effective
- TOEFL search query for marketing purposes
- Study USA

Barriers to internationals:

- Housing
- Homestay
- Transit center on campus
- Open enrollment TOEFL scores from Saudi students

Community College – University Crossover I

- ☒ Transfer admissions guarantees for international students-benefit or marketing tool (or both)?
- ☒ Mandatory for credit international student orientation courses as good practice to implement
- ☒ Important for advisors at community colleges to have realistic conversations with international students about their transfer school options
- ☒ Should initiate more followup with students who transfer--What were their biggest challenges? What was most helpful in their transition?
- ☒ Do high school completion/conversion programs prepare international students well enough for transfer? Most advisors at community colleges at the table said yes--these students are often high-achieving and do quite well.

Community College – University Crossover II

*Disclaimer: Not all participants had the opportunity to contribute to the notes.

Attendees:

Mariko Fujiwara/Highline Community College mfujiwara@highline.edu

Maggie Barklind/Western Washington University Maggie.barklind@wwu.edu

Rebecca Kim/UW Seattle beccakim@uw.edu

Al Shriver/UW-Seattle schriva@uw.edu

Beth Robinson/Whatcom Community College brobinson@whatcom.ctc.edu

SabeenChandhay/Bellevue College ch.sabeen@gmail.com

Raquel Odom/UW-Seattle odomr@uw.edu

Lisa Hirayama/Seattle Pacific University hirayama@spu.edu

UW-Seattle

- It's more difficult to transfer into UW from other 4-year colleges since priority is given to WA community college transfer applicants.
- UW divides up the transfer applicants into three pools: 1) from CCs in WA, 2) Post Bachelor degree applicants(technically these are defined as "post-bacc" and not "transfer") 3) everyone else
- The first pool has the first priority and the second pool is the most competitive. The priority for in-state CCs apply to international students studying at local CCs as well.
- Don't favor students to take the "back-door" route to apply to UW-Seattle by first transferring to UW-Bothell or Tacoma. Such applicants must articulate very clearly why the other two campuses/other universities do not provide them with the education they seek. Students who pursue majors not offered by the other two campuses or at their current 4-year institutions will have a better chance.
- Preparation for the major is a key factor in the admission review process.

Highline Community College

- Has dedicated Transfer Advisor for international students to assist with course selection to best match the particular list of schools and majors that students are interested in
- This Transfer Advisor is the expert in in-state transfers; she is also responsible for researching and establishing direct transfer agreements with other out-of-state colleges.
- Offer 2 Transfer Fairs for international students each year which draw about 120 colleges to attend. Prior to the fair, colleges are asked to fill in a survey in order for Highline to understand and/or update their internal knowledge base of the transfer nuances of each attending college.
- Offer weekly Transfer Seminar for international students only and each week has different topics (like college survival) or focuses on different majors or schools. About 10-20 foreign students attend each seminar.
- Offer the only Honor Scholar Program among CCs in WA. It aims to prepare students to go to top schools. International students have successfully transferred to MIT, Stanford, UC Berkeley, JHU, Boston Univ. as example
- Has guaranteed transfer agreement with UW-Tacoma

Shoreline Community College

- Received repeated requests from agents in China to offer non-binding, conditional guaranteed transfer agreement with other 4-year institutions in order to facilitate the issuance of student visas. It's much easier to receive F-1 if enrolled in 4-year than 2-year.

Taking classes at other campuses:

- UW: It's possible but has a number of restrictions (<http://www.washington.edu/uaa/advising/registration/ccregi.php>).
- WWU: In theory, students can take classes at all campuses: Anacortes, Everett, Seattle, Bremerton, Port Angeles, Poulsbo in addition to the main Bellingham campus, but it's difficult.

Difficulties facing the transfer process

- UW School of Business offers transfer workshop for advisors in order to understand the intricacies of the process and acceptable credits. Business School looks for grades but also leadership, activities as admission is highly competitive.

How to prepare students to apply and succeed at 4-yr schools

- Read the application thoroughly!
- Make connection with the Intl department
- Take full advantage of what the CCs offer, don't just spend time with friends

High School Completion Program Student

SPU: We would not even know if they are or not

WWU: No difference but these students need different type of advising

UW:

- Depend on the number of credits earned at CCs, they need to think about if they should apply as Freshman or Transfer. The best advice is apply as Freshman if unsure, as Transfer application deadline is late and if they apply incorrectly, there is no way that they can re-submit as Freshman. If they apply early, UW has time to adjust the application status.
- We have certainly seen applicants who are/were enrolled in high school completion programs at community colleges, though the numbers among international applicants are very few. Although the UW does not require a high school diploma, we do require high school transcripts and all college transcripts.
- We do not view high school completion programs as a "back door," per se, but more as an alternative route. If a student in such a program meets our CADR

requirements and is excelling academically, there would be no serious disadvantage to choosing this route over traditional high school.

- Most of the high school completion students we see have continued on to complete significant college coursework as well. Transfer applicants are assessed based on the preparation for their major, college GPA (only) if they have 40+ transferable credits, etc. The trickiest part for these applicants is being sure that they have met our CADR requirements – the core subject requirements normally completed in high school. Details are online at <http://admit.washington.edu/Admission/International/CADR#general>. For transfer applicants with fewer than 40 transferable credits, we still take into account their high school GPA as well (regardless of where it was completed).
- By the way, international applicants to UW Seattle actually do not have to submit SAT or ACT scores – those are optional. Only the English proficiency exam is required.

Schools that are friendly to WA's CCs

- SUNY
- Cal State
- Drexel

Student Activities

Most Successful Activities:

- Sport Events-go as group 40-50 students on public transportation with 2 chaperones. Ask for a sliding scale w/agents. Deposit for activities w/ advanced sign ups.
- Ferry to Bainbridge-School group free or \$2.00 for all w/ letter on letter head/ice cream, bike rentals, visit USS Joy

What makes success:

- Training (such as conflict resolution, teambuilding, leadership, etc.)
- Tap into campus club/orgs resources & student workshops
- Student interest
- Student led

Advertising:

- Facebook
- Smore.com

Purpose:

- Retention- feeling connected
- Transfuse effectively
- Provide leadership opportunities/training

Peer Meeting Program

- Branding: t-shirts, etc.
- 50-70 mentors (paid min wage)/300 involved
- Use for orientation
- Train & manage mentors
- Wipe card to track activities

Crisis Preparedness

- We discussed the impact of issues like Boston bombings or Virginia Tech incidents on the nationalities involved (stereo typing) and resultant treatment or lack care and compassion by students and staff/teachers.
- Also talked about how prepared international students were on our campuses for emergencies in general and how to better involve them as well as prepare them.
 - We exchanged ideas on when to talk about safety : at the initial orientation, incorporate it to housing orientation etc..
 - Practical ways to help students: Charis has created a business card for students with emergency contact information of their hosts she makes sure students all have this besides saving it in their smart phones. See attachment.

- Counseling and mental health concerns brought up in relation to students needing to reduce class loads for periods of time and needing licensed person to sign off so status is not in jeopardy. Below is an excerpt from an email rec'd from Lisa Jacobson (UW-Bothell).

I pasted the relevant section of the regulations from the NAFSA Advisors Manual below. Highlighted is the language that sets the requirement for a student to have medical documentation from a licensed clinical psychologist.

“ Also below is the website (Wikipedia!) that I used to better understand the different types of mental health counselors/psychologists. From my understanding, a licensed clinical psychologist is an individual with a PhD or PsyD. Other counselors commonly found at colleges have Master’s degree in social work, family and marriage counseling, etc. Just based on a quick search of local college and university websites, I found that UW Seattle, Seattle University, and PLU as examples have a counselor with a doctorate, while UW Bothell, community colleges, etc. tended to only have counseling staff with Master’s degrees. These colleges, then, would not have the on-campus resources to offer international students to meet immigration regulations for RCL approval. I would assume (just my assumption) that large public institutions and private universities are the most likely to have a licensed clinical psychologist.

I’m not sure where that leaves us in terms of potential next steps or recommendations. I welcome your thoughts.

3.21.4 Illness or medical condition RCLs

An illness or other medical condition may justify an interruption or reduction in a full course of study.

8 C.F.R. § 214.2(f)(6)(iii)(B)

In SEVIS RTI, "Illness or medical condition" is selected from the drop-down menu to authorize an RCL for this purpose.

Authority cite

8 C.F.R. § 214.2(f)(6)(iii)(B)(B) Medical conditions. The DSO may authorize a reduced course load (or, if necessary, no course load) due to a student's temporary illness or medical condition for a period of time not to exceed an aggregate of 12 months while the student is pursuing a course of study at a particular program level. In order to authorize a reduced course load based upon a medical condition, the student must provide medical documentation from a licensed medical doctor, doctor of osteopathy, or licensed clinical psychologist, to the DSO to substantiate the illness or medical condition. The student must provide current medical documentation and the DSO must reauthorize the drop below full time for each new term, session, or semester. A student previously authorized to drop below a full course of study due to illness or medical condition for an aggregate of 12 months may not be authorized by a DSO to reduce his or her course load on subsequent occasions while pursuing a course of study at the same program level. A student may be authorized to reduce course load for a reason of illness or medical condition on more than one occasion while pursuing a course of study, so long as the aggregate period of that authorization does not exceed 12 months. The medical condition must be substantiated by "medical documentation from a licensed medical doctor, doctor of osteopathy, or licensed clinical psychologist." RCLs for medical conditions can be granted for no more than 12 months in the aggregate during any one course of study. Like all reduced course load authorizations, RCL authorizations for medical reasons must be approved by the DSO prior to the reduction in course load. The rule also requires the DSO to reauthorize the RCL each new term or session."

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