

International Students & Programs Office (ISPO) assessment



Name of Assessment Project: International Students & Programs Office (ISPO) assessment

Name(s) of Person(s) Responsible for Assessment Project: Associate Director (Dulce Dorado)

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Providing Department:

Other

Units/Departments

Involved in

Assessment Project:

Program, Service, or

Event Related to

Assessment Project:

This project is related to the International Center's support for international undergraduates (UN) and graduate students (GR) pursuing degree and non-degree programs of study, and for these students' dependents. Support is provided by a wide array of programs and services that facilitate international students' integration with the university's campus community. ISPO's programs and services include one-on-one advising and workshops related to immigration, travel, finances, health insurance, employment authorization, culture, personal issues, Social Security cards, California driver's license, and taxes. In addition, ISPO provides quarterly orientation and welcoming activities to newly admitted international students, plus English tutoring, transitioning to intra- and extra-campus environment, and more. Taken together, ISPO's programs and services play a major role in promoting international students' retention, persistence, graduation, and time-to-completion.

Assessment Project Description:

This project's primary goal is to assess international students' learning related to the four outcome statements listed below.

Unit/Program

Each student participating in ISPO's programs and/or services during academic year 2014-15 will

Specific Goals and Learning Outcomes:

- register for at least 12 units in fall, winter, and spring quarters;
- obtain authorization from ISPO to drop below 12 units in fall, winter, and spring quarters;
- maintain "good" academic status in fall, winter, and spring quarters (<https://students.ucsd.edu/academics/exams-grades-transcripts/grades/academic-standing.html>); and
- persist (i.e., be retained) in winter 2015 (WI15) and spring 2015 (SP15) after enrolling in fall 2014 (FA14).

Relationship to Student Affairs

Communicate Effectively, Advance a Plan for Personal, Academic, and Professional Success

Learning Outcomes:

Assessment Project Start: 9/29/2014

Assessment Project End: 6/12/2015

Population/Sample:

1,474 newly admitted, 47 returning from leave of absence, and 1,969 continuing international UN in FA14; 58 newly admitted, 11 returning from leave of absence, and 3,240 continuing international UN in WI15; 15 returning from leave of absence, and 3,060 continuing international UN in SP15.

605 newly admitted, 5 returning from leave of absence, and 929 continuing international graduate students (GR) in FA14; 15 newly admitted, 11 returning from leave of absence, and 1,548 continuing international GR in WI15; 4 newly admitted, 6 returning from leave of absence, and 1,427 continuing international GR in WI15.

Type of Assessment:

Student learning outcomes and/or behavioral outcomes

Other Assessment

Type(s):

Assessment Methods:

Other Assessment

Method(s):

Data Collection Tools:

Structured query language programs written and executed to extract relevant quantitative student data from Data Warehouse

Data Analysis

Descriptive statistics—counts and percentages

Methods:

How Your Results

Will Be Presented:

This project's findings will be shared with ISPO advisors and staff, and with the International Center's leadership team. The findings also will be shared with the AVC-UE, VCSA, AVC Student Retention and Success, and other campus partners (e.g., colleges).

Progress: 100%

Link Assessment Project in Campus Labs Baseline :

Name

Source

No items to display.

Summary of Findings: International students are required by U.S. federal regulations to maintain full-time enrollment, obtain authorization for part-time enrollment, and maintain good academic standing throughout their program of study in the U.S. The present assessment project's findings showed that a large majority—two-thirds or more—of international students who began or continued their program of study at UC San Diego in FA14 complied with these regulatory requirements. In addition, 67–100% of these students persisted in SP15 and/or WI15. Therefore, UC San Diego's FA14 international student cohort demonstrated evidence of fulfilling ISPO's four learning outcome statements and thus was on track for retention and on-time graduation.

Impact of Assessment: This project's findings will be used to further refine and improve the design of ISPO's student learning outcomes, plus the design, implementation, and/or delivery of its programs and services. They also will be used to promote the retention, on-time completion, and graduation rate of UC San Diego's international students.

Lessons Learned: Six student learning outcome statements originally were drafted for this assessment project. Through discussion and reflection, ISPO staff concluded that 50% of the statements were not S.M.A.R.T. Staff subsequently discarded two of the three as unmeasurable, successfully revised one of the three (the second statement on page 1 of this report), and developed a new one.

Supplemental Information: Additional reports on UC San Diego's international students are available at <http://icenter.ucsd.edu/about/publications/index.html>.

Items This Assessment Template Supports

Type	Number	Name	Start Date	End Date	Provider	Progress
Divisional Goal	1	Gateway	07/01/2011	06/30/2015	Student Affairs	✘
Divisional Goal	2	Flourishing	07/01/2011	06/30/2015	Student Affairs	
Divisional Goal	3	Community Building	07/01/2011	06/30/2015	Student Affairs	
Divisional Goal	4	Real World Experiences	07/01/2011	06/30/2015	Student Affairs	

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