




Memorandum of Understanding

This MOU has been read and approved by:

AVP, International Education :  Date: 12/17/2024
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Program Review Summary
Memorandum of Understanding
Center for International Education (CIE)
December 2024

This document serves as a summary of the Program Review findings and a Memorandum of Understanding outlining the consensus reached by the Center for International Education (CIE) and the Division of Academic Affairs, based on the recently conducted program review with a Self-study received in June 2024. Dr. Jennifer Gruber (California State University, Chico) completed the external review in September 2024. This report and MOU is issued in December 2024, and it describes the goals to be achieved and the actions to be undertaken by all parties to this MOU to achieve these goals during the next program review cycle. Progress toward goals is to be addressed in an annual report.

The Center for International Education provides support services and advising for all international students and visiting scholars as well as to faculty and staff who are engaged in the internationalization efforts at the university through its offices of International Student and Scholar Services, Education Abroad, and International Enrollment Management (which includes Admission and Recruitment).

In the years of 2020-21 and 2021-22, the university reorganized the then College of Professional and International Education (CPIE) onto 2 separate units: The College of Professional and Continuing Education (CPaCE) for extended/lifelong learning and the Center for International Education (CIE) for International Education. CIE offers the core international education programs that have been in the general fund areas (i.e., stateside), including the degree-seeking international students, study-abroad programs, international visiting faculty programs, visa services, international recruitment and admissions functions, and faculty engagement programs. Some other self-support international programs remain in CPaCE, including the American Language Institute, the Study at the Beach, and the International Training Programs. CIE continues to provide SEVIS and visa support services for all CPaCE international programs.

The CIE had a previous review with an MOU issued in 2015. The Center had established the following goals: 1) Develop and implement a plan for assessing the needs of international students and use the findings to enhance international student services and support structures; 2) Continue to work with the academic colleges to evaluate admissions processes and procedures and continue to coordinate and standardize both undergraduate and graduate international admissions across the university, including moving to a paperless admissions process; 3) Increase the number of students pursuing long-term study abroad according to strategic planning goals; 4) improve the academic success of international and study abroad



students by analyzing admission and data patterns, monitoring academic probation and disqualification, and tracking graduation rates; 5) develop a method of tracking study abroad students; 6) develop specific strategies to further integrate international students into the university community and promote intercultural learning; 7) provide annual reports towards actions agreed upon in the MOU; 8) Implement an assessment plan that monitors the progress and effectiveness of CIE's goals and submit plan and reports biennially to AVP and Office of Program Review and Assessment.

The Center has progressed in its tracking and admissions processes, but the Center has not reached its goals related to assessment and reporting. CIE's goals to increase growth in study abroad participation and international student enrollment were progressing well but, both areas were severely affected by the COVID pandemic and changes in Visa and travel laws during this same time. Enrollment in both areas are rebounding in recent years but has not yet reached pre-pandemic levels.

Resources reviewed for the report:

1. Self-study June 2024
2. External review September 2024
3. Previous MOU from 2015
4. CIE website
5. IR&A Dashboards

Strengths were identified in the reports:

1. CIE has several programs to support international students:
 - a. **International Enrollment Management** aims for increasing international student enrollment, expanding and diversifying international partners, exploring new and emerging markets, and diversifying international student outreach and recruitment. This re-structure allows CIE to better respond to prospective students, expand recruitment efforts and make the international admissions process more efficient. The external reviewer also compliments on this effort by commenting that this allowing "CIE to better respond to prospective students, expand recruitment efforts and make the international admissions process more efficient."
 - b. **Degree-Seeking Student Advising** is provided for the approximately 1,500 (as of Fall 2023) international students who are matriculated in Bachelor's, Master's, and certificate programs at CSULB, as well as for an additional five hundred post graduate students on Optional Practical Training (OPT).
 - c. **International Student and Scholars Services (ISSS)** at CIE is responsible for providing a range of support services for the university's populations of degree-



seeking international students. For instance, CIE is commended on their informative and well-organized orientation sessions for new international first-year, transfer, and graduate students. The external reviewer also commends on the creative programs, such as the International Student Ally Network (ISAN) and the Intercultural Diplomats Program (IDP), for cultivating cultural competency and compassion for the international student experience at CSULB.

- i. **The International Student Ally Network (ISAN)** program, was established in 2017 as the first formal ally training for the CSULB campus to gain knowledge and share resources for supporting CSULB international students on issues related to language, culture, psychological/social adjustment, and economic hardship.
 - ii. **The Intercultural Diplomats Program (IDP)** was established in 2018 in collaboration with the Global Studies Institute to provide cross-cultural and leadership experience for international degree and exchange students by teaching about their cultures in classrooms in the Long Beach Unified School District.
- d. **Faculty Visa Services.** ISSS also facilitates the H1B visa application process for tenure/tenure-track faculty members hired by the university and also facilitates the PERM process for the same faculty. ISSS has enhanced guidance by communicating more thoroughly with hired faculty. In 2023, ISSS created a new digital Public Access File system for all H-1B faculty to ensure compliance with the Department of Labor. In addition, CIE implemented a new legal retainer for the Labor Certification Application for all H-1B faculty pursuing the EB-2 permanent residency category. International faculty hiring numbers have remained steady.
- e. **Visiting Scholar Program and Visa Services.** CIE administers this program in which academic departments and colleges are able to invite visiting professors, scholars and researchers to collaborate with CSULB faculty members. CIE reviews necessary documents and issues the immigration eligibility documents to allow prospective visiting scholars to apply for a J-1 visa. As of July 2023, the J-1 scholar program has more than doubled in the number of annual exchange visitor participants from 21 to 55. The total number of research scholars who have participated in the J-1 Exchange Visitors program at CSULB range over 50 annually and currently is at 95.
- f. In the **Cooperative Online International Learning (COIL)** program, a CSULB faculty member is paired with an international faculty to teach courses jointly engaging students from both countries. A steadily growing number of faculty are engaged in this type of international program. This initiative is particularly



helpful for students who are not able to study abroad but provides the opportunity for global learning.

2. The 4-year **graduation rates** for FTFY international students have increased steadily, improving from 20.8% in Fall 2012 cohort to 40.3% in Fall 2018 cohort. Transfer students demonstrated a minimal improvement of 2-year graduation rates from 34.8% in Fall 2012 cohort to 40.3% in Fall 2020 cohort. Master's students also demonstrated a minimal improvement of 2-year graduation rates from 47.5% in Fall 2013 cohort to 53.4% in Fall 2020 cohort. Number of degrees awarded per year fluctuates with international student enrollments. Persistence has averaged ~85% for all students. This could be evidence of campus-wide efforts as well as improved CIE advising practices and support programs.
3. CIE also aims to increase faculty engagement in international programs and activities. The Professors Around the World (PAW) program sends faculty members abroad for their research activities, to create new partnerships, and to grow our global network.

Concerns were noted in the reports:

1. CIE is primarily a student support services unit and therefore, is not able to take full advantage of IR&A data as presented. CIE uses data from various sources like SEVIS, Terra Dotta study-abroad module that maybe different than IRA data.
2. ISSS is in need of better student database software to serve the growing international population on campus. Software, such as the Terra Dotta student services module, would provide seamless link between SEVIS and Peoplesoft. CIE will continue to explore getting this type of service in the coming years.
3. Resources could be an issue related to future growth. The current general fund allocation for CIE is not enough for all the programs, services, and activities planned and expected. As the competition grows, both domestically and globally for international students, CIE's recruitment and marketing efforts are minimal at best. Additional funding for these efforts will be needed. Moreover, CSULB will also need to establish additional incentive awards to faculty to encourage them to engage in international education activities. Similarly, student scholarships specific to studying abroad are needed so that students with financial need will be able to participate in study abroad programs.

Opportunities for Development were noted in the reports:

1. The Center has responded to the challenges of the pandemic by creating an **International Enrollment Management (IEM)** department that comprises the International Recruitment and Admissions activities into one entity. Additionally, IEM has recently entered into an agreement known as Market Entry to increase our efforts



in the South Asian market. CIE has recruitment plans and strategies put in place to reach the 10% enrollment goal by the year 2030.

- a. Since the COVID-19 pandemic there has been a decline in transfer applications from international students similar to the downward trend of domestic transfers. In Fall 2023, however, despite a drop in transfer applications (-16%), IEM was able to enroll slightly more students than in Fall 2022. This is primarily due to an increase in graduate student applications. In Fall 2023 a 4.6% increase in applications resulted in a 20% increase in enrollment yield.

DATA TABLE. Number of international Student Applications (CSA)

	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Undergraduate	2318	2052	2231	2236
Graduate	1987	2417	4894	5128
Total	4305	4469	7125	7364

The external reviewer also suggests CIE can continue working on goals to streamline international admissions processing.

- 2. Although International Student applications have increased considerably (particularly among graduate students), enrollments have only increased minimally. This is due to several factors, but the primary issue is limited capacity in a few highly impacted programs where international applications are significantly higher than others. CIE has the opportunity to collaborate with College Deans, faculty, and CPaCE to create more programs in stateside and self-support to better attract international students.

DATA TABLE International Degree Seeking Student Fall Term Enrollments

Term	Undergraduate	Graduate	OPT	Total
Fall 2018	1026	390	535	1951
Fall 2019	977	346	546	1869
Fall 2020	915	282	253	1450
Fall 2021	847	425	413	1685
Fall 2022	758	628	573	1959
Fall 2023	728	790	488	2006

- 3. Prospective students are now tracked in the Salesforce CRM. As workflow increases, it was determined that decreasing reliance on manual processing as well as other strategies and improvements will be necessary in order to facilitate growth. The self-study states “IEM’s reorganization and several process improvements and automations have helped to increase international enrollment yield through a faster admissions turnaround and an overall better experience for international applicants”.
- 4. The number of students who participate in **exchange study-abroad programs** continued to increase in the years since the 2013 self-study with the greatest numbers in 2017-19. During the years 2014-19, CSULB was consistently ranked in the top ten in the nation among Master’s-granting institutions for the number of long-term (academic year),



semester, and short-term study abroad students. Over the last three years, there have been consistent efforts to rebound from the pandemic decline. The number of exchange students increased to keep pace with the number of outgoing exchange students as required by CIE agreements which depend on reciprocity of numbers. In addition to semester-long programs in London, Florence, and Costa Rica, CIE has plans to develop programs in Cape Town and Seoul.

5. **CSULB Faculty-Led Semester Programs** began in the 1980s with the London Semester Program. There are currently three semester-long programs (London, Florence, and Costa Rica). The London and Florence Semester programs are in partnership with California State University, Fullerton. Each year, a CSULB faculty member is selected to teach upper-division GE courses for a semester at one of the destinations abroad. Faculty apply through an open process and, after approval by their home department, are interviewed for the position by a subcommittee of the International Education Committee. These programs have consistently been very successful for both the students and the faculty. As a result, CIE plans to add semester-long programs in South Africa and South Korea during the 2024-25 academic year. All the programs include an internship option.
6. **Study Abroad** participation was at a high of 1088 students in 2017-18, a low of 57 students during the pandemic year of 2020-21, and has rebounded to 607 students in 2021-22. This program could continue growth of this high impact practice. Over 70% of study-abroad students enroll in the short-term faculty-led programs conducted during summer and winter breaks.

Recommendations:

It is therefore agreed that the Center for International Education (CIE) will collaborate with Academic Affairs to:

1. Implement an assessment plan in order to complete annual assessments using direct and indirect methods and report on closing the loop activities and to ensure data-informed decision making. Provide an annual update (due June 1) on progress made towards MOU actions to the Vice Provost for Academic Programs, and the Coordinators of Program Review and Assessment. Your review cycle will be from 2023-2030. A comprehensive self-study will be due June 2030 for a 2030-2031 Academic Year review process.
2. Continue to work on goals to streamline international admissions processing which can be supported by technology and/or data management systems.
3. Continue to collaborate with other supporting units (e.g., Career Development Center) in identifying resources and developing workshops for international students regarding on-campus employment and post-graduation career support.



4. Continue to assess opportunities and student demand for new international programs and to facilitate increased global engagement opportunities for faculty.

This MOU has been reviewed and approved by:

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Interim Vice Provost for Academic Programs: Pei-Fang Hung

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