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The Value of Mentorship Opportunities: The International Student Mentorship Program

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The Value of Mentorship Opportunities: The International Student Mentorship Program

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A capstone paper submitted in partial fulfillment of the requirements for a Master of Arts in
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Abstract

Colby-Sawyer College is home to about 20 international students from various countries who are now living in the small town of New London, New Hampshire. This paper proposes the International Student Mentorship Program (ISMP), which pairs new international students with trained domestic mentors to help them transition to their new home. Concepts such as training, student identity, cultural sharing, intercultural communication and awareness are all part of the ISMP's design to not only aid international students transition to American life, but also provide cultural learning opportunities for US students. This paper will examine literature and theories that support the ISMP, conduct needs assessment on existing programs, followed by an analysis of survey results given to the current Colby-Sawyer College student body. Lastly, all findings will be used to create the ISMP proposal for Colby-Sawyer College.

Keywords: Inclusion, Cultural Awareness, Cultural Sharing, International Students, Domestic Students, Transition, Mentor, International Student Services Office, International Student Services Department, Training

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Introduction

According to Open Doors data, there were about 25,464 international students in the US during 1948. By 2018, those numbers rose to 1,094,792 (NAFSA, 2018). The demand for cross-border education and internationalization has been rising, so several universities and colleges are incorporating international students into their enrollment plans and business models. In fact, international students in the US alone contributed to about \$39 billion to the economy. That being said, the challenges of being in another country have been brought to light as education entered a globalized topic. These challenges include potential feelings of homesickness, isolation, overwhelming stress, financial instability, and social concerns, all which have even been taking the spotlight in various research articles and theories about international student well-being. An individual who is studying abroad loses all their native support systems, thus coping becomes a challenge in itself. Although many institutions provide support for international students, culture and faculty-to-student dynamics prevents many from seeking support. Aspects such as power difference, where staff and faculty can limit the way students act simply by being in leadership, can make it difficult for some cultures to reach out for assistance.

The International Student Mentorship Program (ISMP) aims help international students and provide learning opportunities for American students by providing a peer-mentorships at Colby-Sawyer College. The purpose of this proposal is to design a program which provides opportunities for domestic students to act as peer-mentors to international students while promoting interculturalism at Colby-Sawyer College. Through training, domestic students will be able to help new international students in areas that the International Student Services Office cannot while also providing for both domestic and international students alike.

Program Rationale and Description

Currently at the Colby-Sawyer Campus, new-incoming international students are required to attend both an international student orientation and an overall orientation which involves all incoming freshmen. Both of these are great introductory events that can help prepare international students for their life on campus and in the US. Additionally, the International Student Services Office (ISSO) provides support, advising, and hosts events to help all students interact with each other. All of these services are necessary, but the International Student Mentorship Program (ISMP) intends to take student support and interculturalism to the next level by incorporating domestic students into the transition of international students.

The International Student Mentorship Program aims to promote open and cyclical communication flow between student pairs and the International Student Services Department (Appendix B). This model values the international-to-domestic student dynamics while still including the International Student Services Office for overall support. Although the International Office has many resources for international students, there are some things that fellow student-peers may be more effective assisting with. The ISMP is not meant to replace the duties of the ISSO, but to act as a helping hand to incoming international students who may require aid in their transition process. In fact in 2018, Colby-Sawyer made a new initiative using the phrase “A Sense of Place” indicating that Colby-Sawyer College is a safe home to all (Colby-Sawyer College, 2018). The importance of this message extends to all cultures, ethnicities, genders, orientation, and identities, and the ISMP adheres to that initiative. Using pairing-assessments to ensure student fit while meticulously evaluating the program, all perspectives within the ISMP can be considered and respected. By providing an American peer mentor who is trained by the ISSO, international students will have not only an additional support system and

guide, but a long-lasting friend who can assist with the difficulties of adjusting to their new home in another country.

Literature Review, Theories, and Foundations

The International Student Mentorship Program is based off several theories and foundations that promote international student health and personal growth. The importance of foundations and theories help organize and ground the designer while not restricting his/her flexibility in a program's design. Concepts that must be considered are age, personality, gender, orientation, cultural variation, identity, interests, and learning styles in order to create a holistic program. All of these coincide with the themes of social identity, health, and transition.

The students at Colby-Sawyer College range from ages 17-24 and are in varying stages of identity and adulthood development. During this stage in life, many are considered to be in their emerging adulthood stage, which is shortly after adolescence but not quite into full adulthood (Arnett, 2007). During this time, individuals are seeking to define themselves within their environment (Colby-Sawyer College) while incorporating their cultural upbringing in a social setting (Arnett, 2007). This theory applies to Colby-Sawyer's international student population since many came to the US to improve themselves professionally while experiencing a new culture. In fact, Arnett states that the emerging adulthood seems to be present in many industrialized societies, thus making it applicable to countries outside of the US (Arnett, 2007). Additionally, Arnett's choice to not provide an actual age that defines "emerging adulthood" is important to note because different cultures and individuals go through stages of development at various times. Many individuals in the emerging adulthood stage face conflicts between individual needs and societal expectations, thus making it difficult to navigate their higher-

education experience. The ISMP can help new-incoming international students by providing a trained peer-mentor to help create a successful college road-map. A model of Arnett's Emerging Adulthood can be seen in Appendix Q.

An ethnographic-study in 2018 on international students studying in the US mentions that, "one of the key factors in the success of this community building, has been the fluidity by which student identities have been acknowledged" (Metro-Roland, 2018). The term "acknowledged" in this sense pertains to cultural preservation and sharing, where students' individual cultural backgrounds are not only appreciated but encouraged to be expressed and shared. Although Metro-Rolands study is driven by Western definitions of identity (which tends to lean towards individualism), the qualitative approach by gathering students' personal experiences through interviews allows each student experience to be valued within the research. However, one aspect that is lacking in Metro-Rolands study is providing direct quotes from international students and addressing intersectionality on how each culture (Chinese, Greek, etc.) is affected by the concept of identity. Despite these lacking points in the study, Metro-Rolands findings still indicate the importance of culture and identity, which is significantly valued in the ISMP's design.

Since identity is rooted to culture, it is difficult to speak about cultural sharing as an isolated theme without mentioning personal identity. For some individuals, their culture defines their identity, and traits such as individualism and collectivism affect how one approaches and sees the world. That being said, it is important to recognize the importance of culture at an educational institution before striving to include it into program goals. The ISMP's design sees cultural exchange and preservation as an integral part of the ISMP experience. Chinyamurindi's article, *Narrative of a Sense of Belonging: Perspective from a Sample of International Students*

in South Africa, explains the importance of having a “sense of belonging.” A sense of belonging can be defined as an individual’s own understanding and self-meaning within a social setting (Chinyamurindi, 2018). Note that this particular definition includes, “an individual’s own understanding,” which indicates that each student is free to interpret how they fit into their environment while being respective to their own cultural norms. Whether one’s goal is in line with individualism, collectivism or even personal characteristics such as extroversion or introversion, the concept of “sense of belonging” plays such a pivotal role in the well-being of international students and their health or social progression. For some students, finding this sense of belonging can be clouded by the weight of adjusting to a new culture. By providing a domestic-student mentor, international students will have a trusted native reference to not only reach out to, but also help guide them throughout their higher-education career and their journey through self-progression.

Cultural variation can also be examined by the way students interact and approach social situations. This is important to consider for all ISMP participants. Each students’ cultural lens can affect how they interact with their community. For instance, Hofstede’s Power Distance defines as “the extent to which difference in status, hierarchy, class, etc. are accepted and preserved,” (Hofstede & Bond, 1984). Students who are from a high-power distance society may find it difficult to adjust to US society, which is typically low-power distance. A student from Korea (a high-power distance society) may have a difficult time participating in discussion classes and interacting with their professor due to the standards of providing complete undivided attention to educators in Korean society. This also ties in the concept of Uncertainty Avoidance, which defines as “the extent to which uncertainty and ambiguity are perceived as a threat in society” (Hofstede & Bond, 1984). Hofstede states that “in high-UA cultures, experts are valued,

hard work is considered important, and a strong need for consensus is felt” (Hofstede & Bond, 1984). If a student in a high-UA culture engages with US classes or society (which is typically low-UA), the international student may have a difficult time asking professors or staff for assistance. This issue extends beyond classrooms as well. If an international student refuses to see a mental-health counselor due to power-distance or uncertainty avoidance, then this could promote future potential mental-health concerns due to the stressors of studying in a new country. This could also partly explain why many international students seem hesitant to seek counseling for mental-health concerns (Hwang, Bennett, & Beauchemin, 2014). Whether for class discussions or mental-health, having a mentor who is trained and aware can help international students ease into various parts of American culture.

In terms of intersectionality, age and cultural variation can be examined together along with health, both mental and physical. The theories of Maslow’s Hierarchy of Needs and Baxter Magolda’s self-authorship provides strong frameworks to the ISMP’s design since it focuses on individual’s definitions of personal growth while incorporating basic physical needs. Baxter Magolda’s self-authorship puts the individual’s experience into the learning and identity process, allowing international students to make sense of their experience and learnings in their own way (Baxter Magolda, 2017). By incorporating the framework of self-authorship into the ISMP, this allows each international student to approach their US experience in a way that is tailored to their own goals and needs. Through evaluations and assessments, the ISMP can pay close attention to each student to help them define what self-authorship means to themselves, thus able to provide a domestic-peer mentor with similar goals. Along with obtaining individual goals and purpose, the ISMP also seeks to help indirectly fulfill the needs of international students. In terms of physical and social needs for ISMP participants, Maslow’s Hierarchy of Needs breaks down the

needs of individuals into four tiers before reaching self-actualization. Needs include psychological needs (such as nourishment), safety needs, social needs, and esteem needs (Appendix M). Without meeting these four basic needs, individuals may find it difficult to reach self-actualization, which defines as achieving one's full potential in creative activities and learning (Maslow & Lewis, 1987). In the case of Colby-Sawyer students, self-actualization can be defined as achieving academic success, pursuing various personal goals, and utilizing learning opportunities to the fullest. If all four tiers are met, students can utilize their experiences on campus and maximize their learning. As a formalized institution, Colby-Sawyer College can fulfill tier one and two (psychological needs and safety) by providing nourishment, safety and living. However, aspects such as belongingness and esteem are much harder to fulfill since each student approaches these needs in different ways. By training domestic students to be effective mentors for new international students, they can help navigate the transition process in a way that makes sense to each international student by being both a direct support figure and by referring them to campus resources.

The International Student Mentorship Program also builds off Kolb's Learning Dimensions, which considers each student's environment and how it plays a role on academic learning or personal growth (Kolb, 2017). In terms of transition, international students are faced with the challenge of adapting to their new environment. In other words, the space in which a student is living and studying in can affect how they absorb information. For example, if an international student does not feel at home on campus or begins feeling homesick, it could negatively affect their potential learning. These learning dimensions are broken up into five sections: physical, cultural, institutional, social, and psychological (as seen in Appendix D). At the center of the model is the physical space, which indicates basic safety and nourishment in

terms of space and access. Although very similar to Maslow's Hierarchy of Needs, Kolb's Learning Dimensions focus mainly on the surrounding environment rather than internally. The cultural space is particularly important because international students do not only have to adjust to the host culture, but also seek ways to preserve their own. By having a dedicated International Office and a domestic-peer mentor trained in intercultural communication, international students are free to learn comfortably while expressing their culture with their mentee in return. This dynamic of cultural sharing sets the environment for long-learning that is shared between both parties. By using Kolb's learning dimensions as a framework, the ISMP hopes to help international students on all levels, promoting a safe and enriched environment for co-learning and expression.

It is also important for domestic-student mentors to be aware that interculturalism is not a one-dimensional concept. By incorporating Milton Bennett's Model of Stages of Intercultural Sensitivity, domestic students will be able to understand how to define their current understanding of interculturalism and how they can improve. Bennet's Model puts interculturalism on a spectrum, beginning with ethnocentrism, defined as one's own culture as the central reality, and ending with ethnorelativism, defined as one's own culture is relative to a co-existing context and environment (Bennett, 1986). The spectrum is then broken up into six stages: denial, defense, minimization, acceptance, adaption, and integration. In summary, the spectrum begins first with denial, which is refusing or having the inability to see cultural differences. This slowly progresses into the understanding that cultural differences exist (acceptance), then ending with understanding one's own cultural limitations and how to progress, co-exist, or learn from other cultural perspectives in the form of personal integration (Bennett, 1986). Milton Bennett's Model of Stages of Intercultural Sensitivity can be seen in Appendix T.

Application of Literature

By identifying the themes of age, personality, cultural variation, identity, learning styles, and how they intersect, relevant areas of support for international students can be identified and applied to the training and design of the International Student Mentorship Program. Based on the themes found within these student development theories and foundations, the importance of improving the transition process of international students, and providing them with social support, opportunities, and acknowledging their own identities into the transition process is pivotal for the ISMP's design. The concept of co-learning and cultural sharing is important as well for both mentee and mentor, thus enriching the campus community and creating an inclusive environment. The perspectives of international students can sometimes be forgotten by Americans. It can be easy to forget that the definition of international student expands beyond the "American definition" and that Americans can be considered international students in certain contexts. By drawing from strengths of research while acknowledging their gaps, the ISMP hopes to address them with applicable research and theories in mind.

Needs Assessment

When thinking about international students in the US, it is easy to forget that they are also considered students studying abroad. In fact, much of the text and articles referencing cross-border education speak mostly about US students studying abroad. Information about international students are usually not included or reported in conservative amounts. In order to create this needs assessment, reviewing sources outside of articles and published texts was needed. The needs for the International Student Mentorship Program at Colby-Sawyer is based off three factors, the identification of current systems at Colby-Sawyer College, examining other

mentorship programs at various institutions, and the conduction of a needs assessment survey on the current Colby-Sawyer College student body.

Identifying Current Programs and Support Systems at Colby-Sawyer College

Examining the current programs and support systems at Colby-Sawyer College is a necessary first step in the ISMP's proposal. In terms of institutional support systems, Colby-Sawyer College has The Baird Health and Counseling Center (BHCC) with trained staff in nursing and mental-health counseling. However, upon speaking with the mental-health counselors, it was quickly learned that many of the international students at Colby-Sawyer do not take advantage of their services, despite the several attempts the counseling center has made to reach out to students. Appendix I is a custom bookmark given to all students in an attempt to familiarize everyone with The Baird Health and Counseling Center. Although it is uncertain if counseling is needed with the international student population at Colby-Sawyer College, the BHCC made attempts to let all students know that their office is available for free, even for small issues such as minor anxiety. Since some cultures do not recognize mental-health as a concrete health concern, perhaps Colby-Sawyer College would benefit by providing international students and counselors with training and information on cultural nuances, including those related to stigma and taboos on ideas of mental health. Incorporating emphasis on mental health (especially with the help of a peer-mentor) to international students would be beneficial to Colby-Sawyer College and their international student population. This can be done institutionally, but the ISMP also considers this an important aspect as part of the mentor-mentee relationship. American student mentors will be able to guide their mentee to the necessary resources, check-in with their international student mentee, or even be a first contact for possible concerns.

In terms of existing programs, there were two programs that helped engage international students with the Colby-Sawyer community. The Friendship Family Program paired international students with local families in New London, NH. However, other than doing a background check, very little information was gathered about the families in terms of family-to-student fit. The program was discontinued a few years ago due to lack of interest from students. The Peer Network Program was created to help students transition into college life and their new environment through mentorship opportunities. That being said, the program is very domestic-student focused and does not address the issues many international students face (which can be seen in Appendix E). The following are the goals of the Peer Network Program:

- 1. To reach students before they arrive so they know they would be supported*
 - 2. To begin mentorship during structured events during orientation*
 - 3. To support students during their transition process, especially during their first six weeks*
 - 4. To contribute positively to retention by facilitating and encouraging positive connections academically and co-curricularly for all students*
- (Colby-Sawyer College, 2018)

All of the goals in the Peer Network Program align with the ISMP, however the Peer Network Program does not address many of the challenges related to being an international student such as language barriers, cultural isolation, cultural differences, social differences, extreme changes in diet, visa concerns, and possible power differentiations between international and domestic students. The ISMP considers these challenges as important concepts to not only address in the program's design, but also for the awareness of domestic mentors. Additionally, it was stated that many domestic students found the program useful as long as they stayed engaged with their mentors. However, upon interviewing with the Coordinator of the Peer Network Program, it was found that very few international students took advantage of this program. It was also stated that new international students were most likely unaware that the Peer Network

Program existed, which could be due to the lack of interaction between the International Admissions Team and the Peer Network Program Coordinator. One solution to this would be to incorporate a mentorship-program into the international student orientation at the beginning of the year. Additionally, it was reported that the Peer Network Program struggled with activity fallout, meaning student participation in meetings declined as the year progressed. However, The Peer Network program does not host any events and solely relies on mandatory meetings and reflections. Although reflections are important for student development, perhaps a way to address this issue is to host events or be present with any existing events on campus to fully evaluate mentor/mentee activity.

Based on a review of the current support systems and programs at Colby-Sawyer College, it was found that there were several gaps that could possibly be addressed. Along with cultural transitioning, helping international students choose courses and utilize campus resources could all be done with the help of a domestic-student mentor to help promote program and support awareness. By recognizing what could be improved at Colby-Sawyer for international students, the International Student Mentorship Program can help build a stronger foundation and strategy for international student transition.

Examining Similar Programs at Other Higher-Ed Institutions

The value of having a mentor for international students can be seen in self-student reports. US News wrote an article about various mentorship programs in the United States. It found that international students appreciated having a mentor as a helping hand when US life became confusing and difficult (Durrani, 2018). For example, a Pakistani student at Indiana University – Purdue University Indianapolis states the following:

They helped by explaining the university and public transport system to me, informing me about on- and off-campus housing options, whether there were Indian grocery stores,

where they were and any other questions I had," says Naeem, who is majoring in mathematics with minors in economics and computer science. (Durrani, 2018).

Although this quote is from a news article and not research driven, it still portrays the value in having a mentor to help international students navigate their environment. All students leaving to study in a new environment, regardless if domestic or international, can experience levels of homesickness due to change in environment and lifestyle. Unfortunately, international students have fewer support systems compared to most domestic students because their families are back in their native countries. By providing a mentor for international students, this would add an additional support system to help them during their transition process.

The International Student Mentorship Program intends to take transition support to the next level by considering unique identities. Accounting for international student identity is important for the ISMP's design because each international student brings a valuable perspective to campus. While some students may not be focused on identity at this stage in life, the concept of "sense of belonging" and personal goals do shape how each student sees themselves (Chinyamurindi, 2018). Regardless of how a student defines their "sense of belonging," identity is still inherently related to that concept since every student's upbringing affects all aspects of life, even if unconsciously. In a review of various mentorship programs for international students, it was found that there was lack of identity preservation and sharing built into program designs. UMASS Amherst's IPO Buddy Program puts high emphasis on domestic students being guides and support systems for incoming international students (UMassAmherst, 2018). Although the IPO's initiatives are very important and address many issues that international students face, it is mainly transition focused and explained little to nothing about cultural sharing between both parties. When international students are placed in a completely foreign

environment for extended periods of time, students can become more self-aware of their own culture and identity, leading them to feel repressed if there is no time and place to express their culture (Chinyamurindi, 2018). In addition, the IPO does not state what domestic students can gain from a mentorship program in terms of cultural exchange. This is where the mentor-mentee dynamic can have the purpose of cultural sharing between all participants in a proposed International Student Mentorship Program. Being a mentor for an international student can benefit domestic students by providing intercultural interaction. In terms of mentor-mentee fit, the application form for the IPO Buddies Program inquires on special interests, preferences, and hobbies. However, other important factors such as major and social traits (introversion vs. extroversion) were not asked and are both crucial to ensure that pairs fit or complement each other. Other programs such as the International Friendship Program from IUP (Indiana University of Pennsylvania) also focuses mainly on transition and asks little to none about each students' personal characteristics. That being said, these gaps all ignore the students' personal identity, which is what the ISMP would like to consider in its program design. By pairing American students with international students, potential for intercultural learning and transition can be maximized.

In the Global Duos Program for The College of New Jersey (TCNJ), a similar program proposal as the ISMP, Batista (2013) states the following in their program goals:

The program will offer:

1. *A resource for incoming international students navigating a transition to U.S. College culture.*
2. *An outlet for study abroad returnees to express their maintained connection to their study abroad experience.*
3. *An opportunity for ongoing and constant student reflection regarding their cultural experiences.*
4. *A replicable program that can withstand the expansion of international initiatives and interest on the TCNJ campus.*
5. *Activities that cultivate global citizenship, self-exploration, and leadership.*

Note that Batista incorporates potential learning growth for domestic students while providing transition support for international students within their program goals. However, similar to the previous programs and articles, the main goal in this program for international students is to simply aid them in the transition process. Although the Global Duos program provides opportunities for domestic students upon reentry from their abroad experience, an emphasis on intercultural exchange and identity doesn't seem to be prioritized. The goals above also focus more on social integration, which is defined as "the process during which newcomers or minorities are incorporated into the social structure of the host society" (Alba & Nee, 1997). This definition does not preserve the experiences and culture each student brings to campus, thus potentially creating unneeded power dynamics that inhibits cultural exchange. Instead, the ISMP seeks to promote open inclusion on campus, allowing international and domestic students to be connected and learn from each other at an equal level.

International Student Mentorship Program Survey

Survey Method and Response Results. To further assess the need for the International Student Mentorship Program, a survey was distributed to the Colby-Sawyer student community using a mixed-methods approach. A copy of the survey can be seen in Appendix F1-7. The survey questions included a series of Likert Scales, check-boxes, and open-ended questions. A webpage was used for two purposes, to provide context and information about the ISMP, and to serve as a host for the survey itself (Appendix R). The survey/webpage was distributed to various participants through email listservs. The program proposed in the survey was referred to as the International Student Mentorship Program (ISMP), allowing participants to be aware of the ISMP and what it aims to accomplish. Results helped gauge the interest for a mentorship program, what they would like in one, and how much it would benefit them at a personal level

(survey can be seen in Appendix F1-7). The survey was split into two forms, a domestic student form and an international student form. For each question, both forms had parallel themes and were distinctly worded to speak to the targeted demographic. For example, the international student survey asked how the ISMP would have benefitted them when they first arrived on campus. In contrast, domestic students were asked if the ISMP felt necessary in their opinion and how it would have benefitted themselves if they were a mentor. Other than international or domestic student, self-identifying questions such as email or name were not asked in order to maintain full student anonymity and promote authentic responses.

The survey ran for a total of two weeks and was able to obtain 25 responses. As seen in Figure 1, among those 25 responses, 52% were international students (13) and 48% were domestic (12). Colby-Sawyer has a total of 23 international students in total, therefore 57% of the international student population at Colby-Sawyer College participated in the survey, which is significant in terms of survey participation among one demographic.

Do you identify as a domestic or international student at Colby-Sawyer College?

25 responses

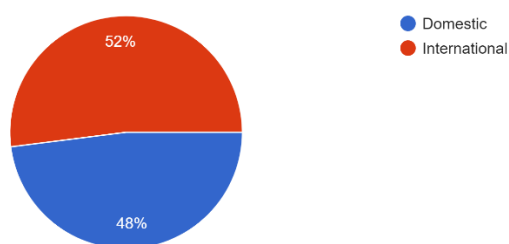


Figure 1 – Domestic and International Numbers

Analysis and Results. Based on the results of the survey, the idea of having a domestic-to-international mentor program is highly desired and precepted as a necessary program to have at Colby-Sawyer College. Both quantitative and qualitative survey questions favored the idea of

having the ISMP implemented. Results also acknowledged that such a program would better themselves as students in an ever-growing global society. Students also gave suggestions of what activities should be included into the ISMP. The following section will examine the survey results and how it affects the ISMP's design.

Questions 1-3 are Likert Scale questions based off three themes: the need for the International Student Mentorship Program at Colby-Sawyer College, personal interests in a potential ISMP, and perceptions of importance in intercultural training for peer-mentors. With a maximum score of 10, results show that both domestic and international students believe that a domestic-to-international mentorship program would be important to have at Colby-Sawyer College. Figure 2 shows that all participants for both demographics scored a 6 or higher for perceptions of importance. The average score for domestic students = 8.0, and for international students = 8.6.

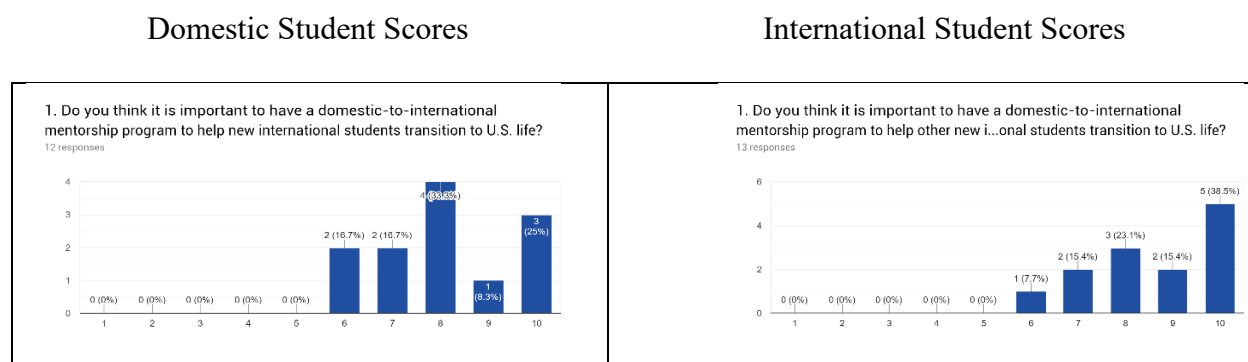


Figure 2 – Perceptions of Importance

Based on these results, the nearly equivalent averages and a lack of low scores indicates a similar agreement between both demographics that a mentorship program is deemed important at Colby-Sawyer College in terms of *level of importance*.

The survey also asked if participants would like to be a mentor (domestic student form) and if having a mentor would have benefited them when they first arrived at Colby-Sawyer College (international student form). The purpose for this question-set was to gauge the level of interest of domestic students in becoming a mentor and compare the interest of international students in becoming a mentee. The results for this question-set was also similar between both demographics with an average score of 7.1 for domestic students and 7.6 for international students out of a score of 10. Additionally, a Pearson Correlation Coefficient was used on parallel scores for questions 1-3. Using $R=1.0$ to represent a strong positive correlation and $R=(-1.0)$ as a strong negative correlation, all R-values yielded positive, thus showing a slight positive correlation between INTL (international) and DMST (domestic) variables. Figure 3 shows the average scores and R-values for all the Likert Scale questions, all yielding towards the higher scoring ends of the scale. These scores indicate that a majority of participants agree to the following: the ISMP would be useful at Colby-Sawyer College, both would be interested in being a mentor or mentee, that intercultural training for future ISMP mentors is important, and that Colby-Sawyer student perceptions on the need of an ISMP program is mirrored between domestic and international students at nearly equal levels.

	DMST Students AVG out of 10	INTL Students AVG out of 10	Pearson Correlation Coefficient R-value
Importance of an ISMP Program	8	8.6	$R=0.527$
Being a Mentor/Having a Mentor	7.1	7.6	$R=0.1494$
Importance of Intercultural Training for Mentors	8.5	8.9	$R=0.4509$

Figure 3 – Average scores and R-values for each Likert Scale survey question

Students were also asked if they would have personally joined the ISMP, by answering to yes, no or maybe/not sure in question 5a. Figure 4 below shows that a majority of students would be interested in being a mentor or mentee. 66% of domestic students indicated interest in becoming a mentor while 92% of international students stated they would have signed up for an international-domestic mentorship program upon arrival to Colby-Sawyer College. Although only 66% of domestic students answered “yes”, 25% reported “maybe” and indicated in question 5b that they were currently too busy or about to graduate. Question (5a) differs from question 2 (How interested would you be in becoming a mentor?) because it does not gauge *level* of interest, but rather if they would *personally* join the an international-domestic mentorship program regardless of their score in question 2. Results indicate that even if an individual student scored lower on interest (question 2) they still marked yes or maybe on question 5a, stating they would have signed up for the ISMP anyway regardless of their *level of importance* scores.

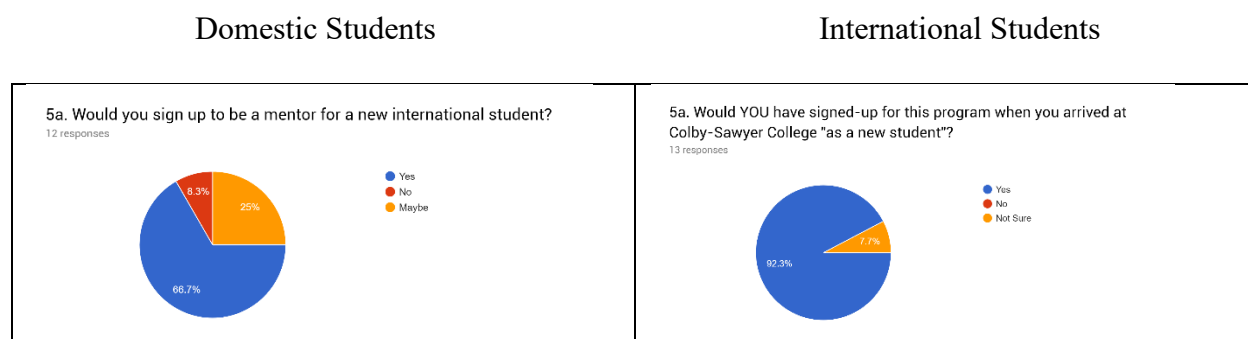


Figure 4 – Interest in the ISMP by student amount

Additionally, question 5b gave the opportunity for participants to state why they chose yes, no or maybe in an open question format. This approach allows for a deeper qualitative understanding on participant responses to question 5a, which only has three choices. As stated

earlier, domestic students who reported “maybe” in 5a, reported that they were too busy or about to leave Colby-Sawyer College in 5b. For example, “I am graduating in May 2019. Although it would have been a great experience!” was one of the domestic student responses. Only one international student indicated “maybe” because they were unsure if they wanted a domestic or international mentor.

The survey also asked the following question about learning outcomes in question 6, “if you were a mentor/mentee, what would you like to learn from them?” Question 6 asked both demographics what learning outcomes and experiences they would have liked to gain/learn if they joined the ISMP. Choices include: Intercultural Communication, Intercultural Exchange, Foreign Language/English Practice, Professional Development in Global Affairs, Gain an Overall Wider Global Perspective, Obtaining Diverse Friendships, Learn How to be a Host to Foreign Visitors/Learn About Culture for Transition Purposes, and Other (please specify). Survey participants could choose up to five outcomes and experiences. Figure 5 below displays how each outcome or learning experience is grouped to its domestic or international counter-part as an LoC (Learning Outcome) with INTL = International and DMST = Domestic. Figure 6 shows the overall results of question 6.

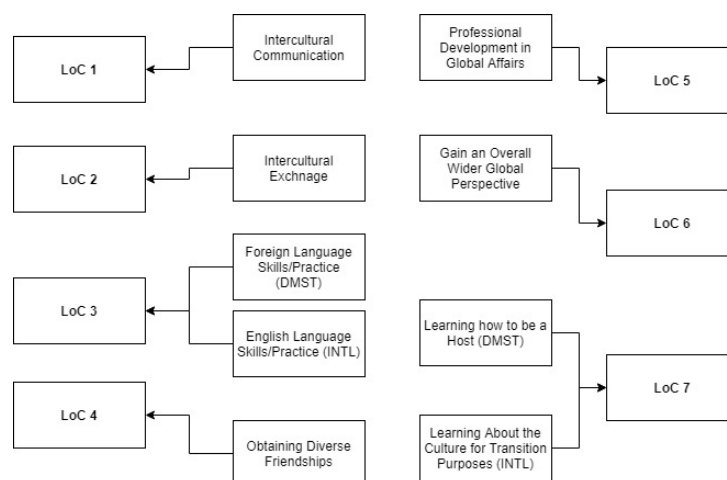


Figure 5 – Grouping of Learning Outcomes and Experiences for Survey Question 6

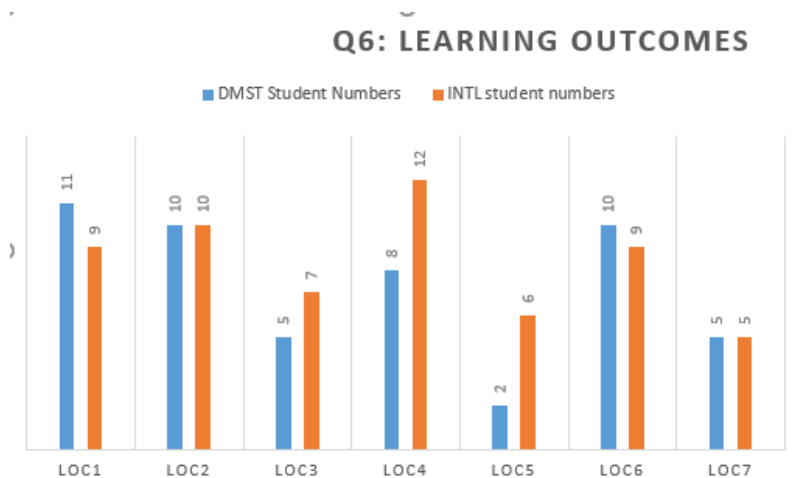


Figure 6 – Overall Results of Question 6

Results of question 6 show that domestic students were mainly interested in LoC 1 (Intercultural Communication) and least interested in LoC 5 (Professional Development in Global Affairs). International students were mainly interested in LoC 4 (Obtaining Diverse Friendships) and least interested in LoC 7 (Learn About the Culture for Transition Purposes). The choice of “other” is missing in the data because it had a result of 0. It is interesting that a majority of international students at Colby-Sawyer College found LoC 7 (Transition) the least interesting. This perhaps could be that students are now largely aware of cultural differences and have prepared themselves mentally when coming to study in the US, but would still like assistance in making friends with domestic students. Additionally, Figure 7 below compares LoC scores from the least to most interested LoC for both domestic and international students. Results show that LoC 2 (Intercultural Exchange) and LoC 6 (Gain and Overall Global Perspective) are both in the top three learning outcomes of interest. This implies that students are mainly interested in learning about each other. By understanding what learning outcomes and

experiences students at Colby-Sawyer College would like, the ISMP can incorporate desired themes and goals into the program's design.

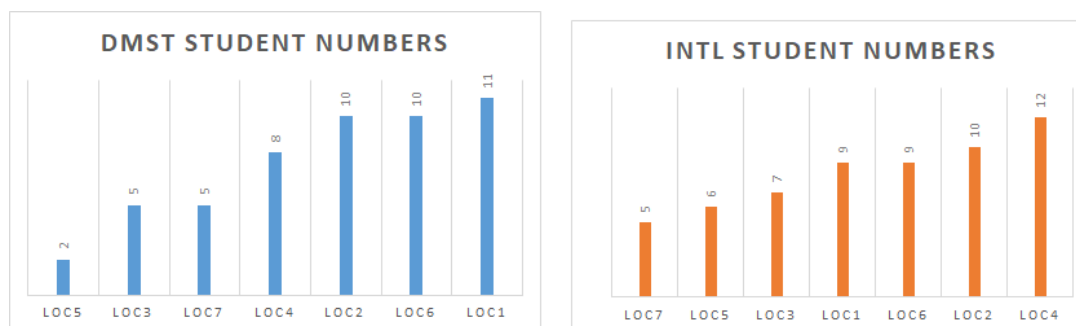


Figure 7 – Comparison of LoC Scores for DMST and INTL Students

Finally, the last two questions asked in the survey were completely open-ended questions, allowing for each student to answer in their own way. This qualitative approach allows for a personal understanding on how each student feels about the ISMP and their experiences at Colby-Sawyer College. Based on the results, themes were able to be drawn among the student responses. The final two questions for domestic students were:

- *From your experience, what kind of challenges do international students face here at Colby-Sawyer College?*
- *What kind of activities and events should the ISMP have?*

For International students, the following two parallel questions were asked:

- *What kind of challenges do international students face here at Colby-Sawyer College?*
- *What kind of activities and events should the ISMP have?*

These two questions were asked to help analyze how much Colby-Sawyer domestic students understood about their international peers, and how much dialogue has been taking place between both demographics. This is important data to gather since being a mentor requires

domestic students to be aware of international student challenges. This also provides the opportunity to analyze first-hand accounts of any challenges that international students are facing so that they could be addressed in the ISMP design. Question 9 for “optional suggestions” is not included in this analysis due to having 0 responses. Open-ended responses to question 7 and 8 were analyzed using the following themes and subthemes that were identified in the results:

Themes and Subthemes in Qualitative Data

- ❖ International Benefit (ISMP benefitting international students)
- ❖ Domestic Benefit (ISMP benefitting domestic students)
- ❖ DMST/INTL Interpreted Challenges for living on campus for INTL students (Question 7)
 - a. Academic Challenges
 - b. Cultural Challenges
 - c. Homesickness
 - d. Institutional Support
 - e. Norms
 - f. Social Challenges
 - g. Weather/Environment
- ❖ Domestic/International Suggested Events (Question 8)
 - a. Cultural Sharing
 - b. Food Focused
 - c. Self-Care and Advancement
 - d. Social/Communication Focus

Although the themes of *international benefit* and *domestic benefit* were recorded separately, respondents mainly focused on the ISMP benefitting international students regardless if they were international or domestic. In addition, it was found that domestic students who took the survey were aware of various challenges international students faced on campus such as environment, cultural, and social challenges. See the following two quotes as an example of environmental challenges, cultural challenges, and social challenges that both demographics were aware of:

The weather, we don't have a lot of sun; there is also a lack of diversity. I feel many students are ignorant of other cultures.

– Domestic Student A

90% of population is from New England and they have similar cultural background and things they enjoy doing. They are well settled in this routine of a life in a small town. Most international students that I have seen come from cities and do not have driving experience to go places around here. Also, there should be [a go-to] person for us when we need something. Someone like a mentor, who might be international or someone who understands and sympathies with the hardships caused by the cultural differences would be good to have.

- International Student A

The domestic student above notes that a majority of students at Colby-Sawyer have not had much interaction with other cultures. This coincides with the international student's quote, which reports their personal experiences and social challenges. It seems that due to the absence of international to domestic interaction, students are unsure how to interact with each other. The following quote from another domestic student further supports these findings:

There is a huge divide between domestic and international students. Though some don't like to admit it, it goes both ways. As a domestic student, even though I am a person of color and my father went through similar things international students are going through now, they see me as too different to interact with. However, I also have not made an effort to reach out to international students who I wanted to befriend.

– Domestic Student B

It seems that domestic student B is fully aware of the struggles that international students face and is even interested in meeting that population. However, this student may have not had the chance or found the courage to reach out. Knowing that domestic students are not only aware of international student challenges but would like to interact with their international peers is important information for the ISMP's design, further supporting the need for the program. At Colby-Sawyer's current state, students seem very much interested in learning from each other but do not know how to begin the process.

In terms of transition, survey results found that having a mentor would have helped international students at Colby-Sawyer in several ways. The following data was gathered by analyzing the open-ended questions, then counting the identified themes and challenges that naturally occurred in student responses. This can be seen in Figure 10. From weather acclimation, cultural adjustment, health, academic challenges, social challenges were by far the most common challenges international and domestic students reported. Figure 8 below is a word cloud of the most reported challenges within the survey (the larger words represent the themes with the most accounts). Among all the challenges, *social challenges* were the most abundant theme and reported about 33 times and *cultural challenges* about 23 times as the second highest. When asked what kind of activities/events students would like to in the ISMP, *social* and *cultural events* were the top two most reported themes in their open-ended answers (*social focused events* = 17, *cultural events* = 15). Figure 9 below is a word cloud of the most wanted types of events/activities for the ISMP. Figure 10 below shows the numerical count of these themes and challenges.

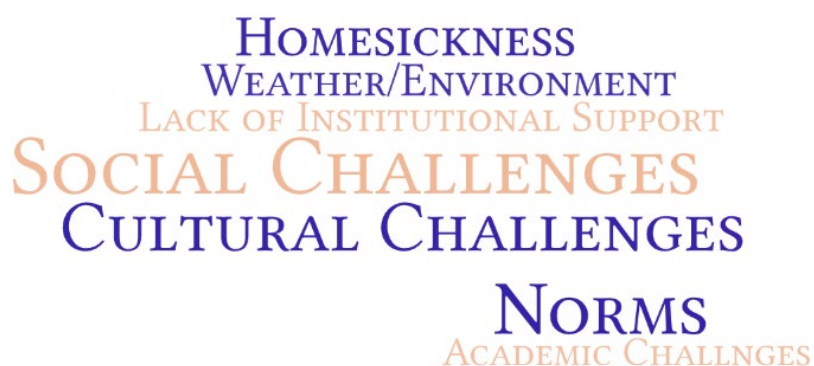


Figure 8 – Word Cloud of Most Reported Challenges



Figure 9 – Word Cloud of Most Wanted Event Types

	Academic	Culture	Homesickness	Institutional Support	Norms	Social Challenges	Weather	Cultural Sharing events	Food Focused Events	Self-Care and	Social focused events
Domestic Student Qualitative	2	8	1	1	6	8	3	7	3	1	10
International Qualitative Data.docx	3	15	1	6	9	25	4	8	1	5	7

Reported Challenges for
International Students

Suggested
Events by
Theme

Figure 10 – Reported International Student Challenges and Suggested Events by Theme

It seems that *social challenges* were the most prevalent challenges with Colby-Sawyer Colleges international student population. Although the domestic scores on “perceptions of international student challenges” are overall lower in total, *social* and *cultural challenges* both rank as the top two for both demographics (Figure 10). This correlation indicates that future international based programs need to address these challenges, especially in the fields where students report the highest amount of difficulty. Below is a quote from an international student about the *social challenges* they have encountered and seen.

International Students who are not very good at communicating in English definitely have a big disadvantage. I have seen some international students become very secluded due to the lack of any faith, courage, and/or diplomatic tact to interact with other students from the American culture.

– International Student B

Additionally, below is a quote from an international student speaking about the *cultural challenges* they have faced, even relating it to identity preservation and sharing.

We need more diverse faculty and staff; and we need to educate domestic students more about intercultural knowledge. CSC [Colby-Sawyer College] should try its best to make international students feel like part of a community; this does not necessarily mean that students must fit in but can be unique and still be able to be part of the community.

– International Student C

Summary of Findings

By analyzing survey results and the current/previous programs at Colby-Sawyer College, the need for an International Student Mentorship Program seems apparent. Additionally, results not only indicate the importance of such a program at Colby-Sawyer College, survey responses helped explain what goals, activities, and learning outcomes should be designed into the ISMP. Social challenges seem to be a common struggle that international and domestic students face when attempting to interact, thus making it one of the priority issues to address when creating a peer-mentorship program for international students. The interest of all things intercultural exists at Colby-Sawyer College but lack proper guidance. Without a cohesive intercultural strategy in programming, it seems international students find it difficult to express their cultural perspective while American students are unsure on how to reciprocate. This not only adds another layer of difficulty to international student transition but disrupts possible intercultural sharing. The ISMP would be a beneficial program to have at Colby-Sawyer College and could have a positive impact on both the international and domestic student population.

Goals and Objectives

The International Student Mentorship Program bases its goals and objectives off the results of the previous needs assessment. By incorporating data with authentic student responses, the following goals and objectives aim to fulfill the gaps at Colby-Sawyer College in terms of student support and cultural sharing through the ISMP. Goals and objectives are broken up into two sections, program and participant goals and objectives.

Program Goals and Objectives

[Goal 1] Improve institutional support for international students through inclusion, thus potentially making Colby-Sawyer College a model institution for cultural inclusivity.

- [Objective] Develop a program that helps international students and is sustainable (can be replicated every year)
- [Objective] Receive positive input from international students about the ISMP during post evaluation surveys
- [Objective] Officially include other departments into the ISMP process through strategic planning to benefit international students and provide learning opportunities for domestic students.

[Goal 2] Encourage an intercultural atmosphere on campus

- [Objective] Create/host events that promote interaction between domestic and international students.
- [Objective] Increase the number of international focused events at Colby-Sawyer College
- [Objective] Increase overall student attendance at international events

[Goal 3] Provide an intercultural experience for domestic and international students

- [Objective] Receive positive input from international students about the U.S. transition processes during the post evaluation surveys
- [Objective] Receive positive input from domestic students about the campus intercultural atmosphere in the post evaluation surveys based on mentee/mentee fit and purposeful cultural learning experiences

[Goal 4] Increase international student knowledge and use of campus resources

- [Objective] The Baird Health and Counseling Center, Colby-Sawyer Career Services, and Student Activities Office will report higher international student participation and use of their office
- [Objective] Students will report an increased use of campus resources based on post-evaluation surveys

Participant Goals and Objectives

[Goal 1] Students will report higher levels of social interactions between both international and domestic students

- [Objective] Domestic students will report being comfortable speaking with international students after completion of the program
- [Objective] Domestic students will check-in with their international mentee as well as the International Student Services Office to ensure the well-being of their ISMP partner
- [Objective] International Students will report being comfortable speaking with American students upon completion of the program
- [Objective] International students will report feeling comfortable engaging with the Colby-Sawyer community, staff, and faculty.

[Goal 2] Through mentoring international students, domestic students will gain intercultural awareness and experience, both socially and professionally.

- [Objective] Domestic students will feel equipped to help their mentees through training and report higher levels of intercultural communication skills in post-evaluations
- [Objective] Domestic students will attend international focused events

[Goal 3] Through American culture and domestic peers, international students will transition to U.S. life more easily.

- [Objective] In formative bi-weekly evaluations, international students will report feeling supported while having a sense of independence
- [Objective] International students will be engaged with activities and utilize support systems on campus

[Goal 4] Participants will gain lasting friendships and create an intercultural community.

- [Objective] ISMP pairs will continue to maintain friendships and build more relationships post ISMP
- [Objective] Participants will report cultural and transition value in the ISMP and recommend future students through authentic evaluation responses.

Curriculum, Content and Schedule Overview

Learning Philosophy of the ISMP

The International Student Mentorship Program aims to provide support for international students while promoting a culturally enriched environment at Colby-Sawyer College. Although this program is not a traditional academic program, it can still provide valuable experience for domestic and international students. The ISMP intends to promote cultural awareness and communication through activities, trainings, and experiences with peers. By providing guided support, the ISMP hopes to not only cultivate all cultures on campus, but help students grow in a growing global society.

Academic Credit

ISMP Students will be able to receive one general-elective for participating in the ISMP. This is to promote active participation from both international and domestic students. Credit/points will be given to students who actively participate in bi-weekly reflections and

various events. Each event hosted by the ISMP will have a sign-in sheet for ISMP members. Although all ISMP participants are encouraged to attend all events, students are required to attend two planned events of their choice for credit. The following events are mandatory and do not count towards the two-event requirement: student trainings, Meet Your Mentor Day, and the End of the Year event. That being said, proof of mentor/mentee gathers must be presented either within reflections or social media. The ISMP requires students to interact with each other while respecting the social levels of each student in terms of characteristics such as extroversion of introversion. The International Coordinator will evaluate reflections, social media submissions, events attended, and all personal meetings with students as ways to meet credit requirements. Students who miss a mandatory meeting or cannot meet the credit requirements will have their pass/fail credit affected. Make-up assignments for missed events or reflections are acceptable but must work with the International Coordinator.

To help supplement domestic-student mentors with their intercultural training, each mentor will be given a Mango Languages account provided by Colby-Sawyer College for the duration of their ISMP term. Currently, Colby-Sawyer College does not offer any language courses whatsoever, thus domestic-student mentors have no way to prepare themselves to learn any form of language to connect with their mentee. By offering Mango Languages to the ISMP mentors, students will be able to experience the benefits and difficulties of learning a new language. ISMP mentors are encouraged to learn the language of their mentee, but if a mentee's native language is English then the following two will be acceptable: any language of choice, the 2nd language of the mentee. Language progress will be monitored by the International Coordinator. Each domestic student must complete at least 8 chapters of Mango Languages by the end of the ISMP term.

Activities, Trainings, and Orientation

Training Activities (Orientation/Domestic Training)

Domestic students will go through 1-week training/orientation to help prepare them to become mentors for their international student(s). Day one and two would focus on educating domestic mentors about the challenges some international students face (Appendix E & L), why their role as mentors are important, and how to effectively communicate with another culture. Intercultural communication and awareness will be an important theme for all training days but will highly be emphasized on day one. In order for domestic students to be effective mentors, the perspective of an international student must be made aware. Some methods for doing this would be to bring in an international student speaker to express their challenges and experiences living at Colby-Sawyer College. Current international students will also be invited for a large activity that introduces reflection, group dynamics, intercultural communication and awareness to the mentors. Lastly, an activity that will help domestic students experience these challenges will be done to broaden their cultural perspective. Training on each day will then end in self-reflection.

The following days of training for domestic students will then focus on how to use their knowledge to be mentors for their international mentee(s). The pairing analysis (mentor/mentee process) will be finished at this point and most domestic mentors will have a general sense of who their international mentee will be. Mentors by now will know their mentee's name, culture, hobbies, etc. Additionally, domestic students will be involved in a short presentation about terms of agreement about their position and how to be of help for international students in a constructive way that promotes learning for both parties. By defining what it means to be a mentor, friend, and guide, domestic students will learn how to effectively learn and interact with

international students. The following training activities include event brainstorming, role-playing social norms between cultures, and case analyses.

Mentors will also benefit from the training sessions through self-exploration. They will be informed on the theories of Kolb's Learning Dimensions, Maslow's Hierarchy of Needs, and Hofstede's theory of Power Distance. By introducing mentors to these theories, they will not only learn about how these theories can affect their mentees, but how they affect them as well. By bringing to light the privileges American students have (in an international to domestic student context), they can be more aware of what the international students face. Through various training activities such as roleplay and reflections, mentees will be able to experience what it may be like to be living in an area that does not have your native tongue or culture. In order to create competent mentors, domestic students must not only be aware of the various struggles international students face, but must also be aware of their own levels of intercultural competence and what they can strive for. Therefore, mentors will also be introduced to Milton Bennett's Model of Stages of Intercultural Sensitivity so that they can be aware of their own intercultural levels. It is important for mentees to understand where they lay on this model so they that can strive towards intercultural learning. Mentors will be asked to be vulnerable, yet safe, and determine where they currently are on this model. Through training activities, they will then be asked how they can move to the next stage by interacting with their international mentee.

International students will attend the mandatory international orientation as well as the campus-wide orientation provided by Colby-Sawyer College. The ISMP will have a small ISMP orientation for international students on the "Meet Your Mentor Day" as seen on Appendix A. This orientation will welcome students to the ISMP, have international student speakers, unpack thoughts on being in the US, brief on upcoming ISMP activities, and provide tips on how to

make use of the ISMP in their own way. Finally, students will meet their domestic mentors shortly after the orientation. Once paired, students are free to get to know each other in their own way.

ISMP Point System

The point system promotes ISMP participants to engage in all events. When a pair engages in an activity, enters one of the ISMP contests, wins an activity, or even submits a reflection, the International Coordinator will log these actions and provide a “point” for each ISMP pair. These points will then be counted at the end of each semester and a winning pair will be announced to receive a prize. This is a reward-based system that can potentially keep students engaged in activities and social media.

ISMP Activities/Schedule Throughout the Year

Activities for the International Student Mentorship Program are broken up into two categories, set events and expanded events. Set events classify as one day/night events, such as trivia night and info sessions, and require higher level of participation. In contrast, expanded events tend to be much longer, lasting to a couple of days, weeks, or even months. These events include the scavenger hunt and photo contests (Appendix A) and require some participation but allow students to pursue these events with their mentor/mentee on their own time. The ISMP believes both events are necessary to not only build a community, but also fulfill different social interaction styles. For example, some pairs may be more active and seek planned high activity events, while others seek independent activities that can be done during their own time. The ISMP does not want to restrict itself to one style of social interaction.

Purpose of Set Events. In Appendices A1 and A2, set events include the ISMP presentation, domestic training session, ISMP international student info session, meet your mentor day, ISMP trivia night, ISMP culture night, ISMP field day, and the ISMP end of the year event. Each event has a specific purpose that engages students directly. Set events are a direct response to question 6 on the needs assessment survey where some individuals indicated that they would like more opportunities to meet other students through institutionally guided events. The ISMP, which is led by Colby-Sawyer's International Student Services Office, will host a handful of set-events to meet the needs of those students and provide that type of social interaction. In a sense, set-events are more traditional events that are planned, organized, advertised, and carried out in a traditional manner. These events are important to help jump start the ISMP community and provide a sense of structure to ISMP goals.

Purpose of Expanded. According to Appendices A1 and A2, expanded events include the ISMP yearlong scavenger hunt, coffee hour and evaluation, and the weeklong photo contest. Expanded events allow students to engage with ISMP activities at their own pace and time. This gives each pair the freedom to plan their meeting times and how they would like to engage with the event. By doing so, students will be able to practice their independence and provide ownership in their mentor and mentee dynamics. Although each pair would have the freedom to engage with expanded events in any way they like, ISMP staff will still be involved using the point system, email, and social media form. Expanded events requires constant small updates from staff to keep students engaged. "Falling off the grid" could lower community engagement for ISMP members, therefore

it is important to have the ISMP staff be very active with program events. Additionally, the ISMP needs assessment indicated that students would like more faculty/staff engagement with international student events, therefore it is crucial that the ISMP staff should be present both at physical events and electronically. Expanded events are essential for students taking ownership in their learning experiences since every pair and individual is different. This also promotes intercultural interactions throughout the year, allowing international and domestic students to share and learn from each other outside of singular events.

Potential ISMP Challenges

The main challenge that the International Student Mentorship Program could face would be the small international student population vs. the amount of interested domestic students. Based on the needs assessment at Colby-Sawyer College, 66% of the domestic students who took the survey were interested in being mentors for international students. Based on admission trends, Colby-Sawyer receives only about 2-5 new international students each year, leaving a good portion of interested domestic mentors without an international mentee. To address this difference, the ISMP pilot program will allow sophomores to sign up for the ISMP. Depending on feedback and evaluations, the International Student Services Office will consider branching out the ISMP to sophomore students in upcoming years. Another solution would be to have each international student within the ISMP to have two domestic mentors.

A second problem that the ISMP could face would be student activity and engagement fallout (students ceasing to participate in ISMP activities). The Peer Network Program currently faces engagement fallout with a large portion of their students. To address this, ISMP students will be able to submit social media materials such as photos and videos, allowing them to take

ownership in their ISMP experience and possibly keeping participants engaged with activities. Additionally, many of the ISMP events will be free participation based, allowing students to participate without pressure, but will also require some active participation for a grade (addressed in the ISMP Academic Credit section above).

Marketing Plan

According to Appendix C, marketing strategies would reach out to all of Colby-Sawyer's domestic population, returning study abroad students, and all potential incoming international students at an awareness level (Appendix C). The main goal for the ISMP's marketing plan is to increase awareness and interest of domestic and international students in the ISMP. To help market to Colby-Sawyer's student population, the ISMP will provide *one academic credit* for all participants and will be included in all marketing material as a selling point. The ISMP can also be advertised as a resume builder for students. Since the ISMP is a support and learning program, much of the marketing will be done through campus mediums using the two-stage strategy below. Both the International Office and the Marketing Department will work together.

Pre-Program Strategy:

The pre-program marketing strategy intends to bring awareness to students before the beginning of each ISMP launch. The ISMP will be mentioned within the students' application stage to Colby-Sawyer so that international students are aware of the program beforehand. Other strategies include in-class visits, emails, campus flyers, informational interviews, and an ISMP presentation during the winter semester at Colby-Sawyer College. Social-media sources such as Instagram and Facebook will be used for the pre-program marketing strategy. Traditional marketing flyers will be used lightly to avoid student perceptions of being over advertised to.

Based on current research, generation Z is capable of filtering out social-media posts that resemble obvious advertisements and find such posts off-putting (Felix, 2018). When it comes to authenticity, having students provide photo-content is crucial for Instagram since it is a vastly popular medium with the current generation. Facebook will mostly be used for administrative and traditional advertising using digital flyers. That being said, Facebook will still house some student-centric content. Using too many digital flyers in social-media could negatively affect perceptions of the ISMP, so a balance of authentic student stories and photos needs to be used with advertising materials on a seven-to-three balance. The seven-to-three marketing balance indicates that for every ten posts on Facebook, seven will be student-centered posts, while three would be a traditional marketing approach such as a flyer. Appendix S is a model of the seven-to-three marketing balance, while Appendix O is an example of a traditional marketing flyer that can be used. For all newly admitted international students, an email campaign will be sent to introduce them to the ISMP (Appendix P). The Marketing Department will be a pivotal partner in launching and creating marketing content.

During-Program Strategy:

The during-program strategy is meant to market to students in a subtler way. Using social-media and videos, the during-program marketing strategy will record and document ISMP events, life, and all things related to the ISMP. This is meant to showcase the ISMP atmosphere and what it stands for in an authentic way, straying away from blatant advertising. Current ISMP participants are allowed to take ownership by submitting photos and videos that must be approved by the International Department before posting. Once approved, photos and videos will be posted on the Colby-Sawyer International Instagram, as well as the Colby-Sawyer official Instagram. Each post will use the following hashtag, #CSC_ISMP. Posts will also be included

in the ISMP webpage and Facebook group. Using this method serves as a double purpose; first it documents the ISMP allows current ISMP members to have a sense of community, lastly it allows actual ISMP events to be used in marketing campaigns in an authentic way, showcasing authentic experience and people in the marketing plan.

Student Recruitment Plan and Requirements

Student recruiting for the ISMP is defined as the recruitment of ISMP participants. These are the students who have taken the survey and have met the requirements to take part in the International Student Mentorship Program. It is important to keep constant communication with all students during the recruiting process. This not only keeps all potential participants informed, but also alleviates any stressors and confusions that may arise. Students who are interested in the ISMP must go through the following processes and requirements:

<u>ISMP Student Requirements</u>	
❖	Take the profile and assessment survey
❖	No recent misdemeanors at Colby-Sawyer College in the past two years (domestic student requirement)
❖	Meet academic requirements (domestic student requirement) <ul style="list-style-type: none"> • GPA of 2.5 or higher • Must have been a student at Colby-Sawyer College for at least one year • Must be in good academic standing
❖	International student requirements <ul style="list-style-type: none"> • Must be a first-year or second-year international student at Colby-Sawyer College

Figure 11 – ISMP Student Requirements

Students who meet the requirements will then be paired based using the characteristic survey and assessment (Appendix N). The ISMP will try to match each new international student with a domestic student based on assessment results (see Pairing section below). Students who are recruited into the ISMP will be handled by the International Coordinator and emailed,

thus beginning the communication process between the ISSO and future mentors. Training sessions, safety policies, materials, and all other various information will follow after acceptance to the program. New mentor recruits will also be introduced to the Student Activities Office as a resource for event information.

Pairing

The pairing process is a crucial part to the International Student Mentorship Program. As stated in the literature review, two of the gaps seen in several pairing programs were the lack of assessment and training. The ISMP has a strong emphasis on fit, making sure pairs share some similar interests, hobbies, characteristics, and social goals. Additionally, making sure each domestic student is informed and trained in intercultural communication and awareness (which was covered in the activities section above) is necessary for a mentorship role. The pairing process will be handled by the International Student Services Office, specifically the International Coordinator.

The pairing process would begin with surveying domestic students the semester before the ISMP begins. The survey questions would include the following themes and topics:

• Goals	• Major/Minor	• Study Abroad	• Travel Experience	• GPA
• Hobbies	• Interests	• Experience	• Current	• Why would you
		• Languages	Languages being	like to join the
		Spoken	learned	ISMP?

Fig 12 – ISMP Student Pairing Survey Question Themes and Topics

An example survey can be seen in Appendix N. At the end of summer vacation, mentors will be chosen and notified through their student emails. Depending on how many international students sign up for the ISMP dictates how many domestic mentors there will be. Domestic students who have not been selected will still be considered and contacted if any late sign ups by international students occur, otherwise they will have priority next ISMP session. Additionally,

on a case-by-case basis, some students may have 2 mentors or 2 mentees depending on the situation and numbers.

International students will be asked if they would like to sign up for the ISMP upon receiving their admissions deposit. Many of the questions in the international student survey will be similar to the domestic survey, except international students will be asked to explain why they would like a mentor. Asking this particular question to international students is important so that the ISMP team knows that each student is aware of the goals and purposes. Students who misinterpret the goals of the ISMP will not be dismissed from signing-up but will be contacted beforehand and be briefed on the ISMP's purpose. The ISMP pairing, training, and evaluation process can be seen in Appendix G.

Staffing Plan

Since Colby-Sawyer College is a small yet functional liberal arts college, only a few additions to the current staffing would be needed. Currently, Colby-Sawyer College's international department has a Primary Designated School Official (PDSO), an International Coordinator (intern), and a student worker. A second student worker would be ideal to help the International Coordinator with ISMP events and planning. Although the PDSO's primary role would be to handle visas, immigration, and admissions, their involvement with the ISMP would be valuable in terms of recommending newly admitted students to the ISMP. In order for the International Coordinator to fully commit to international programming and the ISMP, the position will need to be a full-time position. All International Office staff members at Colby-Sawyer College are encouraged to provide a helping-hand to the ISMP if available. That being said, the International Coordinator will be the main-point person for the ISMP and will oversee all ISMP functions. Staffing budget can be seen in the budget section of this proposal.

Colby-Sawyer College Staff Preparation

To prepare all staff members for the ISMP, the International Student Services Office will be made aware of the survey questions. It is important for all members to know the program's design so that they can fully serve and guide all participants. All members of the International Office will be briefed on the ISMP Communication Model (Appendix B), ISMP goals, and will be encouraged to learn about each ISMP participant as much as they can so that they can help aid students at a personal level. Additionally, a regulations and policy sheet will be given to all parties. This highlights all the policy and regulation logistics for students and staff members and will lawfully protect everyone who is involved with the ISMP. For staff and faculty outside of the International Office, a detailed description of the ISMP will be explained at yearly faculty and staff meetings. After the initial launch and end of each ISMP year, evaluation results will be released in the next concurrent years so that all personnel at Colby-Sawyer College is updated on the progress of the ISMP. This will promote the ISMP's importance and promote all staff and faculty to help in their own way and be models of cultural sharing and support.

Colby-Sawyer faculty and staff engagement is highly encouraged. Although the International Coordinator will manage the International Student Mentorship Program, Colby-Sawyer College will be made aware of how they can aid new incoming international students. Since Colby-Sawyer College only admits about 2-5 new international students a year, staff and faculty will be able to recognize new international students and are encouraged to provide any additional support when possible. Departments such as Residential Education, Campus Security, Dining Services, etc., will be notified when new international students are arriving to campus, briefed about their home-countries, and provide any input on how their department can help new international students in terms of support and help promote cultural sharing on campus.

Communication Plan

All ISMP participants will have an @Colby-Sawyer.edu email given to them by the school. The main source of communication to students will be done through e-mail using the subject line “ISMP: (Subject Title),” under the email ISMP@Colby-Sawyer.edu. This will prevent confusion between official International Office emails and ISMP emails. Additionally, events and announcements will also be communicated through email and social media posts on Instagram and Facebook, allowing for multiple mediums for students to be aware of updates and events.

One of the main goals for the ISMP is to be able to communicate with students while preserving the mentor-to-mentee dynamic. The communication model in Appendix B displays an open-channel style communication model, similar to that of the All-Channel Communication Model (Appendix H), which promotes free flow of ideas and communication (Fisher, 1980). The program intends to promote open and cyclical communication flow between student pairs and the International Office. This model values international-to-domestic student dynamics while still including the International Student Services Office (ISSO) for overall support. Although the ISSO has many resources for international students, there are some aspects to living on campus that only fellow student-peers can help with. To help promote students to communicate with the International Office, students must check-in bi-weekly through reflection submissions. The International Coordinator will also continue being active with the ISMP community. Bi-weekly reflections and will be required for academic credit as stated in the Academic Credit section of this proposal.

Logistics

Living

Housing for international students is embedded into their admissions tuition. It is mandatory at Colby-Sawyer College for all students to live on campus during their whole academic career unless one of the following applies to the student:

- The student is 24 years of age or older by the first day of the semester
- The student's housing has been revoked by the college
- The student will be living with parent(s) or legal guardian within 30 driving miles of the campus.
- The student is married
- The student has dependent children living with them
- The student has a disability-related need to live off-campus and has been granted approval by the office of Access Resources

(Colby-Sawyer College: Residential Life, 2018)

Tuition involves other living expenses such as internet access, dining hall services, laundry, and computer access. The Residential Life Department handles all of the accommodation logistics for all students and keeps in close contact with the Admissions Department on information about incoming students.

Transportation

International students living on campus have access to the Dart-Mouth Coach, which provides trips to the town grocery store as well as the Logan International Airport in Boston. For any additional ride services, Campus Security and the International Department can schedule trips and rides upon request to various locations in New Hampshire. For new incoming international students, reaching Colby-Sawyer College is planned by the International Department. The PDSO and Director of International Admissions provides a step-by-step guide on how to reach Colby-Sawyer College. All international students are highly encouraged to fly into the Logan International Airport since the Dart-Mouth Coach can provide a direct trip from

that location to the New London, NH bus station. From there, Campus Security or the International Department can pick up the student and bring them to Colby-Sawyer College. Any recreational trips planned by the International Department is funded by the department itself. An official vehicle is provided by Colby-Sawyer College, but fuel costs must be paid by the hosting department.

Health and Safety

Colby-Sawyer College and the International Student Mentorship Program considers health and safety to be of top priority. One of the main purposes for having the ISMP to help new international students be aware of medical facilities, what to do in an emergency, and how to seek medical help when necessary. Colby-Sawyer College already provides a brief tour of its medical facilities in the student orientation and informs students on various topics such as fire safety and alcohol consumption laws. The Baird Health and Counseling Center is equipped with trained counselors and nurses. Additionally, the New London Hospital is just a mile away for life-threatening emergencies. In terms of safety, campus security is readily available 24/7.

Although the Colby-Sawyer College has the necessary facilities, the ISMP hopes to take safety and health to the next level by providing a domestic-peer. Note that the mentors are not meant to be health representatives, but rather guides which help international students find professional help. Due to power-difference and various cultural differences, some international students may find it difficult to seek assistance. In fact, according to research, international students are unlikely to seek physical or mental help guidance on their own but may do so if a peer shows concern for their well-being (Hwang, Bennet, & Beauchemin, 2014). Therefore, ISMP mentors may be able to help alleviate some of these anxieties and provide guidance due them to being students as well. Domestic mentors will be briefed and informed on how they can

help international students, how to take action, when to act, and when to refer to a professional. Additionally, all students will receive a health and safety pamphlet provided by the Baird Health and Counseling Center. If domestic-students requires aid for any reason regarding themselves or their mentee, all students are free to speak with the International Department if they seek guidance or unsure where to find assistance.

Crisis Management

Colby-Sawyer College has an extensive crisis management plan that all ISMP members must follow in the case of an emergency. Crises listed in the official document include but are not limited to hazardous materials, homeland security, emergency procurement, major destructive disaster, national incidents, severe weather, and local incidents. All ISMP students will be instructed on the crisis communication flow for both on and off campus. According to Appendix K, students must contact Campus Security first when on campus, and local authorities when off campus. Having a proper hierarchy of communication is important to make sure all necessary parties are contacted while assuring assistance as soon as possible. In the case of an emergency, all faculty, staff, and students must stay clear of disaster sites and follow the orders of campus security. The crisis management plan is also broken down into three levels (Additional instruction for ISMP members has been added):

LEVEL 1 – MINOR INCIDENT – A Minor Incident is defined as a local event with limited impact, which does not affect the overall functioning capacity of the College. The Emergency Management Plan would not be activated.

ISMP Members: If you or your ISMP partner is involved in a minor incident on campus, contact Campus Security FIRST then the International Office. If off campus, contact local authorities as a priority then Colby-Sawyer College.

LEVEL 2 – EMERGENCY – An Emergency is defined as a serious event that completely disrupts one or more operations of the College. When multiple College resources are involved, the Emergency Management Plan is activated to the extent necessary.

ISMP Members: Follow the instructions of campus security. Make sure you are in a safe area BEFORE trying to contact your ISMP partner. If you feel your ISMP partner may be injured or in danger, contact Campus Security first. If off campus, contact local authorities.

LEVEL 3 – DISASTER – A Disaster is defined as a very serious event that seriously impairs or halts the operations of the College. The Emergency Management Plan is fully activated.

ISMP Members: Follow the instructions of campus security. Make sure you are in a safe area BEFORE trying to contact your ISMP partner. If you feel your ISMP partner may be injured or in danger, contact Campus Security first. If off campus, contact local authorities.

(Colby-Sawyer College: Campus Security, 2018)

Evaluation

The International Student Mentorship Program intends to use formative and summative evaluation methods, which are crucial to the ISMP design. Since every participant pool is different, it is important to continually evaluate the progress and quality of the ISMP every two weeks. To ensure that the ISMP is continually reaching its goals and objectives, formative evaluation methods will be conducted every two weeks through the ISMP Coffee Hour and through bi-weekly submitted student reflections that are submitted to the International Coordinator. The summative evaluation will be a survey given to all ISMP participants at the end of the year. Data collected will be used to improve the ISMP for future years. Both formative and summative evaluations will be asking students about personal development and program

satisfaction. Figure 13 at the end of this section is a model of the evaluation process and schedule.

Formative and Summative Assessments

Personal Development To evaluate personal growth, ISMP participants will be monitored through qualitative methods. These include personal conversations with the International Coordinator, submitted reflections, and open-ended questions provided in end of the year evaluation. In terms of personal growth, the ISMP coordinator will be paying close attention to certain themes in student responses such as lessons learned, independence, cooperation, and self-efficacy.

(Formative) Personal Development Questions and Activities Include:

- ISMP Coffee Hour discussions (every two weeks)
- Required ISMP reflections that must be submitted to the ISMP coordinator.
Reflection topics include:
 - Summary of past two weeks
 - Lessons learned from your mentor/mentee
 - Transition Process update
 - Upcoming goals with mentor/mentee

(Summative) Personal Development Questions and Activities Include:

- Final reflection
 - Summary of the ISMP experience
 - Major lessons learned from mentee/mentor
 - Transition process update
 - Goals post-ISMP
- End of the year survey
 - On a scale of 1-10, how much did you grow in terms of interculturalism?
 - Why did you choose your score above?
 - What were some of your favorite moments with your mentor/mentee?
 - (International student) On a scale of 1-10, how positive do you feel about navigating campus and interacting with the community?
 - (Domestic students) On a scale of 1-10, how comfortable do you feel interacting with international students?
 - Final thoughts about personal development?

Program Satisfaction To evaluate program satisfaction, the ISMP coordinator will pay close attention to guided student reflections. As stated above, these brief reflections must be submitted every two weeks for credit and will be considered as part of the formative program evaluation. Summative evaluation methods include the final guided reflection as well as an end of the year survey. All data collected will be used to improve the ISMP program.

(Formative) Program Satisfaction Questions and Activities Include:

- ISMP Coffee Hour discussions (every two weeks)
- Required ISMP guided reflections that must be submitted to the ISMP coordinator. Reflection topics include:
 - How has the ISMP been supporting your goals?
 - Lessons learned from the ISMP?
 - Is there anything you need from the ISMP?

(Summative) Program Satisfaction Questions and Activities Include:

- Final reflection
 - Summary of the ISMP experience
 - Major lessons learned from the ISMP?
 - Suggestion for the ISMP?
 - Goals post-ISMP
- End of the year survey
 - On a scale of 1-10, would you recommend the ISMP to your peers?
 - Why did you choose your score in the above question?
 - On a scale of 1-10, did you feel the ISMP supported you and your partner?
 - (International student) On a scale of 1-10, do you feel value in the ISMP for your transition process?
 - (Domestic students) On a scale of 1-10, do feel value in the ISMP in your intercultural learning?
 - Final suggestions for the ISMP?

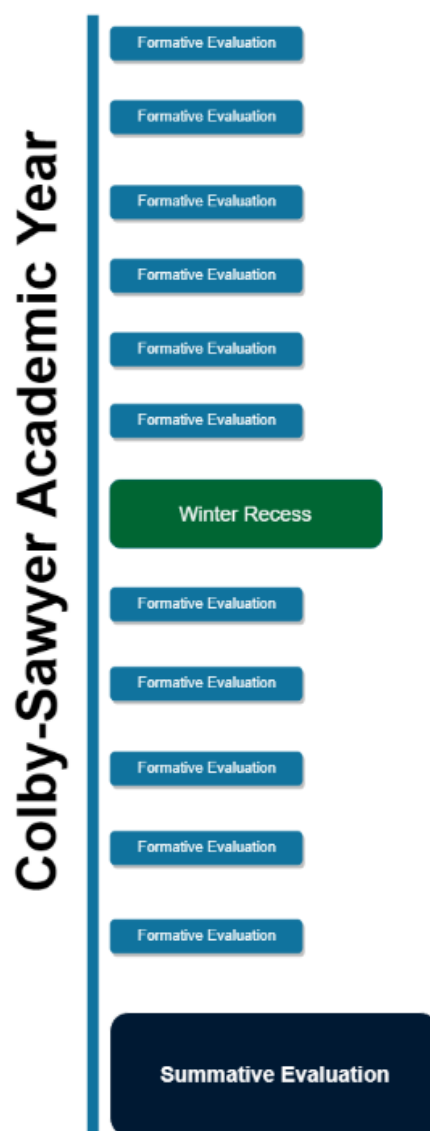


Figure 13 – Evaluation Model and Schedule

Budget Notes and Overview

As indicated in Appendix J, the total budget for the International Student Mentorship Program activities would be approximately \$2,938 (depending on the size of each incoming class). Budget for the ISMP will come from the International Department at Colby-Sawyer College. This budget is dependent on the amount of new student deposits each year, so budget amount is variable. Much of the funding for the International Department is used for admissions

purposes since Colby-Sawyer College has only about 23 international students, therefore ISMP expenses must be used efficiently. For example, each set-event may have been created for ISMP participant purposes but is open to all international students on campus to join as part of the Student Activities Organization (SAO). This serves a dual purpose of effective spending and promotes inclusive community building. The following are the budget notes for each event.

Budget Notes

Printable Brochures

Brochures will be used for marketing purposes as handouts and will be given to various offices to help promote the ISMP. A full reprint of brochures would not be needed each year since it is very unlikely that all 200 brochures will be distributed. 50 will be kept in the International Advising Office and the other 150 will be distributed out to offices and students.

Compensation for Student Classroom Visits

Compensation for students visiting classes is important, especially during the initial stage of marketing. This will be 1 domestic student and 1 international student visiting various classrooms describing the ISMP and its value. Each visit will be about 10 minutes at the beginning of different classes. A small compensation will be given to the speakers as an appreciation of their help and will be counted as official student work hours.

ISMP Presentation

The ISMP presentation will be a small marketing event during lunch. This would be an open event for people interested in the ISMP, and an attempt to introduce people to the ISMP in an official manner. Our ISMP student representatives will be compensated as student work.

Domestic Student Training

Training for domestic students would be done by International Department staff and would be part of their staff salary. Various training supplies would be the main expense for the domestic student training event.

ISMP International Student Info Session and Meet Your Mentor Day

Expenses for this event includes beverages, light catering (finger-snacks, pastries, etc.), and a few swag items such as stickers. The Student Activities Office would most likely be involved with this as well, thus providing hands-on support.

ISMP Culture Trivia Night

The ISMP Trivia night will be held in Wheeler Hall and requires no expense to rent the room. The sound equipment may have a small renting fee since it requires a professional-staff member for setup services. The rest of the expenses would go to snacks and beverages.

Colby-Sawyer Culture Night

The Colby-Sawyer Culture Night is mainly funded by the Colby-Sawyer Student Activities Office. The ISMP and the International Department intends to have a large role with this campus-wide event by contributing through finances and hands-on help.

ISMP Field Day

The ISMP field day requires rental of various sports equipment. For the most part, much of the equipment will be free, but a few dollars should be readily on hand in the case more gear is needed. This would also encompass water and snacks for all participating students.

ISMP Yankee Swap/White Elephant

Budget towards the yankee swap would be mostly towards snacks and drinks. Holiday themed foods will be prepared by campus dining, which requires funding from the hosting department for this event.

Hot Chocolate and International Movie Night

This is a relatively low budget event that involves hot chocolate, snacks, and the film price. The price of each film varies and determines a large portion of the event cost. \$50 is expected to be the maximum amount of spending for this event. Students will discuss the cultural notes of the movie.

ISMP Karaoke Night

Similar to trivia night, audio equipment will need to be rented and set up by facilities. There would also need to be compensation for a staff member in facilities to remain after hours to manage the equipment. Additional budget will go for snacks and beverages.

ISMP Cooking Night

ISMP students and various international students will be able to cook in the kitchen with the supervision of a Colby-Sawyer chef. Here students will be able to share dishes and learn from each other. This will provide a chance for international students to share their culture and allowing domestic students to not only experience new food but how dishes are made in different countries.

ISMP Country Spotlight

ISMP pairs will create a presentation together that showcases their mentees culture. International students will have the spotlight to show their culture and domestic mentors will have a chance to showcase what they learned. Cultural food will be provided and budgeted for.

ISMP End of the Year Event

The end of the year event will contain catering for all ISMP members as well as various tool for reflection. Potential tools would be photos, a videographer that may be hired, or end of the year gifts provided by the international department.

ISMP Coffee Hour and Evaluation

Coffee will be funded by the International Department and provided by the dining hall. Each large thermos will be about \$12 with a total of 10 coffee hours throughout the year.

All Contest and Scavenger Hunt Expenses

These include the scavenger hunt, photo contest, and the snow sculpture contest. Prizes will be given to contest winners during events. Prizes are funded by the International Department.

Mango Languages

Each domestic student will be given a Mango Languages account, paid for by the ISMP. Domestic students are encouraged to choose the language of their mentee. If their mentee's native language is English, American students will choose the 2nd language of existence. This will help encourage cultural learning and show the difficulties of learning a new language to domestic students. Language learning is required for ISMP credit.

Staffing Budget

The Director of International Admissions and the Primary Designated School Official (PDSO) are both paid by Colby-Sawyer College. The student worker that works for the International Department is also handled by the college and managed by Human Resources. Since the ISMP will be a robust program that requires continual support, the International Coordinator will be a necessary position to have. As stated above, the International Coordinator will oversee all ISMP functions and manage international student support efforts between the Admissions Team and PDSO. Since this a full-time position, the proposed pay for the International Coordinator is about \$20-21 an hour or an annual salary of \$39,000-\$40,000.

Although the Office of Admissions oversees the International Department, the International Coordinator's position will be paid by Colby-Sawyer Student Activities Office (SAO). The reason for this is because a majority of the position's responsibilities align with the SAO. This also promotes interdepartmental interaction between the SAO and the International Department.

	Annual Cost
Direct ISMP Costs	\$2,938
International Coordinator Position (Paid by SAO)	\$39,000-40,000

Fig 14 – Annual Combined Budget Summary (SAO + International Department Costs)

Conclusion

The International Department at Colby-Sawyer College is always finding ways to improve their international student support and increase interculturalism. With a campus of approximately 23 international students, incorporating international student voices into initiatives is not only possible, but extremely valuable. One of those initiatives is to help international students become accustomed to US life and the Colby-Sawyer College campus community while engaging American students in intercultural learning. Through the International Student Mentorship Program (ISMP), the International Student Services Office, and the Colby-Sawyer Community, all departments can work together to help new students from other countries transition to their new homes. By using literature, research, and authentic Colby-Sawyer student voices, the ISMP proves to be a program that will be valuable to not only the international population, but to the whole Colby-Sawyer community.

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Appendices

Appendix A – ISMP Activity Breakdown

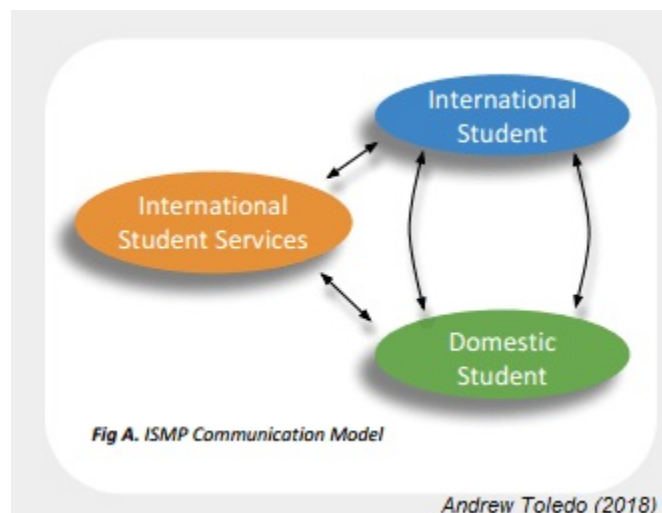
Activity	Duration	Items Needed	Purpose of Activity
ISMP Presentation Theme: Marketing	30 minutes	Presentation File signup sheet, brochures	To present the purpose of the program to interested individuals. This would be after marketing campaigns.
ISMP Survey and Assessment Theme: Assessment and Pairing	3 weeks	Google Forms or Qualtrics	3 weeks of surveys would be done the semester before the new school year. Analyzing and student pairing will be done during summer break. Approved mentors will be notified during break.
Domestic Student Training Sessions Themes: Training and Cultural Learning	4 hours (2 hours for 2 days)	Paper, pencils, snacks	To train domestic students on intercultural communication, awareness, and effective mentor practices. This will be done when students arrive to campus, but before the semester begins.
ISMP International Student Info Session and Meet your Mentor Day Themes: Cultural Sharing and Transition	4 hours	Beverages, light catering (snacks), Colby-Sawyer Swag	To inform international students about what to expect from the ISMP followed by meeting their mentor. After meeting and a few short announcements, the event floor will be a free space to stay or leave.
ISMP Year Long Scavenger Hunt Theme: Social Building and Transition	ISMP Year Long Scavenger Hunt	N/A	This scavenger hunt will be announced at the Meet your Mentor day. It is a semester long event and a new scavenger item will be announced every 2 weeks. Prize will be given out at the end of each semester (total 2 prizes). Scavenger hunt items will include local restaurants and facilities.
ISMP Coffee hour and Evaluation Themes: Evaluation and Transition	1 hour (total of 10 hours)	Coffee provided by the dining hall	This is a yearlong recurring event. Every 2 weeks will open coffee hour for students who wish to come by. It will always be a bi-weekly opportunity to check in with the international department

ISMP Weeklong Photo Contest Theme: Social Building, Cultural Sharing, and Transition	1 week	N/A	A week-long photo contest event with a pre-determined theme, such as local hiking locations and new food to promote cultural sharing and transition. Photos must include both domestic and international partner.
ISMP Trivia Night and Photo Contest Winner announcement Themes: Cultural Learning/Sharing, Social Building	3 Hours	Contest Prizes, trivia material (papers, pencils, school's audio system), food and beverages	The first faculty/staff led event. Trivia night pairs together 2 pairs, giving a chance to meet more people. Trivia will consist of countries about culture, both international and American. Photo contest winners will also be announced here. Other international and domestic students are free to join in.
ISMP Culture Night Themes: Cultural Sharing	3 hours	Catering, games, tabling, decorations	Culture night gives a chance for international students to showcase their cultures, foods, etc to their mentors and other domestic students. Domestic students and international students work together for food, shows, and games. This event is already lead and hosted by Colby-Sawyer College's Student activities, but the International department will help fund and encourage ISMP members to be involved.
ISMP Field Day Themes: Social Building and Cultural Sharing	4 hours	Rope, basketballs, cones, beverages	A chance for mentors and mentees to join with others in a low-competitive sports day. Games include tug-of-war, team free-throw speed competition, and relays. Cultural games will be added as well and will be supervised by the international students.
ISMP Yankee Swap/White Elephant and Semester 1 Scavenger Hunt Announcements Theme: Social Building	2 hours	Coffee, holiday pastries	A holiday event for the ISMP and a way to wrap up the semester. Scavenger hunt winners will be announced as well.

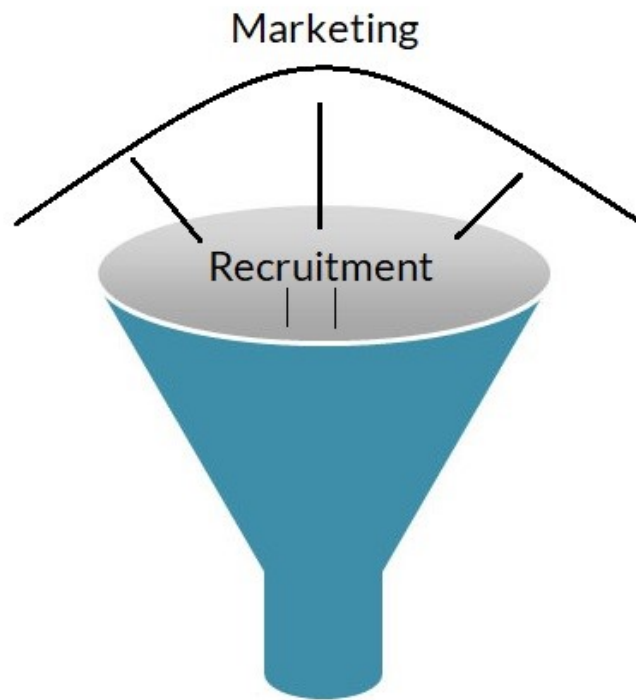
ISMP Snow Sculpture Showcase Theme: Social Building	2 weeks	N/A	A fun event, where students find time to work with their partner or other ISMP members on the best snow sculptures. Best snow sculptures will be showcased on social media.
Hot chocolate and International movie night Theme: Cultural Sharing and Social Building	2-3 hours	Hot beverages and film price	This event will be done after winter break. It is a nice way to bring the community back together in a relaxing way. Move will be determined by voting. Students will discuss the film after and note any cultural observations
ISMP Cooking Night Theme: Cultural Learning/Sharing, Social building	3 hours	Renting the Colby-Sawyer Kitchen, hire kitchen supervisor, ingredients	ISMP students and various international students will be able to cook in the kitchen with the supervision of a Colby-Sawyer chef. Here students will be able to share dishes and learn from each other.
ISMP Country Spotlights (x2 or more) Theme: Cultural Sharing and Cultural Learning	40 Minutes	Various materials will be provided through the ISMP budget	ISMP pairs will create a presentation together that showcases their mentees culture. International students will have the spotlight to show their culture and domestic mentors will have a chance to showcase what they learned. Cultural food will be provided and budgeted for
ISMP Karaoke Night Theme: Cultural Sharing/Learning, Social Building	1-2 hours		This event will be a karaoke night for all ISMP members and international students. Here, cultures will be able to sing in their native language and share music.

ISMP End of the Year Event and Semester 2 Scavenger hunt Announcements Theme: Social Building	1-2 hours	Catering, prizes, photobooth, and light catering	The end of the year party will wrap up everyone's experience and allow for reflection. Food and announcements will be made. A slideshow of the year's photos will be shown as well. Scavenger hunt winners for semester 2 will be announced.
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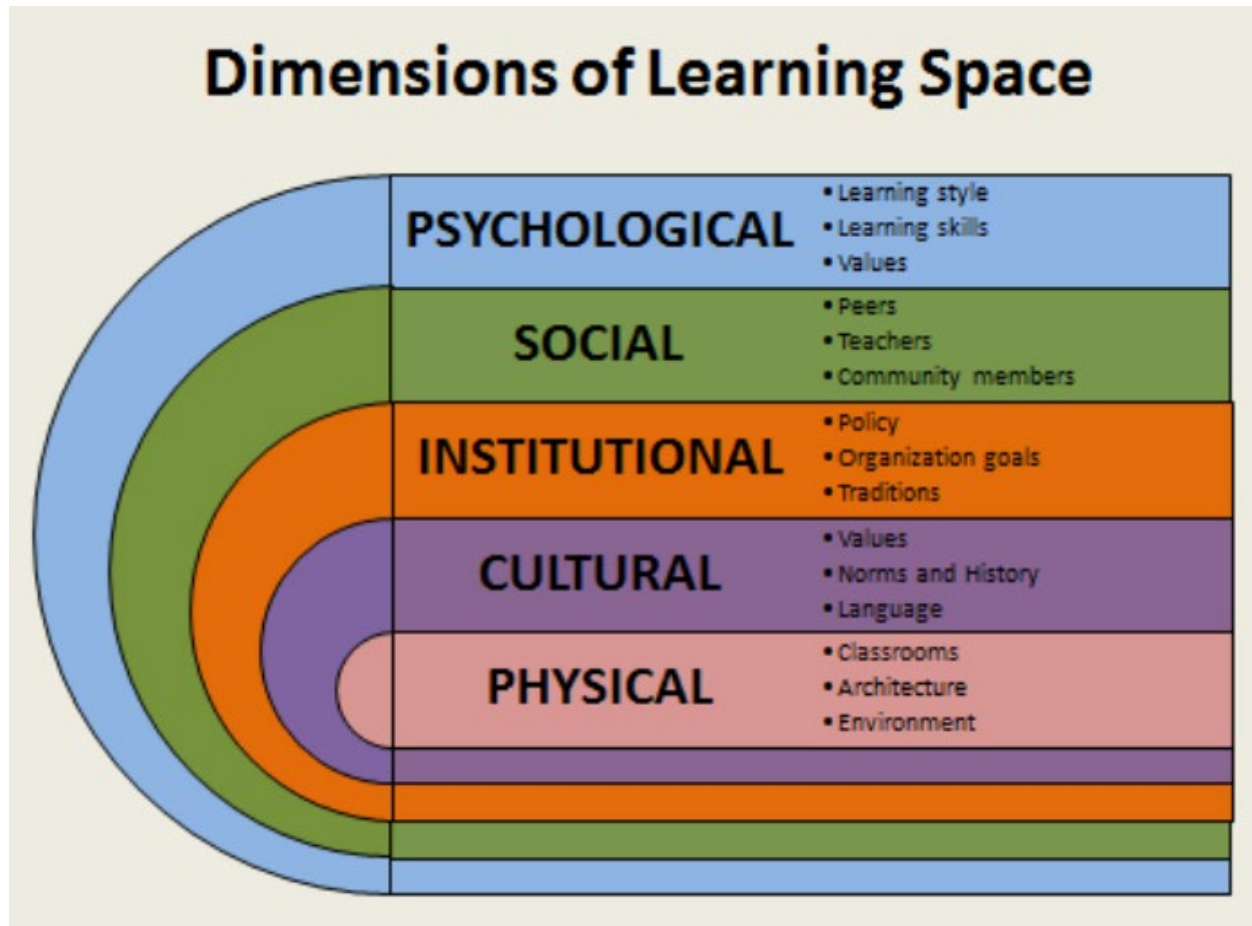
Appendix B – ISMP Communication Model



Appendix C – Marketing Funnel



Appendix D – Kolb’s Dimensions of Learning Space



(Kolb, 2015)

Appendix E – Common Issues International Students Face

Common Issues
international students face

- Social Exclusion
- Adjustment to study habits
- Difficulty explaining feelings in English
- Unfamiliar Food
- Academic and Social Balance
- Homesickness
- Different Weather
- Language Barriers
- Financial issues



Appendix F1 – ISMP Survey, International or Domestic Student

QUESTIONS

RESPONSES

25

Section 1 of 4

International Student Mentorship Program (ISMP) Survey

INTRODUCTION

My name is Andrew Toledo, the International Coordinator at Colby-Sawyer College. I am also an MA student at SIT Graduate Institute studying international education.

SURVEY PURPOSE

This survey intends to evaluate the need for a domestic-to-international student mentorship program, similar to a friendship pairing program. The program plans to have domestic-student-mentors be support connections and transition guides for new international students arriving to Colby-Sawyer College. Participating domestic students will be trained in intercultural communication before meeting their international student partner. This survey seeks to measure the needs, wants, and suggestions of this potential program in development. All responses will remain anonymous and each participant will have a chance to win a \$20 Amazon gift card upon finishing the survey (1 entry per _____@my.colby-sawyer.edu email). Survey time ~10-15 minutes.

REQUIREMENTS:

- Colby-Sawyer Student (if you graduated between December 2017- Dec 2018, you may take this survey)
- Must be currently living in the US
- At least 18 years of age

Do you identify as a domestic or international student at Colby-Sawyer College? *

☐ Domestic

☐ International

[illegible]

Appendix F3 – Domestic Survey Page 2

4. Should this program be mainly for new incoming international students, or to anyone who wants to sign up? *

- ☐ Restricted to only new incoming international students
- ☐ Open to anyone who wants to sign up
- ☐ Other...

5a. Would you sign up to be a mentor for a new international student? *

- ☐ Yes
- ☐ No
- ☐ Maybe

5b. Based on your answer in 5a, why did you choose yes/no/maybe? *

Long answer text

6. If you were a mentor for an international student, what would you be interested in learning from them? Please select your top 5 choices. *

- ☐ Intercultural Communication (learning to communicate with other cultures)
- ☐ Intercultural Exchange (sharing culture norms with each other)
- ☐ Foreign Language Skills/Practice
- ☐ Obtaining diverse friendships
- ☐ Professional development in global affairs
- ☐ Gain an overall wider global perspective
- ☐ Learning how to be a host and representative to foreign visitors
- ☐ Other...

Appendix F4 – Domestic Survey Page 3

7. From your experience, what kind of challenges do you think International Students face here at Colby-Sawyer College? *

Long answer text

8. What kind of activities and events should the ISMP have? *

Long answer text

9. (Optional) Any other suggestions or remarks about a possible International Student Mentorship Program?

Long answer text

Section 3 of 4

International Student Mentorship Program (ISMP) - International Student Survey

INTERNATIONAL STUDENT SURVEY

You identified as an international student at Colby-Sawyer College. If this is not you, please return to the beginning of the survey. Survey time ~10-15 minutes.

1. Do you think it is important to have a domestic-to-international mentorship program to help other new international students transition to U.S. life? *

1 2 3 4 5 6 7 8 9 10

Not Important

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Very Important

2. How much would YOU have PERSONALLY benefited from a domestic-to-intentional mentorship program when first arriving to Colby-Sawyer College (or the U.S.)? *

1 2 3 4 5 6 7 8 9 10

Not at all

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Very much

3. How important is intercultural training for future ISMP mentors? *

1 2 3 4 5 6 7 8 9 10

Not Important

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Very Important

Appendix F6 – International Survey Page 2

4. Should this program be mainly for new incoming international students, *
or to anyone who wants to sign up?

- ☐ Restricted to only new incoming international students
- ☐ Open to anyone who wants to sign up
- ☐ Other...

5a. Would YOU have signed-up for this program when you arrived at Colby- *
Sawyer College "as a new student"?

- ☐ Yes
- ☐ No
- ☐ Not Sure

5b. Based on your answer in 5a, why did you choose yes/no/not sure? *

Long answer text

6. If you signed up for the International Student Mentorship Program (ISMP), *
what would you be interested in learning? Please select your top 5 choices.

- ☐ Intercultural Communication (learning to communicate with other cultures)
- ☐ Intercultural Exchange (sharing culture norms with each other)
- ☐ English Language Skills/Practice
- ☐ Obtaining diverse friendships
- ☐ Professional development in global affairs
- ☐ Gain an overall wider global perspective
- ☐ Learning about the culture for transition purposes
- ☐ Other...

Appendix F7 – International Survey Page 3

7. What kind of challenges do International Students face here at Colby-Sawyer College? *

Long answer text

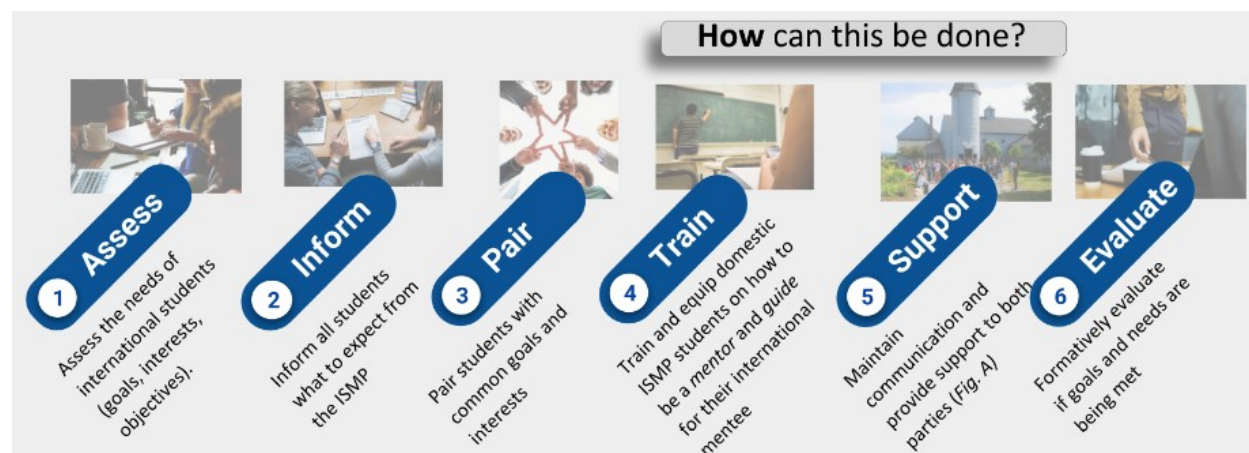
8. What kind of activities and events should the ISMP have? *

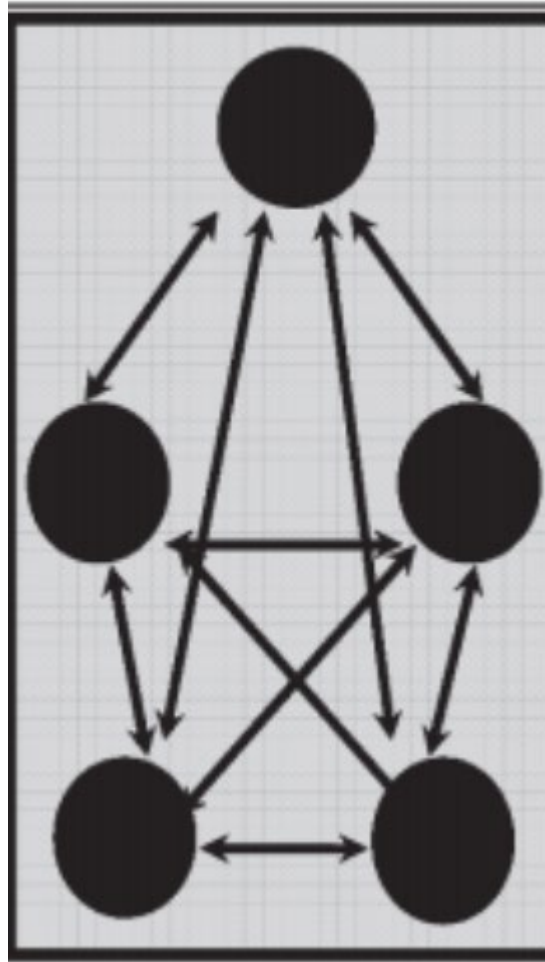
Long answer text

9. (Optional) Any other suggestions or remarks about a possible International Student Mentorship Program?

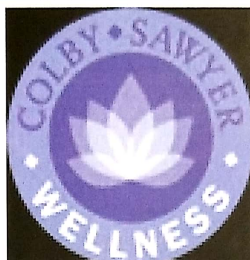
Long answer text

Appendix G – Pairing, Training, an Evaluation Process



Appendix H – B.A. Fisher’s AI-Channel Communication Model**All-Channel**

(Fisher, 1980)

Appendix I – Bookmark with information about the Baird Health and Counseling Center**Information on Health,
Counseling, and Sports
Medicine at C♦S**

Medical and Counseling care is
available to students @ Baird
Health & Counseling Center
Mon-Fri 9am-3pm 603-526-3621

Athletic Trainers provide care to
varsity athletes at the Stock
Sports Medicine Clinic in Hogan

All are staffed by licensed providers

For after-hours care: contact
Campus Safety @ 603-526-3300

Nearby: New London Hospital and
Physician Practices: 603-526-2911

Allergy shots if needed may be
arranged at this number by
request to Dr. Frankewich

Pharmacies:

Colonial 603-526-2233
Robert Scarlett 603-526-4716
Upon request and payment,
deliveries may be made to C♦S

Appendix J – ISMP Budget

Expense	Fixed Cost	Quantity	Total	Notes
Marketing				
Printable Brochures	\$0.14	200	\$28	Approx. 200 brochures
Compensation for student classroom visits	\$10	5	\$50	This cost would compensation for our domestic and international representatives. Brochures would be included but are budgeted above. This presentation would be during lunch hours.
ISMP Presentation	\$10	2	\$20	This is to pay out ISMP student representatives for pay visiting classrooms and speaking about the ISMP
Set Events				
Domestic Student Training Session	\$50	1	\$50	Training would be done by the international student services. Staff us already working and on salary. This cost would for training supplies
ISMP International Student Info Session and Meet Your Mentor Day	\$200		\$200	Beverages, light catering, and light swag (bookmarks, stickers, etc).
ISMP Trivia Night	\$70	1	\$70	Trivia prize, audio system rental, food, beverages, and trivia material (pencil, paper)
ISMP Culture Night	\$500	1	\$500	Student Activities leads this event, this \$500 is to help fund the campus-wide event and encourage ISMP members to be involved.
ISMP Field Day	\$80	1	\$80	Sports equipment
ISMP Yankee Swap/White Elephant	\$40	1	\$20	Beverages and holiday pastries provided by campus dining.
Hot Chocolate and Movie Night	\$50	1	\$50	Hot Chocolate and Film Price
ISMP Country Spotlight	\$300	2	\$600	Sound equipment and cultural foods provided by dining services
ISMP Cooking Night	\$600	1	\$600	Kitchen rental, hiring a kitchen supervisor, and purchasing ingredients
ISMP Karaoke Night	\$100	1	\$100	Beverages, snacks, and sound system rental from Colby-Sawyer

ISMP End of the Year Event	\$300	1	\$300	Catering for ISMP members, reflection material.
Expanded Events				
ISMP Year Long Scavenger Hunt	\$50	2	\$100	Prize winners for semester 1 and 2
ISMP Coffee Hour and Evaluation	\$12	10	\$120	Coffee
ISMP Weeklong Photo Contest	\$30	1	\$30	Contest Prize
ISMP Snow Sculpture Contest	\$20	1	\$20	Contest prize
Additional Costs				
Mango Languages	\$20	5x12	\$1,200	Mango language accounts for domestic students
		Net Cost	\$2,938	

Appendix K – Crisis Communication Flow

On-Campus Communication Flow



Off-Campus Communication Flow



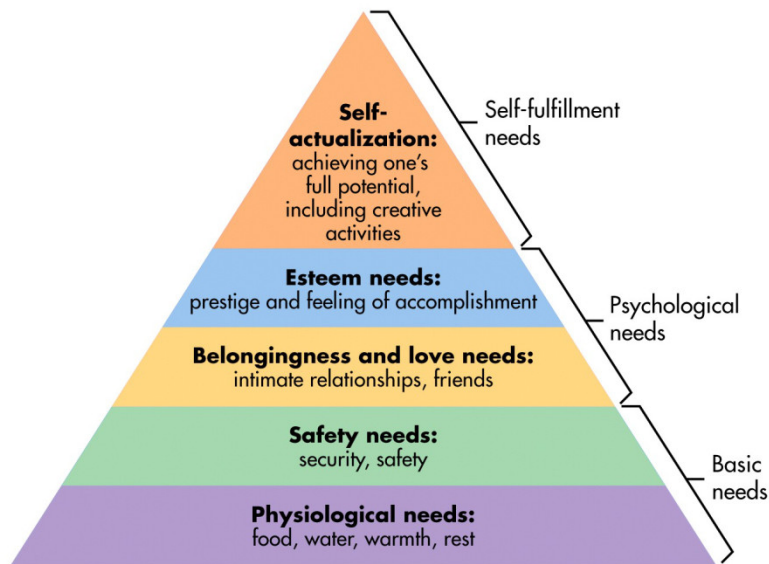
Appendix L – Reported Challenges and Suggested Events at Colby-Sawyer College

	Academic	Culture	Homesickness	Institutional Support	Norms	Social Challenges	Weather	Cultural Sharing events	Food Focused Events	Self-Care and	Social focused events
Domestic Student Qualitative	2	8	1	1	6	8	3	7	3	1	10
International Qualitative Data.docx	3	15	1	6	9	25	4	8	1	5	7

Reported Challenges for
International Students

Suggested
Events by
Theme

Appendix M – Maslow’s Hierarchy of Needs Model



(McLeod, 2018)

Appendix N – Example of ISMP Pairing Survey

The screenshot shows a survey form titled "International Student Mentorship Survey". The form includes an introductory paragraph and four questions, each followed by a text input field labeled "Your answer".

International Student Mentorship Survey

The ISMP team would like to pair you with a mentor/mentee that fits your needs and interests. Help us do this by answering the following Questions

What is your Major and Minor (if any)?

Your answer

Please name a few of your hobbies here.

Your answer

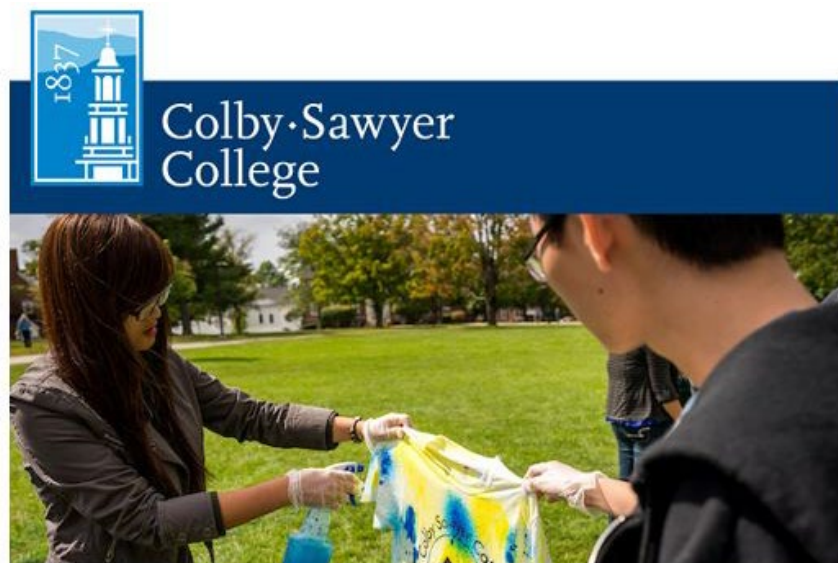
What language(s) can you speak?

Your answer

What are your goals for the ISMP?

Appendix O – ISMP Marketing Flyer



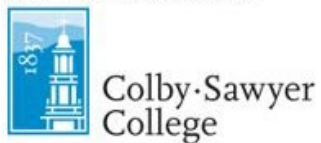
Appendix P – ISMP Email Campaign for Newly Admitted International Students

Hello Elena!

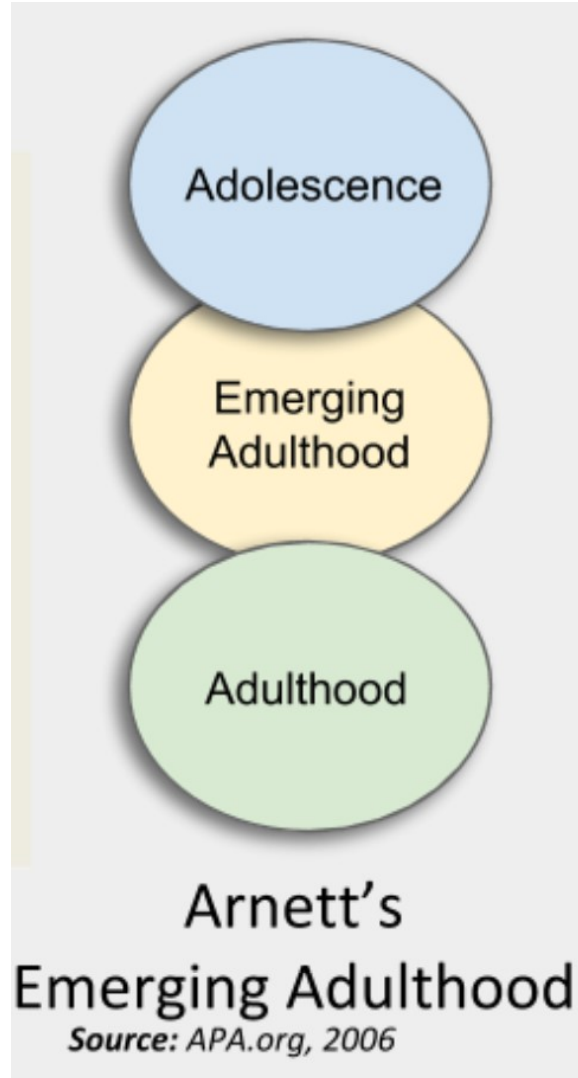
Interested in having a mentor to help you learn about U.S. Culture? Colby-Sawyer College's International Student Mentorship Program (ISMP) is now accepting international students! Mentors are American Colby-Sawyer Students, ready help you while learning about your culture!

[Sign up now!](#)

Andrew Toledo
International Coordinator



Appendix Q – Arnett's Emerging Adulthood Model



Appendix R – ISMP Information Webpage

What is the International Student Mentorship Program (ISMP)?

Transitioning to a new culture can be difficult and overwhelming, especially when your support systems are back in a student's home country. The International Student Mentorship Program (ISMP) aims to connect first-year international students and domestic students through peer-mentorship opportunities while preserving the experiences and culture each student brings. Domestic students will be considered mentors, support systems, and U.S. transition guides. The ISMP hopes to promote campus interculturalism, community support, and provide professional/social connections to both parties. With the support of the international student services office, the ISMP will attempt to enrich the campus experience by bringing students of various cultures together, one pair at a time.

What is this survey for?

This survey intends to gather and assess all needs, wants, and suggestions for the ISMP. The ISMP is hypothetical program being created by Andrew Toledo for his MA degree. Results of this survey will affect the program's design and proposal.

6 Step Process

Each student has insight and cultural knowledge that is valuable to campus. The ISMP intends to do more than just pair students together, it aims to train and inform students about cultural preservation and intercultural communication. Additionally, through assessments and evaluations, students will be paired using similar goals and interests to ensure fit.



For now, the ISMP is meant to be a 1-year program for new incoming international students. The duration is flexible and can be extended if needed based on the results of this survey.

A Deeper Look at the ISMP

Models and Values

ISMP Communication Model

The International Office and other domestic students working together

The program intends to promote open and cyclical communication flow between student pairs and the International Student Services department. This model values international-to-domestic student dynamics while still including the International Student Services Office for overall support. Although the International office has many resources for international students, there are some things only fellow student-peers can help with.

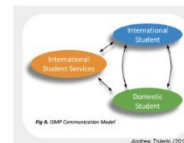


Fig. 1. ISMP Communication Model
Andrew Toledo (2018)

Cultural Sharing and Preservation

Not Just Integration, but Open Social Inclusion

Social Integration is defined as "the process during which newcomers or minorities are incorporated into the social structure of the host society." This definition does not preserve the experiences and culture each student brings to campus, thus potentially creating unneeded power dynamics that inhibits cultural exchange. Instead, the ISMP seeks to promote open inclusion on campus, allowing international and domestic students to be connected and learn from each other at an equal level. Everyone benefits!



(Diversity Council / Facebook (2018))

International Student Mentorship Program Survey

Please take the survey below to be entered for a chance to win a \$20 US Amazon Gift Card (survey time ~10-15 minutes). All responses and entries will be anonymous and participants are free to withdraw or opt out at any time before submission.

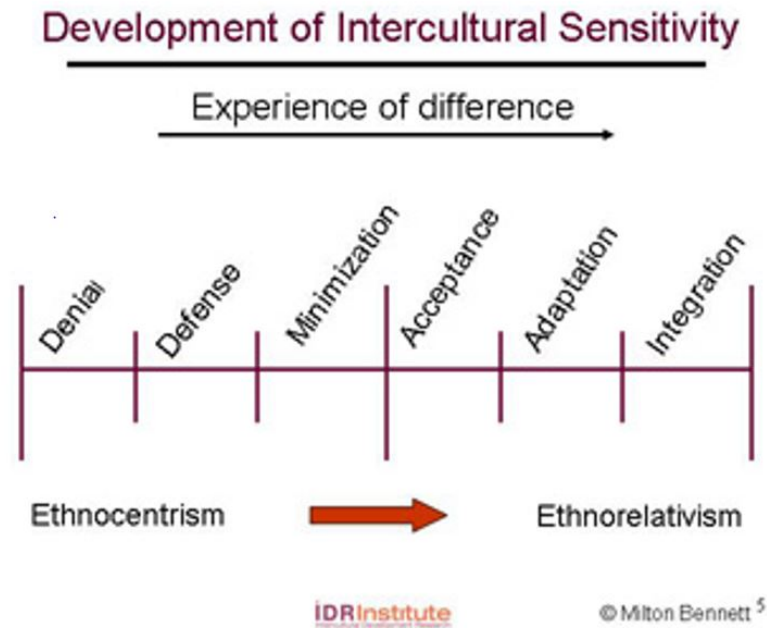
- Only Colby-Sawyer Students may take this survey (must be at least 18 years old).
- MUST be currently living in the U.S.
- If you graduated between Dec 2017-Dec-2018, you are eligible to take this survey

International Student Mentorship Program (ISMP) Survey

This survey is no longer accepting responses and the winner has been announced. Thank you for your participation!

Google Forms This content is neither created nor endorsed by Google

Appendix S – Seven-to-Three Marketing Balance Model

Appendix T – Milton Bennett’s Model of Stages of Intercultural Sensitivity

Milton Bennett Model of Stages of Intercultural Sensitivity