INTO MASON Faculty Senate Report to Academic Initiatives Committee
April 12, 2019
Todd Rose, Executive Director
Karyn Kessler, Academic Director (Interim)

INTO Mason is wrapping up its 5th year at George Mason University. We appreciate the university’s commitment to the Center over the years; further, we are happy to respond to the Academic Initiative Committee’s request for a report on student enrollments, academic performance, collaborations, and future growth.

A few highlights:
• From 2015-2018, 1,037 students (456 Undergrad; 577 Graduate; 2 Law; 2 non-degree) matriculated from INTO Mason programs to degree-seeking programs.
• 309 former INTO Mason students have been awarded degrees (40 Undergraduate; 267 Graduate; 2 Law).
• As of Fall 2018, 32% of all international students at Mason are or were enrolled in INTO Mason programs.

INTO Mason has continued collaboration with leaders, liaisons, coordinators and faculty across the colleges to grow enrollments, refine programs, support faculty and increase student academic success for those enrolled in any one of our five undergraduate or 49 graduate pathway programs.

In addition to developing this INTO Mason profile for general distribution and data sharing/collaboration, in April 2019, we provided each college with its own college/school profile which broke down the general data according to each college’s enrollments and pathway student performance. In each college/school profile, we invited readers/leaders to consider several questions, including:
• Do you notice any patterns/trends in terms of student performance?
• Looking back over these first four years, what would you say has led to the success of your program in terms of meeting students’ needs?
• What adjustments have been made by leadership and/or faculty with regard to the global orientation of the program, the pathway program structure/requirements, courses/curriculum design, etc. that you believe have had positive impact on student achievement?
• What goals do you have for further improving student success and increasing enrollments?
• How can INTO Mason further support you?

We are currently in the process of following up with colleges and with departments and programs with regard to their particular data and ways that we might further collaborate to reach growth and success potential for all. In addition, in 2019-2020, we will take this project to phase II, a comprehensive analysis of post-pathway student academic performance data as well as admissions language test score and incoming GPA data.

1 Karyn Kessler, INTO Mason Academic Director (Interim)
Bonnie Sylwester, INTO Mason Assistant Director
February, 2019
Beyond collaborations for the purpose of program review and improvements, INTO Mason has joined the colleges and wider university community in several initiatives that aim to advance George Mason University’s approach to global engagement and learning, including:

- creation of new pathway programs, including the FA 2019 launch of graduate pathways in Computer Game Design, Economics and Bioengineering
- piloting of modified graduate and undergraduate pathway programs for Volgenau School of Engineering
- continued and expanded tutoring support for multilingual students through the Learning Resource Center, including the oral English language proficiency testing and tutoring support for all of Mason’s international graduate teaching assistants
- increased efforts toward greater cross-cultural and inter-cultural student engagement opportunities through the Mason Global Center housing arrangements and INTO Mason student experience programming
- service of INTO Mason faculty and administration on university committees including the Faculty Senate Multilingual Student Academic Success Committee, the Diversity, Inclusion and Well-being Collaborative, the American Council on Education (ACE) Internationalization Lab, and more
- co-creation with the Stearns’ Center (with support from the Office of the Provost and 4VA funding) of two 2018-2019 Faculty Fellow for Language Diversity positions:
  - Data Collection and Analysis
  - Faculty and Student Resource Development

With regard to George Mason University’s potential growth opportunities in light of strategic initiatives to increase access to higher education and increase global engagement, we believe that the work and any related recommendations coming out of the Multilingual Student Academic Success Committee are key as we consider our shared responsibility to monitor multilingual/international student academic success and as we strive to improve teaching and learning at Mason.

To highlight many collaborations and to celebrate the five year anniversary of INTO Mason, we will be hosting a reception on May 7, 2020, 2-4pm, Mason Global Center. The event will include a poster session, student panel, and faculty roundtable discussion. All are invited. Note: Attached, please find .pdf versions of several posters that will be showcased at the reception, including:

- INTO Mason: An Overview
- INTO Mason: By the Numbers
- Academic English Program
- International Year One Program
- Destination Mason
- Learning Resource Center
- INTO University Partnerships
INTO MASON

GRADUATE PATHWAY

STUDENT ENROLLMENT

What do graduate pathway enrollments look like?

1A. Chart of Annual Enrollment Totals by Student Type

![Graph showing INTO Mason GPW Enrollment by Academic Year]

**Figures 1A and 1B** show the number of students enrolled in your program annually by student type.

- New – New to INTO Mason.
- Progressor – A student entering a pathway program after studying in INTO Mason’s Academic English program.
- Continuer – A student continuing with their pathway study plan from the previous year.
- Extender – A student extending their study plan beyond the originally planned terms of study.

1B. Table of Annual Enrollment Totals by Student Type and Countries of Origin

<table>
<thead>
<tr>
<th>Year</th>
<th>New</th>
<th>Progressor (AE + Pathway)</th>
<th>Continuer</th>
<th>Extender</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>70</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>79</td>
</tr>
<tr>
<td>2015</td>
<td>116</td>
<td>71</td>
<td>13</td>
<td>11</td>
<td>211</td>
</tr>
<tr>
<td>2016</td>
<td>114</td>
<td>125</td>
<td>34</td>
<td>8</td>
<td>281</td>
</tr>
<tr>
<td>2017</td>
<td>112</td>
<td>95</td>
<td>56</td>
<td>28</td>
<td>291</td>
</tr>
</tbody>
</table>

**Top 3 countries of origin**
- China P.R.
- India
- Taiwan

1C. Table of Annual Enrollment Totals by Pathway Type

<table>
<thead>
<tr>
<th>Year</th>
<th>Accelerated</th>
<th>Bridge</th>
<th>Standard</th>
<th>Comprehensive</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>38</td>
<td>1</td>
<td>40</td>
<td>0</td>
<td>79</td>
</tr>
<tr>
<td>2015</td>
<td>76</td>
<td>3</td>
<td>132</td>
<td>0</td>
<td>211</td>
</tr>
<tr>
<td>2016</td>
<td>59</td>
<td>3</td>
<td>219</td>
<td>0</td>
<td>281</td>
</tr>
<tr>
<td>2017</td>
<td>67</td>
<td>6</td>
<td>206</td>
<td>12</td>
<td>291</td>
</tr>
</tbody>
</table>

**Figure 1C** shows the number of students enrolled in your program annually by pathway type.

Accelerated = 1 term, Bridge = 1 term, Standard = 2 terms, Comprehensive = 3 terms.
INTO MASON

GRADUATE PATHWAY

ACADEMIC PERFORMANCE

How are graduate pathway students progressing?

2A. Student Status at the End of the Academic Year

<table>
<thead>
<tr>
<th></th>
<th>1415</th>
<th>1516</th>
<th>1617</th>
<th>1718</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early leaver</td>
<td>2</td>
<td>6</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>Continuer</td>
<td>15</td>
<td>34</td>
<td>64</td>
<td>33</td>
</tr>
<tr>
<td>Extender</td>
<td>15</td>
<td>8</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>Completer</td>
<td>47</td>
<td>163</td>
<td>179</td>
<td>216</td>
</tr>
</tbody>
</table>

Figure 2A shows the status of the students at the end of the academic year. Early leaver = A student leaves before completing their study plan; Continuer = A student will continue with their study plan in the next academic year; Extender = A student will extend their study plan in the next academic year; Completer = A student has completed their study plan.

2B. Completers’ Eligibility to Matriculate

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Eligible to Matriculate</td>
<td>41</td>
<td>141</td>
<td>172</td>
<td>206</td>
</tr>
<tr>
<td>Ineligible (Terminated)</td>
<td>6</td>
<td>22</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Progression rate</td>
<td>87%</td>
<td>87%</td>
<td>96%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Figure 2B shows the number of students who have successfully completed their pathway study plans and are eligible to matriculate.

2C. GPAs and Credits Earned While in the Pathway Program

<table>
<thead>
<tr>
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<th>1415</th>
<th>1516</th>
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<th>1718</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Pathway GPA</td>
<td>3.61</td>
<td>3.54</td>
<td>3.57</td>
<td>3.51</td>
</tr>
<tr>
<td>Average Credits Earned - ACC</td>
<td>13.6</td>
<td>14.4</td>
<td>14.3</td>
<td>13.3</td>
</tr>
<tr>
<td>Average Credits Earned - STD</td>
<td>20.1</td>
<td>20.6</td>
<td>22.2</td>
<td>23.8</td>
</tr>
<tr>
<td>Average Credits Earned - COMP</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

(GPA and credits of those who are eligible to matriculate, data for some students not available)

Figure 2C shows the average grade point average and the average number of credits earned by students while in the pathway program. Credits earned are broken down by pathway type: Accelerated (1-term), Standard (2-terms), and Comprehensive (3-terms). Note: Comprehensive students enroll primarily in Academic English classes, which are not for credit, during their first term.
INTO MASON

UNDERGRADUATE PATHWAY

STUDENT ENROLLMENT

What do undergraduate pathway enrollments look like?

1A. Chart of Annual Enrollment Totals by Student Type

![INTO Mason UGP Enrollment by Academic Year](chart)

**Figures 1A and 1B** show the number of students enrolled in your program annually by student type.

- **New** – New to INTO Mason.
- **Progressor** – A student entering a pathway program after studying in INTO Mason’s Academic English program.
- **Continuer** – A student continuing with their pathway study plan from the previous year.
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1B. Table of Annual Enrollment Totals by Student Type and Countries of Origin

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<th>1516</th>
<th>1617</th>
<th>1718</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>63</td>
<td>98</td>
<td>96</td>
<td>82</td>
</tr>
<tr>
<td>Progressor (AE + Pathway)</td>
<td>22</td>
<td>100</td>
<td>109</td>
<td>75</td>
</tr>
<tr>
<td>Continuer</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>Extender</td>
<td>0</td>
<td>30</td>
<td>55</td>
<td>35</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>85</td>
<td>228</td>
<td>260</td>
<td>208</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Top 3 countries of origin</th>
<th>1415</th>
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<th>1617</th>
<th>1718</th>
</tr>
</thead>
<tbody>
<tr>
<td>China P.R.</td>
<td>63</td>
<td>98</td>
<td>96</td>
<td>82</td>
</tr>
<tr>
<td>UAE</td>
<td>22</td>
<td>100</td>
<td>109</td>
<td>75</td>
</tr>
<tr>
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<tbody>
<tr>
<td>Accelerated</td>
<td>23</td>
<td>43</td>
<td>49</td>
<td>38</td>
</tr>
<tr>
<td>UTP</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Standard</td>
<td>62</td>
<td>185</td>
<td>182</td>
<td>116</td>
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<td>0</td>
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<td>16</td>
</tr>
<tr>
<td>Continuer</td>
<td>2</td>
<td>2</td>
<td>23</td>
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<tr>
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<td>27</td>
</tr>
<tr>
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<td>54</td>
<td>161</td>
<td>201</td>
<td>157</td>
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<td>165</td>
<td>133</td>
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<td>18</td>
<td>52</td>
<td>36</td>
<td>24</td>
</tr>
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<td>67%</td>
<td>68%</td>
<td>82%</td>
<td>85%</td>
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**Progression rate** = # eligible/# completers

**Figure 2B** shows the number of students who have successfully completed their pathway study plans and are eligible to matriculate.

2C. GPAs and Credits Earned While in the Pathway Program

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<tbody>
<tr>
<td>Average Pathway GPA</td>
<td>3.44</td>
<td>3.07</td>
<td>2.89</td>
<td>2.95</td>
</tr>
</tbody>
</table>

Average Credits Earned - ACC  
- 19.3  
- 18.4  
- 18.6  
- 17.6

Average Credits Earned - STD  
- 25.5  
- 28.4  
- 32.4  
- 40.4

Average Credits Earned - COMP  
- --  
- --  
- 27.9  
- 22.5

**Figure 2C** shows the average grade point average and the average number of credits earned by students at the end of their pathway program. Credits earned are broken down by pathway type: Accelerated (1-term), Standard (2-terms), and Comprehensive (3-terms). Note: Comprehensive students enroll primarily in Academic English classes, which are not for credit, during their first term.
INTO GEORGE MASON UNIVERSITY

INTO MASON: BY THE NUMBERS

72
DIFFERENT COUNTRIES ARE REPRESENTED BY INTO MASON STUDENTS ON GEORGE MASON'S CAMPUS

96
DIFFERENT MAJORS ARE STUDIED BY PREVIOUS INTO MASON STUDENTS AT GEORGE MASON UNIVERSITY

89%
OF INTO MASON STUDENTS HAVE BECOME ELIGIBLE TO MATRICULATE TO GEORGE MASON UNIVERSITY

1,340
INTO MASON STUDENTS WHO BECAME ELIGIBLE TO MATRICULATE TO GEORGE MASON UNIVERSITY DID

73%
OF INTO MASON STUDENTS WHO MATRICULATED TO MASON GRADUATED WITH A MASON DEGREE

92%
OF INTO MASON STUDENTS ARE SATISFIED OR VERY SATISFIED WITH THEIR OVERALL EXPERIENCE

“One compelling piece of data sets the tone for our ongoing commitment to the work we do at INTO Mason: students who were offered the opportunity to matriculate and continue their studies at Mason chose to do so at a 98% rate. This says to me that they not only have the skills and preparation to continue, but they are happy and desire to stay at Mason.”

- Nick Bauk, Ph.D., Executive Director of INTO Mason

1.21 million
international students study in the US

20,233
international students study in Virginia (2018)

3,814
international students study at Mason (2018)

4,750
Mason's international student population goal for 2024

98%
OF INTO MASON STUDENTS CHOOSE TO CONTINUE THEIR EDUCATION AT GEORGE MASON IN 2018

Students who chose to continue their education at George Mason University:

2015-2016: 87%
2016-2017: 96%
2017-2018: 98%
What is International Year One at INTO Mason?

The INYO program allows students to begin earning credits toward a Bachelor’s degree even if they do not meet the University’s academic and English requirements for direct entry. The program is designed to provide additional linguistic, academic and cultural support and to enable students to move successfully through their first year, so that they can graduate in the same amount of time as direct entry students.

Program Goals:

- Prepares students to meet the cultural and linguistic expectations of a rigorous undergraduate degree program
- Tailors learning experiences to meet linguistic needs of specific disciplinary classes
- Fosters the development of the academic skills and strategies needed for success in a rigorous undergraduate degree program
- Ready students to think critically and creatively and express their ideas clearly through writing, speaking, and action
- The successful INTO Mason undergraduate student is:
  - ethically oriented and committed to collaboration and connection across differences
  - confident in the value of their perspectives and experiences as multilingual learners and global citizens

**ENGH 121 & 122:**
- Taught by INTO Mason faculty
- Meets Mason Core Requirements
- Co-taught by English Department Faculty and INTO Mason Faculty

**INYO 105:**
- Taught by INTO Mason faculty
- Meets Mason Core Requirements
- A companion course with EAP 102

**COMM 101:**
- Taught by Faculty in the Department of Communication
- Meets Mason Core Requirements
- A companion course with EAP 101

**EAP 101:**
- Taught only INTO Mason students
- A companion course for COMM 101
- Prepares INTO students for progression to their degree program
- Provides INTO students with transition from high school to college life

**EAP 102:**
- Taught only INTO Mason students
- A companion course for American Cultures
- Prepares INTO students with American Culture

INTO Mason Mission:

As an integral member of the George Mason University Community, INTO Mason creates vibrant experiences for international students through transformational learning opportunities tailored to meet specific linguistic, academic and cultural needs.

Student Testimonial

“Studying at INTO Mason has been really good for me. I’ve gained a lot of confidence because my teachers are friendly and my classmates are supportive. Here, we are challenged to solve problems and collaborate together.”

Ade Oloko, Indonesia
Environmental Science, ’20
INTO Mason International Year One
What is Academic English at INTO Mason?

Academic English courses at INTO Mason are designed to help international students develop the English skills needed for successful communication, cultural integration, and participation in the academic environment of an American university.

Core and Oral Communication Skills (OCS) Courses

English courses are separated into two sections that prepare students for future academic success. Core classes focus on reading and writing with attention to written grammar and vocabulary. OCS classes focus on listening and speaking with attention to pronunciation as well as oral grammar and vocabulary. Students may place into different levels of OCS and Core.

Undergraduate and Graduate Language Entry Requirements for AE Students

Students completing specified levels of Academic English can demonstrate English proficiency for admission consideration to Pathway or Direct Entry degree study at Mason. The table below shows AE completion requirements for select graduate and undergraduate programs at Mason.

**Student Testimonial**

"We practiced writing everyday in the Academic English program. Doing this helped improve my writing skills and better prepared me for my academic classes."

Mohammad Alireflee, Saudi Arabia
Business Management, '20
INTO Mason Academic English

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>LANGUAGE REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Year One</td>
<td>Completion of AE Level 3</td>
</tr>
<tr>
<td>(Three-Semester/Comprehensive)</td>
<td></td>
</tr>
<tr>
<td>International Year One</td>
<td>Completion of AE Level 4</td>
</tr>
<tr>
<td>(Two-Semester/Standard)</td>
<td></td>
</tr>
<tr>
<td>International Year One</td>
<td>Completion of AE Level 5</td>
</tr>
<tr>
<td>(One-Semester/Accelerated)</td>
<td></td>
</tr>
<tr>
<td>Direct Undergraduate Admission</td>
<td>Completion of AE Level 6</td>
</tr>
<tr>
<td>Graduate Pathway Program</td>
<td>Completion of AE Level 4</td>
</tr>
<tr>
<td>(Three-Semester/Comprehensive)</td>
<td></td>
</tr>
<tr>
<td>Graduate Pathway Program</td>
<td>Completion of AE Level 5</td>
</tr>
<tr>
<td>(Two-Semester/Standard)</td>
<td></td>
</tr>
<tr>
<td>Graduate Pathway Program</td>
<td>Completion of AE Level 6</td>
</tr>
<tr>
<td>(One-Semester/Accelerated)</td>
<td></td>
</tr>
<tr>
<td>Direct Graduate Admission</td>
<td>Completion of AE Level 7</td>
</tr>
</tbody>
</table>

Core and OCS Levels 0-2

Students completing the beginner levels should be able to:

- Understand simple text and spoken language
- Communicate about everyday topics
- Communicate in simple terms on a variety of familiar topics

Core and OCS Levels 3-5

Students completing the intermediate levels should be able to:

- Understand complex text and spoken language
- Communicate about familiar topics
- Communicate in simple terms on a variety of familiar topics

Core and OCS Levels 6-7

Students completing the advanced levels should be able to:

- Comprehend in detail a wide range of lengthy, complex texts
- Understand abstract and complex topics
- Communicate about familiar topics
- Communicate in simple terms on a variety of familiar topics

- Produce linguistically complex essays and research papers
- Show controlled use of organizational patterns, connectives, and cohesive devices in both speech and text

- Produce detailed text on a wide range of subjects

- Express themselves fluently and precisely in academic situations
Destination Mason: One Effective Approach to Campus Internationalization

Jessica Biddle, Steven Harris-Scott, Amy Lewis

Existing Research

International student engagement on university campuses plays an important role in acclimation in U.S. higher education system and persistence in college (Pascarella & Terenzini, 2005).

Several researchers have investigated international student engagement in U.S. higher education. Zhou and Cole (2016) model a framework to predict overall satisfaction of international students in the categories of academic involvement, social involvement, and racial/ethnic diversity involvement. More involvement allows students "to engage with their peers and faculty in ways that contribute to their socialization to the norms of graduate school" (Gardner and Barnes, 2007, p. 371). Research by Mittelmeier, Kennedy, Bankart, and Bocare (2014) found for socialization that "perceived cultural understanding of the United States positively correlates with campus involvement and friendships with American students for Chinese international students." (p. 16).

The benefits of involvement as graduate students are particularly significant, namely by increasing opportunities for networking, improving engagement with larger communities, putting lessons learned in classrooms into practice, and expanding professional development opportunities. That networking ability was "directly related to their potential job searches but also allowed them to find...collaborative opportunities" (p. 386) later in their careers. Furthermore, they all saw their involvement as directly contributing to a set of skills that translated to their current or future careers.

Overview

Destination: Mason is an initiative which encourages INTO Mason students to get involved on campus. The initiative combines university events with required classroom assignments. Students attend six campus events in the categories offered. The initiative is jointly coordinated by INTO Mason faculty and Student Services across INTO Mason's three programs: Academic English, the International Year One program, and the Graduate Pathways program. Faculty decides how to incorporate the events into their curriculum and how to keep track of attendance. Student Services sends out a weekly newsletter of opportunities and facilitates the completion materials. Finally, Destination: Mason aims to provide another incentive for INTO Mason students to become more engaged in the Mason community: through becoming involved and more integrated into campus life, these students further the Internationalization efforts of the university.

Purpose of the Program

Student Benefits:
- Earn class credit through participating in events outside of class
- Increased awareness of campus resources and student life at GMU
- Practice communication skills by sharing their experiences with native English speakers
- Recommendation letter from INTO Mason's Executive Director
- Certificate of completion and celebration party

Campus Benefits:
- Increased international student participation in events/activities
- Further Mason's internationalization goals leading to greater cross-cultural perspectives

Faculty/Staff Benefits:
- Provides structured, yet flexible way to learn about campus resources, events, and activities that relate to university curriculum
- Faculty increase their understanding of how students engage outside the classroom
- Increased attendance to Student Services events
- Creates opportunity for academic affairs and student affairs collaboration

Future Plans

In 2019 we will compare students who completed the program as part of class, and those who did not with the hypothesis that those who complete the program are more adjusted to campus life and have a better understanding of campus opportunities.

We also are in the initial phase of putting together a publication on the initiative as a way to integrate international students into the larger campus community.

Measure impact:
Fall 2018 students also were sent a brief survey asking the following questions (response rate 39%):
- Percent of Students Answering YES:
  - I have attended an event: 95%  
  - I am part of a Mason club: 16%  
- Percent of students who AGREE:
  - I know my way around campus: 87%  
  - Participating in Destination: Mason was an overall positive experience: 89%  
  - I know where to go: 77%  
  - I feel comfortable speaking...: 54%  
  - I feel like I am a member of the Mason community...: 69%

Statistics of the Program

Fall 2018 participants attended 650 events across campus and the local community.

Feedback received in response to: what is one thing you learned by participating in this program?
- "Be outgoing, you can experience more by putting yourself out there!"
- "Learning English is not just a language, but also a culture."  
- "I learned how to divide my time by my studies and meeting new people. This gave me motivation and positive mind to work even harder."
- "I can study more effectively after having fun, it is really good to get to know new people."
- "You can always get some free food and drinks!"