

## **Institutional Planning Committee (IPC) Meeting**

**Friday, November 20, 2015**

**1:00 – 3:00 p.m.**

**College Heights Conference Room, B10-468**

**Members Attending:** Ron Andrade, Kathy Blackwood, Juanita Celaya, Michael Claire, Sandra Stefani-Comerford, Laura Demsetz, Alicia Frangos, Jennifer Hughes (co-chair), Sennai Kaffl, David Laderman (co-chair), Beverley Madden, Milla McConnell-Tuite, Teresa Morris, Stephanie Roach, Jan Roecks, John Sewart, Samantha Trump, Danuta Wang, Jasmine Witham

### **MEETING SUMMARY**

#### **Review of the Agenda**

The agenda was approved. New members were introduced, including Mary Vogt, Administrative Assistant in PRIE.

#### **Review of the Summary Notes from the October 16, 2015 meeting.**

The summary notes from the October 16 meeting were approved.

#### **Update on International Education at CSM**

Kathy Blackwood, Jan Roecks and Danni Redding-Lapuz provided an update on the International Education Program at CSM.

#### *District Information*

Kathy Blackwood provided history of the District's interest in expanding international education. Four years ago a decision was made to increase international education enrollment at the three colleges. The target goal was to grow by an additional 750 students districtwide, which would help cover the increased costs that were anticipated to serve the international students. This effort was initiated to grow enrollment when we weren't experiencing enrollment growth and to increase revenue when we didn't have revenue coming from the state. The enrollment of international students also can provide for a rich educational environment for international and domestic students. In order to increase the enrollment as planned, it was determined that a core of services would be needed at each college. District funding was provided for the following core services:

- 2.5 hours of counseling/per student/per year
  - \$500 per student operating expenses
  - 55% of the revenue from international tuition for instruction
- 45% of revenue for adding sections/classes to assist international students (e.g. ESL courses)
- 10% of revenue for adding other impacted courses to assist domestic students

- 5% of district revenue to pay for additional professional development at the college to globalize the curriculum. This was distributed equally to all three colleges.
- Each college already had existing staffing patterns, but funds were provided to ensure adequate staffing to serve students

Kathy provided a detailed report outlining the funding for the program. She noted that CSM started in the base year (2011/12) with 168 students; the largest number of students of the three colleges. This is due in part to the fact that CSM has always had a fairly large international program. That said, 168 out of approximately 10,000 students is still a relatively small number of students.

Currently CSM has grown to 422 students, which is based on an average of fall and spring headcount for 2015/16.

For 2013/14, based on the services to be provided, it was estimated that CSM would need \$280K to operate the program. However, the college only generated \$96,000 in new international student revenue. Thus, the district subsidized the college in the amount of \$184K. That has changed over the years and now the revenue is exceeding the costs associated with the program. Thus, there is no longer a need for the district to subsidize the program.

Of the revenue generated by international student tuition, 80% is allocated to the colleges, 16% is allocated to the district for recruitment and marketing, and 4% (with a maximum of \$50K) has been placed in a contingency fund for various special recruitment and other special events. In the prior allocation formula, the colleges only received 8% of the revenue generated from international student tuition as well as the FTES (funding per student) generated by international student enrollment.

In 2015/16, CSM is receiving \$1.5 million in addition to what we received in 2011/12.

Kathy noted that there are other districts with very large international education programs of over 2000 students, including DeAnza, Santa Monica, DVC and Foothill. (Foothill has 4500 international students out of 32,000 students and generates \$28 million in non-resident fees.)

### *College Perspective*

Jan Roecks noted that the district allocates the entire budget to the college. Included in that allocation is the revenue that is generated from the international student tuition. The college receives the total budget in a lump sum; it is not divided out by different revenue sources. The total budget is then distributed to fund all college programs, cover personnel costs, instruction and student services, etc. It is viewed as a total budget. In order to support the International Education program, we worked with Danni Redding-Lapuz, International Program Manager, to determine an appropriate operating budget for the International Education program. This is a broad, comprehensive program, and is larger than others programs. The budget includes personnel costs, including counseling to support students, cohort classes specific to international students, general classes to support all students, supplies and other operating items. Currently, there are ten counselors who have time devoted to serving international students. The college is supporting the program and will allocate resources accordingly. It is important to note that any funds generated by international student tuition do not go directly back to the International Education program. Instead they are part of the college's overall budget allocation, a portion of which is used for the international education operating budget. Thus, the revenue from the international student tuition helps

provide direct support to the International Education program and assists the college with funding other institutional programs.

Danni Redding-Lapuz provided an update on the program. She mentioned that the numbers have continued to increase. Currently, there are over 418 students enrolled at CSM representing over 50 countries. The largest group is from China. She provided a report showing the countries that are represented. The district has been recruiting in China, Burma, Malaysia, Myanmar, Brazil, Sweden, Jordan, and Saudi Arabia. Some countries sponsor their students to study in the United States.

They are a high need group, especially during their first semester when they are getting settled into a new culture and educational system. The admission and registration process is very complex. The college must adhere to SEVIS regulations established by the federal government for Homeland Security. The students must apply to the college using a separate application which is entered into the SEVIS database, take the TOEFL/other approved tests or have language school transcripts to demonstrate sufficient English proficiency, and demonstrate their financial means (\$20K minimum) to study in the United States. They must apply for a VISA from their home country and once in the United States must maintain a course load of 12 units each semester as required by their FI visa status. Once they have arrived they are provided with a three day orientation, complete placement tests, and meet with counselors to develop their class schedules and later to develop their SEPs. Danni has worked closely with the deans to develop cohort classes for international students and non-cohort classes (those that are generally good for first semester students.) This helps ensure that international students will have classes to register for when they arrive. Without this planned enrollment, they are faced with closed classes and long waitlists. Danni and the deans regularly review the placement test results and have a good sense of the number of sections of ESL and mathematics that will be needed each semester. Additional sections are sometimes created which are available to international and domestic students. In addition, a first semester model curriculum has been developed outlining the courses a student will take in their first semester. This will also help ensure that international students have classes for their first semester. By the second semester they will have priority registration which helps ensure they will get the classes they need.

In order to help ensure students' success, international students have mandatory check-ins throughout the semester and are required to update their SEPs in order to obtain priority registration for subsequent terms. As international students, they are not allowed to work off campus. Thus, they are very interested in seeking on campus employment.

A variety of events are scheduled throughout the year to engage international and interested domestic students, as well as faculty and staff. A recent event, World Village, coordinated by the students and focused on celebrating global culture and diversity was held in Bayview Dining. It was a very successful event with guest speakers and food from different cultures.

The International Education Center has a variety of programs and services for students. The Center is outfitted with computers for student use. There is a meditation room across the hall, which was initially established to serve Muslim students in need of a quiet place to pray throughout the day. The meditation room is open daily and available for any students to use for quiet activities/study. The 3<sup>rd</sup> floor outdoor terrace has been established as the International Terrace. Many events and socials are held on the terrace.

Danni suggested that the college needs to continue to think about ways to integrate the gifts and talents international students bring that can benefit the entire college community. The cross pollination of

international and domestic students is beginning to take place, but more efforts are needed. The International Students Center can also serve as a resource for faculty to share and discuss ideas to help create a more globalized curriculum.

Danni shared information about the variety of activities, events and programs that have been developed to engage all students. These include, but are not limited to:

- A new Lion Dance team has been formed. A formal club has now been established.
- An International Club, comprised of international and domestic students is very active. They started World Chat which was established by students interested in focusing on a specific language each month to share with others. During the ½ hour chats, student learn key words and phrases of the featured language. Thusfar, 12 chats have been offered.
- Model United Nations Club– students working with Political Science faculty to participate in competitions
- International Ambassadors program– International students hired to help with tours from visiting international groups

Other information:

The International Student Managers at the three colleges will serve as liaisons to the Study Abroad program, currently being coordinated at Skyline College. The program is open to all SMCCD students.

Additional discussion about classes to meet the needs of both domestic and international students needs to take place. It may be beneficial to look at offering more afternoon classes, as the 9-12 slots are very popular and room capacity during this timeframe is impacted.

Regular meetings take place with Danni and the ESL faculty as they were the faculty most immediately impacted by the increased enrollment of international students. They explore ways to modify their courses and are exploring combining ESL 827 and 828 to help accelerate the progression through the sequence.

Success rates of international students are very high. Many transfer to 4 year institutions (both UC and CSU) as well as private schools. A few students each semester return home because the experience has not worked out for them.

Upcoming Efforts/Plans:

- Offer bus trips for students to visit different parts of the bay area and attend events
- Host an annual event for the college community; consider a big gala with music, dance, and food.
- Develop a comprehensive, institutionalized plan for international education
- Explore the idea of creating a “global distinction” notation on a student’s transcript if they complete a group of courses with a global focus. There are courses that already exist with a global focus (i.e. World Music, World Literature)
- Pursue the Transfer Degree (AD-T) in Global Studies

Further discussions are planned with the Academic Senate in the spring. We may pursue a joint meeting with IPC.

## **Center for Academic Excellence (CAE) Professional Development Budget**

Theresa Martin provided an update on the Center for Academic Excellence. The CAE just began officially this fall. Previously, CAE was an adhoc committee of the Academic Senate Governing Council. At a recent meeting of the Academic Senate, it was voted upon for CAE to be an official subcommittee of the Academic Senate Governing Council. CAE replaces an initiative that began at CSM several years ago – the Scholarship of Teaching and Learning (SoTL.) CAE has, however, continued the theme of SoTL and is focused on looking at evidence based practices in teaching and learning. Last year, additional funds were provided by President Claire to support professional development. Professional development also became an institutional priority. CAE has developed a number of activities, initiatives, and flex days events. They have also focused on helping new faculty become more integrated into the culture at CSM.

Theresa distributed the proposed CAE budget outlining how the funds will be allocated to the various identified activities. A variety of initiatives were begun, including Reading Apprenticeship and Habits of Mind (Mindset 4.0) that CAE wants to continue to support. They want to provide funds for speakers and presenters on a variety of topics, including social justice. In addition, there are plans to schedule workshops, flex activities, and augmenting conference expenses to allow for travel costs. It was noted that some of the identified items in the budget are already funded from other sources. Professional development is also financially supported in the Basic Skills Initiative and Student Equity plans.

In spring, 2016, CAE will come back to IPC with a three-year plan.

### **Student Equity Plan**

Theresa Martin provided an update on the Student Equity Plan. Last year we submitted a plan to the State Chancellor's Office for 2014/15. The state has now asked colleges to revise and update their plans. She provided highlights of the various goals and activities that have been identified to address the achievement gaps of the state identified populations against various success indicators. The indicators are access, course completion, ESL/basic skills completion, degree/certificate completion, and transfer. Jennifer Hughes stated that the committee should focus on the activities in the plan, as the budget is still being developed. The plan will be submitted to the Board of Trustees for approval at its meeting on December 9, 2015.

**Next Meeting: December 4, 2015**