College of San Mateo

Program Review Submission

2014-2015 Student Services Program Review

Program Name: **International Students Center**
Program Contact: **Redding Lapuz, Danni**
Academic Year: **2014-2015**
Status: **Submitted for review**
Updated on: **03/30/2015 07:51 PM**

---

1. Description of Program

Provide a brief description of the program and how it supports the college's **College Mission and Diversity Statements**, **Institutional Priorities, 2013/14-2015/16**, **5 in 5 College Strategies, Spring 2011**, and other **Institutional Program Planning** as appropriate.

In support of the College's Mission Statement to serve the diverse educational, economic, social, and cultural needs of its students and the community, the International Education Program at the College of San Mateo provides services for international (F-1 visa) students from over 50 countries seeking Associate degrees and/or transfer programs. Students served include prospective, current, and former students, as well as concurrently enrolled students and recent immigrants. The International Student Center provides services including: admissions, issuance of SEVIS documents, tracking and data collection, visa advisement and petitions processing. The International Student Center also provides personal, social, and academic support services with sensitivity to the international/multicultural dimensions of the student population. Institutional Priority 1 & 3.

---

2. Summary of Student and Program Data

A. Student Learning Outcomes Assessment

1. Reflect on recent SLO assessment results for the department/unit. Identify trends and discuss areas in need of improvement.

SLO#1: F-1 students will be apprised of and be knowledgeable of the SEVIS/immigration regulations for maintaining their F-1 status.

New international students attend a mandatory orientation in which SEVIS/immigration regulations are clearly defined. In addition to verbal and written documentation supporting F-1 rules and restrictions, student are given a Pre- and Post-test to measure their understanding of their immigration responsibilities. According to the results, 49% (n. 34/69) of students showed proficiency in F-1 regulations on the pre-test (proficiency being defined as scoring 80% or higher on the test). After participating in the orientation workshop, 85% (n. 69/81) of the students showed proficiency on the post-test for the Fall 2014 new student cohort. In fact, 21 of those had perfect scores on the Post-test, showing a marked improvement of student mastery in F-1 regulations. Similarly, the new Spring 2015 cohort showed 41% mastery on the pre-test vs. 87% mastery on the post-test While the Post-test and survey demonstrated that students have an understanding of their immigration responsibilities, emails are sent out near the end of each semester to remind students of F-1 rules and regulations. This information is also presented to the each of the CRER 105 sections designed for first-semester international students.

SLO#2: New F-1 students will be apprised and knowledgeable of the educational counseling and course selection workshop.

Beginning in Fall 2014, all incoming international students met with a designated international counselor during orientation and/or prior to registration to create an initial enrollment plan. Then all new international students were assigned a counselor and required to meet with this counselor during the Fall 2014 semester to create a full SEP. This program contained a case-management approach to counseling and was a collaboration between the International Education Program and the Counseling department. Lindsey Bynum served as a liaison for the program and worked directly with international students to ensure that they met the counseling requirements.

Another new initiative that was piloted in Fall 2014 was the CRER 105 course requirement for all incoming international students. As part of

orientation, new international students were pre-registered in the course and assigned a counselor. We had two dedicated sections of CRER 105 for international students in Fall 2014 with 78 students enrolled (78 out of 115 new students or 68% of the new students enrolled). This is a marked increase from the 28% representation of the previous two semesters. To further improve the number of new international students enrolled, we are working with the Counseling Department and faculty to add additional sections of the course to accommodate all incoming international students. Those incoming international students who have obtained a degree from a US institution can be exempted from this requirement upon approval from the International Education Program manager.

2. Describe any additional methods used to assess program SLOs and reflect on the results of those assessments.

The method of data collection used for the assessment of SLO #1 is a pre- post- test, which directly measures student understanding and knowledge of the subject material presented in the orientation workshop. This information is vital for all international students and therefore it is important to test student knowledge of the regulations. Additionally, student enrollment, registration, and progress are checked at various points throughout the semester to ensure that students are maintaining their F-1 status. For those who are in danger of falling out of status, one-on-one advising is also provided. Upon reflection of our current assessment practices, it would be useful to implement an additional training or check-in point for students to ensure that continuing students fully understand F-1 regulations and that there is a mechanism for ensuring that all students are informed of changes and updates to both College international policy, District international policy, and SEVIS policy.

3. Examine the program to GE alignment. Which GE SLOs are supported or reinforced by the department/unit SLOs. What do the assessment results for the department/unit/ SLOs reveal about student attainment of the GE SLOs?

The International Education Program SLOs indirectly support GE SLOs by assessing student preparation for and engagement student readiness to engage in academic study in the U.S. and student understanding of the educational process and requirements specific to international students. Additionally, International Education Program student programming directly supports GE SLOs in the following ways:

Effective Communication: During International Orientation, students attend a workshop on effective communication strategies in the American Classroom, including how to effectively participate in class, share personal insight on subject matter, communicate 'directly' with peers in collaborative projects, and how to interact with faculty (including appropriate email, classroom, and office hour interactions).

Social Awareness and Diversity: The International Education Program creates programming to broaden both international student understanding and awareness of diversity and culture, but also campus-wide education programs to share and inform cultural understanding. Examples include:

- Orientation Workshops
- Working On-Campus Workshop (address appropriate cultural norms/variations in workplace)
- World Chat – student lead initiative to share languages with campus community
- Campus Events – Lunar New Year Celebration and Asian/Pacific Island Heritage Celebration

Ethical Responsibility/Effective Citizenship: International students receive training, both during orientation and during CRER 105, regarding ethical behavior in the U.S. Students are also encouraged to become productive, participating members of the campus community and the community at large. In particular, international students hold several leadership roles in CSM student government and have also created several clubs on campus, including: International Student Club, Chinese Student Association, and Soccer Club. Student are informed that getting involved on campus not only provides a robust resume for transfer, but also allows them opportunities to make new friends, share their culture, and improve their cultural competency.

B. Student Support Indicators

1. Review student program usage and discuss any differences across demographic variables. Refer to SARS, Banner, **Planning, Research and Institutional Effectiveness (PRIE)** reports and other data sources as appropriate.

- The number of international students enrolled at the College of San Mateo continues to increase from 191 total students in Fall 2013 (93 new and 98 continuing) to 292 in Fall 2014 (115 new and 177 continuing). This represents a 53% increase in total international student enrollment over one year.

  Enrollment
  Increase

Semester	New	Continuing	Total Students	% increase from previous semester
			107	
Fall 2012	50	88	**138**	29%
Spring 2013	31	113	**144**	4%
Fall 2013	93	98	**191**	33%
Spring 2014	57	166	**223**	17%
Fall 2014	115	177	**292**	31%

In Fall 2014, our total number of students was 292 from 44 different countries.

Female	**130**	**45%**
Male	**162**	**55%**

NEW Students	**115**	**39%**
Continuing Students	**177**	**61%**

Top Countries

China	157	54%
Hong Kong	15	5%
Korea	12	4%
Saudi Arabia	9	3%
Japan	9	3%

By Region

East Asia	202	69%
Europe/Eastern Europe	22	8%
Southeast/South Asia/Pacific Islands	22	8%

Middle East/N. Africa	17	6%
South America/North America	16	5%
Northeast/Central Asia	11	4%
Sub-Saharan Africa	2	1%

2. Discuss any differences in student program usage across modes of service delivery.

The International Student Center provides services through various modes of delivery including:

Website: The International Education Program webpage is a main resource for potential and current international students to obtain information on CSM admission requirements, transfer programs, and different services provided. In a comparison of webpage visits from 2013 to 2014 there has been a significant increase in both overall page views and unique page views. Overall page views from March – March increased from 15,827 in 2013 to 22,800 in 2014 – a 44% increase. Unique visits also increase 41% from 12,827 to 16,885 during the same time frame. (information obtained from Bev Madden, Community Relations and Marketing).

Email: From the period of January – December 2014, the International Student Center staff responded to over 1000 inquiries from individual students, agents, and various organizations from the two general program email accounts. Note that these figures do not include inquiries addressed directly to ISC's Project Director and Program Services Coordinator.

Phone: The International Student Center received a total of 1718 incoming calls from January 2014 – December 2014 on its three lines totaling 81 hours of phone support offered by staff. The main inquiry line to the International Student Center received the largest number of calls at 1018, up from 779 calls in 2013. The increase in incoming calls may be due to the increase in international student enrollment and increased interest in the college.

In person: Students and visitors come to the ISC for various needs ranging from CSM application questions, visa and immigration advice, personal and academic needs, studying, and computer use. We have a SARStracker installed in the International Student Center, and while access is currently limited, we will work to retrieve data and report on usage in upcoming reports.

C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency. Discuss no-shows, group vs. individual delivery, etc.

To ensure the most effective and efficient use of resources within the International Education Program. We have partnered with various departments on campus to utilize already existing structures and processes to serve our growing international student body. Programs for international students cover a range of topics and are delivered through orientation, academic courses and collaboration, counseling, workshops, clubs and campus engagement, and individual advising.

Orientation: A mandatory orientation is required for all new international students to introduce them to the CSM campus and resources, the US education system, life in the US, American classroom culture, and inform them of their immigration responsibilities as an F-1 student. All

new students in Fall 2014 and Spring 2015 (208 new students total for the 2014/2015 academic year) attended either the group orientation or an individual orientation from the International Education Program manager.

Academic Courses and Collaboration: Beginning in Fall 2013, the Counseling department began offering CRER 105-College Planning for new international students to inform them about the U.S. educational system, student success strategies, AA degree and transfer requirements, and completing a SEP. During Spring 2014 students were encouraged to attend the course, with relatively low enrollment. During Fall 2014, the course was required for all incoming internationals students and 78 students were enrolled in two internationally focused sections. To accommodate our increasing enrollment, additional sections will be offered for future semesters and additional faculty will be trained to teach the international sections of the course.

Counseling: To ensure that all new international students take full advantage of the counseling services at the College of San Mateo, have a current SEP on file, and qualify for priority enrollment for future terms, the International Education Program worked with the Counseling Division to pilot a new case management approach to counseling. Five counselors were trained by Martin Bednarek to be prepared to assist and support international students. All new incoming international students for Fall 2014 were assigned an international counselor. Students are then given assignments, including an appointment with their counselor to create a full SEP, as part of their CRER 105 course. During Spring 2014, 287 one-hour counseling sessions where provided to international students. In Summer 2014, 98 drop-in counseling sessions were provided and in Fall 2014 there were 392 one-hour appointments for international students. A total of 777 counseling appointments were utilized by international students between January – Decemeber 2014.

Workshops: To deliver international student specific information in the most efficient way possible, the Center offered the CPT/OPT student workshop to assist students applying for work authorization in the US. This process has complex deadlines and documentation that cannot be communicated effectively through email and is no complex to introduce during orientation or in the CRER 105 course. In Fall 2014, the International Education Program offered the CPT/OPT student workshops with 6 students attending. An additional workshop: *Working On Campus* will be offered in Spring 2015.

Individual Advising: Students are informed about immigration responsibilities at the orientation and through email notifications to remind them of regulations before the end of the semester. Individual advising on immigration issues by ISC staff is also provided as needed.

3. Additional Factors

Discuss additional factors that impact the program, including, as applicable, changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See **Institutional Research** as needed.

- IE marketing and recruitment efforts and decisions currently made at the District Office will continue to affect the student demographics, enrollment numbers, and student expectations upon enrollment.
- The English proficiency requirement for admissions has been under discussion, as well as admissions requirements regarding transcripts, and high school completion. As district-wide policies are developed and approved, this may impact procures and the number of students who qualify for admission to the international program.
- A district-wide BPA – Business Process Analysis was conducted in March 2015 to discuss current recruitment, admissions, and enrollment processes. During the BPA several key areas for improvement were discussed: Recruitment Plan and Accountability, Online application (CCCapply or other platform) to streamline data entry processes and interface with Banner, Improved Marketing and Clear Messaging for Recruitment (so student expectations align with experience at college), updated and improved website. Other initiatives were discussed including: online orientation, pre-registration, admission requirements, placement testing restrictions, and auxiliary services (housing, transportation issues, etc.) The district and colleges will be working to address some of these challenges and develop strategies for the implementation of improved services and technology. As these initiatives are under-taken, there will be a significant shift in work load for program staff. Additional training may also be required.
- The expected implementation of the CCCApply international application in 2015 will impact the processing of applications. Since application processing will be less manual, we expect less room for data error as well as less staff time required to process the application. However, during the initial stages, we expect that there will be staff time spent in transitioning to the new process and identifying and resolving any system errors.

4. Planning

A. Results of Program Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

Prior year goals are outlined below with notation on outcomes:

Plan 1 – Mission Statement Development for International Education Program to guide the actions and decision-making of the program and ensure that program vision is aligned with CSM's Mission and Institutional Priority 3: Mission statement was developed in 2014 and SLOs updated for the program. This process will be revisited during the 2015-2016 academic year to ensure that mission and SLOs reflect programmatic needs and align with college and district initiatives.

Plan 2 – Student Satisfaction – Administer an annual survey to international students to gain an understanding of their experience and satisfaction at CSM. Linked to Institutional Priority 1 & 3: Student survey was developed and administered through PREI in Fall 2013, with results produced in February 2014. A new student survey is being developed to not only assess satisfaction, but to assess programming that would be of interest to students. Once administered, the results will be used to develop programming to serve international students and the campus community at large.

Plan 3 - Develop resources for faculty and staff to increase cultural competency and understanding of the international student population so that involved parties are equipped to provide quality services: In collaboration with PRIE and the CSM International Education committee, developed a faculty survey to gain an understanding of faculty's professional development needs as it relates to international students. Because of a change in staffing, the survey was not administered as projected in Spring 2014. The International Education manager will work with PRIE to adapt survey as needed and administer during the 2015-2016 academic year. Comprehensive demographic data was compiled on the international student population and distributed to ESL faculty, the International Education Committee, and the international counselors. Additionally, the IE manager is in development of a Comprehensive Internationalization plan that will be developed in coordination with the NAFSA Academy and the CSM International Education Committee. One key component of this plan is the development and implementation of a professional development schema for faculty and staff throughout the campus. The current timeline for this project is Development: 2015-16 and Implementation: 2016-2020.

Plan 4 – Online Pre-Departure Orientation – With the use of the District's newly purchased software, Cynosure, develop an online orientation for new international students that will provide pre-arrival information. Linked to Institutional Priority 3: To date, no online orientation has been created. This subject came up again at the district level during the International BPA and there is support for the development of an online orientation. It is not yet clear if this will be developed at the college or district level. This was part of a larger discussion regarding pre-registration.

Plan 5 – Addressing Students on Probation – Monitor the academic progress of international students on probation to support student success and completion. Linked to Institutional Priority 1 and 2: While no measureable outcomes have been created for this plan, a working relationship between the Program Services Coordinator who manages probation and the International Student Center staff. International students who are on probation are often brought to the attention of the manager and outreach to the student occurs. We will continue to fine-tune this process and look for measurable for future reporting.

Plan 6 - Promote the visibility and diversity of our student population: Members of the international student community have become involved in promoting diversity on campus by participating in ASCSM's Cultural Awareness Board. In addition, the International Club organized activities for International Education week and has collaborated with other clubs to plan campus events. The International Student Club and the International Education Program are jointly developing the World Chat program, to introduce a variety of world languages to the campus community. The program will include language lessons lead by international students. In addition, the International Education Committee is working with the International Education Manager to develop a Comprehensive Internationalization Plan to begin the process of diversifying and globalizing all levels of our campus community.

Plan 7 – Increase enrollment in CRER 105 – College Planning course development for new international students: During Fall 2014 semester this course became a requirement for all incoming international students. The program manager pre-enrolls new students into an International section of the CRER 105 course. Enrollment increased from 28% to 78% of the new international students in Fall 2014 and additional sections and faculty training are scheduled for future semesters.

B. Program Vision

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the **College Mission and Diversity Statements**, **Institutional Priorities, 2013/14-2015/16**, and other **Institutional Program Planning** as appropriate. Address trends in the SLO assessment results and student program usage and data noted in Section 2.
[**Note:** Specific plans to be implemented in the *next year* should be entered in Section 4C.]

As the International Education Program continues to grow, both in the number of international students attending the College of San Mateo and in the scope of the work with the campus community, we will continue to assess the following key indicators of success:

- The number of students enrolled and the number of countries represented
- The number of students successfully completing each semester and those with academic issues/probation. Student success strategies will be employed to support student struggling academically.
- The number of students engaging in campus activities, such as: working on campus, clubs, students government, honors research project, honor society, scholarship recipients, successful completion or transfer.

The International Education Program will also work with faculty and staff, key administrators, the International Education Committee, and other stakeholders on campus and at the district level to create programming, develop curriculum, and provide services that enhance the education of all CSM students and serve to internationalize our campus at every level of the institution.

Annual assessment of admissions, orientation, registration, counseling, testing/ESL, model curriculum development, workshops, staffing at the International Student Center, and facilities/equipment will be done to ensure that we are providing supportive services for all international students.

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student success.

To support Institutional Priority 6: Enhance Institutional Dialog and Institutional Priority #1: Student Success, and GE SLO Social Awareness and Diversity the International Education Program is in development of a Comprehensive Internationalization Plan. A key element of the plan includes Professional Development:

- Implement faculty survey to develop an understanding of faculty and staff professional development needs as it relates to international students
- Provide workshops and/or resources for faculty to increase cultural competency and understanding of the international student population and how to support them in achieving academic success
- Work with Professional Development to create a series of workshops and/or trainings as part of campus comprehensive internationalization plan.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

To support Institutional Priority 6: Enhance Institutional Dialog, the International Education Program would like to further develop connections and collaborations on campus in the following ways:

- Continue to work closely with counseling department to further support and develop the case-management approach to providing counseling services to international students
- Continue to work with counseling department and faculty to support enrollment and programming for the CRER 105 courses offered for NEW international students
- Continue to work with placement testing office to support student success and preparation for placement exams and correct placement in courses
- Maintain regular communication with English and ESL faculty to discuss student progress, appropriate English placements, and additional student support needed. Collaborate with ESL faculty to globalize curriculum and create ample course offerings to accommodate international student population
- Work with Basic Skills Initiative coordinator to develop accelerated ESL options for students, pilot project with international students
- Continue work with faculty and deans to develop 'Model Curriculum' for NEW international students
- Collaborate with Professional Development Team on campus to create and deliver a series of workshops, trainings, and

- resources to support student success (ex. Growth Mindset) and internationalize/globalize the curriculum of the campus as a hole.
- Work with campus administration in the development of a comprehensive internationalization plan and create events/frameworks/resources to support the implementation of plan

3. To guide the **Institutional Planning Budget Committee** (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

Faculty

With our 53% increase in international students over the past year (from 191 students in Fall of 2013 to 292 students in Fall 2014), additional staffing, reconfiguration of space, additional work stations (student and employee) and equipment are needed to support our current programming. As the program continues to expand (as projected and driven by the chancellor and district office) the overall cost of operations will continue to increase, as will the staffing needs. Also, as the International Education Program begins to develop programming to serve the entire campus community, beyond the direct services to international students, additional resources may be required.

Equipment and Technology

We are anticipating the implementation of a new international application (CCCapply or another platform), which will help expedite the processing the applications. Our staff will need training on new software when implemented.

Our equipment needs presently include an additional work station computer for staff and student assistant use, a scanner for our eFile project (scanning of current paper documents into Banner), as well as an additional student work station for use by international students during registration and during the academic year for course work and printing.

Our long-range plan is to have an additional work station space created in our hallway space with additional student work stations, much like the exterior of Admission and Records. Additional wiring, furniture, and computers would be required for this long-range project.

Instructional Materials

We will begin drafting a plan for the development of an online orientation, which may include videos and possible tutorials for NEW students to complete prior to coming to the College. In addition, the International Education Program will be in development of training materials for professional development – the requirements for teaching materials have not yet been established.

Classified Staff

Full-time Program Services Coordinator to provide application processing and SEVIS support, as well as program development and student support services, to manage our current and expected increase in work volume with a growth in international students. This position is being required to address our current personnel shortfall. In anticipation of programmatic growth, I would also request that our part-time Office Assistant II be changed into a full-time position, to provide regular support to the students and to be the first point of contact for in-person inquiries.

Facilities

The International Student Center is a high-use space for students. To accommodate our increasing numbers. we have begun to utilize the hallway space as a seating and study area for students. We are in need of additional student work stations for student study, printing, and registration and are in the process of reconfiguring our current office space to accommodate an additional computer terminal.

We have created a new work space to accommodate our student assistants, who were displaced upon the hiring of the Office Assistant II. To address student needs and requests, we have converted the International Conference room 10-311 to a Meditation Room/Multi-use space for students.

We have also received approval to move forward with a proposal to rename the adjacent desk the International Terrace and will request support for additional seating in this space. Student currently utilize this space for rehearsals, study, eating, and hanging out.

We will review student usage on an annual basis to determine if current physical space is sufficient to serve potential and current students.

C. Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the **Institutional Priorities, 2013/14-2015/16**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

Plan 1: Mission Statement-Revisit mission statement and SLOs for the International Student Center to guide the actions and decision-making of the program and ensure that program vision is aligned with CSM's Mission and Institutional Priorities. Linked to Institutional Priority 2.

Action	Completion Date	Measurable Outcome
Meet with International Education Committee to discuss and develop a mission statement.	2015	Mission statement that can be found on CSM IE materials and website.
Review current SLOs with CSM IE Committee and update as needed.	2015	Established plans to achieve updated SLOs.

Plan 2: Student Satisfaction-Administer an annual survey to international students to gain an understanding of their experience and satisfaction at CSM. In addition, conduct exit surveys and interviews with students leaving CSM to better understand their reasons for departure. Information will supplement quantitative data obtained from student records and be used to inform changes to make so that the program is aligned with student needs. Linked to Institutional Priority 1 & 3.

Action	Completion Date	Measurable Outcome
Administer Annual Student Survey	2015	Percentage of students responding to the survey 1-3 action items taken from survey results
Administer Exit Survey and conduct exit interviews	2015	Increased number of departing students providing CSM will complete the survey and have an individual meeting with an ISC staff. Information will be summarized and reviewed.

Plan 3: Professional Development-Develop resources for faculty and staff to increase cultural competency and understanding of the international student population so that involved parties are equipped to provide quality services. Linked to Institutional Priority 4 & 6.

Action	Completion Date	Measurable Outcome
Develop Professional Development trainings and activities for faculty, staff, and counselors to support the model of Comprehensive Internationalization on campus	2016	Creation of professional development plan, development of curriculum and training modules, implementation of trainings, number of attendees, survey results from attendees.

Finalize and administer faculty survey to gain an understanding of faculty needs in working with international students.	2015	Faculty survey administered and results obtained.

Plan 4: Online Pre-Departure Orientation-With the use of the District's newly purchased software, Cynosure, develop an online orientation for new international students that will provide them with pre-arrival information that is vital to their success at CSM upon initial enrollment and beyond. Linked to Institutional Priority 1 & 3.

Action	Completion Date	Measurable Outcome
Work with District and CSM team to develop an online pre-departure orientation for international students.	2015/2016	Establish a timeline and next steps based on feasibility of usage and implementation.

Plan 5: Addressing Students on Probation-Monitor the academic progress of international students on probation to support student success and completion. Linked to Institutional Priority 1 & 2.

Action	Completion Date	Measurable Outcome
Retrieve probation information from Counseling staff in order to provide additional support and encouragement for student struggling academically	2015/2016	Contact with students on probation. Attendance to Counseling's Probation workshops; Improvement in GPA

Plan 6: Promoting the Visibility and Diversity of International Students-Promote the diversity of our student population by encouraging international student engagement with the CSM community and vice versa. Linked to the College's Mission Statement and Diversity Statement to recognize the diversity of our community and engage citizens in an increasingly global community.

Action	Completion Date	Measurable Outcome
Development of International/Global themed programming on campus	2016	Develop plan, create events calendar, host events, surveys/stats
Work with faculty and programs to 'internationalize' curriculum and programming on campus	ongoing	Number of courses, events, services with international themes or internationalized strategies.

Plan 7: CRER 105-College Planning--A 0.5 unit college-planning course required for new international students. Course designed to provide important information for international students, including F-1 regulations, student success strategies, and transfer information. Additional staff training to include international specific issues such as culture shock and US academic ethics. Linked to Institutional Priority 1 & 2.

Action	Completion Date	Measurable Outcome
Work with CRER faculty to include international student specific topics and ensure the course is a useful tool for students	2015	Meet with faculty, track enrollment numbers and success rates for course.

Continue advising new international students into CRER 105 course. Additional sections of course to accommodate increasing numbers of incoming international students	2015	Track enrollment numbers for course, monitor success rates.

Plan 7: CRER 105-College Planning--A 0.5 unit college planning course offered to new international students. New students will be strongly advised to take this course so that they understand how to be a successful student and learn about the resources available to them. Linked to Institutional Priority 1 & 2.

Action	Completion Date	Measurable Outcome
In collaboration with Counseling, determine ways to increase the number of new international students enrolling into the course.	2014	Increased percentage of new international students enrolled in course.

---

5. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty
NOTE: To make a faculty position request, complete **Full-time Faculty Position Request Form** and notify your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions
N/A	

Equipment and Technology

Description	Cost
Long Term Plan to install additional student work stations	$8,000 - $10, 000 estimate

Instructional Material

Description	Cost
N/A	

Classified Staff

Description	Cost
Convert PT to FT Office Assistant II (37.5 hours/week)	$22.84 - $27.74/hour
Program Services Coordinator (37.5 hours/week)	$28.43 - $34.55/hour

Facilities

For immediate or routine facilities requests, submit a CSM Facility Project Request Form.

Description	Cost
installation of cable for additional student computer terminals	quote being created

---

6. Program Maintenance

A. Course Outline Updates

Review the **course outline update record**. List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the **Committee on Instruction website** for **course submission instructions**. Contact your division's **COI representatives** if you have questions about submission deadlines.

Courses to be updated	Faculty contact	Submission month
N/A		

B. Website Review

Review the program's website(s) annually and update as needed.

Faculty contact(s)	Date of next review/update
Danni Redding Lapuz	Updated in Fall 2014, next update Fall 2015

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
n/a	