

Student Services Council Meeting

Tuesday, November 17, 2015

2:15 p.m. – 4:15 p.m.

Room 10-468

Minutes

Attendees:

Jennifer Hughes	x	Claudia Menjivar	x	Laura Skaff	
Sylvia Aguirre-Alberto	x	Michael Mitchell	x	Niruba Srinivasan	x
Sharon Bartels	x	Charles Phan	x	Dennis Tordesillas	x
Karen Chadwick	x	Louise Piper	x	Ruth Turner	x
Gloria D'Ambra		Marsha Ramezane	x	Makiko Ueda	x
Rob Dean	x	Danni Redding-Lapuz	x	Carol Ullrich	x
Catherine Firpo		Krystal Romero	x	Henry Villareal	x
Estela Garcia		Michele Rudovsky		Jacky Wong	x
Fauzi Hamadeh		Aaron Schaefer	x		

Guests: Milla McConnell-Tuite and John Sewart

The meeting was called to order at 2:21 p.m.

Jennifer introduced Jacky Wong as the new student representative from Associated Students.

Program Review survey for Student Services (Milla and John)

Document: Follow-up with Edits to Program Review

Milla stated that during the spring, 2015 semester the Academic Senate determined that the Student Services (SS) program review (PR) form needs to be improved. Milla distributed a draft of the enhanced program review template. The draft highlights the improvements that were added to make the questions in the Student Support Indicators and Program Efficiency Indicators sections clearer to the PR writer. The template also now includes Metrics and SS programs will create a draft template for data sets that will include monthly counts of phone calls received, emails sent and received, website hits, click-through data, Ask the Bulldog inquiries, etc. The draft will be submitted to PRIE which will use the template to gather and provide information to SS program review writers.

Jennifer informed SSC that SS surveys will again be disseminated to students to obtain feedback. John Sewart distributed and discussed samples of SS surveys used from 2003-2009. The following departments will update their surveys which will contain four generic questions followed by program specific questions:

Admissions
Assessment
Counseling

Program Review survey for Student Services (continued)

Financial Aid/Scholarship
Health Services
Student Life
Cashiers
Public Safety

The Career and Transfer Center surveys will be merged with Counseling. A survey for Cashiers will need to be developed.

EOPS, DSPS, CalWORKS, Multicultural Center, Child Development, and Psych Services already administer program specific surveys to target groups and will continue to use them.

All survey revisions will need to be completed by December 5. The VPSSO will collect the survey drafts and send to PRIE. Once the updates have been completed, PRIE will send out to students in the middle of spring, 2016 semester. In addition, SS programs will request students to complete the survey at point of service delivery. The surveys will also be made available on the program webpage.

Community Relations and Marketing (CRM) – Informational Presentation

Documents: CRM Agenda and various samples of CRM documents (see attached)

Bev Madden went over the CRM webpage including its staff members and their specializations. She also described the types of services which CRM provides including logos, design, printing, web pages, outreach, student ambassadors, communication services, etc.

Goals for Student Services Council

As summarized and provided by VP Hughes' memo on November 18, 2015:

Goal 1: Improve program review process for Student Services

- a. Activities:
 - i. Update Student Services surveys for all departments and disseminate to students
 - ii. Review data sets/develop new template for reporting on agreed upon data sets

Goal 2: Develop system for tracking student utilization of services

- a. Activities:
 - i. Develop campaign for students to pick up student ID cards from Student Life

Goal 2 (continued)

- ii. Implement log-in system at each Student Service department using student ID cards/mobile devices

Goal 3: Foster and create partnerships with Student Services programs to enhance student success

- a. Activities:
 - i. Develop Student Services print/online brochure
 - ii. Develop and implement Health Services questionnaire designed to correlate student health with success

Once finalized the goals will be forwarded to IPC and an update will be provided at the end of the academic year of its implementation and completion rate.

Program Updates

Documents: See attached

Next meeting:

Tuesday, December 1, 2015, 2:15 – 4:15 p.m., 10-468

(Cancelled and replaced with Student Services Retreat on December 11, 2015)

Follow-up with Edits to Program Review

Areas that need to be tweaked in Program Review

- Student Support Indicators (see below)
- Differences in student program usage across modes of service delivery (see below)
- Program Efficiency Indicators: need to review section with more narrative explanation for PR writers, perhaps. Perhaps some explanation about "efficiency" means in a student services' context? (see below)

Survey Data

- Possible standard survey data set/template
- Note on follow-up for surveys. What would be helpful info for program review?
- How to construct a generic survey or targeted surveys (with G#) that would yield results?
- Explore the use of incentives.
- Surveys could be conducted in Mid-Fall (change in PR due date...)

Note: Need to be mindful of survey overload with students...)

Types of Program Reviews:

Needs to delineate for everyone more clearly all the types of program reviews:

- * Student services (with instructional courses)
- * Student services (with NO instructional courses)
- * Instruction
- * Instruction (CTE)
- * LSC

Program Review Template for Student Services (From Spring 2015 Cycle)

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

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

B. Student Support Indicators

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

2. Discuss any differences in student program usage across modes of service delivery [Original text].

Discuss the different modes in which you deliver services and the implications of these modes on your program. Issues to address:

- Have there been changes in your program or do you anticipate changes based upon those modes?
- Include both face-to-face and distance or other modes.
- What services cannot be delivered in a distance mode?

Metrics might include:

- Numbers of student served (duplicated and unduplicated)
- Numbers of contacts (face-to-face, email, voicemail, phone support, web browsing)
 - Types of web contacts: (PIO office can provide Google analytics reports); webpage hits, click through data, day by day, month by month, etc.
 - Email (sent and received) and voicemail data (ITS can provide)
 - Numbers of phone calls (call logs?)
 - Newsletter distribution (PIO office can provide data)
- "Ask the Bulldog Track" questions (typically 5,000 questions a month...) (Henry/Bev review data monthly)
 - Tracks questions (can issue comparative reports, e.g top ten questions)
 - "Contact CSM"...custom responses by Bev/Henry (could do reports)

C. Program Efficiency Indicators.

Define program efficiency for your program. What are your metrics?

Do we deliver programs efficiently given our resources?
Summarize trends in program efficiency. Discuss no-shows, group vs. individual delivery, etc.

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.

4. Planning

A. Results of Program Plans and Actions

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

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.]

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.

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.

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.

- Equipment and Technology
- Instructional Materials
- Classified Staff
- Facilities

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.)

5. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation.

- Faculty

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

B. Website Review

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

CSM Student Services Program Improvement Surveys, 2003-2009
Admissions & Records

1. Overall quality of A&R services received:

Excellent	335	29%
Very Good	376	33%
Good	275	24%
Fair	90	8%
Poor	61	5%
Total	1137	100%

2. Your overall satisfaction with A&R staff:

Excellent	326	29%
Very Good	374	33%
Good	250	22%
Fair	108	10%
Poor	69	6%
Total	1127	100%

3. Ability of the A&R staff to answer my questions:

Excellent	298	27%
Very Good	379	34%
Good	254	23%
Fair	107	10%
Poor	68	6%
Total	1106	100%

4. Hours of availability of the A&R office:

Excellent	219	20%
Very Good	354	32%
Good	339	31%
Fair	150	14%
Poor	48	4%
Total	1110	100%

5. What was the primary purpose of your most recent transaction involving Admission & Records:

Submit an Admission Application	70	6%
Register for classes	314	28%
Pay fees	151	13%
Secure a parking permit	158	14%
Submit a change of address	2	0%
Add/Drop a class	131	11%
Request a transcript	93	8%
Submit a petition	37	3%
Submit a Graduation or Certificate Application	36	3%
Other	148	13%
Total	1140	100%

6. How did you conduct you most recent Admission & Records transaction:

WebSMART	600	53%
Phone SMART	42	4%
In person at the A&R Office	479	42%
U.S. Mail	13	1%
Total	1134	100%

7. Explanation of the Admission application process:

Excellent	312	28%
Very Good	364	33%
Good	296	27%
Fair	85	8%
Poor	45	4%
Total	1102	100%

8. User-friendliness of WebSMART to register for classes:

Excellent	450	40%
Very Good	343	31%
Good	216	19%
Fair	63	6%
Poor	52	5%
Total	1124	100%

10. Usefulness of the CSM A&R website?

Excellent	307	29%
Very Good	373	35%
Good	287	27%
Fair	65	6%
Poor	37	3%
Total	1069	100%

CSM Student Services Program Improvement Surveys, 2003-2009 EOPS

1. Overall quality of the EOPS services received:

Excellent	827	70%
Very Good	250	21%
Good	84	7%
Fair	18	2%
Poor	6	1%
Total	1185	100%

2. Overall satisfaction with the EOPS staff:

Excellent	769	65%
Very Good	270	23%
Good	95	8%
Fair	35	3%
Poor	13	1%
Total	1182	100%

3. Ability of the EOPS staff to answer my questions:

Excellent	757	64%
Very Good	276	23%
Good	107	9%
Fair	26	2%
Poor	16	1%
Total	1182	100%

4. Hours of availability of the EOPS office:

Excellent	672	57%
Very Good	339	29%
Good	128	11%
Fair	34	3%
Poor	5	0%
Total	1178	100%

5. Explanation of the EOPS application process:

Excellent	625	60%
Very Good	293	28%
Good	94	9%
Fair	17	2%
Poor	7	1%
Total	1036	100%

6. To what extent has EOPS assistance helped you stay in college?

Significantly	914	78%
Moderately	226	19%
Very little	14	1%
None	14	1%
Total	1168	100%

Community Relations & Marketing – Informational Presentation Agenda

- 1. General overview of our department/staff and resources (10 mins)**
 - Meet the Staff
 - Marketing Collateral (handout sample pieces)
 - Logos/style guide (*bulldog on request only)
 - Print Production & Design
 - College stationary
 - Photography Services
 - Web Services
 - Web content criteria
 - Communication Services
 - Subscription Center/List Serv
 - CSM Event Calendar
 - CSM Electronic Sign, Building Monitors
 - Student Experience (home page, site, posters, etc.)
 - Community & High School Outreach/Student Ambassador Program
- 2. Overview of CSM website structure/navigation/resources (5 mins)**
 - CSM Home Page – layout/navigation/search/"top story box"
 - Responsive design underway
 - Social Media (Stay Connected) – how does that work at CSM?
 - Facebook, LinkedIn, YouTube, Twitter, Instagram
 - CSM Event Calendar (handout available)/News
- 3. Managing your website (1-2 mins)**
 - OmniUpdate
 - Training
- 4. Additional Resources/future (2 mins)**
 - Explore CSM
 - Video Gallery, Campus Tours, Virtual Tour, Interactive map
 - Faculty/Staff Portal
 - CSM Forms (central location)
 - Event feed
- 5. Feedback/questions (5 mins)**

CSM Event Calendar – CSM home page presentation



Home page display

Event Calendar – Detail

Multiple events layout with categories



Search by month

Search by category

Submit an event

Individual events with ability to share

The screenshot shows a web browser displaying the CSM Event Calendar. The main content area features a registration event for Fall 2014, scheduled from Thursday, May 8 to Sunday, August 17, 2014. The event is categorized as 'Registration' and is located at CSM, 1700 West Hillsdale Boulevard, San Mateo, CA 94402. The event details include contact information for the administrator and a list of categories. A 'Share this Event' section is visible, along with a 'Save to Your Calendar' section. A calendar for August 2014 is displayed on the right side of the page, showing the dates from Sunday, August 3 to Saturday, August 30. A blue callout box with a white border is overlaid on the calendar, containing the text: 'Share, email, save an event to your calendar'.

Share, email,
save an event to
your calendar

Submit an event

- Provides self-service ability to submit your event; you'll receive a confirmation once event is submitted

Event Calendar

✓ Your event was submitted successfully!

Thanks for submitting your event!

Your request is being processed. Please be advised that events are accepted and posted at the discretion of the administrator.

If you have any questions, please contact csmwebmaster@smccd.edu.

[Click here to submit another event.](#)

[Click here to browse events.](#)

- Community Relations & Marketing reviews all events and posts as appropriate.
- Once event is posted 'live' to the calendar you will receive a confirming email which will include a link to your event
- Have your flier or image attached to your event by sending it to tylerv@smccd.edu.
- For subsequent communication specific to your event you can share your link to your event as part of your email communication.

CSM Electronic Sign and Building Monitors

Community Relations & Marketing is responsible for the content displayed on the electronic sign at the campus entrance of CSM Drive and Hillsdale Blvd and the building monitors in College Center (1st and 2nd floor; not the alcove dining area) as well as a monitor in the Health & Wellness Building 5. **The primary resource for content is the [CSM Event Calendar](#); to be posted, an event must be a CSM event, hosted, coordinated or sponsored by a college division, program or organization.** Our office reviews the CSM Event Calendar to derive upcoming events for electronic display. Please contact Beverley Madden with questions at maddenb@smccd.edu or (650) 574-6538.

WHAT'S NEW IN FINANCIAL AID



Cash for College

College of San Mateo, Cañada College, and Skyline College will work in collaboration to host the Cash for College workshop on ***February 6, 2016*** at ***Cañada College's Main Theater, Building 3***.

Eligible Career Pathway Program

Beginning July 1, 2015, students who do not possess a valid high school diploma or recognized equivalent of a high school diploma (GED Certificate, HiSET, TASC) will be able to receive Title IV aid; if they are enrolled in an "eligible career pathway program" on or after July 1, 2014 ***and*** meets one of the following ATB alternatives:

- Passes an independently administered Department of Education approved ATB test
- Completes at least 6 credit hours that are applicable toward a degree or certificate offered by the postsecondary institution
- Completes a State process approved by the Secretary of Education. *(To date, no State process has ever been submitted for the Secretary's approval.)*

They can be entitled for a limited Pell Grant up to \$4,860.

Dual Enrollment Program Experiment

The Department of Education is launching an experiment that will expand access to college coursework for high school students. For the first time, high school students will have the opportunity to access Federal Pell Grants to take college courses through dual enrollment. Dual enrollment, in which students enroll in postsecondary coursework while also enrolled in high school, is a promising approach to improve academic outcomes for students from low-income backgrounds.

Promising candidates for this experiment would:

- Ensure that students are adequately prepared academically for postsecondary-level coursework. This may include ensuring that students meet any relevant requirements that may apply for enrollment, such as grade point average, placement tests, and course prerequisite requirements.
- Prohibit the use of Federal Pell Grant funds for remedial coursework taken by students who are enrolled in a public secondary school.
- Provide appropriate student support services, such as academic tutoring, high school to college transition support, guidance counseling, or other comparable services designed to increase student preparation for and success in postsecondary education. These services may be provided by the public secondary school, the institution, the LEA, or by another entity.

College of San Mateo

Scholarship Application Workshops

Need help filling out your scholarship application? Workshops held:

Day Workshops	Time	Location
Tuesday, 12/08	12:00-1:00pm	Building 14, Room 101
Wednesday, 1/27	12:00-1:00pm	Building 14, Room 101
Tuesday, 2/02	12:00-1:00pm	Building 14, Room 101
	1:30-2:30pm	
Wednesday, 2/10	12:00-1:00pm	Building 14, Room 101
	1:30-2:30pm	
Tuesday, 2/16	12:00-1:00pm	Building 14, Room 101
	1:30-2:30pm	
Evening Workshops	Time	Location
Wednesday, 12/09	5:00-6:00pm	Building 14, Room 101
Tuesday, 1/26	5:00-6:00pm	Building 14, Room 101
Thursday, 2/04	5:00-6:00pm	Building 14, Room 101
Tuesday, 2/09	5:00-6:30pm	Building 14, Room 101
Wednesday, 2/17	5:00-6:30pm	Building 14, Room 101
Thursday, 2/18	4:00-7:00pm	Building 14, Room 101

DEADLINE TO APPLY: February 18, 2016

For More Information: <http://collegeofsanmateo.edu/scholarships/> or contact Financial Aid (650)574-6146

CSM/CANADA HEALTH CENTERS

Student Success Questionnaire

Name: _____ Date: _____ Phone number: _____

Directions: Please review the following items and circle the number that best reflects your current status regarding the item. On a scale of one to five: five is most like you, and one is least like you.

5 = Always, 4 = Most Often, 3 = Occasionally, 2 = Seldom, 1 = Never

1. Physical health: free of physical illness, healthy weight, physically fit
5 = Always, 4 = Most Often, 3 = Occasionally, 2 = Seldom, 1 = Never
2. Mental health: positive attitude, good self-esteem, handle stress/change well
5 = Always, 4 = Most Often, 3 = Occasionally, 2 = Seldom, 1 = Never
3. Social health: positive interactions/relationships: family, friends, school, work, love life
5 = Always, 4 = Most Often, 3 = Occasionally, 2 = Seldom, 1 = Never
4. Spiritual health: Belief system helps you understand, cope and grow as a human being
5 = Always, 4 = Most Often, 3 = Occasionally, 2 = Seldom, 1 = Never
5. Career health: career goals are a good match for your skills, abilities, interests and goals
5 = Always, 4 = Most Often, 3 = Occasionally, 2 = Seldom, 1 = Never
6. Family health: positive relationships with family members or significant others
5 = Always, 4 = Most Often, 3 = Occasionally, 2 = Seldom, 1 = Never
7. Financial health: live within your means, able to make ends meet without major stress/hardship
5 = Always, 4 = Most Often, 3 = Occasionally, 2 = Seldom, 1 = Never
8. Sleep: get 8 hours per night
5 = Always, 4 = Most Often, 3 = Occasionally, 2 = Seldom, 1 = Never
9. Confidence that you will succeed in school, positive attitude/motivation
5 = Always, 4 = Most Often, 3 = Occasionally, 2 = Seldom, 1 = Never
10. Time management skills, organized/life plan-goals, complete school assignments on time
5 = Always, 4 = Most Often, 3 = Occasionally, 2 = Seldom, 1 = Never

- 11. Connection/involvement at School/sense of belonging
5 = Always, 4 = Most Often, 3 = Occasionally, 2 = Seldom, 1 = Never
- 12. Problem solving/coping skills/know where and how to get help when needed
5 = Always, 4 = Most Often, 3 = Occasionally, 2 = Seldom, 1 = Never
- 13. Balanced life: school, work, family, friends
5 = Always, 4 = Most Often, 3 = Occasionally, 2 = Seldom, 1 = Never
- 14. Have a mentor/support system
5 = Always, 4 = Most Often, 3 = Occasionally, 2 = Seldom, 1 = Never
- 15. Avoid risk taking behaviors/wear seat belt, safe sex, do not abuse alcohol/drugs
5 = Always, 4 = Most Often, 3 = Occasionally, 2 = Seldom, 1 = Never
- 16. Have health insurance, MD/medical home
5 = Always, 4 = Most Often, 3 = Occasionally, 2 = Seldom, 1 = Never
- 17. Have enough food to eat each day
5 = Always, 4 = Most Often, 3 = Occasionally, 2 = Seldom, 1 = Never
- 18. Have a roof over your head, place of your own/place to study
5 = Always, 4 = Most Often, 3 = Occasionally, 2 = Seldom, 1 = Never
- 19. Feel safe, not threatened or victim of abuse or violence
5 = Always, 4 = Most Often, 3 = Occasionally, 2 = Seldom, 1 = Never
- 20. Able to obtain the classes that you need.
5 = Always, 4 = Most Often, 3 = Occasionally, 2 = Seldom, 1 = Never

COMMENTS: _____



WORLD VILLAGE

EVENT HIGHLIGHTS

Photography: A Perspective

Dutch artist, designer, and educator, Professor Nico van Dongen, will share his passion and knowledge of photography. He will highlight student work from the College of San Mateo, evoking view points and experiences from a myriad of perspectives. "Everything there is, is art."



Prof. Nico van Dongen
Photography

Study Abroad and Gilman International Scholarship

Have you ever wanted to study in another country? Join us for a discussion of study abroad opportunities through the San Mateo Community College District and learn about both short-term and semester length programs. Learn how you can receive financial support to make these dreams come true.



Learning a Second Language: The Journey

Have you ever wanted to learn another language? Bi-lingualism is an important part of being an educated, global citizen. ESL professor, Amy Sobel will moderate a panel of bi-lingual educators and students. Join us as they share their second or third language-learning journeys.



Prof. Amy Sobel
ESL

World Diet: An Anthropological Exploration
Why do we eat what we eat and how does it impact our bodies and our environment. Anthropology professor Michele Titus will introduce us to the study of food and human consumption. This presentation will include a film screening on the Paleolithic diet of early humans.



Prof. Michele Titus
Anthropology

World Literature: An Introduction
Explore the world of literature from a global perspective. Professor Sara Lawrence will provide an introduction to the variety of text (poetry, prose, drama, and film) from antiquity to the present, focusing on major authors from literary traditions around the world.



Prof. Sarah Lawrence
English

The Evolution of Blues
Rudy "El Professor" Ramirez will discuss the evolution and development of blues music in the US. Pulling on his Latino music roots and his extensive background as a performer and musician in the SF Mission, El Professor will use his guitar to take us on a journey through the evolution of the Blues.



Prof. Rudy Ramirez
Ethnic Studies

International Education Week 2015



WORLD VILLAGE

Wednesday
Nov 18, 2015

10am-4pm Bldg 10

A campus-wide celebration
of global culture and diversity



Co-sponsors:

International Club | ASCSM | Cultural Awareness Board

DIAG: Diversity in Action Group



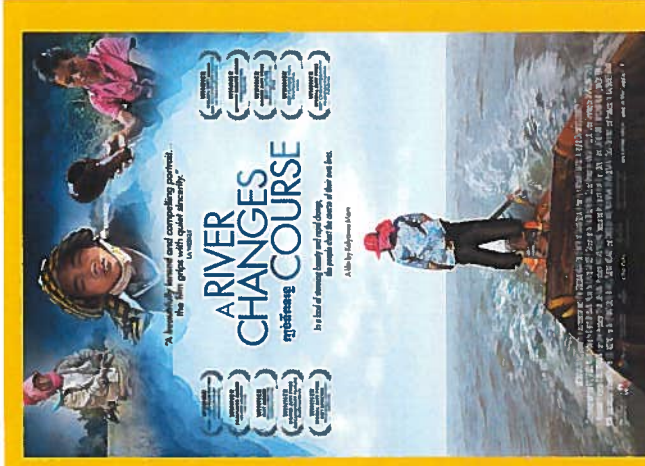
International
Education Program
college of san mateo



WORLD VILLAGE

SCHEDULE OF EVENTS

	WorldTalk	WorldView	WorldTaste	WorldDo
10:00-10:30		World Photography By Nico van Dongen		World Peace Wall
10:30-11:00	Gilman International Scholarship Study Abroad By Zaid Ghorí		Indonesian Food: Martabak	Gamelan Music of Indonesia Hands-on Workshop
11:00-11:30	Baseball: An International Perspective By Isaac Greer		Vietnamese Food: Spring Rolls	Batu Seremban (Malaysian Game)
11:30-12:00	Learning a Second Language By Amy Sobel & Emily Kurland		Greek Food: Spanakopita	Library Makerspace: Origami Button-making
12:00-12:30	World Diet By Michelle Titus		Indian Food: Samosa	Arabic Calligraphy
12:30-1:00		Film Screening Paleolithic Diet	Brazilian Food: Pao de Queijo	Chinese String Art
1:00-1:30	World Chat : Arabic		Middle Eastern Food: Falafel, Hummus, Pita Dolmas and Tea	Batu Seremban (Malaysian Game)
1:30-2:00		Arabic Music & Dance MANA: Polynesian Music & Dance		Arabic Calligraphy
2:00-2:30	World Literature By Sarah Lawrence		South American Food: Alfahoras	Cumbia Workshop
2:30-3:00		Colombian Dance: Cumbia By Maria Alejandra A Nino	Chinese Food: Rice Crackers & Snacks	World Challenge Game
3:00-3:30	Evolution of Blues Music By Rudy Ramirez			World Peace Wall
3:30-4:00		Lion Dance		



Film Screening: A River Changes Course

An award-winning documentary that traces the story of three young Cambodians struggling to overcome the crushing effects of deforestation, overfishing, and debt in an ancient culture ravaged by globalization.

Discussion with filmmaker
Kalyanee May!



1-3pm, Building 10-194

Wonders of the Universe



Take a guided tour through the wonders of space led by CSM professors.

Explore your world!

1:30-2pm, Planetarium - Building 36