Connecting Through Communication - Incorporating Intercultural Competency During International Student Orientations

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Connecting Through Communication:
Incorporating Intercultural Competency During International Student Orientations

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PIM 74

A capstone paper submitted in partial fulfillment of the requirements for a Master of
Arts in International Education at SIT Graduate Institute in Brattleboro, Vermont, U.S.A.

May 2016

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Date: May 2016
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Abstract

The College of Southern Idaho (CSI) is a community college and is one of the fastest growing educational institutions in the state. The college enrolls, on average between 40 to 60 international students per academic year. CSI and the neighboring Refugee Center contribute to the community’s cultural diversity. There are numerous benefits for both international and domestic students to attending CSI. Those advantages include higher acceptance rates, lower required English proficiency scores, reduced tuition costs, and smaller class sizes. In addition, students are able to transfer to a larger university if they feel compelled to obtain a higher degree.

Currently, the International Student Services Office (ISSO) is a one-person office. The ISSO’s goals include developing and coordinating holistic services to enhance the international student experience. Recently, the ISSO was tasked with creating a new, more encompassing international student orientation. Beginning in fall of 2015, the ISSO staff met with the Registrar and Associate Dean of Students to discuss the importance of international student engagement, cultural adjustment, and learning intercultural communication and competency skills.

This proposal explores the current model and recommends the need for the complete redesign of the international student orientation at CSI. The proposed full-day orientation will focus more attention on international students’ specific needs, cultural adjustment, and the development of cross-cultural communication skills.
Introduction

The College of Southern Idaho (CSI) is located in Twin Falls, Idaho. Twin Falls is a small city of approximately 45,000. CSI is a community college and is one of the fastest growing educational institutions in the state. The 2015-2016 enrollment is roughly 8,500 students. The college typically enrolls, on average between 40 to 60 international students per academic year. International Student Services is proud to host over 60 international students this year. CSI and neighboring Refugee Center contribute to the area’s diversification. There are numerous benefits to attending CSI that rival those of larger colleges in other more populated states. Advantages include higher acceptance rates, lower required English proficiency scores, reduced tuition costs, and smaller class sizes. In addition, students are able to transfer to a larger university if they feel compelled to obtain a higher degree. Currently, CSI offers Certified Technical Certificates and Associate’s Degrees in Applied Sciences, Engineering, Arts, and Sciences. Students can choose from over 150 programs. CSI is well known for its Agriculture, Engineering, Wind Technology, Education, and Nursing programs.

This proposal explores the current model and recommends the need for the complete redesign of the international student orientation at CSI. The proposed full-day orientation will focus more attention on international students’ specific needs, cultural adjustment, and the development of cross-cultural communication skills.

Background

The mission of the International Student Services Office (ISSO) at CSI is:
“To enhance the educational experience of the diverse student body of the College of Southern Idaho by providing individualized support and referral, opportunities for cultural interaction and a welcoming environment to all” (CSI, 2016a).

The ISSO staff’s specific role is to develop and coordinate holistic services to enhance the international student experience. This includes providing administrative services and conducting activities for enrollment management, orientation, academic advising, and socialization for international students. Also, issuing documents related to student visas and immigration, and manage SEVIS reporting are the ISSO’s primary job responsibilities.

The ISSO oversees the international student employee process. The staff helps students with on-campus employment and community outreach. Coordinating and managing international student exchange J-1 visa programs such as the Congress-Bundestag Youth Exchange (CBYX) and IREX programs are also important job responsibilities of the ISSO.

In the coming months, the ISSO will begin to provide international students more opportunities to learn about, practice, and enhance their intercultural communication and competence (ICC) skills. In the past few years, the design and facilitation for the international student orientation has not changed. During the proposed full-day International Student Orientation, the ISSO will attempt to discern and assess the current level of ICC skills among the incoming freshman. One of the goals of the International Student Orientation will be to create a peer mentor program for international students with an emphasis on cultural adjustment and ICC skills.
In the past, the ISSO was managed and overseen by two staff members who worked in differing departments. The ISSO was not either of their primary job responsibilities. Recently, there is a new shift to establish and sustain the ISSO, as a more robust, progressive office will benefit the international student body. Another of CSI’s primary goals this year is to sponsor intercultural social events. Examples include international tea talks, international student presentation and group discussions, team-building activities with different clubs on campus, an international food bazaar, and fashion show.

In an effort to expand ICC, CSI is in the process of strengthening the International Student Services Office (ISSO) to become better equipped to assess and promote ICC on campus. The focus of this proposal is to design, implement, and facilitate an international student orientation that incorporates the development of ICC in incoming freshman students. During the proposed orientation, through experiential learning activities, challenge course games, cultural adjustment and culture shock presentations, the ISSO will strive to prepare the freshmen to begin to comfortably develop their ICC. This is the first of an array of events for incoming and current international students, which will focus on the importance of interpersonal skills, listening actively, and enhancing competence as an intercultural communicator.

Program Rationale

Currently, there are 61 international students enrolled at CSI. Cross-cultural communication skills are needed in order to develop and sustain one’s education in our increasingly globalized schools and classrooms (Griffin T.M., 2008). The Twin Falls community also has many benefits and learning opportunities to offer international
students. CSI sponsored events and student led activities often are held at off-campus venues. These provide opportunities for international students to interact with various members of the community who are not necessarily involved with CSI. This allows students, faculty and staff, and community members to be social and make real, tangible connections. Increasing international diversity at CSI can lead to stronger, more globally focused students. Faculty will have opportunities to gain multifaceted perspectives and bring these views into their classroom discussions. These relationships could help bridge any misconceptions either may have about their different cultural backgrounds. ICC expands awareness of other cultures and helps diverse members of a society, team, or an organization to communicate despite differences. “Whether you are a global executive, a high potential professional, a member of a global or virtual team, the leader of a local team, a school teacher, lawyer, physician, programmer, plumber, or the owner of the corner bakery or dry cleaner, you are an intercultural communication” (Griffin T.M., 2008, p.173). Consequently, these inherent components would aid international students in adjusting culturally to their new environment.

It is important for CSI to remain an attractive and affordable choice for international students to begin their studies abroad. CSI’s tuition is less than half what any of Idaho's 4-year universities charge for the same general education core classes. In return, the economy of Twin Falls can benefit from the increased enrollment of international students as well.

**Needs Assessment**

In the beginning weeks of my position, the ISSO was tasked with creating the upcoming international student orientation. During this time, I met with the Registrar, the
previous International Student Services Coordinator (she now works in the Human
Resources Department), and Dean of Students. We discussed several aspects of previous
international student orientations. It became apparent that the facilitators had been using
the same orientation template, PowerPoint presentations and other materials that were
outdated. The event lasted for 3 hours and mainly addressed how to register for classes,
set up a myCSI (student online account), and a brief PowerPoint informing students how
to maintain their F-1 student status. The event was followed by a pizza luncheon with
some staff from the admissions office.

When meeting with the Registrar, we discussed the importance of student
engagement and cultural adjustment. She admitted there has not been the fiscal and staff
support for years to create an environment where international students thrive
academically and culturally at CSI. She encouraged me to begin expanding the
international student orientation. We agreed that CSI needed to focus more attention on
international students specific needs, cultural adjustment, and cross-cultural
communication. I further explained the importance of ICC skills and how they need to be
addressed and assessed during specific sessions. Students should walk away from
orientation with a foundational knowledge of CSI’s policies and procedures, intercultural
competence, registration information, and maintaining her/his F-1, J-1 visa status.

In our discussion the Registrar also explained how recently in Twin Falls there
has been a small, but vocal band of opponents to the city’s Refugee Center. The
opponents feel that groups of people coming from one specific region of the world will
bring increased crime and even acts of terrorism to Twin Falls. This led us to think
perhaps international students attending CSI could help inform and educate community
members through brief everyday interactions. I was able to speak with a few international students who have been attending CSI for more than one academic year. I asked them about how they felt when they first came to CSI and if they could offer any advice to the ISSO on how to ease students’ transition. The most common responses I received were about difficulties with MyCSI (students’ online account), communications with faculty, and registration policies and procedures. One student did mention he would like to learn more about the events happening on campus.

**Needs Assessment Faculty and Staff Survey**

After more informal discussions, it became apparent that there was a disconnect between certain departmental faculty and staff regarding international students’ academic and cultural needs. I was hearing concerns about having too many students from one region creating a lack of diversity, our English proficiency requirements being too low, and how academic advising for international students was straining certain professors.

The necessity for creating an international student needs assessment survey for faculty and staff (see Appendix A) quickly became apparent. Capturing the opinions of faculty and staff, gathering their feedback, and collecting diverse ideas that may be able to enhance the experiences of international students at CSI were the goals of the survey. An analysis of the results of the survey (see Appendix B) exposed the desire for orientation sessions to address safety and security, intercultural communication, American classroom expectations, student affairs, on and off campus counseling services, registration requirements, and important semester dates and deadlines. The brief, 10-question survey also allowed faculty and staff to voice concerns regarding the progress of (or lack there of) international students attending CSI. The survey was sent to the entire
faculty and staff at CSI’s main campus. Eighty-three people responded. Results of the survey showed many professors were distressed by our existing policy pertaining to the English proficiency requirements to gain admission to the college. There seems to be a divide between departments on campus. Some feel the English proficiency requirements are too low and that the staff at CSI is not being effective in setting students up for success. However, there are also many professors and staff members that feel our proficiency requirements are sufficient. These colleagues feel increasing the requirements will only add more obstacles in access for international students.

The results of the survey also revealed that the majority of respondents are interested in attending a workshop on intercultural communication and cross-cultural diversity. The ISSO will focus its efforts on designing this workshop later in the fall of 2016. In the meantime to help staff, the ISSO staff will send each department head resources pertaining to intercultural communication, cultural adjustment, and current and prospective international student demographics (see Appendix C). It will be recommended that each department head shares the information with all of their faculty and staff. The ISSO will also encourage any feedback, insights, and suggestions.

Goals and Objectives

Program Goals and Objectives

The International Student Orientation goals are:

1. To create multiple experiential learning-based sessions pertaining to the awareness of intercultural communication, American classroom expectations, and cultural adjustment
2. To ensure incoming freshman international students at CSI become educated about the registration process and various facilities on-campus that are available to help students excel academically and culturally

3. To provide an informative, interactive, and fun learning environment for all participants and facilitators

The objectives to meet these goals are:

- The International Student Orientation will be designed from intercultural communication and cross-cultural theoretical foundations
- To use facilitation and workshop training experience gained from the Teaching Design for Experiential Learners (TDEL) course
- The International Student Orientation will benefit from the assistance of guest speakers from the Dean of Students, Director of Counseling Services, Registration specialists, Safety and Security officer, CSI Challenge Team, and Office of the Registrar
- To provide opportunities for faculty and staff to interact with and inform international students about the various resources available to them on and off campus
- To provide an optional ICC training for faculty and staff

**Participant Goals and Objectives**

The International Student Orientation participant goals are:

1. To begin to develop or acknowledge their own intercultural communication competency
2. To interact with other international students, domestic students, and CSI staff and faculty
3. To become aware of the many offices/departments and student facilities available to them on and off campus
4. To understand and navigate CSI’s registration procedures and important semester dates and deadlines

The objectives to meet these goals are:

• To actively participate in small and large group discussions, icebreaker games, and experiential learning activities
• To understand the registration process and procedure for scheduling meeting with their academic advisor
• To attend all sessions of the International Student Orientation
• To take part in the campus tour guided by CSI student ambassadors
• To be present at the BBQ social event following the day-long orientation

**Program Description**

The proposed full-day International Student Orientation is designed to assist incoming international students with their academic and cultural adjustment, awareness of intercultural communication skills, and becoming familiar CSI’s campus and registration procedures. The orientation will be a daylong event beginning at 9am and ending at 5pm. There will also be a BBQ social starting at 6:30pm. Faculty and staff will also have the opportunity to benefit from this event. The orientation will provide valuable
cross-cultural exchanges and may allow faculty and staff at CSI an insight into the upcoming international student population.

The fall 2015 orientation was a great opportunity to use a blend of old presentation materials and a few new added sessions. This orientation provided a foundation to build upon for the proposed full-day orientation. Individual research and brief meetings with the Registrar began in October of 2015 to prepare for a more encompassing event for international students. The ISSO met with the Associate Dean of Students, Vice President of Student Affairs, Director of Safety and Security, and CSI Student Senate members beginning in November to inquire about any interest in being involved in a full-day orientation for international students. All departments and offices were eager to assist in the facilitation of an event focused on helping our international students assimilate into the culture of CSI and Twin Falls. In December of 2015, the ISSO started a rough outline for the proposed fall orientation and set the date for August 17th, 2016.

The ISSO has interested session presenters from the Office of Student Affairs, the Admissions Staff, the Director of Health and Safety, CSI Counseling Services, CSI Student Ambassadors, and the Registrar. Prospective students will initially be notified of the orientation in their letter of acceptance to CSI.

The proposed event will begin with a welcome to the students by the President of CSI, Dr. Jeff Fox. Following Dr. Fox, participants will be guided through introductions and icebreaker games facilitated by the CSI Challenge Team. The orientation will include multiple sessions (see Appendix C). Each session is specifically tailored to educate, prepare, and/or elicit student engagement. Scheduled sessions will be 15 minutes to 1
hour in length depending on the topic. The subject matter of the sessions comprise of cultural adjustment and American classroom expectations, intercultural communication competency awareness, CSI student affairs and services, safety and security, counseling services, maintaining student visa status, registration and setting up student on-line accounts (myCSI), and payment of any remaining tuition and fees. Time will also be allotted for lunch, students to meet with her/his academic advisor, and a guided campus tour by CSI student ambassadors. If there are students who need any off-campus assistance, arrangements will be made to accommodate them the day after the orientation. Examples include grocery shopping, clothes shopping, setting up bank accounts, and obtaining driver’s licenses.

**Timeline**

A detailed timeline can be found in Appendix D. The date and time of the event will be posted on the International Student Services webpage beginning February 2016. Monthly email blasts containing more information will be sent to all incoming international students until May. Starting in May bi-weekly marketing flyers will be emailed to students. On July 18th, 2016, promotional flyers will be posted on campus in an effort to create awareness of our incoming students.

**Theoretical Foundations**

**Self-Authorship**

The ISSO is carefully examining ways to empower and incorporate self-authorship in our incoming and current international students. Self-authorship enables learners to evaluate information critically, form their own judgments, and collaborate with others to
act wisely (Hodge, Magolda, Haynes, 2009). Currently, CSI’s international students’ ages range between 19 and 23. Emerging adulthood is defined as being between the ages of 18 and 25. “College education leads to exposure to a variety of different worldviews, and in the course of this exposure college students often find themselves questioning the worldviews they brought in. Over the course of their college years, emerging adults examine and consider a variety of possible worldviews. By the end of their college years they have often committed themselves to a worldview different from the one they brought in, while remaining open to further modifications of it” (Arnett, 2000 pg.473).

To discover new ideas, learners must possess an internal set of beliefs that guide decision making about knowledge claims, an internal identity that enables them to express themselves in socially constructing knowledge with others, and the capacity to engage in mutually interdependent relationships to assess others’ expertise (Hodge, Magolda, Haynes, 2009). One of the ISSO’s goals is to assist international students in the development of their interpersonal, intrapersonal, and cognitive skills to help them excel in their future personal and professional endeavors.

It is important to acknowledge that the ISSO staff understands students’ differing learning styles. Throughout the designing process we have strived to meet the diverse needs of our international students. Through knowledge of different pedagogical approaches we are able to be self-aware and cross-culturally sensitive to all students (international and domestic). For example, we realize that college students need to make intentional and informed decisions about their education, personal relationships, and values. We will continue to support all religious, racial, ethnic, gender, and sexual identities at CSI.
Intercultural Communication and Competence

In an effort to expand ICC, CSI is in the process of strengthening the International Student Services Office (ISSO) to become better equipped to assess and promote ICC on campus. Additionally, the ISSO has tentative plans to facilitate an intercultural communication staff and faculty training in late fall 2016. During our orientation, through experiential learning activities, challenge course games, cultural adjustment and culture shock presentations, we will strive to prepare the freshmen to begin to comfortably develop their ICC. This is the first of an array of events for incoming and current international students, which will focus on the importance of interpersonal skills, listening actively, and enhancing competence as an intercultural communicator. “ICC is a complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself” (Fantini, 2006, p. 1). Factors that can attribute to high or low ICC of incoming international students are travel experience, foreign language skills, social class, and cultural intelligence. “Cultural Intelligence can be defined as the capacity to adapt to new cultural settings by using cognitive, motivational, and behavioral intelligences” (Earley, 2002, p.66).

It would seem apparent that most individuals who have high cultural intelligence have experience living, working, or socializing in multicultural settings. Consequently, these inherent components would aid them as international students and in adjusting culturally to their new environment. Practical knowledge and prior understanding of working in multicultural teams may give students opportunities to enhance their Cultural Intelligence. People with advanced Cultural Intelligence know themselves and how their culture has influenced their identity. They are able to sort out culturally derived behavior
from individual, idiosyncratic behavior of a given group or team member (Halverson C.B., 2008).

Cultural differences, language barriers, and personality can affect a students’ cultural adjustment. These factors and more contribute to culture shock, which may inhibit Social and Emotional Intelligences, especially during the first few months abroad. It is important to address and discuss the topic of culture shock with incoming students as it affects individuals differently. It is also important to recognize that if international students are socializing and adjusting quickly culturally, they may not be doing so academically. As international educators it is critical for us to be able to identify any high-risk students (NAFSA, 2001).

International students who have exposure and experience using intercultural communication are more apt to be open-minded, which helps them to work more efficiently in multicultural teams. Open-mindedness helps to reduce the noise and filters in communication, increasing people’s ability and willingness to work well with others (Von Oech, 1998). Communication is how students will share their experiences living in their home culture as well as explain their adjustment to their host culture. Using ICC in their host country will allow international students to make deeper connections, share their thoughts and ideas accurately, and help to gain clarity about any cultural misconceptions people may hold regarding the students’ culture. Speaking and listening confidently can increase the students and host nationals’ level of comfort, making it easier to adjust to each other and learn together. Other possible benefits of developing ICC early on include a limited or shortened amount of culture shock, increased self-awareness while working in multicultural teams, and the ability to give and receive
beneficial feedback from group and/or team members. “Communication is the mechanism teams use to transfer knowledge, provide information, set direction, understand each other as individuals, ask questions, make decisions, take appropriate action, and simply relate to one another” (Griffin T.M., 2008, p.175).

**Transformative Learning Theory**

The ISSO staff will strive to enhance and enrich student development through constructing an educational environment focused on commitment, participation, and engagement. “Transformative learning is a process that involves reflectively transforming the beliefs, attitudes, opinions, and emotional reactions that constitute our meaning schemes on meaning perspectives” (Southern, 2007, p. 331). The proposed orientation can help students begin to understand transformative learning by reflecting on their education and life experiences. When fostering self-direction, the emphasis is on creating an environment in which learners can become increasingly adept at learning from each other and at helping each other. Early exposure to transformative learning can assist emerging adults (in this instance the majority of our incoming freshmen international students) in learning to become aware and critical of their own and others’ assumptions (Mezirow, 1999).

Throughout the school year at CSI, our international students will be given opportunities to reflect upon their academic and cultural adjustment and learning experiences. Examples of these include interactive, informative country booths during International Education Week, optional semester reflective essays, and an International Program sponsored Cultural Cookout during Diversity Week. These opportunities will allow the students to reflect on new information and consolidate it with existing
knowledge and experiences. Also, students can process the beliefs, attitudes, opinions, and emotional reactions on their current and past perspectives.

**The Johari Window**

Using The Johari Window (Luft & Ingham, 1955), CSI international students may be able to adjust more effectively and quickly. “It is the capacity to reflect on the relationships among groups and the experience of those relationships. It is both the awareness of experiencing otherness and the ability to analyze the experience and act upon the insights into self and other which the analysis brings. Experience alone is therefore not enough. Experience of other national cultures and critical reflection on one’s own, even though the latter does not always follow from the former, is clearly not a new phenomenon” (Alred & Fleming, 2003, p. 4). The Johari Window (Figure 1) encourages an open exchange of information through self-disclosure and feedback. It uses a four-quadrant model focusing on information that is known to you (self), not known to self, known to others, and not known to others.
The Johari Window Model supports the individual in increasing her or his level of Social Intelligence by providing them with insight to themselves (Luft & Ingham, 1955). CSI needs to focus on the fact that not all international students will gain the level of English to be able to explain their feelings at such complex levels. Staff and faculty have raised some concerns about the quality of English from incoming freshman international students. As the CSI English proficiency policy is currently under review, there does not seem to be a change coming before fall semester 2016. Through experiential learning activities and upon completing the COMPASS test (required Idaho college math and English placement tests) all incoming freshmen will have the opportunity to reflect upon their individual results. These assessments will expose the students’ open and blind spots as well as revealing to others what is hidden and what is unknown. Once students are more aware their real and perceived communication skills perhaps they will strive to become more social.
“Communicative and social confidence increases as students become acquainted with the new social setting. Starting with the choice of a place to live (who to live with), their social progress is pursued with their new professional or collegiate role which can introduce them to new ways of doing and being” (Alred & Fleming, 2003 p. 192).

Experiential Learning Theory

The ISSO is committed to providing incoming international students opportunities to expand their knowledge of CSI’s policies, registration procedures, F and J visa status maintenance and cultural adjustment using engaging activities. “Active engagement is one of the basic tenets of experiential learning: experiential learning undoubtedly involves the ‘whole person’, through thoughts, feelings and physical activity. The recognition of this ‘whole environment’, both internally and externally, is important. “Experiential learning can take on many appearances in life, such as recreational or leisure activities, exhilarating journeys or adventures, experimentation or play.” (Beard, Colin, & Wilson, 2006 p. 2). The orientation will allow students to learn in small and large groups settings amongst their new peers and new environment. Using Kolb’s Experiential Learning Model (Kolb, 1984) as the basis for sessions, the ISSO staff, CSI Challenge Team, and other department staff will lead the students through phases of Kolb’s model. The heart of Kolb’s experiential learning model is a cycle of learning that proposes four learning modes: concrete experience, reflective observation, abstract conceptualization, and active experimentation (Brooks-Harris, Stock-Ward, 1999).

The ISSO staff will strive to ensure that the students are engaged and learning throughout the day. The concrete experience of the day’s events will provide ample information and engaged learning.
Curriculum Overview

The curriculum for the proposed full-day International Student Orientation has been created by the staff of the ISSO at CSI. Based from theoretical research, experiential learning activities, and informative and interactive sessions the event will strive to educate incoming freshmen international students. The ISSO recommends for there to be 10 presenters and that the event be open to all faculty/staff and current international students. There will be a total of eight proposed sessions. Four sessions (ice breaker activities, cultural adjustment, maintaining status, and the campus tour) will be one hour long. Three sessions (student affairs and services, counseling services, and safety and security) will be approximately 15-20 minutes long. The final session, registration and advising, will be one hour and 15 minutes long. Lunch will be provided and snacks and refreshments will be brought in throughout the day. Multiple breaks will also be offered in an effort to help ease the steady input of new and exciting thoughts, information, and feelings.

Session One: Ice Breaker Activities

The CSI Challenge Team works in conjunction with the CSI Outdoor Program and Leadership Institute. CSI is able to boost that on campus there is the largest outdoor ropes course west of the Mississippi. During the winter some of the ropes and obstacles are moved into the gym in an effort to reach participants year-round. The Challenge Team does an excellent job of fostering an environment of self-efficacy and interpersonal growth, each indoor or outdoor adventure seeks to create awareness for environmental stewardship, develop leaders, and promote lifetime active living (CSI, 2016b).
During the icebreaker session the team will work to actively engage each participant and encourage them to begin to socialize with fellow students and members of CSI faculty/staff in attendance. “Among the personality features of the potential wanderer, sociability is a core element. The aptitude to connect easily with individuals one encounters usually goes together with the desire to communicate” (Alfred & Fleming, 2003 p.187). The Challenge Team facilitator is planning on leading multiple activities outside of the Taylor building.

**Session Two: Cultural Adjustment**

An analysis of the results of the faculty and staff survey showed the importance of cultural adjustment awareness during the orientation. Along with ICC this session relies heavily on the theoretical foundation of Mezirow’s Transformative Learning Theory (1999). This session is designed to inform and educate participants on learning how to reflect upon their cultural and academic experiences while they are attending CSI and living abroad. The main focus will be a PowerPoint presentation explaining and identifying culture shock. The presenter will discuss multiple signs of culture shock and explain the culture shock U-curve. Students will be given an opportunity to work in small groups and draw and discuss their own culture shock U-curve up to the current moment. Following this activity, the facilitator will lead a larger group discussion about their findings and encourage one or two participants to share their charts to the entire group. To conclude the activity the facilitator will discuss multiple coping mechanisms and strategies when dealing with the effects of culture shock.

The facilitator will then present on American classroom expectations and offer suggestions and tips on how to begin to adjust to attending classes at CSI. The
participants will be given time to brainstorm (in small groups) perceived differences and similarities of the American classroom to their learning environment in their home country. Following this activity, the facilitator will lead a larger group discussion and invite any faculty/staff to share their helpful opinions and insights to the conversation. Upon completion of the session, time will be allotted for the participants to reflect (take notes, mentally digest, etc.) all the information.

**Session Three: Student Affairs and Services**

Nolan Goubeaux, Associate Dean of Students, will lead the session on student affairs and services. Nolan will highlight the numerous student led groups, clubs, and organizations at CSI. He will discuss the role of the CSI Student Senate and explain how any interested students might become involved. He will also encourage participants to attend, participate, and engage in the year-round on-campus events. These events include, but are not limited to Week of Welcome (week of student events at CSI during the first week of fall semester), CSI sports events throughout the year (women’s volleyball, women’s and men’s basketball, women’s softball, men’s baseball, and the CSI rodeo team), homecoming week, CSI sponsored guest speakers, concerts, and presenters, diversity week, and many more.

Nolan is CSI’s Title IX coordinator and he will briefly talk about sexual harassment and assault and inform participants about ways they can report any abuse. He will address the many resources, on and off campus, to assist all students’ needs and concerns. Afterword time will be allotted for participants’ questions.

**Session Four: Counseling Services**
During this session, Jeff Jewell will briefly explain CSI’s on-campus counseling services available to all students. CSI’s goal is to create a safe, supportive and affirming environment for all students. Jeff is aware that all students may encounter difficulties, which challenge their coping skills and undermine their success in their academic and personal lives. He will provide examples such as academic struggles, relationship problems, depression, anxiety, alcohol or substance misuse, etc.

Jeff has been working in the field for three years and has experience working with international students. He is aware of the many cultural stigmas associated with counseling and seeking help from others. In conclusion, to the best of his ability, he will stress the importance of using CSI’s counseling services. There are also female counselors, but unfortunately both will be out of town at the time of the event. All services are completely confidential and if students require extra support off-campus counseling can be provided at no charge to students. Time will be allotted for questions.

**Lunch**

Lunch will be an hour long and all CSI faculty/staff, current international students, and CSI Student Senate members and student ambassadors will be invited. All will be given multiple opportunities to make introductions and have conversations in a casual dining setting. In an effort to create dialogue between all lunch attendees a picture slideshow of CSI campus, CSI athletics, CSI sponsored events, and Twin Falls and its surrounding area will be showing on the big screen in the background.

**Session Five: Safety and Security**

Jim Munn is the Safety and Security Director at CSI. He will facilitate this session and discuss CSI’s safety and security procedures and policies. Jim will lead a group
discussion regarding staying safe on and off campus. He will reiterate the power of using common sense when traveling in an unfamiliar area. Examples include, but are not limited to: the importance of not going out alone at night, using taxis at night when no other transportation is available, not drinking alcohol to excess or using drugs, and to not frequent areas that are known to dangerous at certain times of the day or night. In his discussion, he will include examples of what to do in case of an emergency on or off campus. Participants will learn about CSI’s blue light campus security system and about the Rave Alert mobile phone service.

Jim will talk about what numbers to call in case of an emergency including what to do in an active shooter situation. He will distribute the campus security phone number and explain how all students can call security to be escorted to their vehicle at any time of the day.

Session Six: Maintaining F-1 and J-1 Student Visa Status

The facilitator during this session will use a PowerPoint presentation to explain to international students what they need to know in order to maintain their student visa status. The presentation will include:

- Essential documentation for students
- Guidelines international students must follow to remain in full-time student status
- On and off campus employment policies and procedures
- U.S. tax information
- How to obtain a Social Security Number, Driver’s License, and U.S. bank account

In addition to the presentation, the participants will be reminded that this information is on CSI’s webpage. Students will also be given informational brochure, which includes
the presentation information and much more. Following the presentation, the CSI Admissions team will facilitate an online MyCSI tutorial. MyCSI is the college’s Internet database for students’ accounts. The tutorial will cover information on registration policies and procedures, how to activate Eagle Mail (students’ email) account, navigate Blackboard educational platform, and registration for fall classes. The facilitator will also discuss important semester dates and deadlines. Time will be allotted for questions.

Session Seven: Campus Tour

CSI currently has over 10 student ambassadors who provide prospective students and their families’ interactive campus tours, information about CSI student services, and guidance on who to seek for answers to questions. During this session, three to four student ambassadors will break the participants in to groups of five to six. Each ambassador will lead her/his group on an informative and fun tour of CSI’s main campus. Participants will be given ample time for questions.

Session Eight: Registration and Academic Advising

One of the goals of the ISSO is to set all students up for academic success. The main focus of the remaining registration and academic advising session is for incoming freshmen international students to meet her/his academic advisor and attempt to sketch a degree/program plan. This session is the first opportunity for students to meet with an advisor and ask the pertinent and specific program questions. Our ESL Director will also be available to answer student’s questions pertaining to ESL optional ESL classes at CSI. Once students have had the opportunity to meet with their advisor, they will then be able to register for classes. The CSI Admissions team will be waiting in the student computer lab to assist students through the registration process. After the students register, they will
be directed back to the Taylor building to finish any remaining international student
documentation. At this time, most students will need to provide the ISSO with her/his
signed Form I-20, passport, I-94 to be scanned and copied into CSI’s electronic filing
system. Students who have finished everything will be given an opportunity to explore
the CSI campus and the city of Twin Falls as they wish. All participants and attendees of
the International Student Orientation will be encouraged to join the ISSO at a BBQ. The
BBQ will be at Rock Springs Park near campus.

**Staffing Plan**

The College of Southern Idaho (CSI) is a diverse institution that welcomes and
celebrates the rich heritage and varied perspectives of all our students, faculty, and staff
(CSI, 2016c). The diverse backgrounds of staff and faculty at CSI help provide students
and community members with knowledge, experience, and cross-cultural awareness. The
International Student Orientation is an extension of CSI’s existing commitment to
enhancing and encouraging globalization in the city of Twin Falls. The ISSO will be
tasked with sponsoring, designing, and implementing the orientation. Relying on the
current support and positive influences of the current administration, there is no shortage
of staff and faculty presenters. At the moment the proposed presenters, facilitators, and
guest speakers include:

1. Dr. Jeff Fox – President of The College of Southern Idaho
2. Dr. Michelle Schutt – Associate Vice President of Student Services
3. Dr. Michele McFarlane – Registrar
4. Nolan Goubeaux – Associate Dean of Student Affairs
5. Heather Barnes – Admissions Coordinator
6. Jim Munn – CSI’s Director of Public Safety

7. Carol Vanhoozer – Director of Counseling Services at CSI

8. Keith Quatraro – International Student Services Coordinator and DSO

9. Tiffany Clark – CSI Challenge Team Coordinator

10. CSI Student Senate Members – CSI Ambassadors

In an effort to raise even more awareness on campus, all staff and faculty of CSI will receive and invitation to the event (see Appendix E). With the anticipated presenters, the event design, and multiple interactive sessions, the full-day orientation is on track to being informative and engaging.

Program Marketing

The date and time of the orientation will be posted on the International Student Services webpage beginning February 2016. Each acceptance letter to new students will contain information about the orientation. The letter will state the orientation is mandatory, the date and time, and the location. Monthly email blasts containing more information will be sent to all incoming international students until May. Starting in May bi-weekly marketing flyers will be emailed to students. On July 18th, 2016, promotional flyers will be posted on campus in an effort to create awareness of our incoming students (see Appendix F).

Student Recruitment and Admissions

Existing Recruitment and Retention Strategies

CSI hosts students holding F-1, J-1, and M-1 student visas. This has been the case throughout previous years. Traditionally the J-1 and M-1 students are greatly
outnumbered by F-1 students. This year is certainly no exception. In the fall of 2015, CSI enrolled 32 F-1 students, 1 J-1 student, and 0 M-1 students. Program providers and sponsors that CSI currently partner and work with include the Congress-Bundestag Youth Exchange (CBYX), the International Research and Exchange Board (IREX), and the Saudi Arabia Cultural Mission (SACM). CBYX and IREX help us enroll J-1 and M-1 students and the SACM program works solely with students from Saudi Arabia on F-1 visas. These existing partnerships are vital to CSI in order to retain our current numbers and also to aid the institution in growing the ISSO. After the initial contracts with CBYX and IREX, CSI has been able to sustain the relationship with these organizations fairly seamlessly for close to a decade. Each respective organization will contact the college when the time comes to apply for the upcoming year’s participants. CSI will then complete the applications and reach out to the local community to host CBYX students and reserve dorm rooms for IREX students. The SACM program has found CSI to be a valuable partner and the same can be said for CSI. In the last few years, SACM sponsored students have almost outnumbered all other international students by 2 to 1.

The CSI athletic department hires recruiters and coaches to bring in international student athletes. At the moment, CSI athletics include men and women’s basketball, women’s volleyball, men’s baseball, women’s softball, and men and women’s rodeo. The many coaches and staff members have done a great job using current and past international student athletes to recruit for CSI by word of mouth in their respective countries.

CSI’s current strategies and partnerships have seen many successes and a few setbacks. It may be argued that these associations with the above mentioned organizations are not recruitment strategies in the traditional sense. CSI relies heavily on
the assumption that these organizations will continue sending the same number of
students if not more in the future. This could prove costly to the ISSO and CSI as an
institution if the number of students from one or more of these organizations decrease or
stop sending students altogether. Also, CSI does very little to begin to increase visibility
as a noticeable global brand.

**Suggestions for Student Recruitment and Admissions**

As the Fall 2016 semester approaches, CSI can benefit from casting a wider
global networking with international recruiters, agencies, and forming partnerships with
secondary schools abroad. CSI needs to form new partnerships with a wider variety of
countries. A May 2015 report from World Education Services (WES) concluded that
institutions should develop more sustainable international student enrollment strategies
by pursuing a diverse portfolio of countries especially those from emerging markets
(West, 2015). The focus of the ISSO’s recruitment strategies at CSI needs to shift to
increase visibility globally by using web development, data management, and
technology. Colleges and universities have begun to take advantage of microsites and
web-based platforms to attract more and more students overseas. Using an enrollment
services company such as Chegg could give CSI the opportunity to begin to create a
noticeable global brand and increase international student enrollment. Chegg (and many
other companies like them) build microsites in different languages. These microsites
function the same as the schools current website and are marketed to reach a large pool of
potential applicants. Chegg is able to position colleges and universities on relevant online
platforms around the world. This also allows them to gather and store student inquiries
from different countries (Munson, Chegg, 2015). For example, Chegg Enrollment
Services use the following global network partners: ACT360 (Latin America and Africa), Mezun, (Turkey), Anyadir (Southeast Asia and India), US Education Group (Middle East), Zinch.cn (China), FPP (Brazil and Latin America), and Baidu (China) (Munson, Chegg, 2015). Chegg offers services starting at $9,000 USD per one calendar year. The price is high, especially for CSI’s ISSO budget. However, if the ISSO is able to get support from the president and administration there is potential to increase our exposure and possibly increase our applicant pool. If CSI could enroll two international students using Chegg services, the cost for tuition and fees alone would exceed $13,000 USD (CSI, 2105d).

If in the next couple of years CSI is able to experience an increase in international students then it may be feasible to travel abroad to recruit students. Universities must invest in travel to the region. Face time within a country provides great opportunities to network with school counselors, government officials, students, and agencies. By traveling to a region, you are able to gain knowledge of the region that will help with attracting students. You are also able to engage with alumni and find great opportunities to build brand within the region (West, 2015).

Working with current international students and alumni to help promote CSI to their friends back home is not a new strategy. CSI could benefit by having current students use social media as a means of reaching prospective students back home. The recent creation of a CSI international program Facebook page and blog is a beginning to this action plan. The goal of these social media outlets is to have different current CSI students posting about their experiences attending the college. Of course this will only be beneficial to CSI if the students are having positive experiences on and off campus. The
ISSO works in collaboration with other student services departments to ensure all students have the opportunities to enjoy positive social, personal, and academic lives while attending CSI.

**Logistics**

The proposed event will take place in the Taylor Building, which is located on CSI’s main campus in Twin Falls, ID. Rooms 276 and 277 share a retractable wall. Once retracted the room can hold up to 120 people. The rooms will need to be reserved on July 1st, 2016. The anticipated presenters and facilitators all work on campus and will not need extra assistance traveling to the event. Incoming international students are instructed to arrive no later than the 16th of August 2016. The students will need to find their own transportation to campus on the morning of the 17th.

There will be morning snacks and beverages, a full course lunch, and afternoon snacks and beverages served at the event. During the morning and afternoon, the snacks and drinks will be brought in and tended by Sodexo (a quality on-campus food provider). Students, participants, and guests will have diverse options during lunch. The ISSO recognizes the different food needs when planning meals for numerous people whom may all share different dietary needs. There will be vegetarian, vegan, gluten-free, halal, and meat dish options. No pork will be served. Lunch will be served buffet style outside of the main rooms in the large hallway. Attendees will be encouraged to eat at their table after they have had an opportunity to fill their plates. The ISSO will need to place the lunch order no earlier than July 1st, 2016.

All communication for the event will be done by the ISSO. The staff of the ISSO will contact the anticipated presenters one month prior to the event reminding them of
their specific role. They will also receive a two-week and one week reminder email before the orientation. As stated above, the ISSO staff will contact and make the necessary arrangements for the food and the event location.

**Health and Safety Plan**

The College of Southern Idaho’s Campus Security patrols the campus and checks all buildings on a regular basis. CSI is a student-centered institution designed to provide a complete educational experience for all students. The goal of the college security staff is to assist in that process to make certain that the campus is a safe and orderly environment. Campus Security is staffed 24 hours a day, seven days a week and can be reached at all times by telephone (CSI, 2016e).

During the orientation, the ISSO will follow the guidance of the established emergency notifications systems and evacuations policy (see Appendix G). In the event of an emergency our on-campus extension is 6605.

**Crisis Management Plan**

In the event of an emergency or crisis situation, the ISSO will follow the Emergency Procedures Manuel (see Appendix H). There are manuals in each room and office of every building on CSI’s campus. In the event of an emerging crisis during orientation, an emergency horn will sound. All attendees need to heed the advice and warnings and immediately follow the guidance being disseminated and stay away from the designated emergency area.
Budget

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<tr>
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<th>#</th>
<th>Unit</th>
<th>Cost</th>
<th>Total</th>
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<tr>
<td>Food Service</td>
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<td></td>
<td></td>
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<tr>
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<tr>
<td>Afternoon</td>
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</tr>
<tr>
<td>Soda, coffee, tea, chips</td>
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<td>New student, folders, pens, etc.</td>
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<td>Other Services</td>
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</tr>
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<td>Total</td>
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<td></td>
<td></td>
<td>$282</td>
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<tr>
<td>Total for Event</td>
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<td></td>
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<td>$1,281</td>
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Budget Notes

Staffing

The majority of the presenters and facilitators involved in the International Student Orientation are paid, salaried employees of CSI. Their contributions will all be in-kind, free of charge. There will be three international student employees working at the event throughout the day. Each worker is paid $8 per hour. Each worker is anticipated to work a total of six hours at the orientation. Therefore each one will receive $48 dollars for their work. The total wages paid for the event will be $144.

Food Service

The food for the orientation will be prepared and served by Sodexo. Sodexo is paid by CSI and has a fully operational kitchen on campus. At the beginning of the event, Sodexo will have a morning coffee, tea, and muffin bar set up outside of room 277 in the Taylor Building. The bar will be ready at 8:30am. The cost for the morning service is $135. The lunch prepared by Sodexo will be served in the hallway outside room 277. The ISSO is anticipating 12 staff members, 8 faculty, and 40 international students to attend
lunch. The lunch will be buffet style and participants will serve themselves. All participants and attendees will be strongly encouraged to eat in room 277. The buffet style lunch will cost $630. There will be afternoon snacks and refreshments available. Again, this will be set up outside of room 277. It will include a snake bar with assorted refreshments, chips, and fruit. The cost will be $90. The total cost for food service will be $855.

**Supplies**

The supplies cost for the orientation consist primarily of printing and office supply expenditures. Printing needs mainly includes informational brochures (see Appendix I), Twin Falls area maps (see Appendix J), student success flyers (see Appendix K), and program agenda (see Appendix C). The cost will be $128. The office supplies needed include folders, pens, writing utensils, and paper pads for students. The cost will be $65. Other services are promotional items to be given out to participants during the orientation. These include CSI t-shirts, stress balls, water bottles, chapstick, and key chains. The cost will be $89. The total cost of supplies will be $282.

The total combined cost for staffing, food service, and supplies will be an estimated $1281. The ISSO feels this is a reasonable amount to spend on our International Student Orientation.

**Evaluation Plan**

The ISSO has designed a more student-focused international student orientation. The event aims to address the diverse needs of international students and more specifically to inform the participants on the importance intercultural communication and cultural and academic adjustment. It is the capacity to reflect on the relationships among groups and
the experience of those relationships. It is both the awareness of experiencing otherness and the ability to analyze the experience and act upon the insights into self and other (Alfred & Fleming, 2003).

After analyzing the results of the Faculty/Staff Survey, the ISSO has created multiple sessions that increase student engagement and participation throughout the day. Students will begin to develop or acknowledge their own intercultural communication competency through the experiential learning activities and small and large group discussions. This begins with icebreaker activities at the beginning of the orientation and continues with multiple opportunities for student engagement, lunch with peers, faculty, and staff, and the advising and registration session. The different faculty and staff presentations and brief introductions will allow the students to become aware of the many offices/departments and student facilities available to them at CSI. The advising and registration session facilitated by the CSI admissions team, faculty, and staff will help students understand and navigate CSI’s registration procedures and important semester dates and deadlines.

Following the analysis of the needs assessment, it became apparent that there are concerns regarding the current CSI English proficiency requirements. Many staff and faculty feel the requirements are too low. Some feel international students are not given the opportunity to be set up for academic success. Due to the results of the needs assessment a committee has been formed to determine if CSI’s current requirements need to be changed. It has been proposed that CSI raise the current minimum English proficiency requirements to an overall IELTS score of 5.0.
Student evaluation will be assessed two ways. One is by the International Student Orientation Evaluation (Appendix L). Secondly, the ISSO will also attempt to individual contact international students during the first couple of weeks. The purpose of this will be to follow-up with the students and ask for additional feedback. Following the orientation, a program evaluation will be sent to all staff and faculty who attended the event. Also, the ISSO will invite staff and faculty to provide feedback through office visits, phone conversations, and/or emails.

Conclusion

“Being intercultural, being interested in, curious about and empathetic with people of other groups is not synonymous with being ‘international’, being a constant traveler, being constantly in search of somewhere else. Nor is it synonymous with abandoning one’s own groups and rejecting one’s social identities. On the contrary, it leads to a heightened awareness of these, and of the interaction between ‘own’ and ‘other’, an interaction which, whilst maintaining distinctions, creates a sense of communality, of community” (Alred and Fleming, 2003 p.4). A goal of the ISSO is to assist students in beginning to realize their own intercultural communication and competency skills. The orientation is only the start of students’ journey. The successful academic endeavors, cultural adjustment, and gaining intercultural communication competencies for each student are the top priorities of the ISSO. The orientation is designed to help ease the transition from their home country to Twin Falls, ID and CSI. Throughout the students’ pursuits while attending CSI, the ISSO will provide ongoing support, social outlets, and resources to aid their academic success. Providing more opportunities at The College of Southern Idaho for international and domestic students to
learn and work together will lead to a more fulfilling experience for the international student and a more diverse community in Southern Idaho. As international educators and facilitators, we need to continue to explore new ideas, strategies, and activities that focus on improving ICC both for international students who come to America to study and domestic students who study abroad.
References


Earley, P.C. (2002). Redefining Interactions Across Cultures and Organizations: Moving Forward with Cultural Intelligence. *Research in Organizational Behavior*


The Hofstede Center. (2016a). *Organizational Culture.*

Retrieved from https://geert-hofstede.com/countries.html


Appendix A

International Student Needs Assessment: Faculty/Staff Survey

1. Which best describes your role at the College of Southern Idaho (CSI)? Please circle one:
   - Staff
   - Faculty

2. How long have you been working at CSI?
   - a. 1-2 years
   - b. 3-5 years
   - c. 6-10 years
   - d. 11+ years

3. If you are a faculty member, how many international students do you typically have in your classes each semester?
   - a. 1-5
   - b. 6-10
   - c. 11-15
   - d. 16+

4. If you are a staff member, how many interactions do you have with international students each semester?
   - a. 1-5
   - b. 6-10
   - c. 11-15
   - d. 16+

5. Do you feel there are communication concerns and issues between international students and faculty/staff?
   - a. Yes
   - b. No
   Please explain:

6. How well would you say international students do (on average) in regards to understanding American academics and culture at CSI?
   - a. Excellent
   - b. Good
   - c. Fair
   - d. Poor

7. How well would you say international students understand American classroom expectations? i.e attendance, class participation, group projects etc.
a. Excellent
b. Good
c. Fair
d. Poor

8. Have you experienced communication problems with an international student? If so, please how describe how you responded to the situation.

9. Would you be interested in meeting with international students in your program/department during orientation?
   a. Yes
   b. No

10. In your opinion, do you feel the current English proficiency requirements to attend CSI are sufficient?
    a. Yes
    b. No
    Please explain:

Thank you for completing this survey. If you would like to discuss any of these issues in greater detail, please feel free to contact me at any time. I’m more than happy to hear any and all suggestions and feedback that you may have regarding our international students.

Best Regards,

Keith Quatraro
International Student Services Coordinator and DSO
College of Southern Idaho
(208) 732-6383
kquatraro@csi.edu
Appendix B

An Analysis of International Student Needs Assessment Survey
Faculty: How many international students do you typically have in your classes each semester?

Staff: How many interactions do you typically have with international students each semester?
**Faculty/Staff:** Do you feel there are communication concerns and issues between international students and faculty/staff?

**Staff/Faculty:** How well would you say international students understand American classroom expectations? i.e. class participation, group projects, etc.
**Staff/Faculty: Have you encountered any communication conflict(s) with an international student?**

**Staff/Faculty: Would you be interested in meeting with international students in your department/program during orientation?**
Staff/Faculty: Would you be interested in participating in a faculty/staff intercultural communication workshop?

Staff/Faculty: In your opinion, do you feel the current English proficiency requirements to attend CSI are sufficient?
Appendix C

International Student Orientation Agenda

**Appendix C: Agenda**

**International Student Orientation**

**August 17, 2016**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 ~ 9:30</td>
<td>Welcome to CSI</td>
<td>President Dr. Jeff Fox</td>
</tr>
<tr>
<td>9:30 ~ 10:30</td>
<td>Ice Breaker Activities</td>
<td>CSI Challenge Team</td>
</tr>
<tr>
<td>10:30 ~ 10:45</td>
<td>Break</td>
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</tr>
<tr>
<td>10:45 ~ 11:45</td>
<td>Cultural Adjustment</td>
<td>Keith Quatraro</td>
</tr>
<tr>
<td>11:45 ~ 12:00</td>
<td>Student Affairs and Services</td>
<td>Nolan Goubeaux</td>
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<tr>
<td>12:00 ~ 1:00</td>
<td>Lunch</td>
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</tr>
<tr>
<td>1:00 ~ 1:15</td>
<td>Counseling Services</td>
<td>Jeff Jewell</td>
</tr>
<tr>
<td>1:15 ~ 1:30</td>
<td>Safety and Security</td>
<td>Jim Munn</td>
</tr>
<tr>
<td>1:30 ~ 2:30</td>
<td>Maintaining Status</td>
<td>Keith/Heather/Michele</td>
</tr>
<tr>
<td>2:30 ~ 2:45</td>
<td>Break</td>
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</tr>
<tr>
<td>2:45 ~ 3:45</td>
<td>Campus Tour</td>
<td>CSI Ambassadors</td>
</tr>
<tr>
<td>3:45 ~ 5:00</td>
<td>Registration and Academic Advising</td>
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</tr>
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</table>
Appendix D

Faculty Resources

International Student Breakdown 2015 – 2016

Total International Students: 61

Countries Represented:

Spain: 2  Croatia: 1
Germany: 1  Montenegro: 2
Nepal: 1  Saudi Arabia: 38
England: 1  Australia: 1
  South Korea: 1  Canada: 2
  China: 1  Vietnam: 1
  Senegal: 1  Guyana: 1
  Tanzania: 1  Brazil: 1
  Kuwait: 5

Female Students: 11  Male Students: 50

On-Campus Student Workers: 7

The overall projected international student enrollment for fall semester 2016 is 75.

Intercultural Communication Resources

Recommended Articles:
Voices from the Field -
http://www.nacada.ksu.edu/Portals/0/NACADAreads/2016%20Guidebook/Chow%20VF
F-NewAdvisorGuidebook.pdf

Developing Self-knowledge -
http://www.nacada.ksu.edu/Portals/0/NACADAreads/2016%20Guidebook/Archambault
%20chapter%20NewAdvisorGuidebook.pdf

Other Online Resources:

The Hofestede Center - https://geert-hofstede.com/countries.html

Supporting International Students and Scholars -
http://www.nafsa.org/Find_Resources/Supporting_International_Students_And_Scholars/
### International Student Orientation Fall 2016 Timeline

**November 2015:**
- Recruitment/admissions
- Informal meetings with international students
- Informal meetings with faculty and staff

**December 2015:**
- Recruitment/admissions
- Informal meetings with international students
- Informal Meetings with faculty and staff

**January 2016:**
- Recruitment/admissions
- Informal meeting with international students
- Informative discussion with Registrar and PDSO regarding any new specific focus for fall orientation

**February 2016:**
- Recruitment/admissions
- Informal meetings with international students
- Post date and time of the orientation on the International Student Services Webpage
- Activate online registration for fall orientation

**March 2016:**
- Recruitment/admissions
- Informal meetings with international students
- Send out staff/faculty needs assessment survey

**April 2016:**
- Recruitment/admissions
- Set up meetings with interested international students to assess past orientations
- Set up meetings with faculty and staff
- Compile and analyze data from staff/faculty needs assessment survey
- Begin contacting staff and faculty to facilitate sessions at orientation
### May 2016:
- Recruitment/admissions
- Informal meetings with international students
- Design orientation sessions
- Confirm all presenters and facilitators
- Begin sending bi-monthly email blasts to new international students

### June 2016:
- Recruitment/admissions
- Informal meetings with international students
- Design orientation sessions
- Post marketing flyers on campus (mid-June)
- Reserve room 276 in Taylor Building

### July 2016:
- Informal meetings with international students
- Design orientation sessions
- Send reminder email to faculty/staff presenters
- Submit food orders

### August 2016:
- Informal meetings with international students
- Answer any faculty/staff presenters’ questions
- Facilitate Orientation
Appendix F

Invite to Staff/Faculty

Hello,

I hope this finds you well. I would like to invite you to our International Student Orientation. It will be Wednesday the 17th of August, from 9:00am to 5:00 pm in Taylor room 277. I have attached the scheduled agenda and orientation flyer, which provides a brief synopsis of the day. Please feel free to stop by at any time throughout the orientation.

If you have any questions, feel free to contact me. Please RSVP to this email by the 1st of August.

Best Regards,

Keith Quatraro
International Student Coordinator and DSO
College of Southern Idaho
208.732.6383
kquatraro@csi.edu
Appendix G

International Student Orientation Marketing Flyer

Welcome to CSI!

International Student Orientation

Orientation is mandatory for all international students
Current students, faculty, and staff are welcome too!

- Participants will learn important CSI policies and procedures along with essential information about maintaining your student visa status.
- Learn helpful ways to culturally transition to America and living in Twin Falls, ID
- Meet other students and make new friends.

When: Monday, August 22nd
9:00am to 5:00pm
Where: Taylor Building 2nd Floor
Room 277
RSVP to kquatraro@csi.edu
Appendix H

Emergency Notification

The College has installed an emergency warning horn on the radio tower by the Canyon Building. This horn has a unique siren-type sound that can be heard outside of buildings throughout the campus. The horn will be activated by CSI Security in the event of an emergency situation.

A telephone intercom system, with simultaneous broadcast and communication capabilities has been installed on the campus telephone system. This intercom system can be initiated by anyone of approximately 40 key personnel throughout the building on campus. These key building personnel are then responsible for disseminating the emergency message throughout their building.

The purpose of the siren and phone intercom system is to warn the campus that there is an emergency in progress. All individuals on campus need to heed these warnings immediately follow the guidance being disseminated and stay away from the designated emergency area.

An Emergency Situation Phone/Runner Tree is also utilized to distribute emergency information throughout the campus. This tree can be seen in the back of the CSI Telephone Directory or at the link at the left.

A mass distribution emergency notification system (RAVE) will also be utilized. An automated e-mail, text and phone message will be transmitted to students, staff and faculty as the emergency dictates.

Because of bomb threats, fire alarms, or other emergency conditions, all faculty, staff, and students may be evacuated from College buildings or facilities. During these times no one is authorized to be in the facilities without consent of the Public Safety official in charge.
Appendix I

Emergency Procedures Manuel

Assess the situation - if extreme personal injury or danger exists, call 911. Call campus
Security at Ext 6605 to report the situation - 24 hours a day. Take action to provide aid, or
find aid as required by the situation.

LOCATION OF: Minor First Aid Kit

Campus Emergency Assistance – Call 6605

INTRODUCTION

These procedures apply to all personnel, buildings and grounds. This information is being
disseminated to assist all faculty and staff members in responding to different
emergencies they may confront in the course of their duties at the CSI main campus and
at the Off Campus Centers. This brochure should be kept in an area where it will be
immediately available should one of the identified emergencies occur. The procedures are
designed to be flexible to accommodate contingencies of various magnitudes. Please
become familiar with the contents of this Manual. In the event of an emergency, it will
serve as a quick reference for effective action. The Manual is not all inclusive. Call
Campus Security at Extension 6605 for assistance with any emergency. The succession
of events in an emergency is not predictable, therefore, these procedures serve only as a
guide and checklist and may require modification to meet the requirements of each
emergency. New employees are given an Emergency Procedures Manual as part of the
orientation process. The locations of First Aid kits, fire extinguishers and AED Units
should be noted on the front cover of this Manual. Remember that the general procedure
for first response to an emergency is: Assess the situation - if extreme personal injury or
danger exists, call 911. Call Campus Security at Extension 6605, to report the situation -
24 hours a day. Take action to provide aid, or find aid as required by the situation.
Continued on other side........

Campus Emergency Assistance – Call 6605
Locate the First Aid kit, fire extinguisher
and AED Unit in your building. Use safety coverings for yourself (gloves can be found in
the AED bags) if you touch a person or substance, or provide CPR. Evacuate the area if
necessary. All buildings must be evacuated when an alarm sounds and/or upon
notification by Campus Security. The CSI Security Department is available 24 hours per
day to respond to any emergency that may develop. During any campus emergency,
Campus Security will place into immediate effect the appropriate procedures and
immediately consult with the President, or his designee. The President, or his designee, is
responsible for the overall direction of the College emergency response. If there are any
questions or comments regarding the procedures outlined in this Manual, contact the CSI
Security Department at Extension 6605.

Campus Emergency Assistance – Call 6605

POWER FAILURE

If a minor or major power failure occurs during work hours: Turn
off all light switches, the voltage may fluctuate and damage any lights that are on. Set all
equipment and appliance switches to the OFF position. This is to protect against kicking
out circuit breakers, blowing fuses, or damaging equipment when the full surge or current
hits as power comes back on. As necessary, evacuate persons from darkened areas.
Emergency lights usually last less than one hour. Limit the number of people reporting outages to maintenance. Report persons trapped in elevators to Security.

**POWER FAILURE**

**Campus Emergency Assistance – Call 6605**

**REPORTING INJURIES AND ACCIDENTS**

Anyone witnessing an accident or involved in an accident including visitors, employees, or students must report the accident to Campus Security. Contact the CSI Security Department, Extension 6605, to document the situation regardless of the severity of the injury. Report all safety hazards to the Maintenance Department, Extension 6600. The term "accident" applies to any personal injury. Accident Reports are not required for illnesses, unless injuries result from the illness (falling, striking an object, etc.). If the injury is received by an employee or student worker during their working hours, they are covered by Worker's Compensation. Any injured employee who requires the care of a physician or hospital must advise the physician or hospital that the injury occurred on the job, an industrial insurance form will be initiated immediately. CSI Employees seeking non-emergency medical assistance should report to Occupational Health located at St. Luke’s Magic Valley Medical Center. If emergency medical attention is required, individuals should report to the Emergency Room at St. Luke’s Magic Valley Medical Center.

**REPORTING INJURIES AND ACCIDENTS**

**Campus Emergency Assistance – Call 6605**

**RESPONDING TO MEDIA INQUIRIES**

Unauthorized people should not make comments to the news media, but should direct all inquiries to the Information Desk/switchboard for referral to the proper CSI authority. Such inquiries may include the following: Natural disasters, such as earthquakes, fires, etc. Catastrophes, such as explosions, chemical spills, etc. Crime Personnel management issues Scandal Legal/financial matters In the event of one of the above mentioned situations, the CSI Security Department will provide verified facts to the President, or designee, and to the Public Information Director. Information to the media should be released only by the Public Information Director or administrator designated by the President. The campus switchboard should be notified immediately as to who will be responding to media inquiries.

**RESPONDING TO MEDIA INQUIRIES**

**Campus Emergency Assistance – Call 6605**

**HAZARDOUS MATERIALS LEAKS/SPILLS** (Flammable, Toxic, Corrosive, Oxygenic, Cryogenic Leaks/Spills)

Know what types of chemicals may be in your building. Maintenance/Security should be contacted to deal with hazardous materials and waste. If a gas cylinder or other chemical container should begin leaking, and if, in the judgment of the persons responsible for such materials, it presents any danger to themselves or the other building occupants, the following steps should be taken: 1. Leave the area immediately, confining the fumes or fire by shutting the door to the room behind you. 2. Call Campus Emergency Assistance at Extension 6605. Give your name, department, location of emergency, and kind of spill, if you know. 3. Sound the building fire alarm so evacuation can begin, if deemed necessary by Campus Security. 4. Evacuate the building to a safe area upwind. Do NOT return to the building until instructed that it is safe to do so. At all times, suspected gas...
leaks or suspicious odors should be reported to the CSI Security Department so appropriate action can be taken. Note: Contact the CSI Security Department to document the situation regardless of severity (see information on Accident Reports).

HAZARDOUS MATERIALS LEAKS/SPILLS
Campus Emergency Assistance – Call 6605 SERIOUS INJURY Do NOT attempt procedures or techniques beyond your abilities or training. Life saving techniques should be administered by trained personnel. 1. Do NOT move a seriously injured person unless it is a life-threatening situation; i.e., falling debris, fire, or further danger. 2. Shout "help!" to get someone to come and assist. 3. If the victim is unconscious and someone responds, send the person responding to call 911 (emergency medical services will be dispatched). Call the Campus Emergency Assistance number, 6605, and give your name, location, and telephone number. Give as much information as possible regarding the nature of the injury or illness, and whether or not the victim is conscious, etc. CSI Security Officers are trained and certified in CPR. Campus Security will arrange additional resources as necessary. 4. If no one has responded to your shout, you will need to go call 911 and then return. State the problem, the building or area on the grounds where the emergency exists, and the number you are calling from. If possible, send a runner to meet and guide the arriving emergency crew(s). 5. Return to the victim. Administer first aid as needed if you are trained to do so. Keep the victim as calm and comfortable as possible. Do NOT try to administer first aid that you are not qualified to provide. Remain with the victim until Campus Security arrives. 6. In addition to contacting Campus Security to fill out an Accident Report as a witness, instruct the victim to contact the CSI Security Department to document the accident regardless of the severity of the injury (see information on reporting injuries and accidents). First Aid kit in the building is located at __________________________ AED Unit in the building is located at __________________________

SERIOUS INJURY
Campus Emergency Assistance – Call 6605 INCLEMENT WEATHER CLOSURE INFORMATION With the current change in weather conditions, the College of Southern Idaho would like to remind everyone of its inclement weather closure notification procedures. While every attempt is made to maintain normal operations and services for the benefit of our students, faculty, and staff, it may occasionally be necessary to close the College when extreme weather conditions occur. The decision to close campus and cancel classes is made by administration based on careful consideration of a variety of factors and conditions. If the College decides to close the campus and cancel classes, the information will be posted on the CSI website at www.csi.edu and communicated to the media (local TV and radio stations). The information on the website will be periodically updated. Notification of a decision to close will be communicated as quickly as possible. Every effort will be made to ensure that decisions on morning closures are communicated by 7:00 a.m. at the latest; and decisions to close at night are communicated by 4:00 p.m. The decision to close each individual location of the College will be made on a case by case need. As a general rule, when the College is closed, activities such as music and theatre performances, club meetings, etc. are also cancelled. CSI serves an eight-county area and we recognize that every person has his or
her unique circumstances (weather conditions at their home, condition of roads between their homes and the campus, cars they drive, etc.). While traveling to or from campus, if inclement weather conditions are encountered, the travel/not travel decision is the ultimate responsibility of the employee or student. Employees and students must assume responsibility for their own safety and must use their own judgment on whether they should drive to CSI under varying weather conditions.

**INCLEMENT WEATHER CLOSER INFORMATION**

**Campus Emergency Assistance – Call 6605 IMMINENT MENTAL HEALTH EMERGENCY SITUATIONS** If you or someone with you is experiencing an imminent Mental Health Emergency: 1. call 911 OR 2. call Extension 6605 for CSI Security 3. call Canyon View Psychiatric Hospital: Canyon View staff is available for emergencies and consultations during normal working hours 208-734-6760 228 Shoup Avenue West 4. Monday – Friday, 8:00am – 5:00pm CSI Counseling Services: 732-6260 Other Crisis Services Region 4 Adult Mental Health Services: 1-208-734-4000 National Suicide Prevention Lifeline: 1-800-273-TALK (8255) If you suspect an individual is in imminent danger of harming themselves, do not leave the person alone. You may call either CSI Campus Security Extension @ 6605 or law enforcement @ 911 to come to your location and escort the individual to Canyon View.

**IMMINENT MENTAL HEALTH EMERGENCY SITUATIONS**

**Campus Emergency Assistance – Call 6605 BOMB THREAT** 1. If you observe a suspicious object or potential bomb on campus, DO NOT TOUCH THE OBJECT. Call Campus Security at Extension 6605. 2. If you receive a bomb threat on the telephone: o Remain calm and attempt to obtain as much information from the caller as possible. o Record the time and remember the exact words of the threat. o Listen for unusual noises or voice characteristics. o Try to ask questions that appear in the box below. o Call Campus Emergency Assistance, Extension 6605, giving your name, location, and telephone number. Inform them of the situation, including any information you may have as to the location of the bomb, time it is set to explode, and the time when you received the call. o Do NOT activate the fire alarm. 3. Do NOT use cell phones, campus radios, or walkie-talkies. They can activate some types of bombs. 4. Do NOT open cabinets, drawers or closets. 5. Do NOT turn lights on or off. 6. When Campus Security, or the Police, arrive follow their instructions exactly. 7. If instructed to evacuate, move a safe distance away from the building. Do **TAKE** your personal items (backpack, etc.) with you when you evacuate the building. 8. Do NOT re-enter until instructed that it is safe to do so. **Questions to ask the caller:** 1. When is the bomb going to explode? 2. Where is the bomb? 3. What does it look like? 4. What kind of bomb is it? 5. What will cause it to explode? 6. Did you place the bomb? 7. Why? 8. What is your address? 9. What is your name? 10. Keep the caller on the line as long as possible. **TAKE NOTES**

**BOMB THREAT**

**Campus Emergency Assistance – Call 6605 FIRE OR EXPLOSION FIRE Before a fire:** 1. Know the locations of fire alarm pull stations and fire extinguishers. 2. Know the locations of exits in your area. 3. Be aware of any flammable or corrosive chemicals stored in your building. 4. Locate areas that have been designated for wheelchair users
and others with disabilities. **During a fire:** 1. If you notice fire, smoke, or any evidence of fire, evacuate the area, close the door to the room where the fire is located and **immediately sound the building fire alarm.** 2. **Dial 911.** State the problem and building and exact location where the emergency exists. Do not hang up until the Police Dispatcher tells you to do so. 3. Call Campus Emergency Assistance at **Extension 6605,** giving your name, department, and location of the fire. 4. Attempt rescue efforts only if there is NO immediate danger to yourself. 5. Assist persons with disabilities to safety. 6. If the fire is small, and if you are properly trained in the operation of such equipment, you may wish to fight the fire with a fire extinguisher. 7. If the fire is large, very smoky, or rapidly spreading, evacuate the building immediately. The alarm may not sound continuously. If the alarm stops, continue to evacuate. Warn others who may enter the building after the alarm stops. 8. If time permits, take purses, lock files, and close office doors before leaving. Walk, do not run, to the nearest stairway exit. 9. When the fire alarms sound, do not use elevators. An elevator may become inoperative and a trap. Give appropriate assistance to (help carry, if necessary) all disabled persons using the stairways. (See Evacuation of Persons with Disabilities.) 10. Get low; get out. Evacuate to a safe distance from the building and stay out of the way of emergency personnel. Do NOT return to the building until instructed to do so by public safety personnel. 11. Treat injured persons as much as possible while waiting for Police or Fire Personnel. 12. Notify either public safety personnel or fire fighters on the scene if you suspect someone may be trapped inside the building. **EXPLOSION** 1. If you are trapped in a windowless area, stay near the floor where visibility is better and air less toxic. 2. Immediately take cover under tables, desks, or other objects that will give protection against falling glass or debris. 3. **Call 911 for Police, Fire, and Ambulance.** Call Campus Security at **Extension 6605.** 4. Follow directions for evacuation. **Location of Fire Extinguisher in this building is ________________________**

**FIRE OR EXPLOSION**

**Campus Emergency Assistance – Call 6605 DISASTER WARNING PROCEDURE**

The College has installed an emergency warning system horn on the radio tower by the Canyon Building. This horn has a unique “siren” type sound that can be heard outside of buildings throughout the campus. The horn will be activated by CSI Security in the event of an emergency situation. A phone intercom system, with simultaneous broadcast and communication capabilities, has been installed. This intercom system can be initiated by any one of approximately 40 key people in buildings on campus. These people will be responsible for providing buildings with the best information available. The purpose of the horn and phone intercom system is to warn the campus that there is an emergency in progress. People arriving on campus should leave. Those outside of buildings should proceed with extreme caution in their efforts to avoid the emergency area. An Emergency Situation Phone/Runner Tree is also utilized to distribute emergency information throughout campus. This tree can be seen in the back of the CSI Telephone Directory. Further guidance will be provided by local law enforcement agencies and CSI Security.

**RAVE ALERT** An on-line emergency notification system (RAVE) will be utilized. An automated e-mail message will automatically be transmitted to all CSI e-mail addresses (faculty, staff and students). Other transmission modalities, such as cell phone, text, etc., can also be utilized if individuals register their numbers at: **http://www.csi.edu/alert**
**DISASTER WARNING**

**Emergency Assistance – Call 6605** DISRUPTIVE PERSONS/EVENTS If a person causes a disruption call the CSI Security Department at Extension 6605 for assistance. It is the goal of CSI to provide a safe work and learning environment. Safety is the responsibility of all employees. CSI views threats, acts of violence, or any conduct that may be construed as threatening or intimidating as disruptive and contrary to the development and maintenance of a safe, productive and supportive environment. Any intimidation, threat of violence, or act of violence, any seizing of any portion of property, or any unauthorized activity which prevents the normal operation of the College in any way by any individual or group will be considered in direct opposition to the necessary operation of the College. Such behavior will not be tolerated. Action will be taken immediately, up to and including dismissal. Similar action will be taken against those who advocate such described activities. Disruptive behavior will not be tolerated in the classroom. Instructors, at their discretion, will decide if the learning process is being affected and make the appropriate decision up to and including removal of the disruptive student from the classroom. Follow-up on misconduct by a student will be made through the Dean of Students. Follow-up about an employee will be made through Administration and Human Resources. Non-employee situations will be handled by Campus Security. When informed by a student, employee or visitor to campus that a disability is related to, or is causing, the disruption, contact the Director of Human Resources or the Coordinator of Student Disability Services, for support and resources before determining remedy and follow-up. In the event of a civil disturbance, defined as unlawful conduct and interference with the conduct of institutions of higher learning, call Campus Security at Extension 6605 or the Police at 911. Then, 1. Continue, if possible, with your normal routine. If the disturbance is outside, stay away from doors and windows. 2. Stay away from the disruption. 3. Do NOT interfere with those persons creating the disturbance or with law enforcement authorities on the scene. 4. Do NOT attempt to breakup or enter the fight or demonstration situation. 5. Be a good witness. Relay as much information as possible to Campus Security and/or the Police.

In the event of an armed person call Campus Security at Extension 6605 or the Police at 911. Then, 1. Do NOT confront the person. Wait for Campus Security or the Police. 2. Do NOT try to retrieve the weapon. 3. Do NOT restrain or discipline the person. 4. Let the Police deal with the situation. 5. Campus Security will notify the appropriate CSI personnel.

**DISRUPTIVE PERSONS/EVENTS**

**Campus Emergency Assistance – Call 6605** EXPOSURE TO BLOOD OR BODILY FLUIDS If it is wet and not yours, don't touch it! Do NOT attempt procedures or techniques beyond your abilities or training. Life saving techniques should be administered by trained personnel. Persons administering first aid must be aware of the possible life threatening effects of pathogens as a result of exposure to bodily fluids. Blood borne pathogens are microorganisms in blood that cause serious diseases in humans. They include several types of hepatitis, syphilis, malaria, and the human immunodeficiency virus (HIV). Most workplace exposures to blood borne pathogens occur from contact with contaminated blood. Pathogens from the blood of an injured student or worker can enter your system through an open cut, scratch, skin abrasion, etc. They can also enter through the mucous membranes of your mouth, eyes, and nose. Since
people often carry blood borne infections unknowingly, follow the universal precaution of treating all body fluids as if they were infectious and avoid contact with them. 1. If an emergency occurs, call the Campus Security at Extension 6605, giving your name, location, and the telephone number. CSI Security Officers are trained in the proper handling of blood and other potentially infectious body fluids. 2. If you must assist an injured student or worker who is bleeding, put on protective gloves and other personal protective equipment. Nonabsorbent gloves may be found in all AED Units on campus and are also available in the bookstore for purchase by your department. Wear gloves even when treating such minor injuries as skinned knees or bloody noses. Since gloves could be accidentally punctured or torn, bandage any cuts, scratches, or abrasions on your hands before putting them on. 3. Thoroughly wash your hands with a non-abrasive soap and running water. Hand washing is considered an effective universal precaution against blood borne pathogens. If you have any infectious blood or other material on your skin, the sooner you wash it off the better. Hand washing also prevents you from transferring the contamination to other parts of your body and other surfaces. If your eyes or other mucous membranes have come in direct contact with blood, wash or flush them with water as soon as possible. 4. If you feel that you may have been exposed to blood borne pathogens during a workplace accident, report the incident to your supervisor immediately. He or she will help you arrange confidential medical evaluation and any treatment that may be necessary. DO NOT attempt to clean-up any blood spills on the floor, or surrounding area yourself. The CSI custodial staff is trained in the proper procedure for cleaning up such spills and should be called to respond immediately. Note: Contact the CSI Security Department at Extension 6605 to document the situation regardless of the severity of the injury (see information on Injury and Accident Reports).

EXPOSURE TO BLOOD OR BODILY FLUIDS

Campus Emergency Assistance – Call 6605 EARTHQUAKE, FLOOD OR TORNADO

EARTHQUAKE 1. If indoors, stay there. Get under a desk or table, or stand in a corner. Stay away from windows and outside walls; do not use elevators. 2. After the shock subsides, go outside, stay clear of buildings and trees, evaluate the situation and if emergency assistance is needed, call Campus Security Extension 6605. 3. If outdoors, get into an open area away from falling objects, trees, buildings, walls, and power and gas lines. 4. If driving, pull over to the side of the road and stop. Avoid overpasses and power lines. Stay inside your vehicle until the shaking is over. 5. If in a crowded public place, do not rush for the doors. Move away from shelves containing objects that could fall. 6. Be prepared for aftershocks. 7. Follow the procedures in this Manual for fire, hazardous materials leaks, and serious injury if necessary. 8. In the event of major damage or disruption, the CSI Security Department will announce and implement evacuation procedures. Do NOT return to an evacuated building unless directed to do so by public safety personnel. 9. Turn on the radio for emergency information: AM 1270 KTFI; FM 104.7 KIKX; AM 1230 KBAR, FM 99.9 KZDX.

FLOOD 1. Stay away from the flooded area. 2. Do NOT attempt to drive over a flooded road. 3. Do NOT drink any water that may have been contaminated by the flood. 4. Avoid electrical equipment in the flooded area. 5. Call Campus Security at Extension 6605, and Maintenance at Extension 6600 to report the flood. TORNADO 1. Immediately take cover in an area that will give you protection against falling glass or
debris. 2. Move to the lowest area in your building. 3. Stay away from windows. 4. Stay near an inside wall when possible. 5. Notify Campus Security at Extension 6605, regarding your situation.

EARTHQUAKE, FLOOD OR TORNADO
Campus Emergency Assistance – Call 6605 EVACUATION OF PERSONS WITH DISABILITIES Please, be aware that people with disabilities, who may be entirely self-sufficient under normal circumstances, may need extra assistance in an emergency. Note to students and staff with disabilities: You are strongly encouraged to contact the Student Disability Services (208-732-6260) to arrange for an individualized safety plan. For all College of Southern Idaho community members: In the event of an emergency, observe the following evacuation procedures for people with disabilities: 1. Be aware of areas of refuge in your buildings that have been designated for wheelchair users and others with disabilities. 2. Be aware that people with disabilities often need more time in an emergency. 3. Rescue, Fire, Police personnel and Campus Security will check all exit corridors and exit stairwells for trapped persons, including persons with disabilities who are unable to use stairs. 4. If possible, prepare an emergency plan in advance with students and coworkers with disabilities. 5. Offer assistance. TYPES OF DISABILITIES: PEOPLE WITH MOBILITY IMPAIRMENTS: 1. Persons using wheelchairs on ground level floors can evacuate along with other persons provided there is no debris or blocked access obstructing the exit path. 2. People with mobility impairments are often concerned about being dropped when being lifted or carried. Ask permission. 3. In order to carry a third person, in a safe manner, while descending stairs, two persons must use specific techniques, which must be learned and practiced prior to an actual emergency. If you do not know their techniques, or if the person does not wish to be carried, tell the person using the wheelchair to remain in the area of rescue assistance and/or stairwell. Immediately seek help from Public Safety, Police and/or Fire personnel. PEOPLE WITH VISION LOSS: 1. Help guide a person with vision loss by asking the person if he/she would like to take your arm at the elbow. DO NOT grasp the arm of a person with low vision or blindness. Give the person verbal instructions as you guide the person, advising about steps, rough terrain, walking through doorways, debris, etc. as you approach these areas. Verbal compass directions, estimated distances and directional terms are the most familiar 'tools' for persons with vision loss. 2. A guide dog could become confused or disoriented in a disaster. People who are blind may have to depend on others to lead them, as well as their dog, to safety during a disaster. PEOPLE WITH HEARING IMPAIRMENT: Hearing impaired persons should be told individually of the emergency and how to respond, as soon as the emergency is identified. Write directions on paper, if necessary. PEOPLE WITH RESPIRATORY ILLNESSES: Many respiratory illnesses can be aggravated by stress. In an emergency, oxygen and respiratory equipment may not be readily available. People with respiratory illnesses should be referred to emergency personnel. Emergency Oxygen is available by contacting CSI Security. PEOPLE WITH OTHER DISABILITIES: Ask the person how you can help them most effectively. Be calm and reassuring. If the person is not able to evacuate safely, lead the person to an area of rescue assistance and/or stairwell and tell the person to wait there. You then can seek help from Public Safety, Police and/or Fire personnel immediately.
EVACUATION OF PERSONS WITH DISABILITIES

Campus Emergency Assistance – Call 6605 CRIME IN PROGRESS

Everyone is asked to assist in making the campus a safe place by being alert to suspicious situations and promptly reporting them to Campus Security at Extension 6605. IF YOU

WITNESS A CRIME BEING COMMITTED: 1. Do NOT attempt to apprehend or interfere with the suspect except in case of self-protection. Avoid any risk to your safety. 2. If safe to do so, stop and take time to get a good description of the person committing the crime. Note height, weight, sex, color, approximate age, clothing, method and direction of travel, and his/her name, if known. All this takes only a few seconds and is of utmost help to the investigating officers. If the person is entering a vehicle, note the license number, make and model, color, and outstanding characteristics. 3. Call Extension 6605, for Campus Emergency Assistance. Give your name, location, and department. Advise them of the situation, and remain where you are until contacted by an officer. If you are a victim or witness any of the following - theft, property damage, minor traffic, assault, accident, or minor injury - contact the CSI Security Department to document the situation regardless of severity (see information on injury/Accident Reports).


CRIME IN PROGRESS

Campus Emergency Assistance – Call 6605 ACTIVE SHOOTER SITUATION

PRE-PLANNING: 1. Determine what you are able and willing to do in a crisis situation. Develop your survival instinct, plan your actions and be ready to engage your action plan quickly, without hesitation. 2. Listen to your instincts. It is much better to believe that a crisis is unfolding and act accordingly than to wait and assume that everything is all right. 3. Always be aware of your environment and any possible dangers. 4. Take note of the number and location of any exists from a facility that you are in. ACTIVE SHOOTER IN YOUR AREA: Quickly determine the most reasonable way to protect your own life. Remember that members of the community are likely to follow the lead of CSI employees and administrators during an active shooter situation. To have any control over the situation you must remain calm. CALL OUT: At first sign that an incident is occurring call 911 and inform them of your exact location and nature if the emergency. Next call CSI Campus security at X6605 to initiate a campus emergency response. Remember that if you are calling from a cell phone you will need to provide specific information as to your and the incident’s exact location as this information is not displayed on the emergency dispatcher’s screen as it is from a home phone. Likewise, all calls to 911 from campus phones show on the dispatcher’s screen as 315 Falls Ave., so again be specific as to your location (Building, room, etc.) GET OUT: If there is an accessible escape path, attempt to evacuate the premise, if you determine it is safe to do so. Be sure to: 1. Have an escape route and plan in mind. 2. Evacuate regardless of whether others agree to follow. 3. Leave your belongings behind. 4. Help others escape, if possible. 5. Prevent individuals from entering an area where the active shooter may be. 6. Keep your hands visible. 7. Follow the instructions of any police officers. HIDE OUT: If evacuation is not possible, find a place to hide where the active shooter is less likely to
find you. Your hiding place should: 1. Be out of the active shooter’s view. 2. Provide protection if shots are fired in your direction (i.e., an office with a closed and locked door). 3. Do not trap yourself or restrict your options for movement. 4. Silence your cell phone and/or pager. 5. Turn off any source of noise (i.e., radios, and televisions); turn off lights. 6. Hide behind large items (i.e., cabinets, and desks). 7. Remain quiet. 8. If you cannot speak, leave the line open and allow the dispatcher to listen. **KEEP OUT:** To prevent an active shooter form entering your hiding place: 1. Lock the door if possible. 2. Blockade the door with heavy furniture. Continued on other side…

**ACTIVE SHOOTER SITUATION**

**Campus Emergency Assistance – Call 6605 ACTIVE SHOOTER SITUATION**

(cont.) **Spread Out:** Your chances of survival are greater if everyone spreads out in an area in which you are hiding. Alternatively clumping in groups in an area decreases your chances of survival. **Take Out:** As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by: 1. Acting as aggressively as possible against him/her. 2. Throwing items and improvising weapons. 3. Yelling. 4. Committing to your actions. **Campus Emergency Assistance – Call 6605 Law Enforcement Arrival** Law enforcement’s purpose is to stop the active shooter as soon as possible. Officers will proceed directly to the area in which the last shots were heard. 1. Officers usually arrive in teams of four (4). 2. Officers may wear regular uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment. 3. Officers may be armed with rifles, shotguns, handguns. 4. Officers may use pepper spray or tear gas to control the situation. 5. Officers may shout commands, and may push individuals to the ground for their safety. **HOW TO REACT WHEN LAW ENFORCEMENT ARRIVES:** 1. Remain calm, and follow officer’s instructions. 2. Put down any items in your hands (i.e., bags, and jackets). 3. Immediately raise hands and spread fingers. 4. Keep hands visible at all times. 5. Avoid making quick movements toward officers such as holding on to them for safety. 6. Avoid pointing, screaming and/or yelling. 7. Do not stop to ask officers for help or directions when evacuating. Proceed in the direction from which officers are entering the premises. **INFORMATION TO PROVIDE TO LAW ENFORCEMENT OR 911 OPERATOR:** 1. Location of the active shooter. 2. Number of shooters, if more than one. 3. Physical description of shooter(s). 4. Number and type of weapons held by the shooter(s). 5. Number of potential victims at the location. The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded form the premises. Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.
Appendix J

International Students Brochure

Maintaining Your Student Status

**Important Student Visa Status Requirements:**

- You must be enrolled in 12 or more credits each semester. (Reduced course loads must be approved by the DSO.)
- Keep your I-20 valid at all times.
- Your passport must be valid. Renew at least 6 months before expiration date.
- Off-campus employment is not permitted without permission from USCIS.
- Your current address and phone number must be registered with the DSO in the Office of the Registrar inside the Matrix. If your address or phone number changes, you must report it to the DSO immediately.
- When traveling outside of the US, you must obtain a travel signature from the DSO before you leave in order to re-enter the US.

International Programs

Taylor Building - The Matrix
(208) 732-6383
Internationalprograms@csi.edu

Contact the following offices for more information:

- **Office of the Registrar**
  - Main Center
  - 330-722-6170
- **International Programs**
  - Main Center
  - 330-722-6170
  - Student Affairs
    - Taylor Building
    - 3rd Floor
    - 330-722-6201
  - Career & Counseling Center
    - Taylor Building
    - 2nd Floor
    - 330-722-6201

ESSENTIAL INFORMATION

- Off-campus resources
- Maintaining Your Student Status
- Student Health
- Emergency Medical Services

College of Southern Idaho

315 Falls Avenue
PO Box 1238
Twin Falls, ID 83301

Integrating Communication Methods
**Connecting Through Communication**

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**Employment at CSI**

- **F1 Students:**
  - Can work on-campus
  - Cannot work off-campus unless you are completing your OPT or CPT.
  - Must have SSN before working
  - May work up to 19 hours a week
  - Ask your Designated School Official (DSO) about current work positions at CSI.

**Advising**

- Take the Compass, ACT or SAT for course placement.
- Meet with an Advisor.
- Determine your schedule by using the course schedule.
- Register for classes through your MyCSI account.
- Review your class schedule to make certain everything is as you intended.
- Make note of times, dates, locations, etc.

**Social Security Cards**

When to apply for a Social Security Number:

Applications made too early may be rejected or delayed beyond the usual processing time. Students and visiting scholars must be physically present in the US to apply for an SSN. The Social Security Administration (SSA) is required to verify your legal entry into the US before issuing an SSN. You must wait at least 10 days after entering or reentering the US to apply in order for your admission record to be verified.

You will need the following documents to obtain a Social Security Card:

- Letter from Admissions Office
- Letter from Potential On-Campus Employer
- Passport and I-20
- SSN Application

*Please note you need to be enrolled in classes (at least 12 credits).
For more information and to get the SSN Application and Form SS-5, please go to www.socialsecurity.gov/forms/ss-5.pdf or contact the DSO at the College of Southern Idaho.

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**Driver’s License**

You will need to bring the following documents to the Department of Motor Vehicles:

- ID Card
- Passport and I-20 Form
- Social Security Number or a letter from the Social Security Office where it is explained that you are unable to get a SSN
- Proof of residence

You will first have to successfully complete a written test, then you will have to make an appointment to successfully complete a driving test. Total fees are about $65.

**Banking**

You will need to bring the following to open a bank account:

- Passport and I-20
- I-94
- CSI Student ID
- Letter showing local address and/or letter from CSI

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**Tips for Staying Happy & Healthy**

- Maintain a healthy diet
- Exercise
- Get enough sleep
- Wash your hands
- Take time to relax
- Drink plenty of water
- Prepare to talk to new people; a lot
- Keep a good sense of humor

The Student Rec Center is Free for All Full Time Students!

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**Health, Safety & Medical Contacts:**

- **Emergency: Bid’F1**
  - Counseling & Disability Services: 208-678-8000
  - Health Services: 208-682-1516
  - Social Services: 208-678-1516

- **Emergency Room:** St. Luke’s Medical Center 208-682-1000

- **Community Safety & Security:**
  - Campus Safety: 208-682-1516
  - Police: 208-678-8000

- **Health Services:**
  - St. Luke’s Medical Center 208-682-1000

- **Student Health Services:**
  - St. Luke’s Medical Center 208-682-1000

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*Note: The information is subject to change. Please check the official website for the most up-to-date information.*
Appendix K

Twin Falls Area Map
Appendix L

Student Success Flyers

**HELLO**
**MY NAME IS**
**Student Success**

**First-year success**

*As a first-year student, making the transition to CSI will be a new and challenging experience. Ultimately, you are in charge of your own success. You set your goals and work hard to achieve them. To assist you along the way, seek out the valuable resources on campus. There are many available, each with one goal for you...*

**AIM**

- **Attend all your classes**
  If you want to get good grades at CSI, you must attend every class—not just physically, be present mentally, too. Make a commitment to go to class: every class, every day.

- **Invest in your commitment**
  Your investment in your education at CSI (and career) starts now. Make it a wise investment and put forth the dedication and purposeful effort it takes to graduate from the College of Southern Idaho.

- **Analyze your time**
  Most of your questions can be answered and your problems resolved, if you go to the appropriate person or office. You must take the initiative and ask for the help you need as soon as you need it.

**When it comes to academic success, CSI offers key services to get you the right help when you need it.**

**Important Names & Numbers**

<table>
<thead>
<tr>
<th>International Programs</th>
<th>Learning Assistance Center</th>
<th>Student Admissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>(208) 732-6382</td>
<td>(208) 732-6685</td>
<td>(208) 732-6221</td>
</tr>
<tr>
<td>Library</td>
<td>Advising Center</td>
<td>Student Affairs</td>
</tr>
<tr>
<td>(208) 732-6500</td>
<td>(208) 732-6250</td>
<td>(208) 732-6224</td>
</tr>
<tr>
<td>Student Counseling Center</td>
<td>Testing Center</td>
<td>Career Services</td>
</tr>
<tr>
<td>(208) 732-6260</td>
<td>(208) 732-6532</td>
<td>(208) 732-6303</td>
</tr>
<tr>
<td>Helpdesk</td>
<td></td>
<td>Student Rec Center</td>
</tr>
<tr>
<td>(208) 732-6311</td>
<td></td>
<td>(208) 732-6470</td>
</tr>
</tbody>
</table>
### Spring 2016 Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 16</td>
<td>Registration begins</td>
</tr>
<tr>
<td>January 18</td>
<td>Martin Luther King Day (\text{Campus Closed})</td>
</tr>
<tr>
<td>January 22</td>
<td>Last day to drop classes for 100% refund. Tuition &amp; fees due.</td>
</tr>
<tr>
<td>February 15</td>
<td>Presidents' Day (\text{Campus Closed})</td>
</tr>
<tr>
<td>March 21-25</td>
<td>Spring Vacation</td>
</tr>
<tr>
<td>April 15</td>
<td>Last day to withdraw</td>
</tr>
<tr>
<td>April 18</td>
<td>Summer and Fall Registration Begins</td>
</tr>
<tr>
<td>May 9-12</td>
<td>Final Exams for Main Session Courses</td>
</tr>
<tr>
<td>May 13</td>
<td>Commencement Ceremony</td>
</tr>
</tbody>
</table>

### Campus Map

![CSI College of Southern Idaho Campus Map](image-url)
Appendix M

International Student Orientation Evaluation

Application Process

Did the International Programs Office provide you with necessary and timely information that you requested and/or needed as part of the international admissions process? (Please circle one)
*Yes *Somewhat
*No

Did you refer to CSI’s webpage when you had questions regarding your International Student Application? (Please circle one)
*Yes *Sometimes
*No

Did you visit CSI’s International Student webpage for pre-arrival information such as housing, virtual tour, FAQ’s, visa information etc? (Please circle one)
*Yes *Sometimes
*No

How would you rate the overall information on CSI’s webpage for you as an international student? (Please circle one)
*Excellent *Good *Fair *Poor

What suggestions do you have for updating or changing CSI’s information on the website about international student admissions or services?

International Student Orientation

How effective were the following sessions in assisting you to learn about the following?: (Please circle one)

Cultural Adjustment/Activity

*Excellent *Good *Fair
*Poor

Student Affairs

*Excellent *Good *Fair
*Poor

Counseling Services

*Excellent *Good *Fair
*Poor
Maintaining Student Status

*Excellent                                    *Good                                    *Fair
*Poor

MyCSI and Blackboard

*Excellent                                    *Good                                    *Fair
*Poor

Safety and Security

*Excellent                                    *Good                                    *Fair
*Poor

Campus Tour

*Excellent                                    *Good                                    *Fair
*Poor

What other concerns/suggestions do you have that have not been addressed?

What topics would you change, expand upon or eliminate?

Do you feel better prepared to become a CSI student after this orientation?
*Yes                                    *Somewhat
*No