

A World of Cultures
United in Learning



International Programs and Services

2011-2015 Strategic Plan

"International Education is an idea whose time has come... International Education is a recognized investment in the future ability of the student to interact in our multicultural world and assists them as they transfer to a 4-year institution or as they proceed into the workplace environment. While our economic crisis is our reality, we still must prepare our students to be internationally competent citizens."

- Dr. Jack Scott
Chancellor
California Community Colleges

California Education Code
Section 66015.7

- (a) In order to maintain and strengthen the high quality of international education in California, the Legislature encourages all public and private institutions of higher education to further develop, as their resources permit, programs that support learning about other cultures, global issues, and the exchange of Californians and international students and scholars.

- (b) For California students and scholars, institutions are encouraged, as resources permit, to accomplish all of the following:
 - (1) Develop courses of study in as many fields as possible to increase students' understanding of global issues and cultural differences.

 - (2) Offer courses in languages other than English to train students to communicate effectively in other cultures and to enhance their understanding of other nations' values.

 - (3) Provide opportunities for students in all majors to participate in study abroad programs to enrich their academic training, perspectives, and personal development.

 - (4) Provide opportunities for domestic and international students to interact effectively and routinely share their views, perceptions, and experiences in educational settings.

 - (5) Develop innovative public educational forums and venues to explore global issues and showcase world cultures.

- (c) For international students and scholars, institutions are encouraged, as resources permit, to accomplish all of the following:
 - (1) Encourage the presence of qualified students from other countries with sufficient geographic diversity to inspire an appreciation for differences among cultures and a deeper understanding of the values and perspectives of other people.

 - (2) Facilitate faculty exchange and collaborative partnership programs with institutions in other countries.

 - (3) Initiate collaborative research undertakings to address issues of global significance.

 - (4) Recruit and retain the world's best and brightest faculty to educate California's students as globally competent citizens.

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Executive Summary

The 2011-2015 International Programs and Services Strategic Plan is the product of collaboration involving the Ohlone College International Education Committee and other campus stakeholders. It aims to build upon successes achieved from 2008 through 2010, the period of the College's first-ever strategic plan dedicated to international education and exchange. The 2011-2015 Plan encompasses the following categories:

- 1. International Student Program (ISP)**
- 2. Study Abroad**
- 3. Faculty Exchange**
- 4. Budget and Grants**

Like Program Review, this Strategic Plan is intended to be a living document, which will evolve and be updated over time. It also links directly to the accompanying 2011 Operational Plan. The Strategic Plan runs through midyear 2015; the 2011 Operational Plan governs activity through January 31, 2012.

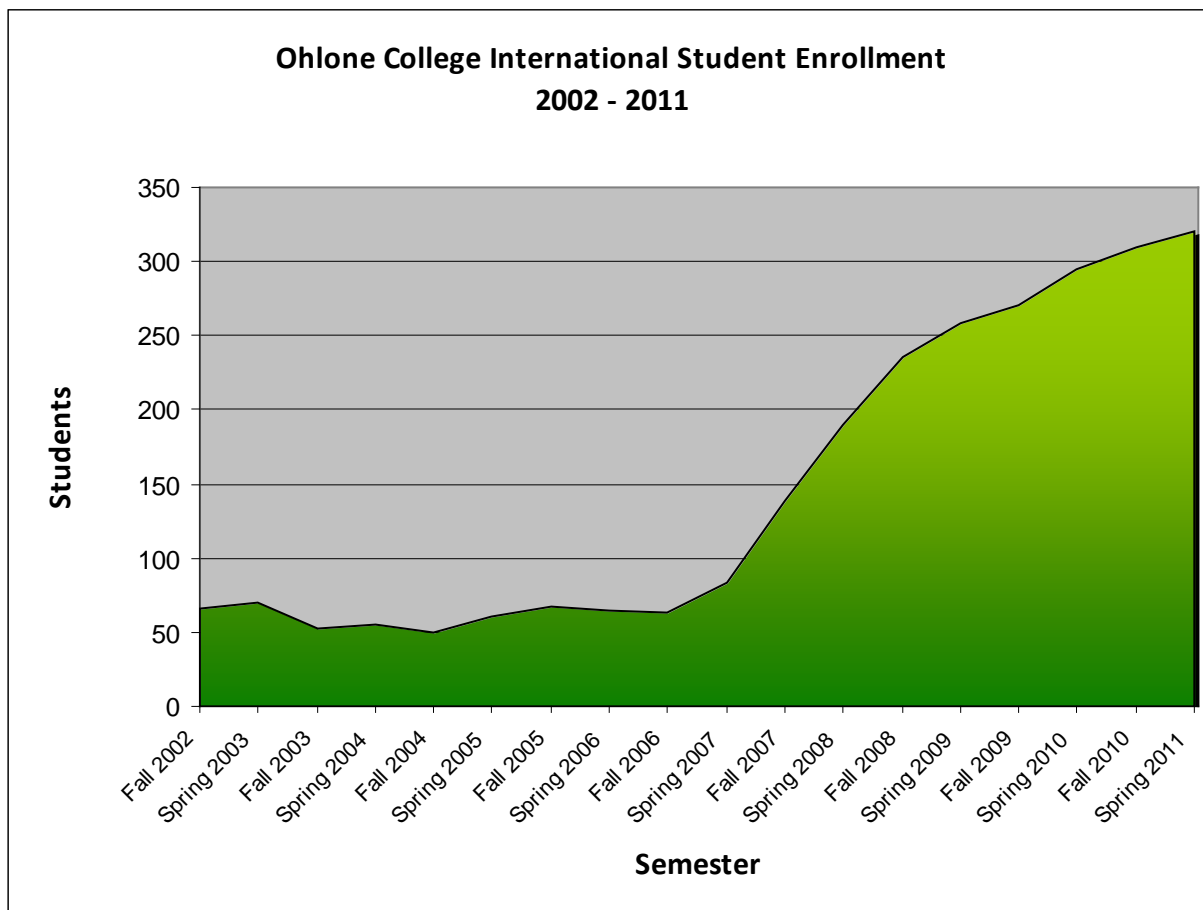
The Strategic Plan is comprised of 41 distinct yet inter-related Goals. To distinguish these from the District's broader Goals, the former are termed IEC Goals. IEC Goals have been purposefully linked to the 2010-2015 Ohlone College Goals and Objectives. The International Programs and Services Strategic Plan also addresses specific Recommendations of the College Strategic Plan.

Our students' future – our shared future – will be shaped by the forces of globalization, and influenced by the currents of cross-cultural connectedness. We must prepare them and ourselves for this emergent new world. The 2011-2015 International Programs and Services Strategic Plan will guide the international education and exchange activity of Ohlone College. Using it – and the annual Operational Plans it will foster – will help position international education as an increasingly central element of College life. Progress reaching the goals described herein will help ensure that Ohlone College continues to provide an education both relevant and conducive to our students' future success.

2011-2015 Strategic Plan

International Student Program

The International Student Program (ISP) is managed by the Ohlone College International Programs and Services office. International students ¹ include F-1 Visa holding students taking credit-bearing coursework; and English Language Institute (ELI) students taking not-for-credit intensive English language coursework. The Ohlone College International ISP was formalized in Fall 2006. The ELI was established in Spring 2007. Prior to these times the College admitted and served a comparatively small number of international students. The growth of the ISP is detailed in the chart and table below:



FA 06	SPR 07	FA 07	SPR 08	FA 08	SPR 09	FA 09	SPR 10	FA 10	SPR 11
63 students	83	138	190	235	258	270	295	310	320

¹ Throughout this document the term “international student” signifies an F-1 Visa-holding student. Other students sometimes considered as ‘international’ – i.e. recent immigrants who have acquired Permanent Residency in the U.S. – are excluded from this formulation and discussion.

In Fall 2006 Ohlone College committed to formalizing the ISP. In doing so, the College has: a) internationalized and enriched the campus learning environment; and b) generated a non-State based source of discretionary net revenue, to enhance the fiscal position of the District. Both outcomes allow the College to maintain and enhance the quality of the learning experience for domestic and international students – and Ohlone faculty and staff – alike.

The recruitment of international students is a focus of the College because these students add significantly to the richness of the Ohlone experience for all students, faculty and staff. Although international student tuition dollars remain at the local level and support the District’s budget, the recruitment of international students is and should continue to be based primarily on their contributions to the curriculum, rather than their contributions to the College budget.

IEC Goal 1: *By 2015, increase degree program international student enrollment to between 5 and 7% of overall student enrollment.* This 5-7% enrollment range represents between 463 and 649 degree-seeking students. This calculation is based upon District-wide enrollment projections documented in the 2010-2015 Education Master Plan.² This range does not include English Language Institute (ELI) students. Reaching this IEC Goal would contribute toward the fulfillment of 3 Ohlone College Goals and 7 Objectives. As of Spring 2011, Ohlone’s international enrollment stands at roughly 3% of total District annual Full Time Equivalent Students (FTES). See the chart below for comparison data from other California community colleges.

Enrollment Percentages at California Community Colleges with strong international student populations			
Institution	TOTAL International Student Enrollment	FTES 2009-2010³	International students as % of FTES
De Anza College	2,576	21,471	12.00%
Santa Monica College	3,212	27,118	11.84%
Diablo Valley College	1,508	18,392	8.20%
Santa Barbara City College	1,115	14,505	7.69%
Los Angeles City College	841	11,577	7.26%
Foothill College	1,125	16,660	6.75%
Orange Coast College	970	20,182	4.81%
Pasadena City College	1,120	23,827	4.70%
City College of San Francisco	1,322	30,266	4.37%
Ohlone College*	267	9,273	2.88%

* Degree program enrollment used; it is unknown if other colleges’ counts include strictly degree program students, or degree program *and* intensive English language students. With Ohlone College ELI students included, the respective figures would be 320 total students and 3.45%

² <http://www.ohlone.edu/org/academicaffairs/docs/20102015educationalmasterplan.pdf>; Page 24

³ <https://misweb.cccco.edu/mis/onlinestat/ftes.cfm>

IEC Goal 2: *By 2015, increase degree program international student diversity from representation by approximately 30 different countries in Fall 2010, by at least 10%.*

IEC Goal 3: *Foster recruitment of international students into specific fields of study, in collaboration with interested departments, such as Deaf Studies, Exercise Science, etc. Fulfillment of this goal will help the District optimize its enrollment management objectives.*

IEC Goal 4: *By 2015, double number of international students completing an Associate's degree, Certificate of Achievement, Certificate of Accomplishment and/or transferring to a California State University or University of California school, annually. This goal is directly linked to 4 District Objectives in Ohlone College Goal 1: Through innovative programs and services, improve student learning and achievement. International students tend, on average, to be degree, certificate and / or transfer-oriented. Enrolling more international students will assist the District in meeting the aforementioned Objectives.*

IEC Goal 5: *Fund part-time tutor positions, and hire qualified international students. In pursuit of IEC Goal 4, a related effort should be made to transmit the culture of achievement and completion characteristic of many international students, to greater numbers of local area students. As a Learning College, Ohlone should act on the opportunity represented by the presence of goal-oriented international students on our campuses. As we teach them, we should also learn from them. The IEC recommends a concerted effort to share with our local students the culture of academic excellence embodied by so many of our international students. IEC Goal 5 is a step in that direction. This effort must begin with data-driven verification of the working assumptions described herein.*

IEC Goal 6: *Facilitate development of joint Certificate program with accredited overseas partner institution. A growing trend in international education is the establishment of dual degree, joint-degree, and other collaborative programs involving one or more institutions and articulated coursework among them. Ohlone College can take steps in the same direction, by developing a joint Certificate program with an existing and/or new overseas institutional partner. Contract Education may be the administrative home of this effort.*

IEC Goal 7: *Establish foundation for 1+1+2 pathway program with accredited overseas partner institution and local-area 4-year university. Utilizing existing articulation agreements with the California State University (CSU) and/or University of California (UC) systems, Ohlone College may develop tri-party pathways to allow international students at an overseas partner institution to complete their 1st year of university coursework while in their home country, their 2nd year* at Ohlone College, and their 3rd and 4th years at a pre-specified CSU or UC partner.*

** Contingent upon students' English and Mathematics proficiency.*

IEC Goal 8: *Promote Ohlone College Distance Learning opportunities more actively. Begin to develop plan to deliver courses jointly with an institutional partner overseas. Much as international education is increasingly imperative in terms of student preparedness for future success, so too is understanding how to harness and productively use technology. Globalization*

and technological diffusion are phenomena playing out in lockstep. Greater efforts should be made to introduce international learners to Ohlone College Distance Education-delivered coursework. Doing so is a cost-effective way of increasing educational access. It would also foster opportunities for intercultural learning. Special attention must be paid to quality assurance as plans to pursue this IEC Goal are formulated.

IEC Goal 9: *By 2015, increase English Language Institute enrollment to 200 students.* Spring 2011 marked the 4th year anniversary of the creation of the Ohlone College English Language Institute (ELI). The Community Education-based not-for-credit ELI has developed into a sustained, successful program. In Spring 2007 when the program began, enrollment was 11 students. At its peak, enrollment has reached approximately 80 students. The ELI is a financially self-supporting unit. ELI net revenues and resources are being invested in upgrades to the campus' physical plant, benefiting the program and the broader campus community alike. The program serves as a feeder to Ohlone's matriculated international student population. More information is available in the ELI Program Review. A history of the program's development is outlined in the initial ELI Business Plan, available upon request from the International Programs and Services office or the Research and Planning office.

IEC Goal 10: *Develop more extensive assessment tool to be administered to students overseas, instead of post-arrival at Ohlone.* The ELI is an inherently entrepreneurial, innovative program. Effective Spring 2011 the program has begun work on the development of a comprehensive, multi-modal English language assessment tool which can be administered overseas to prospective students and current applicants. The results of these assessments will allow for better program planning by the ELI, and budgetary planning by students and their parents. This tool will serve as an enhancement to standardized placement tests, i.e. Test of English as a Foreign Language (TOEFL) – and IELTS. It is being designed to calibrate with ELI program levels better than the aforementioned tests do. It will also be promoted, along with optional online preparatory coursework, as a means to recruit more students into the ELI.

IEC Goal 11: *Respond to opportunities to deliver workforce training-related English instruction to employees of local-area businesses and other organizations.* The ELI aims to be responsive to the campus and external community. In 2010 the program partnered with Human Resources to offer a customized ESL program for custodial staff of Ohlone College. Spring 2011 marked the 2nd semester of this young but successful program. Effective Spring 2011 the ELI is working with Contract Education on developing a customized English language program for employees of Full Bloom Bakery in Newark. The program will be delivered on the premises of the business. The ELI will seek to continue being responsive to opportunities to assist the local-area business community with workforce development needs.

IEC Goal 12: *By 2012, in order to accommodate an international student enrollment of 5-7% of FTES, hire or appoint these new positions: 1 additional full-time equivalent international student-specific Counselor; and 1 full-time International Programs and Services staff person.* Ensuring that staff support grows commensurately with growth in international student enrollment is of utmost importance in ensuring the educational and financial benefits the International Student Program generates. Most fundamental student support and Business Services process

infrastructure has already been established. Therefore, the District enjoys the advantage of economies of scale in timing and arranging for the staffing levels specified in this goal. Nonetheless, the importance of this growth is real, and a proactive effort at ensuring it is essential.

IEC Goal 13: *Upgrade CSEA positions in the International Programs and Services office.* External budget realities will influence the timing of this goal. However, as the International Student Program grows further, advanced skill sets will be required of Program personnel. This Goal addresses that reality.

IEC Goal 14: *Produce translations of content about Ohlone College, for prospective students and their parents, into foreign languages, such as: Chinese; Vietnamese; Japanese; Korean; Spanish; Arabic; French; Portuguese; Indonesian; and Turkish.*

IEC Goal 15: *Update and enhance International Student Program brochure and web site.* The promotional advantages of pursuing IEC Goals 14 and 15 are self-explanatory.

IEC Goal 16: *Update and enhance International Student Handbook and services, via use of surveys and focus groups.* The last international student-specific survey was conducted at Ohlone College in 2008. Surveys – and focus groups – should be conducted more frequently, and with increasing levels of sophistication. The aims of these efforts will be to assess International Student Program and ELI student satisfaction, and to provide a basis for making informed improvements to the operations of these programs. In-house surveys will be developed and utilized in the early years of this Strategic Plan. In latter years the District will consider utilizing external solutions, such as the *International Student Barometer* produced by i-graduate, in order for better benchmarking against colleges and universities in other regions, states and countries.

IEC Goal 17: *Foster creation of low cost, practical and safe housing options – and related services – for international students (i.e. low cost homestay; shared rooms; and airport pick-up service).* The need for these support services for international student is great and merits increased attention and creative solutions. Possible approaches include outreach to local-area apartment complexes; and identifying bilingual real estate agents able to responsibly provide these services for international students

IEC Goal 18: *Establish Fund to be used to assist international students with emergency situations.* International students' home country financial support may be disrupted due to unpredictable crises such as natural disasters or sudden financial / economic downturns. For example, in March 2011 a devastating earthquake and tsunami struck northern Japan. Consequently, one of Ohlone College's Japanese students from the stricken area was placed at risk of being cut off from funding from her home country. In 2010 an Ohlone College international student reported credible fears for her safety and well-being, on account of an untenable housing situation. In these and similar cases international students are in need of emergency, short-term financial and/or housing assistance, to avoid the disruption of their studies. We wish to establish a modest emergency loan fund to draw from to provide immediate and short-term financial assistance to students in these uncommon situations. Members of the International Education Committee will

be charged with determining the legitimacy of these needs, and authorizing one-time disbursements of emergency loans accordingly.

IEC Goal 19: *Identify International Student hub – i.e. an “International Student Center” or gathering space.* F-1 Visa-holding international students are required by U.S. Citizenship and Immigration Services, as a condition of their Visa, to enroll in a minimum of 12 units in the Spring and Fall semesters, with few exceptions. As such, and on average, Ohlone College international students necessarily spend more time on the Fremont and Newark campuses than their local-area student peers. The need for a dedicated hub – a home away from home – follows. The hub is envisioned not solely as a social space for international students. Rather, it can serve as a gathering venue for local students and international students to interact, develop friendships and offer mutual support. Students can spend time in this hub before, between and after classes.

IEC Goal 20: *By 2015, increase annual number of Out-of-State Tuition Waivers granted to international students. Number to be a percentage of international student tuition revenues. Award Waivers to continuing and new students.* The Out-of-State Tuition Waiver program – administered by the College Subcommittee bearing the same name, and pursuant to authority vested in the Ohlone College President by California State Education Code 76140 – allows for the waiver of Out-of-State Tuition for up to 10% of non-resident international students. Since its inception, this program at Ohlone College has awarded a select number of deserving international students these tuition waivers. The International Education Committee establishes IEC Goal 20 in order to assist an increasing yet reasonable number of international students in this way, in proportion to the growth of the International Student Program.

IEC Goal 21: *Develop International Student Mentor program. This program pairs international students with Ohlone College faculty, staff and administrators.* This goal is designed to address Ohlone College Goal 6 - *Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives* – in a direct, meaningful way. The objectives of the program are cultural exchange, friendship and support. The program is piloting in Spring 2011, and will be further developed on the basis of early lessons learned. The initial response to the pilot program has been very positive.

IEC Goal 22: *Support development of International Peer Mentor Program. This program will pair new and continuing international students with domestic students.* Like IEC Goal 22, this goal is also designed to fulfill Ohlone College Goal 6. As the International Student Program and English Language Institute mature and grow, greater attention will turn toward “internationalizing” the experience of our local area students, by providing them opportunities to interact and learn from students from different parts of the world. Only a small percentage of domestic students will be able to engage in study abroad as part of their Ohlone College experience. The International Peer Mentor Program will serve as a proxy for those overseas experiences.

IEC Goal 23: *Develop electronic international alumni network, using internet and social networking tools.* As the Ohlone College international student enrollment continues growing apace, so too does our population of graduates. Social networking tools and other information

and communications technologies (ICT) allow for easier ways than ever before by which the District may remain in contact with its growing pool of international alumni and their families.

Study Abroad

Ohlone College has a long history of conducting often life-changing study abroad programs. A detailed compilation of Ohlone study abroad activity is included as part of the Study Abroad Program Review.

A recent survey conducted on behalf of The Association of American Colleges and Universities (AACU) found that employers believe that U.S. higher education “should be placing more emphasis on several key learning outcomes to increase graduates’ potential to be successful...” Two-thirds of employers stated that colleges should place greater emphasis on the following Student Learning Outcomes (SLOs): “*The ability to understand the global context of situations and decisions*”, and “*Global issues and developments and their implications for the future.*” An even greater proportion of employers emphasized the importance of “*Teamwork skills and the ability to collaborate with others in diverse group settings.*”⁴ Study abroad instills in students these and related abilities. It also teaches maturity, flexibility and resourcefulness. Last and not least, it fosters in students a global perspective, a visceral understanding that reality is not confined to what occurs within U.S. borders. Indeed, the benefits of study abroad are diverse and many.

“..the other thing we’re thinking a lot about is trying to turn our students into global citizens, to think much more broadly, send them outside the United States, get a feel for what it’s like to be in China or to be in Latin America and see what economic growth is going on, and help them become fluent and capable of working across national boundaries, because that is the future.”

*– Dr. John L. Hennessy
President, Stanford University*

Ohlone College Goal #6 is *Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts and perspectives.* Objective 3 within this Goal is *By 2015, increase the number of opportunities for cultural enrichment and study abroad for faculty, staff and students.*

We can increase the number of study abroad opportunities for faculty, staff and students by:

- Offering more low-cost, short-term faculty-led programs overseas
- Increasing students’ awareness of economical study abroad opportunities

⁴ http://www.aacu.org/leap/documents/2009_EmployerSurvey.pdf

- Examples: Turkish Scholarships; Osaka University and other “Global 30”-based opportunities; economical third party-provider programs; and programs in low-cost destinations
- Tapping existing sources of funding for scholarships and other subsidies, i.e grants
- Creating sources of this funding, i.e. study abroad scholarship fundraising campaign
- Creating exchanges with institutional partners
 - Example: Ohlone College agrees to host 1-2 of overseas partner’s students for 1 semester, and tuition is waived. In turn, overseas partner agrees to host 15-20 Ohlone students for 1-2 weeks
- Distance education-based proxies for study abroad experience
 - Example: Universitas 21 and Campus Asia-like consortia; and individual overseas institution-based online learning opportunities.

IEC Goal 24: *By 2015, increase number of Study Abroad trips run annually, from historical average (1990-2010) of 1-2 trips per year.* Ohlone College has a rich, long history of study abroad. Though proxies for study abroad experiences can be created, there are few educational experiences as powerful and transformative as actual study abroad. Ohlone College will seek to build on recent successes increasing student and faculty participation in study abroad, by continuing successful programs and developing new ones between 2011-2015.

IEC Goal 25: *Diversify study abroad destination countries to include Europe, Asia, Latin America, Africa and the Middle East.* Most of Ohlone’s recent study abroad activity has occurred in Asia and Australia. Study abroad participation can be increased by increasing program number and geographic diversity. Faculty, staff and students with interests in various parts of the world can be motivated and more actively encouraged to pursue these opportunities.

IEC Goal 26: *Explore possibility of incorporating service learning / volunteer work into Study Abroad.* Global Service Corps’ International Service-Learning Volunteer programs are one model and source of information about these potentially life-changing opportunities.

IEC Goal 27: *Develop training program and materials for faculty leading study abroad trips, covering the following issues: health and safety; mental health; emergency response; risk management, and program promotions.* Risk management and emergency response are top priority. Existing resources and best practices are abundant; there is no need to reinvent the wheel. Examples include:

- The Center for Global Education - <http://www.globaled.us/index.asp>
- Forum on Education Abroad - <http://www.forumea.org/>

Promotional materials will include a promotional kit, including flyer templates, tips, and internet-based outreach strategies

IEC Goal 28: *Develop pre and post-study abroad programs to help students maximize the learning impact of their experiences.*

IEC Goal 29: *Undertake study abroad scholarship funding campaign. Reach out to local-area private donors, businesses and organizations, in conjunction with Ohlone Foundation. Reach out to international alumni parents and relatives. Seek grant-related study abroad funding as well. Create Study Abroad Scholarship fund, and formalize scholarship application and evaluation processes.* This goal is multi-faceted and ambitious. The interrelated efforts which comprise it acknowledge the need to tap sources of study abroad funding to enable more Ohlone College students to partake of these experiences. Prohibitive costs are one of the leading barriers to study abroad participation among students from many walks of life. Local-area businesses – particularly those who serve international customers (ex: airlines, hotels) – can be solicited. So too can the many immigrant communities which comprise the Tri-City area; 43% of households in the District’s service area are home to foreign-born residents.⁵ These respective populations are likely to understand the value of study abroad, and so be more receptive to requests for scholarship donations. In addition to its focus on scholarships, the fundraising campaign will include an appeal for donations to a study abroad reserve fund. This fund would allow for the subsidization of trips which may lack the normally needed minimum student participant numbers.

California Lutheran University has raised \$900,000 for a Study Abroad Scholarship Endowment, 90% of its \$1,000,000 fundraising campaign goal.⁶ This fact testifies to the viability of this Goal.

IEC Goal 30: *By 2015, dedicate equivalent of at least one full-time position to Study Abroad Coordination.* This goal aims to further institutionalize study abroad at Ohlone College.

Faculty Exchange

Technological change is driving globalization. The world is becoming more interconnected and interdependent than ever before. Despite ebbs and flows to this process, the overarching societal shift is inexorable. Those students and societies that are best-prepared for the world of the future will be those best-educated to contribute to solving the world’s most pressing problems. Not coincidentally, these problems are themselves global in nature: environmental degradation, climate change, terrorism, crime, pandemics, and international conflicts large and small.

To adequately prepare students for success in the 21st century we must facilitate their meaningful exposure to cultures and perspectives different from their own. This is indeed the essence of College Goal 6: *Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.*

Faculty must lead students toward greater understanding of the global context in which the story of their lives will unfold.

⁵ <http://www.ohlone.edu/org/research/envscan/planningquestions.html>

⁶ <http://www.callutheran.edu/alumni/c/safund/>

IEC Goal 31: *By 2015, ensure that on annual basis 30 Ohlone College faculty members experience an overseas teaching, research or seminar experience.* This goal is as ambitious as it is important. Over the preceding 5-7 years Ohlone College has provided the opportunity for numerous faculty from diverse disciplines to travel and/or teach overseas. Most of these experiences have occurred in China and/or in conjunction with Ohlone-run study abroad programs. It is time to increase these overseas professional development opportunities, and to prioritize them as College efforts toward the fulfillment of College Goals 1 and 6.

IEC Goal 32: *Diversify faculty exchange destinations to Europe, Latin America, Africa and the Middle East.* Just as diversifying study abroad program destinations will encourage more students to participate in those experiences, so too will the same diversification effort lead toward greater faculty participation in overseas professional development programs.

IEC Goal 33: *Develop J-1 Visa program for overseas Researchers and/or Scholars to teach at Ohlone College.* To reciprocate the hospitality and opportunities for cross-cultural learning and professional development granted our faculty by our overseas Sister Colleges, Ohlone College will undertake to formalize a J-1 Visa program for visiting scholars and professors. Rather than applying for authorization to run this program 'in-house', Ohlone will partner with the Institute of International Education (IIE) on this effort.

IEC Goal 34: *Enhance and deepen current Sister College relationships. Develop additional Sister College relationships with schools in other world regions.* Ohlone has achieved great success cultivating substantive Sister School relationships with diverse partner institutions in China, Vietnam, Korea, Japan, and Sweden. We aim to build on these successes by deepening these partnerships. We also seek to diversify our overseas institutional relationships by partnering with compatible colleges and universities in other countries. These institutional relationships will involve faculty exchange, student exchange and / or one-way (sending or receiving) programs. Priority will be given to institutional partners who demonstrate a commitment to achieving tangible student learning outcomes.

IEC Goal 35: *Contribute toward development of Associate degree programs in International studies.* This effort will contribute toward the internationalization of Ohlone College curricula.

IEC Goal 36: *Co-develop new courses – or update existing ones – to include joint-instruction model involving team teaching with overseas institutional partners.* As our Sister College and other overseas institutional partnerships mature, opportunities for team teaching and co-development of programs and curriculum will become more viable. Ohlone College should actively cultivate these opportunities. Distance learning technologies will be used for planning meetings and instructional delivery.

IEC Goal 37: *Contribute to Market Development Cooperator Program (MDCP) application for Southeast Asia-based office. Participate in establishment and activities of office.* The California Education and Training Export Consortium (ETEC), itself originally funded by the MDCP, aims to establish an office in Vietnam, which will serve the following functions: Study and Travel Abroad Platform; Faculty Exchange Platform; International Student Outreach & Recruitment; In-Country

Face-to-Face Course Delivery; In-Country Distance Education Course Facilitation; Short-Term Contract Training Delivery; International Alumni activities; and International Fundraising Development

Budget and Grants

In 2008 the International Programs and Services office gained the endorsement of campus leadership of a funding model whereby 25-30% of a given academic year's international student tuition revenues would be allocated to the ensuing academic year International Programs and Services budget. See Appendix B for this memo. The intention of this agreement is to ensure a baseline minimum level of sustained funding for the International Programs and Services office. This funding a) allows the office to continue to grow the scope of its activities in a responsible way; b) allows the office to diversify into new non-revenue generating but nonetheless important areas of international education activity; and c) fosters the growth of the discretionary revenue stream represented by the remaining 75% of income. The following grid details International Student Program (ISP) and ELI financial activity from 2008 through early 2011.

English Language Institute (ELI) and International Student Program (ISP) Financial Activity: 2008-2011

Program	Type	2011 <i>As of 02/01/2011</i>	2010	2009	2008
English Language Institute (ELI)	Revenue	\$408,118.50	\$467,514.00	\$483,768.00	\$197,785.00
	Expenditures	-\$217,875.03	-\$345,412.76	-\$413,079.73	\$156,479.83
ELI TOTAL NET REVENUE		\$190,243.47	\$122,101.24	\$70,688.27	\$41,305.17
International Student Program (ISP)	Application Fee Revenue	\$9,600.00	\$11,500.00	\$12,550.00	\$23,999.00
	Capital Outlay				
	Fee Revenue	\$75,165.00	\$37,388.00	\$32,977.50	\$47,165.37
	Tuition Revenue	\$1,496,055.00	\$1,391,176.00	\$1,078,946.00	\$813,632.39
	TOTAL REVENUE	\$1,580,820.00	\$1,440,064.00	\$1,124,473.50	\$884,796.76
	Expenditures	-\$203,596.40	-\$332,080.17	-\$339,431.19	\$280,294.00
ISP TOTAL NET REVENUE		\$1,377,223.60	\$1,107,983.83	\$785,042.31	\$604,502.76
ELI and ISP TOTAL NET REVENUE		\$1,567,467.07	\$1,230,085.07	\$855,730.58	\$645,807.93

Grants are another obvious source of external funding, which would allow the District and the IEC to realize some of its many goals.

Budgets and grants are addressed in the following 4 IEC Goals.

IEC Goal 38: *Maintain District's established commitment to allocate 25-30% of preceding Fiscal Year Non-Resident / Non-citizen tuition paid by F-1 Visa-holding international students, to ensuing Fiscal Year budget for International Student Program, Study Abroad and Faculty Exchange.* If IEC Goals were listed in priority order in this Plan, this bedrock goal would be near the top of the list. In July 2008 the District endorsed a budgeting mechanism to ensure the long-term sustainability of the activities of the International Programs and Services office. The budget mechanism reads as follows (See Appendix B for complete Memorandum):

The annual operating budget of the International Programs and Services office will be set for each ensuing fiscal year as an amount within 25% to 30% of the total Non-resident / Non-citizen tuition paid by F-1 Visa-holding Ohlone College international students during the existing fiscal year.

The District has maintained this commitment since this time. By continually doing so, it will establish an increasingly advantageous position from which to continue generating non-apportionment-based revenue streams. These include international student tuition, English Language Institute spin-off activities, and international education-related Contract Education opportunities.

IEC Goal 39: *Secure a 2nd Title VIB Business and International Education (BIE) Federal grant, to create A.A. in International Business.* The District's implementation of its first BIE grant (2008-2011) has been very successful. Outcomes include the creation of new courses in International Business, the creation of a Certificate of Accomplishment in the same, and substantive professional development activities for Ohlone College Business and Speech and Communication Studies faculty. It has also contributed to the creation of 4 study abroad programs for Ohlone College students: China, Summer 2010; Egypt, January 2011; Southeast Asia, Summer 2011; and China, Summer 2011. The desired outcomes for a future BIE grant include the development of an Associate's degree program in International Business. Other possible emphases of the grant application include: environmental sustainability in business; and socially responsible business programs. Further, it is expected that this 2nd BIE grant would allow us to partner with local-area businesses, such as Tesla, Solyndra, and Biotech and IT firms, on the development of short-term learning experiences for our students. These may include traditional internships; business visits; meetings with company personnel; and/or tours.

IEC Goal 40: *Apply for National Endowment for the Arts and/or National Endowment for the Humanities grants.* The National Endowment for the Humanities' *Bridging Cultures* Initiative encourages projects that "explore the ways in which cultures from around the globe, as well as the myriad subcultures within America's borders, have influenced American society" and that "expand both scholarly and public discussion of diverse countries, peoples, and cultural and

intellectual traditions worldwide. This Initiative aligns seamlessly with Ohlone College Goal 6. Ohlone College has recently secured National Endowment for the Arts grant funding to support performances by Chinese and Indian artists in 2012. Ohlone College is well-positioned - given past experience and local community support – to make these events successful. We will be similarly well-positioned to build on these experiences in the future.

IEC Goal 41: *Integrate International Programs and Services activity in a more systematic way into the life and fabric of the College.* The Ohlone College International Programs and Services department was formalized in Fall of 2006. The College’s first-ever strategic plan related to international education and exchange followed, covering 2008-2010. This 2011-2015 International Programs and Services Strategic Plan lengthens the planning time horizon, from 3 years to 5. It also includes an Operational Plan which will be renewed annually, and which will help the IEC and other stakeholders prioritize international education activity from year to year.

The formation of this Plan followed the establishment of 2010-2015 College Goals. As mentioned previously, it deliberately seeks to link the College’s international education and exchange activity with the broader Goals, Objectives and Recommendations of the District.

IEC Goal 41 speaks to the importance of weaving international education activity more deeply and centrally into College planning, goals and activity. As the District enters the Assessment stage of its Strategic Planning cycle (Assessment; Goal Setting; and Goal Implementation) the IEC, the International Programs and Services department, and other advocates for international education at Ohlone College, will seek an active role and voice.

One recommendation is expanding the scope of the Environmental Scan beyond local, state and national environments, and purposefully accounting for the changes in the world beyond U.S. borders. Assessing current global realities will enable the District to anticipate future worldwide change which may impact the U.S., California, and our service area. Further, the IEC is naturally well-suited to participate in the Assessment of various College Goals it helps reach, most particularly College Goal 6.

The IEC will later aspire to make important and active contributions to the assessment of the College Mission and Values, and the formation of proposed 2015-2020 Goals and Objectives.

Where appropriate, the IEC will also seek a voice in the assessment and implementation of the Facilities Master Plan, the Measure G Bond, the Technology Master Plan, and the Educational Master Plan.

International Education Committee (IEC), 2011

Members

Eddie West, *Chair*

Kay Harrison, *Co-Chair*

Mark Brosamer

Xisheng Fang

Yong Gao

Tom Holcomb

Chieko Honma

Dennis Keller

Tina Mosleh

Candice Nance

Connie Olsen

Bill Sharar

Mikelyn Stacey

Ron Travenick

Jim Wright

Mandy Yip

Subcommittees

Study Abroad

Faculty Exchange

Out-of-State Tuition Waiver

Appendix A

INTERNATIONAL PROGRAMS AND SERVICES 2011-2015 STRATEGIC PLAN SUMMARY OF GOALS

Area	International Education Committee (IEC) Goal	College Goal & Objective	Faculty, Staff, Departments Involved	Status
International Student Program	1.) By 2015, increase degree program international student enrollment to between 5 and 7% of overall student enrollment.	1.6 1.7 1.8 1.9 4.1 4.3 6.1	International Programs and Services; English Language Institute; interested faculty	Ongoing
International Student Program	2.) By 2015, increase degree program international student diversity from representation by approximately 30 different countries in Fall 2010, by at least 10%	6.1 6.3	International Programs and Services; English Language Institute; interested faculty	Begin 2011
International Student Program	3.) Foster recruitment of international students into specific fields of study, in collaboration with interested departments, such as Deaf Studies, Exercise Science, etc.	6.1	International Student Program (ISP); Deaf Studies; other interested departments	Begin 2011
International Student Program	4.) By 2015, double number of international students completing an Associate's degree, Certificate of Achievement, Certificate of Accomplishment and/or transferring to a California State University or University of California school, annually.	1.6 1.7 1.8	International Programs and Services; Counseling	Baseline: Begin Spring 2011
International Student Program	5.) Fund part-time tutor positions, and hire qualified international students	1.6 1.7 1.8 1.9 6.3	International Programs and Services; Human Resources	Begin: Fall 2011

International Student Program	6.) Facilitate development of joint Certificate program with accredited overseas partner institution.	6.1 6.3	International Education Committee; Research and Planning Office; Contract Education; interested faculty and Deans	Begin 2012-13
International Student Program	7.) Establish foundation for 1+1+2 pathway program with accredited overseas partner institution and local-area 4-year university.	6.1 6.3	International Education Committee; Research and Planning Office; Contract Education; interested faculty and Deans	Begin 2013-14
International Student Program	8.) Promote Ohlone College Distance Learning opportunities more actively. Begin to develop plan to deliver courses jointly with an institutional partner overseas.	4.3 6,3	International Education Committee; Distance Education	Begin 2012
English Language Institute (ELI)	9.) By 2015, increase English Language Institute enrollment to 200 students.	1.6 1.7 1.8 1.9 4.1 4.3 4.7 6.1	English Language Institute	Begin 2011
English Language Institute (ELI)	10.) Develop more extensive assessment tool to be administered to students overseas, instead of post-arrival at Ohlone.	4.3 6.1	English Language Institute; Contract Education	Summer 2011 or 2012
English Language Institute (ELI)	11.) Respond to opportunities to deliver workforce training-related English instruction to employees of local-area businesses and other organizations.	2.2	English Language Institute	Ongoing
International Student Program	12.) By 2012, in order to accommodate an international student enrollment of 5-7% of FTES, hire or appoint these new positions: 1 additional full-time equivalent international student-specific Counselor; and 1 full-time International Programs and Services staff person.	1.6 1.7 1.8 1.9 4.1 4.3 6.1	International Programs and Services; Counseling; Human Resources	Ongoing

International Student Program	13.) Upgrade CSEA positions in the International Programs and Services office	1.6 1.7 1.8 1.9 4.1 4.3 6.1	International Student Program, Human Resources	TBD
International Student Program	14.) Produce translations of content about Ohlone College, for prospective students and their parents, into foreign languages, such as: Chinese; Vietnamese; Japanese; Korean; Spanish; Arabic; French; Portuguese; Indonesian; and Turkish.	4.3 6.3	International Programs and Services	Ongoing
International Student Program	15.) Update and enhance International Student Program brochure and web site	4.3 6.3	International Programs and Services	Ongoing
International Student Program	16.) Update and enhance International Student Handbook and services, via use of surveys and focus groups	1.6 1.7 1.8 1.9 4.1 4.3 6.1	International Programs and Services; Counseling	Ongoing
International Student Program	17.) Foster creation of low cost, practical and safe housing options – and related services – for international students (i.e. low cost homestay; shared rooms; and airport pick-up service)	6.1	International Programs and Services; English Language Institute; Counseling	Begin 2012
International Student Program	18.) Establish Fund to be used to assist international students with emergency situations	6.1	International Programs and Services; English Language Institute; Counseling	Begin 2011
International Student Program	19.) Identify International Student hub – i.e. an “International Student Center” or gathering space.	6.1 6.3	International Programs and Services; English Language Institute; Counseling	By Spring 2012

International Student Program	20.) By 2015, increase annual number of Out-of-State Tuition Waivers granted to international students. Number to be a percentage of international student tuition revenues. Award Waivers to continuing and new students.	1.6 1.7 1.8 1.9 6.1	International Programs and Services; Out-of-State Tuition Waiver Subcommittee; Business Office	Begin 2012-2013
International Student Program	21.) Develop International Student Mentor program. This program pairs international students with Ohlone College faculty, staff and administrators.	6.3	International Student Program; Counseling; Faculty	Launch Pilot in Spring 2011
International Student Program	22.) Support development of International Peer Mentor Program. This program will pair new and continuing international students with domestic students.	6.3	International Student Program; Counseling; English Language Institute (ELI); International Club; other campus Clubs	Begin 2012
International Student Program	23.) Develop electronic international alumni network, using internet and social networking tools.	4.3 6.3	International Programs and Services; IT	Begin 2012-2013
Study Abroad	24.) By 2015, increase number of Study Abroad trips run annually, from historical average (1990-2010) of 1-2 trips per year.	6.2 6.3	International Education Committee, Study Abroad Subcommittee	Ongoing
Study Abroad	25.) Diversify study abroad destination countries to include Europe, Asia, Latin America, Africa and the Middle East	6.2 6.3	International Education Committee, Study Abroad Subcommittee	Ongoing
Study Abroad	26.) Explore possibility of incorporating service learning / volunteer work into Study Abroad	6.2 6.3	International Education Committee, Study Abroad Subcommittee	Begin 2012
Study Abroad	27.) Develop training program and materials for faculty leading study abroad trips, covering the following issues: health and safety; mental health; emergency response; risk management, and program promotions.	6.3	Study Abroad Coordinator; Study Abroad Subcommittee; Counseling	Begin 2012
Study Abroad	28.) Develop pre and post-study abroad programs to help students maximize the learning impact of their experiences	6.3	Study Abroad Coordinator; Study Abroad Subcommittee; interested faculty	Begin 2012

Study Abroad	<p>29.) Undertake study abroad scholarship funding campaign.</p> <p>Reach out to local-area private donors, businesses and organizations, in conjunction with Ohlone Foundation. Reach out to international alumni parents and relatives.</p> <p>Seek grant-related study abroad funding as well.</p> <p>Create Study Abroad Scholarship fund, and formalize scholarship application and evaluation processes.</p>	6.2 6.3 8.3	International Education Committee; Study Abroad Subcommittee; Business Office; Ohlone College Foundation	Begin planning dialogue in 2012
Study Abroad	<p>30.) By 2015, dedicate equivalent of at least one full-time position to Study Abroad Coordination</p>	6.3	Study Abroad Subcommittee, Human Resources	Begin in 2013-2014
Faculty Exchange	<p>31.) By 2015, ensure that on annual basis 30 Ohlone College faculty members experience an overseas teaching, research or seminar experience.</p>	Goal 1 3.2 6.2 6.3	International Education Committee, Faculty Exchange Subcommittee	Begin Planning in 2011.
Faculty Exchange	<p>32.) Diversify faculty exchange destinations to Europe, Latin America, Africa and the Middle East</p>	6.2 6.3	International Education Committee, Faculty Exchange Subcommittee	Begin 2012
Faculty Exchange	<p>33.) Develop J-1 Visa program for overseas Researchers and/or Scholars to teach at Ohlone College.</p>	6.3	International Education Committee, Faculty Exchange Subcommittee	Begin 2011
Faculty Exchange	<p>34.) Enhance and deepen current Sister College relationships. Develop additional Sister College relationships with schools in other world regions.</p>	6.2 6.3	International Education Committee, Faculty Exchange Subcommittee	Ongoing
Faculty Exchange	<p>35.) Contribute toward development of Associate degree programs in International studies</p>	6.2 6.3	International Education Committee, Faculty Exchange and Study Abroad Subcommittees	Begin 2013-14

Faculty Exchange	36.) Co-develop new courses – or update existing ones – to include joint-instruction model involving team teaching with overseas institutional partners	6.2 6.3	International Education Committee, Distance Education	Begin 2013-14
Budget and Grants	37.) Contribute to Market Development Cooperator Program (MDCP) application for Southeast Asia-based office, to be coordinated by California Education and Training Export Consortium. Participate in establishment and activities of office	6.1 6.2 6.3	International Education Committee	Apply: Spring 2011 Implement: 2011-2014
Budget and Grants	38.) Maintain District’s established commitment to allocate 25-30% of preceding Fiscal Year Non-Resident / Non-citizen tuition paid by F-1 Visa-holding international students, to ensuing Fiscal Year budget for International Student Program, Study Abroad and Faculty Exchange.	1.6 1.7 1.8 1.9 4.1 4.3 6.1	International Education Committee, Business Office	Ongoing
Budget and Grants	39.) Secure a 2 nd Title VIB Business and International Education (BIE) Federal grant, to create A.A. in International Business	6.2	International Education Committee, Faculty Exchange and Study Abroad Subcommittees	Apply: Fall 2012 Implement: 2013-2015
Budget and Grants	40.) Apply for National Endowment for the Arts and/or National Endowment for the Humanities grants	6.2	International Education Committee, Faculty Exchange and Study Abroad Subcommittees	TBD
	41.) Integrate International Programs and Services activity in a more systematic way into the life and fabric of the College.	All Goals	International Education Committee; Research and Planning Office	TBD

Appendix B

INTERNATIONAL PROGRAMS AND SERVICES 25-30% BUDGET MECHANISM MEMORANDUM

MEMORANDUM

TO: Mike Calegari, VP, Office of Administrative Services

CC: Gari Browning, President
Ron Travenick, VP, Student Development
Jim Wright, VP, Office of Academic Affairs

FROM: Eddie West, Director, International Programs and Services

DATE: July 3, 2008

SUBJECT: International Programs and Services Office Budgeting

This memo is to request final approval of the following budgeting mechanism for operation of the International Programs and Services office:

The annual operating budget of the International Programs and Services office will be set for each ensuing fiscal year as an amount within 25% to 30% of the total Non-resident / Non-citizen tuition paid by F-1 Visa-holding Ohlone College international students during the existing fiscal year

The figure upon which this mechanism is based is known by mid-February each year. The mechanism will allow for more strategic and effective planning as to the utilization of these revenues. The following is a chronology of the development and shared governance group endorsements of this proposal:

April, 2008: International Programs and Services Strategic Planning Sub-committee meets to devise 2008-2010 International Programs and Services Strategic Plan. Budgeting mechanism a component of this plan.

Wednesday, May 7th: Budgeting mechanism – and broader Strategic Plan – endorsed by the International Programs and Services Committee

Wednesday, May 14th: Budgeting mechanism – and broader Strategic Plan – endorsed by Ohlone College Faculty Senate; see: <http://www.ohlone.edu/org/facultysenate/20072008/20080514agenda.pdf>

Monday, May 19th: Budgeting mechanism – and broader Strategic Plan – endorsed by College Council; see <http://www.ohlone.edu/org/council/2008/20080519agenda.pdf>

Wednesday, June 11th: Budgeting mechanism – and broader Strategic Plan – endorsed by Ohlone College Board of Trustees; see <http://www.ohlone.edu/org/board/2008/20080611agenda.pdf>

Additional background:

- Per Joanne Schultz, the International Programs and Services office budget is presently set at 28% of the preceding fiscal year's Non-resident / Non-citizen tuition paid by F-1 Visa-holding international students
- Following is a list of past and projected Non-resident / Non-citizen tuition revenues, and how those would break out in a 25%-75% split:

Fiscal Year	<i>Actual</i> 2006-2007	<i>Actual</i> 2007-2008	<i>Projected</i> 2008-2009	<i>Projected</i> 2009-2010	<i>Projected</i> 2010-2011	<i>Projected</i> 2011-2012
Non-resident / Non-citizen tuition revenues	\$395,251	\$938,835	\$1,388,216	\$1,831,872	\$2,347,087	\$3,005,415
25% of these	\$98,813	\$234,709	\$347,054	\$457,968	\$586,772	\$751,354
75% of these	\$296,438	\$704,126	\$1,041,162	\$1,373,904	\$1,760,315	\$2,254,061

- This budgeting mechanism is unrelated to the budget for the English Language Institute (ELI)

International Programs and Services 2011 Operational Plan

Table of Contents

- I.) Introduction
- II.) International Student Program
- III.) Study Abroad
- IV.) Faculty Exchange
- V.) Activities and Planning Calendars

I.) Introduction

The 2011 Operational Plan runs through January 31, 2012. It is intended to guide the activities of the District in its implementation of the Ohlone College 2010-2015 Strategic Plan, and the 2011-2015 International Programs and Services Strategic Plan.

II.) International Student Program

Work on the International Student Program in 2011 will involve the following 3 **Focal Points**:

1. Advancement toward College Goal 6, Objective 1: increasing the District’s international student enrollment.
2. Enhancing the quality of service provided to Ohlone College international students.
3. Developing substantive opportunities for meaningful interaction and learning among Ohlone College international students, domestic students, faculty, staff and administrators.

Focal Point 1: Advancement toward College Goal 6, Objective 1: increasing the District’s international student enrollment

Since its formalization, the Ohlone College International Student Program (ISP) has grown from 63 students (Fall 2006) to approximately 320 students (Spring 2011).

TERM	FA 06	SPR 07	FA 07	SPR 08	FA 08
ENROLLMENT	63	83	138	190	235

SP 09	FA 09	SPR 10	FA 10	SPR 11
258	270	295	310	320

The International Student Program encompasses the degree-seeking, matriculated international student population, and students in the Community Education-based, not-for-credit English Language Institute (ELI). Spring 2011 Enrollments and Demographics break down as follows:

OHLONE COLLEGE INTERNATIONAL STUDENT ENROLLMENTS SPRING 2011	
MATRICULATED STUDENTS	267
ELI STUDENTS	53
TOTAL	320

OHLONE COLLEGE INTERNATIONAL STUDENT DEMOGRAPHCS SPRING 2011	
Student Population	320 students
	<i>170 female / 150 male</i>
Average Age	22.2
Age Range	17 - 49
Most common Majors	
	Business (100 students); Accounting (36); Engineering (20);
	Biology / Biotechnology (17); Computer Science / Networking (17)
Different Nationalities Represented	26

STUDENT NATIONALITIES, SPRING 2011

<u>Country</u>	<u>Students</u>	<u>Country</u>	<u>Students</u>
China	156		
Vietnam	40	Belgium	1
Korea	23	Cambodia	1
Japan	18	England	1
Taiwan	15	Fiji	1
Hong Kong	14	Ghana	1
India	11	Indonesia	1
Myanmar	10	Israel	1
Canada	6	Nigeria	1
Pakistan	5	Peru	1
Philippines	4	Portugal	1
Brazil	2	United Arab Emirates	1
Singapore	2	Yemen	1
Australia	1	Zambia	1

Per the 2011-2015 International Programs and Services Strategic Plan, the District aims to increase international enrollment to between 5-7% of District FTES. This equates to an enrollment of between 463 and 649 degree-seeking students. This calculation is based upon

District-wide enrollment projections documented in the 2010-2015 Education Master Plan.⁷ This enrollment range does not include English Language Institute students.

Given past growth patterns, this goal is well within reach. Open is the question of how fast the District should move toward these percentage targets. State, local and District budgets, along with domestic enrollment patterns, will inform the answer to this question in a dynamic way over time.

In Spring 2011 Ohlone's participation in the Department of State-funded Community College Initiative: Egypt came to a close. Via this program Ohlone hosted 17 full-scholarship, J-1 Visa-holding students from Egypt. 9 students pursued and concluded their studies at Ohlone in 2009-2010, and another 8 students finished their studies in March 2011. These latter 8 Egyptian students – and one of the previous 9 – are deaf. The International Student Program has worked closely with the Deaf Studies department on the implementation of this roughly \$750,000 program. External partner organizations include the Foundation for California Community Colleges, Fulbright Egypt and the California Education and Training Export Consortium. Ohlone was one of 12 California community colleges participating in this program.⁸ The experience has been enriching for students, faculty, staff and administrators alike. A report detailing program accomplishments and highlights will be produced in late 2011.

Focal Point 2: Enhancing the quality of service provided to Ohlone College international students

The chief **Program Improvement** Objective (PIO) the International Student Program will focus on in 2011 is *“improve department collection, organization and use of data, information and knowledge, to enhance department productivity and so that students will learn to do the same.”* The English Language Institute's (ELI) **PIO** is *“Improve ELI student retention and program completion rate so that ELI students can realize their original goal of gaining English proficiency to meet Ohlone College English language-related admissions requirements for international students, and thereby enable them to complete General Education requirements towards their ultimate goal of a degree at a CSU or UC.”* Underpinning each PIO is the desire to enhance the educational experiences of, and services provided to, current international students of Ohlone College.

In 2008 an international student survey was conducted, yielding actionable insights about how the District could enhance its quality of service to international students. In 2011 the International Student Program will conduct another student satisfaction survey, with this same purpose in mind. The ISP is significantly larger than when the last survey was conducted. That much greater a need exists, therefore, for an objective look at where and how international student support ought to be improved. The results of the 2011 survey will inform the 2012 International Student Program PIO.

⁷ <http://www.ohlone.edu/org/academicaffairs/docs/20102015educationalmasterplan.pdf>; Page 24

⁸ <http://www.foundationccc.org/WhatWeDo/EgyptInitiative/tabid/644/Default.aspx>

One area in need of immediate attention and solutions is international student access to courses. United States Citizenship and Immigration Services (USCIS) regulations require F-1 Visa-holding international students to be enrolled in 12 or more units in Spring and Fall semesters, with few exceptions. Ohlone College must ensure that students adhere to these requirements. Procedures have been implemented to facilitate and accelerate international student placement testing and course registration. However, a more concerted institutional effort must be made to guarantee a base level of course access for new and continuing international students of the College. This is both a USCIS requirement and foundational to the sustainable growth of the International Student Program.

A related area meriting sustained attention is the facilitation of social activities for international students. This need is acknowledged by a Recommendation in the District's 2010-2015 Strategic Plan: *"Develop and maintain a vigorous program that addresses the educational and social needs of international students."* The International Club and off-campus organizations have addressed this need in a positive and caring way. Efforts should be made to encourage more of these types of opportunities. At the same time, we will endeavor to raise international students' awareness of other campus-based social opportunities.

Focal Point 3: Developing substantive opportunities for meaningful interaction and learning among Ohlone College international students, domestic students, faculty, staff and administrators

To make meaningful contributions to Ohlone College Goal #6 – *Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts and perspectives* – the International Student Program and the Counseling department is initiating a pilot International Student Mentor program in Spring 2011. Mentors will provide students with opportunities for meaningful interaction outside the classroom, as well as the chance to learn more about American culture. Students will provide mentors the opportunity to learn about the student's home country and culture. As of early Spring 2011, approximately 20 Ohlone College faculty, staff and administrators – and a comparable number of students – have expressed interest in this program.

III.) Study Abroad

Work on Study Abroad in 2011 will involve the following 3 **Focal Points**:

1. Effectively conducting an increased number of study abroad programs
2. Planning for a second Business and International Education (BIE) grant
3. Initial planning discussions regarding a Study Abroad Scholarship Fundraising Campaign

Focal Point 1: Effectively conducting an increased number of study abroad programs

Calendar year 2011 will see Ohlone College especially active on the study abroad front. The chart below details trips planned this calendar year:

DESTINATION	DATES (2011)	DISCIPLINES	FACULTY	# OF STUDENTS
Cairo, Luxor, the Nile, Aswan, EGYPT	January 4 - 16	Business; and	Brenda Ahnholz	16
		Speech & Communication Studies	Kay Harrison	
Beijing, Yangtze River, Guilin, Hong Kong, CHINA	March 17 - 29	Chinese	Weihsun Mao	est. 35
Paris, FRANCE	May 22 - June 3	Computer Networking	Richard Grotegut	est. 10-12
Ho Chi Minh City, Hanoi, VIETNAM; CAMBODIA; SINGAPORE	May 23 - June 15	Business	Chris Bolt	est. 8
Shanghai, Suzhou, CHINA	May 24 - June 16	Business	Candice Nance	est. 10
Edinburgh, SCOTLAND; Dublin, IRELAND & ENGLAND	August 4 - 15	English	Elliot Cragen	est. 6

The **Program Improvement Objective (PIO)** the Study Abroad department will focus on in 2011 is *“Develop, enhance, and expand study abroad and international internship opportunities for Ohlone students, in order to instill in students a sense of themselves as global citizens.”*

To build upon our recent successes in study abroad, it is imperative that we develop sustainable sources of funding. To that end, the following initiatives will begin in 2011.

Focal Point 2: Planning for a second Business and International Education (BIE) grant

In June 2011 Ohlone will conclude work on its 2008-2011 Title VIB Business and International Education (BIE) grant. This \$172,000 grant was secured from the U.S. Department of Education, and has resulted in the creation of new courses in International Business, a Certificate of Accomplishment in the same, and substantive professional development activities for Ohlone College Business and Speech and Communication Studies faculty, respectively. It has also contributed to the creation of 4 study abroad programs for Ohlone College students: China, Summer 2010; Egypt, January 2011; Southeast Asia, Summer 2011; and China, Summer 2011.

A fact-finding trip to Washington D.C. is planned for Fall 2011, in preparation for a second Business and International Education (BIE) grant application in Spring 2012. A working conceptual framework for our second BIE grant will be shared, and feedback from U.S. Department of Education officials will be solicited. Around this same time, the following surveys will be conducted:

- A survey of local-area businesses to gauge interest in partnering with Ohlone on this next BIE project
- A survey of Ohlone College students to determine the level of interest in study abroad among the student body; financial tipping points beyond which study abroad becomes prohibitive for most students; and length of program tipping points beyond which the time away from campus, family and/or work becomes prohibitive for most students.

Focal Point 3: Initial planning discussions regarding a Study Abroad Scholarship Fundraising Campaign

- In 2011 planning discussions will begin on a Study Abroad Scholarship Fundraising Campaign. Planning will entail:
 - Discussions with the Ohlone College Foundation
 - Brainstorming sessions involving the International Education Committee; and the possible establishment of a Study Abroad Scholarship Fundraising Campaign Task Force, involving members of the local community (businesses and individuals)
 - Research into successes of other schools, i.e. California Lutheran University

IV.) Faculty Exchange

Faculty Exchange activity in 2011 will involve the following 3 **Focal Points**:

1. Effectively conducting the Summer 2011 overseas teaching program
2. Planning for the diversification and expansion of opportunities for faculty to gain overseas experience
3. Working on the development of new joint programs with overseas partners

Focal Point 1: Effectively conducting the Summer 2011 overseas teaching program

In Summer 2011 we will run our traditional short-term overseas teaching program. The following partner schools in China have invited Ohlone faculty to teach for 2-4 weeks at their campuses this Summer:

<u>Destination</u>	<u>Partner Institution</u>	<u>Dates (2011)</u>	<u>Disciplines</u>
Suzhou, CHINA	Suzhou Institute of Services and Outsourcing (SISO)	End May - Early June	Computer Science
			Computer Networking
			ESL
Hangzhou, CHINA	Zhejiang Vocational Academy of Art	End May - Early June	Music
			ESL
Shanghai, CHINA	Golden Apple Bilingual School	End May - Early June	ESL

Focal Point 2: Planning for the diversification and expansion of opportunities for faculty to gain overseas experience

In Spring 2011, planning on the following initiative of the Ohlone College International Programs and Services 2011-2015 Strategic Plan, will begin:

By 2015, ensure that on annual basis 30 Ohlone College faculty members experience an overseas teaching, research or seminar experience.

The aim of this initiative will be to provide Ohlone College faculty opportunities for international learning. The Study Abroad / Faculty Exchange SubCommittee of the International Education Committee may be disaggregated to form 2 separate Subcommittees, given the importance accorded this initiative.

Planning will entail the creation and enhancement of incentives for faculty to engage in overseas learning experiences, and the elimination or diminution of disincentives for the same. A key objective of the initiative will be the creation of transformational experiences, which will themselves positively inform the learning experiences of Ohlone College students. In this way the College will fulfill College 6: *Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts and perspectives.*

Fulfillment of the initiative will involve the following types of overseas experiences:

1. Teaching overseas at new and existing Ohlone College Sister Schools
2. "Do It Yourself" Faculty Travel and Inquiry Seminars Abroad
3. Faculty Travel and Inquiry Seminars Abroad via established not-for-profit (ex: Fulbright-Hays, CIES) or private providers

To progress toward the fulfillment of this initiative, a delegation of Ohlone College officials will travel to China and Vietnam. This trip will occur in 2011 or early 2012. The objectives of this trip include:

- Developing and advancing new relationships with overseas institutions
- Reaffirming commitment to existing overseas institutional partners

Focal Point 3: Working on the development of new joint programs with overseas partners

Ohlone College has begun planning for the creation of a joint program with Sister School Suzhou Institute of Services and Outsourcing (SISO), Suzhou, China. The program will involve the Ohlone Computer Science and Networking departments. Instruction will be delivered on both the Ohlone and SISO campuses.

Planning work will also proceed on the hosting of overseas faculty from Ohlone College Sister School Zhejiang Vocational Academy of Art, Hangzhou, China. Ohlone College will work with the Institute of International Education (IIE) on the J-1 Visa sponsorship of the faculty.

In addition to these initiatives, more general efforts will be made to deepen the level of cooperation and activity with our existing Sister School partners in Taizhou, Suzhou, and Hangzhou, China.

This year Ohlone will also lay groundwork for joint program and student outreach activity with Shenyang Music College, of Shenyang University, and Dalian Arts College, in China. We will also work on developing nascent opportunities in Vietnam.

V.) Activities and Planning Calendars

In addition to study abroad and faculty exchange activities, the following international student outreach and program development activities are planned for 2011. This list may be updated mid-year.

2011 Outreach and Program Development Activities Calendar

Dates	Destinations	Participants	Purpose
March 23 - April 5	China, Vietnam	Bill Sharar	International Student Outreach
May	Vancouver, Canada	Eddie West	NAFSA Conference
May - June	China	Xisheng Fang	International Student Outreach
			Planning for Summer 2011 faculty exchange
June	Vietnam, China	Eddie West	Study Abroad and related activities oversight
		TBD	Faculty and student exchange program development

			International Student Outreach
May - June	China	Faculty TBD	Faculty teaching overseas program
September	Florida*	Eddie West	ALPHE High Schools and Higher Education
September	China	Xisheng Fang	Exchange program development
October	Taiwan, Korea, Japan	Bill Sharar	International Student Outreach
November	Washington D.C.	Eddie West	BIE grant advocacy and research

The choice of destinations for Ohlone outreach is informed by national data on international student enrollment at higher education institutions in the U.S. The following chart is from the Institute of International Education (IIE) 2010 Open Doors report. It depicts the Top Places of Origin of international students in America.⁹

<u>PLACE OF ORIGIN</u>	<u>STUDENTS IN THE U.S.</u>	<u>% OF TOTAL</u>
China	127,628	18.5%
India	104,897	15.2%
South Korea	72,153	10.4%
Canada	28,145	4.1%
Taiwan	26,685	3.9%
Japan	24,842	3.6%
Saudi Arabia	15,810	2.3%
Mexico	13,450	1.9%
Vietnam	13,112	1.9%
Turkey	12,397	1.8%
Nepal	11,233	1.6%
Germany	9,548	1.4%
United Kingdom	8,861	1.3%
Brazil	8,786	1.3%
Thailand	8,531	1.2%
Hong Kong	8,034	1.2%
France	7,716	1.1%
Indonesia	6,943	1.0%
Colombia	6,920	1.0%
Nigeria	6,568	1.0%

Additional outreach travel may be added based upon mid-year decisions regarding international outreach.

⁹ <http://www.iie.org/en/Research-and-Publications/Open-Doors>

2011 Planning Calendar

The following chart depicts the timing of the annual planning cycle for the International Education Committee (IEC).

Dates	Purpose
September - December, 2011	Program Reviews: International Student Program
	English Language Institute
	Study Abroad
	Faculty Exchange
January 2012	Program Reviews completed
January 2012	Program Improvement Objectives (PIO) established
January 2012	2012 Operational Plan developed and finalized
February 1, 2012	2012 Operational Plan begins

The 2012 Operational Plan will govern International Programs and Services activity from February 1, 2012 through January 31, 2013.

The 2012 Operational Plan will include a Mid-Term update on 2011-2015 International Programs and Services Strategic Plan. Revisions to that plan will be made as necessary.

The 2012 Operational Plan will also include an Assessment of the Strategic Planning and Operational Planning processes themselves, following guidance from the Research and Planning Office. See <http://www.ohlone.edu/org/research/planningassessment.html>