



International Education Annual Report 2012-2013

VALENCIA COLLEGE

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I. INTRODUCTION

International education is a comprehensive approach to the students' academic plan that intentionally prepares them to be active and engaged participants in a multicultural, interconnected world through internationalization of the campus and curriculum. It transcends borders and connects our students to countries, people, customs, cultures, values, languages, political and economic systems, religions, geography, history, and current events of the world; and it engages students in a variety of ways to achieve a deeper understanding through examination and inquiry. Internationalizing the curriculum is a key component to prepare our students to be global citizens of the 21st century, and it involves integrating global concepts for cross-cultural understanding across all disciplines and creating international curricular and co-curricular activities for our students.

Over the last several years, the college has taken a renewed interest in international activities by committing to increase the number of international students on F visas enrolled, reopening the Study Abroad and Global Experiences office, receiving approval to host Exchange Visitors on the J visa, and getting the Intensive English Program accredited by the Commission on English Language Schools. We have also established a number of key strategic partnerships with educational institutions in Asia, Europe, and South America.



The following sections of this report provide a summary of all the activities performed for each of the six goals outlined in the *Strategic Plan for International Education*:

- GOAL 1: Review and Enhance the Curricula
- GOAL 2: Increase Short-Term Study Abroad Experiences
- GOAL 3: Increase Semester Study Abroad Experiences
- GOAL 4: Increase Student, Scholar, and Faculty Exchange Opportunities
- GOAL 5: Increase International Student Enrollment
- GOAL 6: Integrate International Students into the College and Local Community

II. MAJOR ACCOMPLISHMENTS AND OUTCOMES BY GOAL

• Goal 1: Review and Enhance (Internationalize) the Curriculum

Major activities completed towards this goal include:

COMPETENCIES OF A GLOBAL CITIZEN: In 2011-2012, the competencies were finalized and voted on by 185 staff, faculty, and 1311 students across the College. In 2012-2013, a flyer was made to be distributed to department deans and faculty as way to begin promoting the "internationalizing the curriculum" initiative. Faculty will use these competencies as they re-examine their course learning outcomes, activities, resources, and assessments.

CONTINUING INTERNATIONAL EDUCATION: A plan was written to create new curriculum for 34 four-hour workshops for the Intensive English program and to start using the new materials in FY1314. Implementation of the new program will begin in January 2014. In addition, the structure of the ESL for Teens program was enhanced by adding more levels and more courses in each level. The entire curriculum was completely updated with new material and will be launched in July 2013.

COURSE INTERNATIONALIZATION TOOLKITS: The SAGE office partnered with a task force of five faculty from different disciplines to develop a resource to capture the work that is being done around the College pertaining to course internationalization. A model toolkit and guidelines were developed and introduced to faculty. Faculty members have been invited to begin working on toolkits that will eventually be a resource for other faculty to use to internationalize their courses. A SharePoint website was set up in order to host all the documents by discipline in order to make the resources available to faculty college-wide. The following toolkits were completed this year:

- BSC 1010C – Fundamentals of Biology 1
- ECO 2013 – Principles of Economics - Macro
- HUM 1020 – Introduction to Humanities
- SPC 1017 – Interpersonal Communication
- SPC 1608 – Fundamentals of Communication

INTERNATIONALIZED CREDIT COURSES: In conjunction with the modification of the General Education courses at Valencia, there are several courses in the process of being updated to contain global concepts and themes. In addition, a new International Business Specialization was created for 26 credits and includes the following courses: ECO 2013 or ECO 2023, GEB 1350, MAR 2156, FIN 2051, CGS 2510, and SLS 1303.

INTERNATIONALIZED CO-CURRICULAR ACTIVITIES: The following co-curricular activities were offered to students, faculty, and staff this fiscal year:

- East Campus hosted the Holocaust exhibit for five days
- The East Campus EAP Conversation Partners Program
- The Peace and Justice Initiative sponsored activities (see **Addendum A** for details)
- Over 60 activities took place on all campuses for International Education Week, which was coordinated college-wide. Campus-based planning teams were involved in developing the campus events and coordinating facilitators.
- Brazilian Film Festival
- NEH Humanities Speaker Series
- Study Abroad Student Skillsshops

INTERNATIONALIZING THE CURRICULUM RESOURCES: The SAGE office developed the following resources to assist faculty with the work of internationalizing the curriculum: Internationalizing the Curriculum webpage, Course Internationalization Toolkit guidelines, Internationalizing the Curriculum Faculty Resource Guide, and SAGE eLibrary articles.

INZ! THE BIG EVENT: Throughout the year, the Internationalizing the Curriculum Committee planned for the INZ! The Big Event. The event was designed to be a kick-off activity to promote the “internationalizing the curriculum” initiative to faculty and their respective deans. Dr. Carl Jubran, President of the Institute for American Universities in France, attended as the keynote speaker, and collaborative table activities were conducted to begin the work of internationalizing by discipline. The event was a big success with 82 faculty, staff, and administrators in attendance.

PEACE & JUSTICE INITIATIVE: Each year the Peace & Justice Initiative hosts a number of events throughout the year, in addition to the courses that they offer. This year, they hosted the International Peace Day Celebration, Global Peace Film Festival, Valencia Night at the Islamic Society of Central Florida, a screening of Project Happiness with guest speaker Emmanuel Ivorgba with us for four days speaking on three campuses to students, and a tour of Guang Ming Buddhist Temple for students, faculty and staff.

SENEFF HONORS COLLEGE GLOBAL DISTINCTION PROGRAM: The Winter Park Campus is home to the Honors Jeffersonian Track and the theme of the Honors Jeffersonian Track is Global Citizenship. As a result of the endowed chair, all courses in the Honors Jeffersonian Track will have an internationalized component, either as an embedded unit and or assignment, and will prepare students for working collaboratively with students from KWIC on these cross cultural projects, and a study abroad trip to KWIC in the spring of 2015. The Sue Luzadder Endowed Chair in Communications provided an opportunity for Suzette Dohany to visit the Netherlands this spring and work with faculty and staff from KWIC to identify global

citizen learning outcomes for the courses. By the time students complete the Honors Jeffersonian Track--Global Citizenship Program, they should have an inter-disciplinary and holistic view of the knowledge, skills, and attitudes of what it means to be a Global Citizen. The program will start in the fall of 2013 with 24 participants. See **Addendum B** for details.

INTERNATIONAL EDUCATION CONFERENCES: The SAGE office provided each campus with funds for faculty and staff to attend conferences related to international education. This year, a formal online application process was set up to apply for funding to any of the approved international education conferences listed on the SAGE website. A total of 51 college-wide faculty and staff attended conferences and returned to share the highlights of what they learned with colleagues through department meetings, open forums, and Café Conversations meetings.

GOAL 1 MEASURES AND OUTCOMES:

| GOAL 1 Measures and Outcomes | 2010-11 Baseline | 2011-12 | 2012-13 |
|--|-----------------------------|----------------|----------------|
| Number of faculty/staff who attended Valencia-sponsored professional events pertaining to curriculum internationalization (not study abroad) | Unknown | 0 | 82 |
| Number of faculty/staff funded for conferences that focus on international education | Unknown | 75 | 51 |
| Total number of new course internationalization toolkits | 0 | 0 | 5 |
| Total number of new Continuing International Education courses | Unknown | 0 | 34 |
| Number of faculty/staff who traveled overseas and registered with the SAGE office (duplicated headcount) | 0 | 22 | 43 |
| Number of international guest speakers at Valencia | Unknown | 3 | 2 |

- **Goal 2: Increase the Number of Students on Short-Term, Faculty-Led Study Abroad Programs**

Major activities completed towards this goal include:

FLORIDA CONSORTIUM FOR INTERNATIONAL EDUCATION (FCIE): Valencia College has been approved as the official “home” to FCIE. The fall conference will be held in Orlando every other year and at a member institution on the alternating years:

- The conference was held at the West Campus with 82 participants and 18 presentations. Dr. Carl Jubran, President of the Institute for American Universities in France, attended as the keynote speaker.
- Central Florida members had a couple of meetings on the topic of cross-promoting study abroad in partnership with UCF, Daytona, Valencia, and Brevard, but discussions continue on how to get organized to fully cross-promote the programs.

GLOBAL PERSPECTIVES INVENTORY: All students who participated in short-term study abroad programs were asked to complete the Global Perspectives Inventory both before and after their participation in the program. This is an online assessment that measures the level of a student’s global perspective. After conducting an analysis of the results, no significant increase was found from pretest to post-test, but it was determined that, on average, Valencia students scored higher than the national normed averages in every category possibly indicating that students who already have a higher-than-average global perspective continue to seek out these international experiences. More research is needed to determine what curriculum enhancements can be made in order to make significant increases on the assessment.

PROGRAM LEADER-IN-TRAINING MENTORSHIP: Funding was set aside to create a mentorship program for faculty with no study abroad experience who want to lead a short-term study abroad program. The faculty member will participate in a study abroad program either with Valencia College or an FCIE member institution the first year and then submit a proposal to lead a program within two years. The SAGE office had the following participant this fiscal year:

- Betsy Brantley, West Campus, Nursing in Ecuador at Hillsborough Community College

SAGE MARKETING & COMMUNICATION PLAN: The plan was completed and includes student Skillshops, SAGE table events, college-wide events, Café Conversations sessions, and professional development opportunities for faculty and staff. This year, SAGE doubled its marketing efforts to students and faculty/staff through in-person information sessions and hosting a table at a variety of campus events. The number of students in the SAGE database was increased by 578 students representing an 80% increase. Communication to faculty and staff was improved through a monthly email, which later transitions to the new SAGE blog created by the Grove staff.

SHORT-TERM STUDY ABROAD STUDENT ENROLLMENT: Although we had four programs cancel due to low enrollment, we increased our overall short-term study abroad enrollment from 81 to 99 by reallocating the scholarship dollars to allow more students to go on other programs with additional scholarship funding. The average program cost across all programs was \$3120 and scholarship funding was \$1350 to \$1550. The top five major fields of study were (1) Business; (2) General AA; (3) Biology; (4) Undecided; and (5) Psychology. The following is a summary of all programs offered in 12-13:

| TERM | Program | Program Leader/s | Course | Total # Ss | Program Fee | Scholarship Total Awarded* |
|--------|---------|----------------------|--------------------------------|------------|-------------|----------------------------|
| Spring | India | Steve Myers | PCB 2340 Field Biology | cxl | \$3500 | \$0 |
| Spring | Ecuador | Ana Caldero Figueroa | SPN 1121 Elementary Spanish II | cxl | \$2000 | \$0 |
| Spring | Guyana | Steve Myers | BSC 2366 Neotropical Ecology | 8 | \$3500 | \$10,800 |

| | | | | | | |
|----------------|--------------------|-------------------------------------|--|-----------|-----------------|------------------|
| Spring | France Honors | Ed Frame Gustavo Morales | IDH 2955 Interdisciplinary Honors | 18 | \$2200 | \$27,453 |
| Spring | Italy/Greece | Tammy Gitto Caroline Cully | HUM 2220 Greek & Roman Humanities | 14 | \$3300 | \$19,857 |
| Spring | Italy /Spain | Bonnie Oliver Marva Pryor | GEB 2955 Global Perspectives in Business | 13 | \$3500 | \$22,330 |
| Spring | England | Chris Klinger | SLS 1201 Leadership | 10 | \$3700 | \$15,247 |
| Summer A | China | Bonnie Oliver Stanton Reed | GEB 2955 Global Perspectives in Business | 14 | \$3250 | \$25,370 |
| Summer A | Spain | Jerry Hensel Heith Hennel | CGS 2100 Computer Fundamentals | 13 | \$3300 | \$20,150 |
| Summer B | Poland | Richard Gair Paul Chapman | LIT 2955 Holocaust Studies | cxl | \$3700 | \$0 |
| Summer B | Dominican Republic | Christie Pickeral Suzette Dohany | SLS 2940 Service Learning | cxl | \$1800 | \$0 |
| Summer B | France/ Belgium | Scott Creamer | INR 2002 International Politics | 9 | \$3700 | \$15,500 |
| TOTALS: | | | | 99 | \$37,450 | \$156,707 |

STUDENT DEMOGRAPHICS:

| Males | Females | White | Black | Hispanic | Asian | Indian/ Pacific | Unknown | Pell Grant | Non U.S. Citizens |
|-------|---------|-------|-------|----------|-------|--------------------|---------|------------|----------------------|
| 33 | 66 | 42 | 14 | 35 | 3 | 3 | 2 | 90 | 16 |

ENROLLMENT BY CAMPUS:

| East | West | Osceola | Winter Park | Lake Nona |
|------|------|---------|----------------|--------------|
| 33 | 37 | 19 | 5 | 0 |

STUDY ABROAD PROGRAM LEADER CERTIFICATE: The number of certified faculty increased from 7 to 28 in total, which lead to an increase in the number of proposals to lead short-term study abroad received and approved for the year from eight in FY1112 to twelve in FY1213.

VALENCIA FOUNDATION ENDOWED CHAIR AND PRIVATE DONOR STUDENT SCHOLARSHIPS: As part of the certificate program, we encourage future program leaders to apply for an Endowed Chair that could be used to provide additional scholarships for their short-term study program. The following program leaders were approved by the Valencia Foundation Endowed Chair Program and/or received funding from private donors for international travel and scholarship funding:

- Bonnie Oliver, Italy/Spain, GEB 2955 Global Immersion in Business
- Marva Pryor, Italy/Spain, GEB 2955 Global Immersion in Business
- Stanton Reed, China, GEB 2955 Global Immersion in Business
- Chris Klinger, England, SLS 1201 Leadership

GOAL 2 MEASURES AND OUTCOMES:

| GOAL 2 Measures and Outcomes | 2010-11 Baseline | 2011-12 | 2012-13 |
|--|-----------------------------|----------------|----------------|
| Number of short-term study abroad programs offered / ran | 8/8 | 9/8 | 12/8 |
| Number of short-term study abroad students (including Honors) | 85 | 81 | 99 |
| Total amount of scholarships awarded for short-term study abroad (Student Development, Valencia Foundation, Endowed Chairs, SAGE, grant, other department funds) | \$107,605 | \$119,007 | \$129,253 |
| Number of student information sessions offered / number of participants | 12/179 | 16/220 | 41/516 |
| Number of faculty/staff study abroad workshops or events offered / number of participants | 12/167 | 13/132 | 7/85 |
| Total number of faculty/staff completed the certificate program | 0 | 7 | 28 |
| Total number of students in the SAGE database | 394 | 731 | 1309 |

PHOTOS FROM 2013 SHORT-TERM STUDY ABROAD PROGRAMS:



China Study Abroad 2013



England Study Abroad 2013



France-Belgium Study Abroad 2013



Guyana Study Abroad 2013



Honors France Study Abroad 2013



Italy-Greece Study Abroad 2013



Italy-Spain Study Abroad 2013



Spain Study Abroad 2013

- **Goal 3: Increase the Number of Students on Semester Study Abroad Programs**

Major activities completed towards this goal include:

SEMESTER SCHOLARSHIPS: The SAGE office awarded \$15,000 in scholarships to five students this year. With most of the programs over \$10,000, SAGE needs to identify additional scholarship opportunities for students. Unfortunately, we have not been successful in identifying grant opportunities to fund these programs. More research needs to be done in order to identify additional scholarship support for students.

SEMESTER STUDY ABROAD MARKETING EFFORTS: The overall SAGE marketing efforts increased this year, and we had up to 7 students in the pipeline for semester study abroad, but students still have financial, personal, and work challenges when it comes to semester study abroad.

SEMESTER STUDY ABROAD PROGRAM SUMMARY:

| Country | Program of Study | Duration | Total Program Costs | Scholarship | External Scholarship |
|--------------------------------------|-------------------|----------|---------------------|-------------|----------------------|
| Spain | Spanish & Culture | sem | \$17,320 | \$3000 | \$0 |
| S. Korea | Korean & Culture | year | \$20,600 | \$4000 | Boren \$8000 |
| Italy | Italian & Culture | sem | \$10,456 | \$4000 | \$0 |
| Italy | Italian & Culture | sem | \$10,456 | \$4000 | \$0 |
| Morocco | Art | sem | \$9,310 | \$0 | Boren \$3000 |
| TOTAL SCHOLARSHIPS DISBURSED: | | | | \$15,000 | |

STUDENT DEMOGRAPHICS:

| Males | Females | White | Black | Hispanic | Asian | Indian/Pacific | Unknown | Pell Grant | Non U.S. Citizens |
|-------|---------|-------|-------|----------|-------|----------------|---------|------------|-------------------|
| 2 | 3 | 1 | 1 | 2 | 1 | 0 | 1 | 1 | 0 |

ENROLLMENT BY CAMPUS:

| East | West | Osceola | Winter Park | Lake Nona |
|------|------|---------|-------------|-----------|
| 0 | 3 | 2 | 0 | 0 |

GOAL 2 MEASURES AND OUTCOMES:

| GOAL 3 Measures and Outcomes | 2010-11 Baseline | 2011-12 | 2012-13 |
|---|------------------|----------|----------|
| Number of students on semester/annual study abroad | 2 | 7 | 5 |
| Total amount of scholarships awarded for short-term study abroad (Student Development, Foundation, SAGE, grant) | \$3500 | \$22,000 | \$15,000 |
| Number of Gilman and Boren Scholarship recipients | 2 | 0 | 2 |

- **Goal 4: Increase Student, Scholar, and Faculty Exchange Opportunities**

Major activities completed towards this goal include:

DISNEY INTERNATIONAL COLLEGE PROGRAM: Continuing International Education (CIE) enrolled 59 students from Brazil, Colombia, Denmark, and Japan in the Disney Program. In addition, CIE hosted visitors from four new universities from Japan in November and signed two agreements with Sendai Shirayuri Women's College and Osaka Kyoiku University.

FACULTY/STAFF EXCHANGE PROGRAMS, SABBATICALS, ENDOWED CHAIR PROGRAMS, & OTHER INTERNATIONAL TRAVEL: Valencia supported international travel for the following individuals during the period of July 1, 2012 to June 30, 2013:



| NAME | CAMPUS | COUNTRY | REASON |
|----------------------|--------|--|---------------------------------------|
| Clay Holliday | EAC | Russia | NEH Institute |
| Deymond Hoyte | EAC | France, Germany, Spain | Endowed Chair |
| Elizabeth Solis | EAS | Costa Rica | PJI Faculty Development |
| Eric Wallman | EAC | Russia | NEH Institute |
| George Brooks | EAC | Russia | NEH First Union/Magruder Fellowship |
| Jean Marie Fuhrman | WPK | Netherlands | Exchange Program |
| Kaylin Evans | EAC | Russia | NEH Institute |
| Nichole Jackson | EAC | Mexico | NEH Institute |
| Ruth (Sunni) Witmer | EAC | Russia | NEH Institute |
| Ruth Witmer | EAC | Mexico | NEH Institute |
| Sarah Melanson | EAC | Spain, England, France, Germany, and Italy | Sabbatical |
| Suzette Dohany | WPK | Netherlands | Endowed Chair |
| Yasmeen Qadri, | EAC | Malaysia | Sabbatical |
| Yolanda Gonzalez | EAC | Argentina | Endowed Chair |
| Adriana Tolentino | OSC | Mexico | NEH Institute |
| Adriene Tribble | OSC | Russia | NEH Institute |
| Adriene Tribble | OSC | Mexico | NEH Institute |
| Dale Husbands | OSC | Barbados | Barbados Community College site visit |
| Deidre Holmes DuBois | OSC | Iceland, Czech Rep, Hungary, Spain, Italy | Sabbatical |
| Diane Brown | OSC | Mexico | NEH Institute |
| John Hedegaard | OSC | Mexico | NEH Institute |
| Kevin Mulholland | OSC | Mexico | NEH Institute |
| Kevin Washington | OSC | Barbados | Barbados Community College site visit |
| Lisa Cole | OSC | Mexico | NEH Institute |

| | | | |
|----------------------|-----|------------------------------|---|
| Lisa Gray | OSC | Denmark | Faculty Exchange |
| Mark McMeley | OSC | Mexico | NEH Institute |
| Marlene Temes | OSC | Mexico | NEH Institute |
| Stacey DiLiberto | OSC | Mexico | NEH MacGruder Fellowship |
| Stacey DiLiberto | OSC | Russia | NEH Institute |
| Steve Cunningham | OSC | Russia | Endowed Chair |
| Tony Beninati | OSC | Mexico | NEH Institute |
| Tony Beninati | OSC | Barbados | International Conference on Higher Ed. |
| | | | |
| Betsy Brantley | WEC | Ecuador | Program Leader-in-Training |
| Dan Dutkofski | WEC | Dominican Republic | Articulation agreement signing with UNIBE |
| Dianna McBride | WEC | Italy | NEH Fellowship |
| Graeme Lindbeck | WEC | Australia, S.E. Asia, Europe | Sabbatical |
| Katie Tagye Shephard | WEC | Netherlands | Exchange Program |
| Paul Licata | WEC | Russia | NEH Institute |
| Pierre Pilloud | WEC | Italy | Endowed Chair |
| Richard Sansone | WEC | Brazil | Brazilian film festival |
| Richard Sansone | WEC | Portugal | Endowed Chair |
| Wendy Wish-Bogue | WEC | France | Sabbatical |
| | | | |
| Gaby Hawat | DTC | Dominican Republic | Articulation agreement signing with UNIBE |
| Nasser Hedayat | DTC | Barbados | Barbados Community College site visit |
| | | | |
| Lisa Eli | SLC | Brazil | International student recruitment |
| Susan Olin | SLC | Brazil | International student recruitment |
| | | | |

| GOAL 4 Measures and Outcomes | 2010-11 Baseline | 2011-12 | 2012-13 |
|--|---------------------|---------|---------|
| SAGE - Number of new agreements with overseas institutions | 2 | 3 | 4 |
| SAGE – Number of inbound / outbound faculty, staff, or scholar exchanges | 2/2 | 2/3 | 2/5 |
| SAGE – Number of outbound student exchanges | 0 | 0 | 0 |
| CIE - Number of new agreements with overseas institutions | 5 | 19 | 2 |
| CIE - Number of inbound student exchanges | 74 | 22 | 59 |
| ISS - Number of inbound student exchanges | 0 | 1 | 2 |

- **Goal 5: Increase International Student Enrollment**

Major activities completed towards this goal include:

INTERNATIONAL STUDENT SERVICES REORGANIZATION: In the fall of 2012, the senior team approved a three-year plan to increase international student enrollment (international students who pay out-of-state tuition on an F or J visa) under the oversight of Continuing Education. The major components of the plan included consolidating all International Student Services (ISS) staff under one reporting structure and creating a recruiting team to do student outreach and manage leads. Starting in January 2013, Continuing Education began the transition process. Below is a summary of activities from January to June, 2013:

- **Reorganization and Hiring of ISS Staff:** Existing personnel who worked in Admissions and Student Services were transferred to the newly created International Student Services department. New coordinators of International Student Services were hired at the East and West campuses (filling open positions) with the Osceola Coordinator hiring currently in-progress. A new Director of International Student Services and a Manager of International Student Recruitment were hired and both began summer 2013.
- **Marketing Plan Developed:** In collaboration with the Marketing Department and key stakeholders, a college-wide marketing plan targeting international non-degree (Continuing Education) and degree-seeking students was developed. The CRM product Intelliworks was purchased from Hobsons for the purpose of tracking/responding to leads and is currently in the beginning implementation stages.
- **International Recruitment Travel Plan:** A travel plan and budget was developed for the 2013-2014 academic year focusing on Vietnam, the Caribbean, and Brazil. The Manager of International Recruitment will visit high schools, attend college fairs and meet with educational advisers and government officials in these countries.
- **International Recruitment Plan:** A recruiting plan was created that includes internal and external data, enrollment goals, and comprehensive recruiting strategies. See **Addendum C** for details.
- **Survey Program Purchased:** The i-Student Barometer international student survey program was purchased and will be initiated October 2013. The survey will collect data from current international students and allow us to compare student satisfaction with other colleges throughout the U.S. The survey will provide information on how students heard about the Valencia and their overall experience as a student.

| GOAL 5 Measures and Outcomes | 2010-11 Baseline | 2011-12 | 2012-13 |
|--|--|--|--|
| ISS - Fall SEVIS enrollment | 305 | 325 | 388 |
| ISS - Annual new SEVIS students | Fall - 57 Spring - 54 Summer - 35 | Fall - 75 Spring - 56 Summer - 51 | Fall - 83 Spring - 68 Summer - N/A |
| ISS - Annual SEVIS and non SEVIS enrollment | Fall - 654 Spring - 609 Summer - 390 | Fall - 582 Spring - 562 Summer 378 | Fall - 594 Spring - 589 Summer - N/A |
| ISS - International student persistence rates of Fall cohort – Fall to Spring | 89.8% | 79.6% | 95.9% |
| ISS - International student persistence rates of Fall 2009 cohort – Fall to Fall | 72.9% | 70.4% | 83.8% |
| ISS - International student progression rates of Fall cohort – Completed 30 credits within one year | 18.6% | 22.2% | 29.7% |
| ISS - International student progression rates of Fall cohort – Completed 45 credits within two years | 52.5% | 56.0% | 52.7% |
| ISS - International student graduation rates of Fall cohort - within 3 years | 41.0% | 44.1% | 50.8% |
| ISS - Survey of international students | No data | No data | Scheduled for October 2013 |
| CIE - Annual SEVIS students in the Intensive English Program | 108 | 176 | 155 |
| CIE - Annual SEVIS enrollment in the Intensive English Program (duplicated headcount) | 1580 | 1931 | 3030 |
| CIE - Annual survey score from students in the Intensive English Program (1-5 scale) | 3.7 | 3.8 | 4.0 |

- **Goal 6: Integrate International Students into the College and the Local Community**

Major activities completed towards this goal include:

CIE's INTENSIVE ENGLISH PROGRAM:

Continuing International Education hosted 14 activities for 233 students in the Intensive English Program and the International College Program. In addition, Continuing Education hosted an international student orientation for each start date for both the Intensive English Program and the International College Program.



FLORIDA INTERNATIONAL LEADERSHIP CONFERENCE:

ISS chaperoned a group of 10 students to the annual Florida International Leadership Conference (FILC). The conference allows international students and domestic study abroad students the opportunity to engage in leadership related discourse.

INTERNATIONAL EDUCATION WEEK (IEW): Valencia had an extremely successful IEW this year with campus teams formed on every campus made up of faculty and staff from both Academic and Student Affairs. College-wide, we offered approximately 56 different events on all five campuses, of which 23 events occurred on East and West Campuses. Programs were open to all Valencia faculty, staff, and students (domestic and international) and provided forums for cross-cultural exchanges. The Haitian, Colombian, and Mexican Consulates participated by providing information during the International Festival. The Mexican Consul General also presented in classes.

INTERNATIONAL STUDENT ORIENTATION: International Student Services (ISS) hosted an international student orientation at the start of each term in addition to workshops throughout the academic year. The purpose of these activities was to introduce students to Valencia College's vast array of resources and assist with their transition to new cultural and academic environments. SGA officers spoke at each orientation to welcome students to Valencia and encourage involvement on campus. Workshops included employment, internships, and health insurance. ISS also hosted an Asian Cultural Festival to introduce domestic students to new cultures.

| GOAL 6 Measures and Outcomes | 2010-11 Baseline | 2011-12 | 2012-13 |
|---|---------------------------------------|---------------------------------------|---------------------------------------|
| ISS - Number of on-campus events that integrated international students into the college (orientations, workshops, etc.). | No data | No data | 14 |
| ISS - Number of on campus events that integrated international and domestic students on campus (including IEW). | No data | No data | 33 |
| ISS - Number of off-campus events that integrated international students into the community. | No data | No data | 1 |
| CIE - Number of on-campus events that integrated international students into the college (orientations, workshops, etc.). | ICP: 1 IEP: 23 Total: 24 | ICP: 2 IEP: 23 Total: 25 | ICP: 4 IEP: 21 Total: 25 |
| CIE - Number of on-campus events that integrated international and domestic students on campus (including IEW). | ICP: 1 IEP: 2 Total: 3 | ICP: 2 IEP: 1 Total: 3 | ICP: 5 IEP: 3 Total: 8 |
| CIE - Number of off-campus events that integrated international students into the community. | ICP: 3 IEP: 6 Total: 9 | ICP: 6 IEP: 7 Total: 13 | ICP: 5 IEP: 4 Total: 9 |

PEACE AND JUSTICE INITIATIVE

SAGE Related Calendar of Events

2012-2013



Thursday, September 20th: International Peace Day Celebration (Day 1), in partnership with the Global Peace Film Festival, our day features two free film screenings and a candlelight human peace sign photograph. All are welcome!

- 2:30 PM – 3:45 PM: FREE screening of the Global Peace Film Festival selection *Khaatti Suun (Pure Gold)*, followed by a guest speaker from Nepal to discuss the film; East Campus 3-113
- 7:00 PM: FREE screening of the Global Peace Film Festival selection *Opening Our Eyes*, East Campus, 3-113, followed by a human peace sign by candlelight in the “green” area outside the library.

Friday, October 12th: Valencia Night at the Islamic Society of Central Florida
This event encourages cross-cultural awareness and cultural understanding. Join us for a tour of the mosque, a delicious, free Middle Eastern meal, and a talk about the teachings of Islam.
5:30 PM – 8:00 PM at the Islamic Society of Central Florida

January 28-31: Conversation on Peace

Screening of *Project Happiness* with guest speaker Emmanuel Ivorgba with us for four days speaking on three campuses to students.

Friday, March 29th: **Tour of Guang Ming Buddhist Temple** for students, faculty and staff.

2012-2013**Please describe how you expended endowed chair funds during Fiscal Year 2011-2012:**

The money I received from the endowed chair was used for airfare, accommodations, and meals while I worked in the Netherlands for four weeks during the spring of 2013.

What benefits were derived and who benefited from the endowed chair?

The benefits derived from the endowed chair are primarily related to curriculum and a deepening partnership with the faculty and staff of Koning Willem I College (KWIC) in the Netherlands. The beneficiaries are the students, staff, and faculty at both Valencia College (VC) and KWIC. Our students are truly living in a global community that has no borders (thanks in part to Google and Facebook!) and the interpersonal opportunities and challenges that they will face are unprecedented. As a risk taker who faces each day with the question "what if?", and knowing that "only 1 % of our students traveled abroad in 2011-2012" (Valencia's SAGE office), I have grown increasingly concerned for our students.

My concern quickly became a problem that I was determined to solve and I began to ask myself my favorite question: what if? "What if we brought the world to them instead of vice versa?", "What if our students were able to develop relationships with students from another country while sitting in our classroom?" Two thoughts kept coming to me: technology and our sister college Koning Willem I College in the Netherlands. These thoughts we translated quickly into Skype and Cross Cultural Projects and thanks to the generosity of the Sue Luzadder Endowed Chair in Communications, they have become a reality for both campuses.

The Winter Park Campus is home to the Honors Jeffersonian Track and the theme of the Honors Jeffersonian Track is Global Citizenship. As a result of the endowed chair, all courses in the Honors Jeffersonian Track will have an internationalized component, either as an embedded unit and or assignment, and will prepare students for working collaboratively with students from KWIC on these cross cultural projects, and a study abroad trip to KWIC in the spring of 2015. The Sue Luzadder Endowed Chair in Communications provided an opportunity for me to visit the Netherlands this spring and work with faculty and staff from KWIC to identify global citizen learning outcomes for our courses. By the time students complete the Honors Jeffersonian Track--Global Citizenship Program, they should have an inter-disciplinary and holistic view of the knowledge, skills, and attitudes of what it means to be a Global Citizen.

PART 1 – PILOT PROJECT

Part of this endowed chair involved participating in an exchange with KWIC when I hosted Bjoern Hofmans from KWIC last October for two weeks. His visit served three purposes: a). he gained knowledge about his discipline- Digital Media and Animation, b). he learned more about North American culture, and c). we began to design and test various ideas for the cross cultural projects our students would be participating in.

Mr. Hofmans and I conducted our first pilot project while he was here .Students in my Interpersonal Communication class met his digital media students via Skype. They spent the first session getting to

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know each other and learning about each other's cultures. My student's comments after the Skyping session are summarized below.

1. What were you uneasy or unsure about before the experience?

- afraid we wouldn't know what to say to each other
- that there would be nothing to talk about
- afraid it would be awkward

2. How did you feel about your conversation today?

- loved it- made a new friend
- when can we do it again

3. Was this experience different than what you expected, if so how?

- yes, I felt more comfortable than I thought I would
- they were more curious about me and my culture than I thought

4. What did you learn about the Netherlands culture that you didn't already know?

- drug & prostitution laws
- that they kept up with our culture
- that we have similar tastes in music and movies etc.

5. What would you like to learn more about?

- them personally and their culture

6. How can you apply this experience to what you have been learning in class?

- speaking clearly and without slang is helpful
- to be more open minded
- keep stereotypes in check
- take a risk

7. What would you do differently next time?

- Have more questions ready
- ask more personal questions
- nothing it was perfect

Needless to say, the Skyping session was a huge success! When I first introduced the assignment to my students they were nervous, and somewhat hesitant. They expressed concerns about having to talk to a complete stranger in another country for 75 minutes. I promised them that we would stop the Skyping sooner if they ran out of things to say. To my great joy, their fears and hesitations vanished within the first 5 minutes of their conversations, and I had to pry them away from the computers at the end of 75 minutes! I have had several Skyping sessions with Mr. Hofmans' students since our pilot session, and the experience has always been the same.

Mr. Hofmans' students were then assigned to create a poster for the Honors Jeffersonian Track and my students acted as consultants and chose the posters that they thought best represented the Honors Jeffersonian track and our cultures. As part of my visit to KWIC, I got to meet with the two students from KWIC: Hilmond and Esther (Figure 1) to finalize the posters which will be used to

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market the Honors Jeffersonian Track (Figure 2). I plan on using a third poster designed by Kim, to discuss the impact stereotypes can have on attitudes and beliefs (Figure 3).

Figure 1 Suzette Dohany with KWIC students Hilmond and Esther.



Figure 2 Winning posters created by KWIC students for the Honors Jeffersonian Track



Figure 3 Dutch Stereotypes Poster



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PART 2 – CROSS CULTURAL PROJECTS

The endowed chair also provided an opportunity for me to deepen Valencia's partnership with KWIC. When I arrived at KWIC this spring, I was greeted with a "let's get started attitude" because the word had spread rather quickly amongst the faculty at KWIC about the successful Skyping sessions and the poster project. After three weeks of meetings with faculty, deans, the new president, and numerous cups of coffee (there are coffee machines with free flowing coffee EVERYWHERE on the campus) the following cross cultural projects were developed.

Fall 2013 Valencia Composition I Class taught by Jean Marie Fuhrman and KWIC 1st year Media Arts students taught by Bjoern Hofmans will create an Uncommon Visitors Guide. Professor Fuhrman's students will create sensory-driven tours, and Professor Hofmans students will provide interpretive illustrations. Options for publications will be in both digital (website, App etc.) and paper.

Spring 2014 Valencia Composition II Class taught by Ilyse Kusnetz and KWIC 1st year Media Arts students taught by Bertil Neyts will collaborate on a poetry project. Professor Kusnetz's students and Professor Neyts' Media Arts students will be the same sets of students from the previous semesters, thereby fostering continuity. Poems written by Professor Kusnetz's students will be "translated" into images and animated by Professor Neyts's. Options for publication will be in both digital and as part of the Mosaic (or something comparable) Winter Park Campus's literary magazine.

Spring 2013 Valencia Class Humanities Class taught by Val Woldman and KWIC 1st year Performance students taught by Jan van Gemert will collaborate on KWIC's, Project #4 which is a Chekhov TV adaptation. KWIC students are required to choose a TV show and create a 10 minute adaptation of one of Chekhov's plays. Professor van Gemert has agreed to require a North American TV show so that Professor Woldman's students can act as "experts" with regards to interpretation and accuracy.

Spring 2015 Valencia Class Interpersonal Communication taught by Suzette Dohany and KWIC Performance and Theater students taught by Jan van Gemert & Henk Langenhuijsen will collaborate on an original production. Two projects under consideration are a script about Dutch and North American stereotypes, and a Tableau of Vermeer's ladies with a contemporary comparison to understand intimacy and the nature of various interpersonal relationships. There will be a live performance as a result of this collaboration that students from both KWIC & VC will participate in when we visit in the spring of 2015.

We are also planning on having monthly conversations and debates during the activity hour on the Winter Park Campus between KWIC and VC students using De Bonos 6 Thinking Hats as a framework. We conducted the first conversation while I was there. Students from KWIC and VC discussed whether or not marijuana should be legalized. There were several "aha!" moments for the students. KWIC students were unfamiliar with using marijuana for medicinal purposes and VC students could not believe that several of the KWIC students did not smoke marijuana. Their perceptions were challenged as a result of this conversation, giving them a more informed world view and hopefully resulting in the diminishing of hurtful stereotypes.

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The trip to KWIC was productive in many other areas as well. I conducted two True Colors Workshops with students in the Media Animation Performance (MAP) department at KWIC (Figure 4). The faculty and students who participated enjoyed getting to know more about each other and their instructors. They were also very curious about my students and asked lots of questions!

Figure 4 Suzette Dohany with KWIC students during a True Colors workshop



I also met with the Director of the School for the Future Harry van der Schans, and began creating a Learning Scan based on Daniel Pink's right and left brain senses, and Marlene Schommers work on student's beliefs about five learning dimensions (1990). The Learning Scan is similar to one that Harry van der Schans created for the health care students at KWIC, which they shared with our nursing students last year. I will use this learning scan as a framework for conversations with my students regarding their beliefs about their relationship to knowledge and the choices they make with regard to learning. The goal is three fold: a). help students realize that some approaches to learning may not be working for them b). and by looking at their beliefs about learning they could improve and change their learning strategies and c). help them identify different learning strategies.

I was also able to make significant progress planning for the Study Abroad trip to KWIC and various cities in the Netherlands. After much consideration and many conversations with colleagues from KWIC, we are planning on the following itinerary for the Study Aboard trip in the spring of 2015.

1). Den Bosch will serve as the home base. I visited Zonnewende Groepsaccommodatie, a conference center, that we are considering for accommodations while in Den Bosch and I was able to meet with the director to discuss this as a possible location for student housing. Lodging and 3 meals a day would cost \$34.67. The accommodations include bunk beds for 2 to 4 students, private WC and showers, a family room with couches and TV, a dining table and kitchen area, and a recreation hall with video projector, ping pong, tables etc. Zonnewende Groepsaccommodatie is 10 Km from KWIC; we would rent bikes for most of our commuting and day trips but would also need to hire a van and driver to transport students back and forth when necessary.

2). Day trip to Delft – for a comprehensive walking tour of Delft to learn about Vermeer and King William of Orange, along with an educational program at the Vermeer Center that I am collaborating on with the educational staff that work there.

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3). Day trip to Amsterdam - to visit various museums: Rijksmuseum, and Van Gough, and the Anne Frank House, along with a walking tour I created while I was there of the various locations mentioned in the book *The Girl in Hyacinth Blue*; a common read students in the Honors Jeffersonian track will participate in.

Finally, the Sue Luzadder Chair in Communications provided an opportunity for me to immerse myself in a culture that I will be sharing with our students in the Honors Jeffersonian Track as we prepare them to work collaboratively with KWIC students and for the study abroad trip that they will be participating in. This immersion not only happened while visiting KWIC, but also throughout Holland as I traveled over 500 miles visiting 15 cities -- all on a bicycle! Details and great pictures will follow; I promise.

But for now, let me end with the most important lesson I learned. Gezelligheid --it is a simple, yet very complicated word because there is no accurate translation for it, so I am not going to attempt to translate it. The best definition I found, speaks to the feeling rather than the place or object (although it can be used as an adjective or a noun). For me, the word speaks to that very personal experience you have when you know you are truly connected (Figure 5).

Although I still have some concerns about the lack of international travel our students will participate in, I am energized by the connections that technology and our partnerships with KWIC will provide our students. Now, on to my next question, "What if every classroom at Valencia College had a global connection?"

Other comments/thoughts that we might share with the donors to validate their support:

Support from donors is critical for the students, staff, and faculty at Valencia and provide incredible learning opportunities for all involved. I speak from experience and with the utmost confidence when I say that because of the learning opportunities afforded to me by the Sue Luzadder Chair in Communications, the students in the Honors Jeffersonian Track on the Winter Park Campus will finish the program better prepared to live in a global community.

Figure 5 A special KWIC Welcome—the American flag was flown during our visit.



International Recruitment Plan

Fiscal Year 2013-2014



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I. Executive Summary

For the past three years, there has been an intensified effort at Valencia to internationalize the campus. A major milestone in this effort was the creation of the *Strategic Plan for International Education at Valencia* in the fall of 2011, which was developed as part of a collaborative process with individuals from Academic Affairs, Student Affairs, and Continuing Education. The primary purpose of the plan is to “create globally competent citizens of the 21st century with the necessary knowledge, abilities, and opportunities to thrive in an ever-increasing, interdependent world.”

The plan includes six strategic goals to be worked on from 2011-2016:

- GOAL 1: Review and Enhance the Curricula
- GOAL 2: Increase Short-Term Study Abroad Experiences
- GOAL 3: Increase Semester Study Abroad Experiences
- GOAL 4: Increase Student, Scholar, and Faculty Exchange Opportunities
- GOAL 5: Increase International Student Enrollment
- GOAL 6: Integrate International Students into the College and Local Community

In October of 2012, a group of individuals who support international education provided an update to the college’s senior team on the status of international education at Valencia. This group included senior level leadership from Student Affairs, Academic Affairs, and Continuing Education, as well as the director of Study Abroad and Global Exchanges (SAGE) and the director of Continuing International Education. After an exploration of the subject, the President asked the presenters to put together a proposal for a three-year initiative focusing on increasing international student enrollment (international students who pay out-of-state tuition on an F or J visa).

On November 13th, the proposal was presented to the Senior Team. This proposal was titled *International Education – How to Scale Global Learning* and included a financial plan. A key component of the proposal involved a re-organization of *International Student Services* so that it included all international admissions and advising staff, which would fall under the umbrella of *Continuing Education*. A decision was reached to support this proposal as presented and to begin the transition process. This plan called for preparatory work to be done in Fiscal Year 1213 and for the team to be in place at the start of Fiscal Year 1314.

The *International Enrollment Plan* is a subset of the *Strategic Plan for International Education at Valencia College* and outlines the goals and strategies for increasing international F and J student enrollment (Goal 5). This plan includes an overview of the following items: internal and external data, enrollment goals, and comprehensive recruiting strategies.

II. Review of Internal and External Data

This section contains data that formed the basis for developing our initial list of top target countries. The internal data is from Institutional Research (IR) and provides information on country of origin and preferred degrees. The section on external data provides information on student mobility trends from a variety of resources, including NAFSA and Institute of International Education.

Internal Data from Institutional Research and Continuing Education

The data below is drawn from the following reports:

- Attachment A - International Students by Country of Origin – Reporting Year 2011-2012
- Attachment B - IEP International Students by Country of Origin – Fiscal Year 2011-2012
- Attachment C - International Students By Program – Reporting Year 2011-2012
- Attachment D - International Students By Country and Program – Reporting Year 2011-2012

A reporting year is defined as fall, spring, and summer. A fiscal year is defined as July 1 – June 30. All of the reports above were created by Institutional Research except for “IEP International Students by Country of Origin – Fiscal Year 2011-2012” which is from Continuing Education.

The data below is pulled from the report titled, “Attachment A - International Students by Country of Origin – Reporting Year 2011-2012.” In reviewing the data in this report, we can observe that there are a number of students from the Caribbean. If looked at individually, the numbers are not significant. But, if viewed as a group, these countries represent 10.78% of our international student enrollments.

International Students by Country of Origin – Reporting Year 2011-2012 – Top Ten List

| Rank | Place of Origin | % Total |
|------|-----------------|---------|
| 1 | Venezuela | 15.22 |
| 2 | Brazil | 10.6 |
| 3 | Vietnam | 5.97 |
| 4 | Morocco | 4.82 |
| 5 | Netherlands | 4.24 |
| 6 | Saudi Arabia | 4.05 |
| 7 | South Korea | 3.85 |
| 8 | China | 3.28 |
| 9 | Colombia | 2.89 |
| 10 | Bahamas | 2.50 |

For the sake of comparison, below are the top five places of origin for the Intensive English program (IEP).

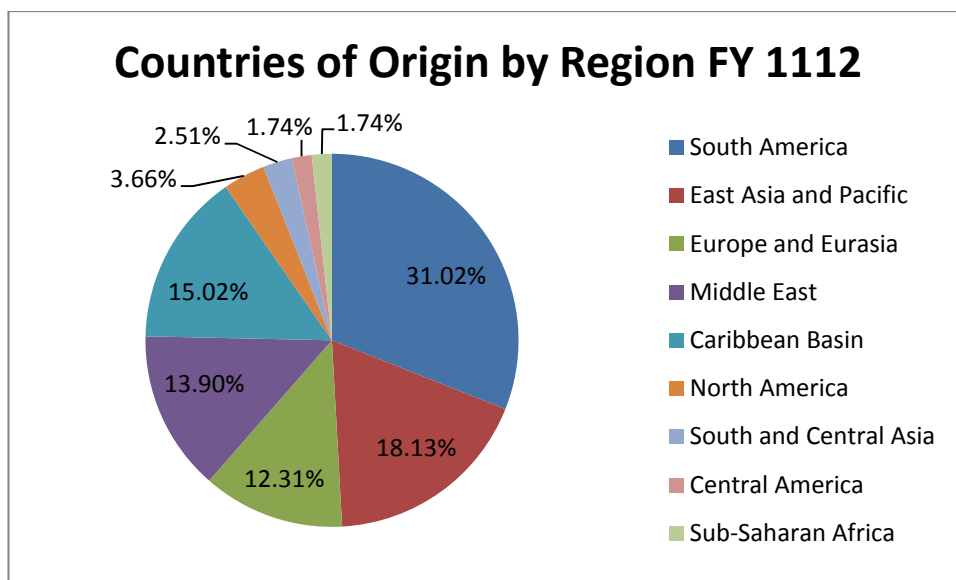
IEP International Students by Country of Origin – Fiscal Year 2011-2012

| Rank | Place of Origin | % Total |
|------|--------------------|---------|
| 1 | Venezuela | 27.63 |
| 2 | Brazil | 19.34 |
| 3 | Saudi Arabia | 16.23 |
| 4 | Colombia | 11.65 |
| 5 | China | 2.75 |
| 6 | Vietnam | 1.89 |
| 7 | South Korea | 1.43 |
| 8 | Italy | 1.39 |
| 9 | Dominican Republic | 1.29 |
| 10 | Spain | 1.22 |

As we can see, the countries of origin for degree-seeking students and for IEP students are similar, which allows us to synergize our marketing and recruiting efforts to promote IEP as an entry-point into a degree program at Valencia.

Top Countries of Origin by Region

The chart below uses data drawn from the *Country of Origin* report mentioned above, and clusters enrollments by region.



International Students By Program – Reporting Year 2011-2012

| Rank | Program | % Total |
|------|--------------------------------|---------|
| 1 | AA: General Studies | 52.21 |
| 2 | AA: Engineering (UCF) | 7.49 |
| 3 | AS: Business Administration | 6.33 |
| 4 | Personal Interest | 4.03 |
| 5 | AS: Hospitality/Tour Mgmt | 3.45 |
| 6 | AA-Architecture UF | 2.69 |
| 7 | AAS: Business Administration | 2.30 |
| 8 | AS: Accounting Technology | 1.92 |
| 9 | AS: Graphics Technology | 1.73 |
| 10 | AS: Electronic Eng Tech w/Spec | 1.34 |

Below are observations from the report titled, “International Students by Program_2011-2012.”

- 63.73% of students enroll in an AA degree
- 27.80% of students enroll in an AS degree
- Of students who enroll in an AA degree, the following are the top areas of study:
 - General
 - Engineering/Architecture
- Of students who enroll in an AS degree, the following are the top areas of study:
 - Business
 - Hospitality / Culinary
 - Arts and Entertainment

Based on the data from the report titled, “International Students by Country and Program – Reporting Year 2011-2012,” the top program of study for our top ten countries is AA: General Studies.

External Data

Student Mobility Trends. According to Open Doors data from the Institute of International Education, international student enrollments at community colleges decreased 2.1% from 2010/11 to 2011/12 (Attachment E – Enrollment By Institutional Type – Open Doors). This contrasts significantly with the 5.7% increase of international student enrollments at colleges and universities nationwide, which represented a record high for the United States. According to the November 2012 briefing by Open Doors for 2011/12 enrollments, 764,495 foreign students were enrolled in the United States in this timeframe which is an increase of nearly 40% for the past decade. Of this number, 11.5% or 87,917 students enrolled at community colleges. During this period, students enrolled in Intensive English Programs increased by 43.5%, representing a total of 72,711 students.

Below are the highlights from the Open Doors November 2012 Briefing:

- China is the top country of origin for international students with 25% of the U.S. total.
- Undergraduate students now exceed graduate students.
- The top three states hosted 32% of international students: California, New York, Texas.

- The top 25 institutions hosted 21% of all international students.
- 42% of all international students are studying in STEM fields.

For the 2011/12 academic year, the top five leading community colleges for international student enrollments were:

1. Houston Community College, TX: 5,829
2. Santa Monica College, CA: 3,296
3. De Anza College, CA: 2,551
4. Lone Star College, TX: 1,957
5. Montgomery College, MD: 1,787

Miami Dade College placed sixth with 1,649 students, Valencia College placed 38th with 511 students, and Broward College placed 39th with 507 students.

According to the Attachment F - Florida Open Doors 2012 Fact Sheet, Florida ranked seventh in the nation in hosting foreign students. The leading places of origin for foreign students in Florida for colleges and universities were as follows:

Leading Places of Origin For Foreign Students In Florida

| Rank | Place of Origin | % Total |
|------|-----------------|---------|
| 1 | China | 16.2 |
| 2 | India | 11 |
| 3 | Venezuela | 7.3 |
| 4 | Saudi Arabia | 7.3 |
| 5 | South Korea | 4.1 |

Institutions with the Highest Number of Foreign Students in Florida

| Rank | Institution | Total |
|------|----------------------------------|-------|
| 1 | University of Florida | 5,588 |
| 2 | Florida International University | 2,938 |
| 3 | University of Miami | 2,530 |
| 4 | University of South Florida | 2,386 |
| 5 | University of Central Florida | 2,101 |

Open Doors - Student Characteristics – Community Collage Data Resources

| | |
|------------------------|---|
| Gender: | 50.3 % female / 49.7 % male |
| Marital Status: | 94.1 % single / 5.9% married |
| Visa Type: | 87.5% F visa / 1.3% J visa / 11.2% other visa |

Global Student Mobility

According to IIE's Open Door's "Report on International Educational Exchange," we are in a time of great worldwide mobility which is having an impact on how higher education institutions compete for international students. In 2010, there were 4.1 million students who pursued their higher education outside of their home country (according to OECD). This is the largest number of internationally mobile students the world has ever seen and is a nearly twofold increase over the last decade. As result, the playing field of host countries for international students is expanding and changing, and governments and other institutions are implementing policies and initiatives to attract more international students.

Although North America and Europe still host the vast majority of international students (67%), the mobility routes are shifting way from the traditional South to North and East to West patterns. New hosts in East Asia, Latin America, and the Middle East are increasingly attracting more international students. While China is a major sender of international students, it is now the third largest host of international students in the world. China has a set a goal of hosting 500,000 international students by 2020 and it already hosts about 300,000 students. Other countries such as Malaysia, Singapore, and Japan have set goals for 2020 of between 150,000 to 300,000 students.

Economic Impact of Foreign Students

According to NAFSA'S report on the economic impact of foreign students in the U.S. (Attachment G), their dependents contributed approximately \$21.81 billion to the U.S. economy during the 2011-2012 year. The total contribution to Florida's economy for the 2011-12 period was \$1,260,592,000. The net contribution (minus U.S. support) was \$935,711,000.

Sources of Funding

Where students study depends on many factors including a country's political stability, economic health, and higher education infrastructure. Many countries have recently launched policies and initiatives to encourage their students to study abroad such as:

- Brazil's Scientific Mobility Program to send 100,000 students abroad for part of their degree program
- Saudi Arabia's 125,000 scholarships for study abroad

However, many of these programs are targeted for graduate and doctoral programs, such as "Becas Chile," "Vietnam International Education Development (VIED)," "Japan International Cooperation Agency." Education USA's Global Guide provides a detailed listing of funding for international student to study abroad.

III. Enrollment Goals

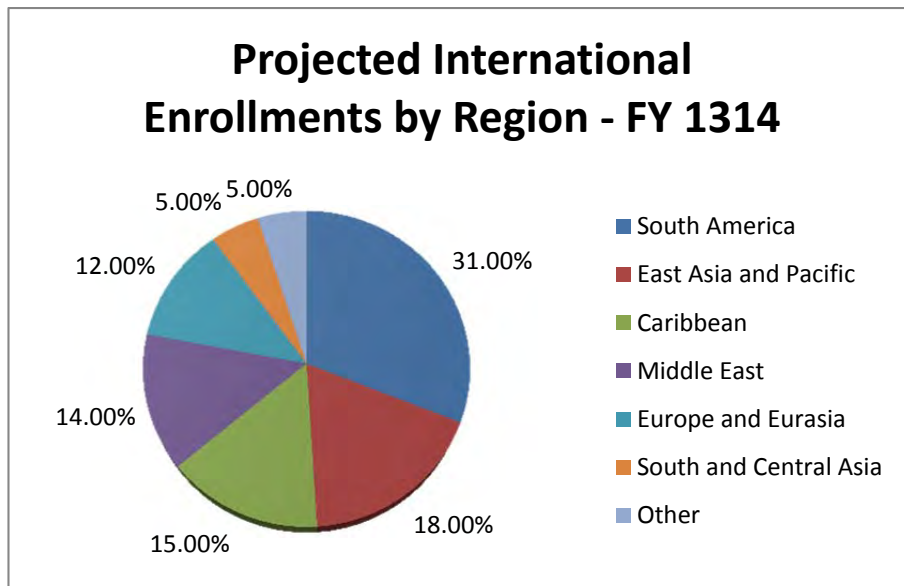
From a recruiting standpoint, there will be some countries that we will visit and engage with directly and there will be other countries/regions that we will target through marketing and armchair recruiting tactics. With this in mind, we created two target lists, one for in-country recruiting, and another one for regional marketing/armchair recruiting, based on the following criteria:

- Historical enrollment figures at Valencia
- Geographical proximity to Valencia
- Current events in countries
- Countries with government funding initiatives/scholarships for undergraduate students
- Top countries of origin for students enrolling in schools in Florida
- Top countries of origin for students enrolling in the United States
- Global trends

Target List of Countries for In-Country Recruiting

1. Venezuela/Colombia
2. Brazil
3. Vietnam
4. Caribbean: Aruba/Bahamas/Jamaica/Trinidad

Projected Enrollments by Region



Target List of Regions/Countries

| Region | Primary Countries | Secondary Countries |
|------------------------|--|---|
| South America | Venezuela Brazil Colombia | Ecuador Peru Bolivia Chile Suriname Uruguay |
| East Asia and Pacific | Vietnam South Korea China | Thailand Hong Kong Taiwan Japan |
| Caribbean | Aruba Bahamas Jamaica Trinidad and Tobago | Dominican Republic Bermuda Anguilla Antigua and Barbuda Cayman Islands Guyana Saint Lucia |
| Middle East | Morocco Saudi Arabia | Jordan Kuwait Oman Qatar Syria Egypt Lebanon Libya United Arab Emirates |
| Europe and Eurasia | United Kingdom Russia France Turkey | Germany Sweden Italy Moldova Portugal Spain Switzerland Albania Belarus Belgium Bosnia and Herzegovina Denmark Iceland Latvia Ukraine |
| South and Central Asia | India Pakistan | Nepal Kazakhstan |

Application and Enrollment Goals By Fiscal Year (1314 – 1516)

As we make progress in streamlining the enrollment process, we are hoping to see an improvement in the yield rate, which is currently at 46%. This rate will be tracked and reported in our session updates.

Fiscal Year: 1314

| Term | Fall 201410 | Spring 201420 | Summer 201430 | Totals |
|------------------------------|-------------|---------------|---------------|--------|
| Applications | 330 | 234 | 185 | 749 |
| Admits (D6) | 152 | 108 | 85 | 345 |
| New Student Enrollment | 128 | 91 | 71 | 290 |
| Returning Student Enrollment | 305 | 312 | 222 | 839 |
| Total Enrollments | 433 | 403 | 293 | 1129 |

Fiscal Year: 1415

| Term | Fall 201510 | Spring 201520 | Summer 201530 | Totals |
|------------------------------|-------------|---------------|---------------|--------|
| Applications | 497 | 376 | 260 | 1133 |
| Admits (D6) | 229 | 173 | 120 | 522 |
| New Student Enrollment | 193 | 146 | 101 | 440 |
| Returning Student Enrollment | 375 | 406 | 297 | 1078 |
| Total Enrollments | 568 | 552 | 398 | 1518 |

Fiscal Year: 1516

| Term | Fall 201610 | Spring 201620 | Summer 201630 | Totals |
|------------------------------|-------------|---------------|---------------|--------|
| Applications | 717 | 591 | 363 | 1671 |
| Admits (D6) | 330 | 272 | 167 | 769 |
| New Student Enrollment | 278 | 221 | 141 | 640 |
| Returning Student Enrollment | 480 | 539 | 401 | 1420 |
| Total Enrollments | 758 | 760 | 542 | 2060 |

IV. Recruiting Strategies for FY1314

The plan to increase international student enrollment at Valencia College includes a range of recruitment strategies.

Strategy #1: Streamline the enrollment process and manage the communication process in which inquiries from prospective international students are addressed in a timely manner, resulting in a higher conversion percentage from application to acceptance.

We believe that a successful execution of this strategy will result in a major increase in international student enrollment. This strategy involves a review of existing enrollment processes for international students, identification of areas of improvement, and working collaboratively with Admissions, OIT, and other stakeholders to create appropriate solutions. Examples of this include the NACES requirement as a pre-requisite for obtaining the I-20 and the current application. Ultimately, the goal is to develop an easy process for students to apply and complete their files.

Goals:

1. Hire and train recruiting staff.
 - a. Hire a full-time Manager of International Recruitment by July 1, 2013.
 - b. Hire two part-time recruiters by October 15, 2013.
2. Implement a customer relationship management system (CRM) in order to maximize the conversion of students from prospects to enrollments.
 - a. Create a communication plan for students that focuses on all stages of the lifecycle from inquiry to orientation by December 30, 2013.
 - b. Train all ISS personnel on how to use the CRM system by December 30, 2013.
 - c. Officially launch the CRM by February 28, 2014.
3. Submit a proposal to eliminate the need for a NACES transcript evaluation for any students that attended international high schools. NACES will be recommended for those seeking college credits. Complete by September 1, 2013.
4. Submit a proposal to College administration to create a new separate online application through the CRM for international students by September 1, 2013.
5. Review required documents for international students and make modifications to the required checklist by October 1, 2013.
 - a. Eliminate the I-20 Request form.
 - b. Lower the total amount required on the Declaration of Finances form by using the Associate degree rather than the Bachelor degree costs.
 - c. Allow students to submit the International Student Agreement at Orientation rather than during the application process.
 - d. Continue to review applications on a rolling basis after the application deadline.
 - e. Begin accepting copies of documents such as financial documents and transcripts at the stage of admission.
6. Work with Admissions to develop a set of recruitment/admissions reports for tracking number of applications, complete files, and I-20's issued. Submit request by October 1, 2013.

7. Create a dedicated phone number and phone queue for international student prospects by November 29, 2013.
8. Work closely with college offices (such as Transition Services, Assessment, Atlas Lab, Business Office, and Admissions) to create easy transitions for international students from the application stage to enrollment. Complete by December 1, 2013.

Strategy #2: Create and implement a marketing plan that expands Valencia’s reach to targeted audiences and drives a conversion, clearly guiding prospective students through the enrollment funnel from inquiry to orientation. Develop messaging and materials that are simple to understand, allowing potential international students to easily learn about our benefits and how to apply. Ensure that the materials support both recruitment and retention efforts, and that an appropriate range of marketing channels are used, including the college’s website, print and web advertising, and promotional materials.

During the transitional phase of this project (January – June, 2013), we worked collaboratively with the marketing department to implement the tactics outlined in the existing Attachment H – International Education Marketing Plan_FY1213. This plan focused on targeted print and web advertising, the development of a comprehensive international recruitment collateral package, and a plan to overhaul the website. Most of the items on the plan were implemented and are in effect this fiscal year. Work on revising the website was started this past summer and will be a major focus this year.

Our overall approach to marketing will be to tailor our message to our target audience, taking cultural values into consideration, and making sure that our message resonates with students and parents. We will aim to create materials that are easy to understand and to remove any obstacles to learning about us and applying. Accordingly, we will translate our materials whenever possible. This approach is recommended by NAFSA in their “Guide to International Student Recruitment, 2nd Ed.” which states that *“translating your marketing material does not indicate that you accept students who speak only their native languages or have a low level of English comprehension. It does mean that students, parents, and spouses are far more likely to read your information.”* In addition, we will seek to incorporate best practices in marketing to international students from a variety of resources, such as this list of tips from NAFSA, Attachment I – NAFSA’s Advertising Do’s and Don’ts.

Below is an overview of the approach we will take in advertising, taken from NAFSA’s Guide to International Student Recruitment, 2nd Ed:

Our Advertising Approach

What Should We Say

- **Our reputation**
- **Most popular degrees, and programs of study**
- **Campus locations**
- **Low cost, good value**
- **Safety**
- **Highlight different strengths based on the region we are targeting**

What Students Want to Know

- **Course of study**
- **Popular majors (for international students)**
- **Location (spell out state name)**
- **Short-term and summer programs**
- **ESL and Intensive English classes**
- **Conditional admission**
- **Services, such as airport pick-up**
- **Help finding housing – homestays**
- **Prayer facilities**
- **Safety**
- **Recreation**

As we implement strategies we will make adjustments based on enrollment results, student feedback, and trends. With this in mind, we will be implementing an annual survey called the Attachment J - International Student Barometer by iGraduate. This survey will give us insight into how international students view their experience at Valencia College and will allow us to compare our results to those of hundreds of higher education institutions around the world. This information, combined with internal and external data, will assist us in fine-tuning our plan each year.

Goals:

1. Provide input to Marketing for the development and implementation of an updated marketing plan for FY 1314. Complete by November 29, 2013.
2. Work with Marketing to distribute the iGraduate survey by October 31, 2013. Review results to evaluate marketing messaging and efforts.
3. Work with marketing to develop messaging and a creative approach specific to international students to be used in all communications. Complete by October 31, 2013.
4. Work with marketing to map outbound communications at all stages of the enrollment funnel. Complete by December 20, 2013.
5. Work with Marketing to ensure that all profile pages on the websites we advertise in are reviewed and that the copy and graphics are in line with the communication plan and latest branding. Complete by December 20, 2013.
6. Continue working with Marketing, OIT, and other stakeholders on updating the college website. Phase 1 is expected to be completed by November 29, 2013. Phase 2 is expected to be completed by March 31, 2014.
7. Revise the International Search Piece (brochure) to align with messaging and creative approach (Goal 3), translate the piece into target languages over the next three years.
 - a. Translate the International Search Piece into Spanish by July 30, 2013.
 - b. Translate the International Search Piece into Portuguese by July 30, 2013.
 - c. Identify additional languages for translation by August 15, 2013. Translate and print the International Search Piece into two additional languages by June 30, 2014.
8. Provide input for the development of a yearly media buy to include online advertising and editorial placement on key third party websites. Renewals complete June 2014.
9. Work with marketing on materials and messaging specific to recruitment trips as needed.
10. Work with Marketing on reviewing existing collateral and determining any pieces that need to be updated or created.

Strategy #3: Work synergistically with Continuing International Education to partner with international education agents to recruit international students.

Valencia College has not utilized commission-based international education agents for the recruitment of degree-seeking students, although the model has been successfully utilized by the college's Intensive English Program, in Continuing International Education. The controversy surrounding the topic has been the cause of the delay but in June 2013 the National Association of College Admissions Counselors (NACAC) released an official decision regarding the use of agents. NACAC released a statement that member institutions could utilize international education agents per a change to their "Mandatory Practices." They caution that agent based recruitment models should ensure accountability, transparency, and integrity. The senior team of Valencia College provided a green light for the use of education agents for degree-seeking students in July 2013. However, due to budgetary limitations, our plan is to work closely with Continuing International Education to devise a plan that builds on their agent procedures and draws from their base of agents.

Goals:

1. Review budget allocation for agent commissions, create a plan for payment of agent commissions, and establish goals for number of students enrolled through agents. Complete by December 1, 2013.
2. Develop a plan for working with agents that focuses on using existing CIE agents. Work with the CIE agent manager to identify existing agents that would be suitable as agents for degree-seeking students. Complete by November 29, 2013.
3. Create an agent contract template and submit for review to legal counsel by December 1, 2013.
4. Create an online application process for prospective international education agents that wish to work with Valencia College. Submit project request by December 1, 2013. Launch new application by February 15, 2014. Criteria for preferred partnerships will include:
 - a. Knowledge of the U.S. higher education system and current U.S. partners.
 - b. Professional Memberships (NAFSA, NACAC, AIRC, etc.).
 - c. Experience in the local market.
 - d. Willing to sign a set contract for the commission fee schedule.
5. Sign contracts with 3 - 5 qualified education agents in emerging markets for degree seeking recruitment by June 30, 2014.

Goals for FY1415:

1. Develop an agent communication plan and training program by July 2014.
2. Work with agents to identify institutions to develop exchange agreements or partnerships by October 2014.

Strategy #4: Develop a recruitment travel schedule which includes international and domestic college fairs, high school visits, language schools, universities, and meetings with key partners.

An important part of our recruitment outreach plan is to make face-to-face contact with prospective students/partners and to get a first-hand experience of our growing markets. A targeted international travel schedule will be implemented which will include participation in U.S. College fairs, schools visits, and meeting with education agents, embassy officials, EducationUSA representatives, and scholarship organizations.

The Fall 2013/Spring 2014 tentative international travel schedule will include the following:

| Date | Region/Country | Event Type | Cities | Name of Event |
|--------------------------|---------------------------------------|---|-----------------------------------|--------------------|
| Sept 29 - Oct. 5 | Vietnam | High School Visits, College Fairs, Agent Meetings | Haiphong, Hanoi, Danang, & HCMC | Capstone Vietnam |
| Sept. 22 | Canada | College Fair | Toronto | NACAC College Fair |
| October, November | Caribbean: Bahamas, Jamaica, Trinidad | College Fairs | Nassau, Kingston, Port Spain | US Embassy Fairs |
| March TBD | Brazil, and Colombia | High School Visits, College Fairs, Agent Meetings | São Paulo, Rio de Janeiro, Bogota | n/a |

The recruitment staff will also schedule visits to local U.S. English Language Schools and high schools. The list of language schools includes The Language Company, ELS, UCEDA School, Meta Language School, Inlingua Language School, The Center for Multilingual Multicultural Studies at UCF, and the Valencia Intensive English Program. In cooperation with Transitions Services, local high schools with large populations of international students will be identified and visits to meet with counselors and prospective students will be scheduled. The recruitment staff will also assist Transition Services with local College Fairs where a significant number of international people may be in attendance.

Goals:

1. Obtain over 30 organizational contacts for consideration of future partnership or collaboration. Complete by July 2014.
2. Sign referral agreements with 3 language/specialized schools. Complete by July 2014.
3. Sign referral agreements with 2 universities, including the University of Central Florida. Complete by July 2014.
4. Obtain over 1,000 prospective student leads from international travel schedule. Complete by July 2014.
5. Receive at least 40 applications from the Valencia IEP program students by July 2014.
6. Receive at least 50 applications from local high schools or intensive English programs by July 2014.

V. Recruiting Strategies for FY1415-1516

In the next two years, we will continue building on the strategies outlined above while at the same time making adjustments based on trends, data, and results. We will focus on deepening existing relationships with partners as well as seeking out new ones. Our work in removing obstacles to applying will remain a top priority.

Additional goals will be added to the strategies as appropriate, and new strategies will be added to the plan. Future possible strategies include the following:

1. Identify possible international high schools as partners for a high school completion program, such as the model used by Washington state.
2. Identify possible international universities as partners for articulation agreements, such as 1+1+2.
3. Explore the possibility of creating short term certificate programs geared towards international students.
4. Develop networks and leverage resources to maximize our exposure to students. Examples include student alumni, Florida Consortium of International Educators (FCIE), Study Florida, and Study Orlando.
5. Identify countries whose governments sponsor students for study in the United States starting at the community college level and determine appropriate enrollment levels by country. Explore the possibility of submitting a proposal for the Brazil Scientific Mobility Program.
6. Conduct research to determine if there are grants that would be a good fit for Valencia College and for this initiative.
7. Explore the possibility of having a scholarship created for international students. Work collaboratively with the Foundation.

Attachments

International Students by Country Reporting Year 2011-2012

| Nation of Citizenship(GOBINTL) | | |
|--------------------------------|-----------|---------|
| CITIZEN | Frequency | Percent |
| Venezuela | 79 | 15.22 |
| Brazil | 55 | 10.60 |
| Vietnam | 31 | 5.97 |
| Morocco | 25 | 4.82 |
| Netherlands | 22 | 4.24 |
| Saudi Arabia | 21 | 4.05 |
| Korea, Democratic Peoples Rep | 20 | 3.85 |
| China | 17 | 3.28 |
| Colombia | 15 | 2.89 |
| Bahamas | 13 | 2.50 |
| Canada | 13 | 2.50 |
| Jamaica | 13 | 2.50 |
| United Kingdom-Great Britain | 13 | 2.50 |
| Russian Federation | 9 | 1.73 |
| France | 8 | 1.54 |
| Haiti | 7 | 1.35 |
| India | 6 | 1.16 |
| Thailand | 6 | 1.16 |
| United States of America | 6 | 1.16 |
| Turkey | 5 | 0.96 |
| Dominican Republic | 4 | 0.77 |
| Ecuador | 4 | 0.77 |
| Germany, Federal Republic | 4 | 0.77 |
| Hong Kong | 4 | 0.77 |
| Jordan | 4 | 0.77 |
| Kuwait | 4 | 0.77 |
| Pakistan | 4 | 0.77 |
| Sweden | 4 | 0.77 |
| Taiwan, Province of China | 4 | 0.77 |
| Aruba | 3 | 0.58 |
| Bermuda | 3 | 0.58 |
| Cape Verde | 3 | 0.58 |
| Grenada | 3 | 0.58 |
| Honduras | 3 | 0.58 |
| Italy | 3 | 0.58 |
| Japan | 3 | 0.58 |
| Moldova, Republic of | 3 | 0.58 |
| Nicaragua | 3 | 0.58 |
| Oman | 3 | 0.58 |

| Nation of Citizenship(GOBINTL) | | |
|---------------------------------------|------------------|----------------|
| CITIZEN | Frequency | Percent |
| Peru | 3 | 0.58 |
| Qatar | 3 | 0.58 |
| Syrian Arab Republic | 3 | 0.58 |
| Trinidad and Tobago | 3 | 0.58 |
| Algeria | 2 | 0.39 |
| Bolivia | 2 | 0.39 |
| Egypt | 2 | 0.39 |
| Kenya | 2 | 0.39 |
| Korea, Republic of | 2 | 0.39 |
| Lebanon | 2 | 0.39 |
| Libyan Arab Jamahiriya | 2 | 0.39 |
| Malaysia | 2 | 0.39 |
| Mexico | 2 | 0.39 |
| Mongolia | 2 | 0.39 |
| Nepal | 2 | 0.39 |
| Netherlands Antilles | 2 | 0.39 |
| Philippines | 2 | 0.39 |
| Portugal | 2 | 0.39 |
| Spain | 2 | 0.39 |
| Switzerland | 2 | 0.39 |
| United Arab Emirates | 2 | 0.39 |
| Albania | 1 | 0.19 |
| Angola | 1 | 0.19 |
| Anguilla | 1 | 0.19 |
| Antigua and Barbuda | 1 | 0.19 |
| Australia | 1 | 0.19 |
| Belarus (Byelowssian SSR) | 1 | 0.19 |
| Belgium | 1 | 0.19 |
| Bosnia and Herzegovina | 1 | 0.19 |
| Cayman Islands | 1 | 0.19 |
| Chile | 1 | 0.19 |
| Denmark | 1 | 0.19 |
| Guyana | 1 | 0.19 |
| Iceland | 1 | 0.19 |
| Iran, Islamic Republic | 1 | 0.19 |
| Kazakhstan | 1 | 0.19 |
| Latvia | 1 | 0.19 |
| Mali | 1 | 0.19 |
| Panama | 1 | 0.19 |
| Saint Lucia | 1 | 0.19 |
| Suriname | 1 | 0.19 |
| Ukraine or Ukraina | 1 | 0.19 |

| Nation of Citizenship(GOBINTL) | | |
|--------------------------------|-----------|---------|
| CITIZEN | Frequency | Percent |
| Uruguay | 1 | 0.19 |
| Vatican City | 1 | 0.19 |

Frequency Missing = 2

Valencia College Institutional Research 17AUG2012 LR

Attachment B - IEP International Students by Country_FY 2011-2012

| Count_of_Enrollments | Country_of_Origin | course_area | % of Total |
|----------------------|--------------------------|-------------|------------|
| 773 | Venezuela | CNE | 27.63% |
| 541 | Brazil | CNE | 19.34% |
| 454 | Saudi Arabia | CNE | 16.23% |
| 326 | Colombia | CNE | 11.65% |
| 77 | China | CNE | 2.75% |
| 53 | Vietnam | CNE | 1.89% |
| 40 | South Korea | CNE | 1.43% |
| 39 | Italy | CNE | 1.39% |
| 36 | Dominican Republic | CNE | 1.29% |
| 34 | Spain | CNE | 1.22% |
| 30 | Morocco | CNE | |
| 27 | Russia | CNE | |
| 26 | United States of America | CNE | |
| 22 | France | CNE | |
| 21 | Congo Republic | CNE | |
| 19 | Ecuador | CNE | |
| 18 | Egypt | CNE | |
| 17 | Cape Verde | CNE | |
| 17 | Libya | CNE | |
| 16 | Germany | CNE | |
| 15 | Bulgaria | CNE | |
| 13 | India | CNE | |
| 13 | Canada | CNE | |
| 13 | Thailand | CNE | |
| 13 | Panama | CNE | |
| 13 | Israel | CNE | |
| 12 | Japan | CNE | |
| 11 | Angola | CNE | |
| 10 | Peru | CNE | |
| 10 | Aruba | CNE | |
| 9 | Jordan | CNE | |
| 8 | Tunisia | CNE | |
| 8 | Mexico | CNE | |
| 7 | Kazakhstan | CNE | |
| 7 | Ukraine | CNE | |
| 7 | Turkey | CNE | |
| 6 | Bolivia | CNE | |
| 5 | Uzbekistan | CNE | |
| 5 | Mali | CNE | |
| 5 | Moldova | CNE | |
| 5 | Switzerland | CNE | |
| 4 | Mongolia | CNE | |
| 2 | Chile | CNE | |
| 2 | Syria | CNE | |
| 2 | Bangladesh | CNE | |
| 2 | Cuba | CNE | |

Attachment B - IEP International Students by Country_FY 2011-2012

| | |
|---------------|-----|
| 2 Iran | CNE |
| 1 Haiti | CNE |
| 1 Costa Rica | CNE |
| 1 Philippines | CNE |
| 2798 | |

International Students by Program Reporting Year 2011-2012

| Current PGM1 | | |
|--------------------------------|-----------|---------|
| PGM1 | Frequency | Percent |
| AA: General Studies | 272 | 52.21 |
| AA: Engineering (UCF) | 39 | 7.49 |
| AS: Business Administration | 33 | 6.33 |
| Personal Interest | 21 | 4.03 |
| AS: Hospitality/Tour Mgmt | 18 | 3.45 |
| AA-ARCHIT UF | 14 | 2.69 |
| AAS: Business Administration | 12 | 2.30 |
| AS: Accounting Technology | 10 | 1.92 |
| AS: Graphics Technology | 9 | 1.73 |
| AS: Electron Eng Tech w Specl | 7 | 1.34 |
| AS-BUSMGMTA | 6 | 1.15 |
| AS: Computer Program/Analysis | 6 | 1.15 |
| AS: Culinary Management | 6 | 1.15 |
| AS: Pending Nursing, R.N. | 6 | 1.15 |
| Transient | 5 | 0.96 |
| AAS:Hospitality & Tourism Mgmt | 4 | 0.77 |
| AS: Nursing, R.N. | 4 | 0.77 |
| AA: Engineering (UF) | 3 | 0.58 |
| AS-ENTERDEST | 3 | 0.58 |
| AS: Computer Information Tech | 3 | 0.58 |
| AS: Criminal Justice Tech | 3 | 0.58 |
| AS: Digital Media Technology | 3 | 0.58 |
| AS: Film Production Pending | 3 | 0.58 |
| AS: Paralegal Studies | 3 | 0.58 |
| AA: Art Studio/Fine Art | 2 | 0.38 |
| AS: Baking and Pastry Mngmnt | 2 | 0.38 |
| AS: Bldg Constr Tech | 2 | 0.38 |
| AS: Civil/Survey Engineer Tech | 2 | 0.38 |
| AS: Computer Engineering Tech | 2 | 0.38 |
| AS: Drafting and Design Tech | 2 | 0.38 |
| AS: Film Production Technology | 2 | 0.38 |
| AS: Medical Office Adm | 2 | 0.38 |
| AS: Music Production Techn | 2 | 0.38 |
| AA-MUSIC PER | 1 | 0.19 |
| AA: Engineering (FIT) | 1 | 0.19 |
| AS-DIGMEDIA | 1 | 0.19 |
| AS-RETFOODMT | 1 | 0.19 |
| AS: Landscape and Horticulture | 1 | 0.19 |
| AS: Nursing Transition | 1 | 0.19 |

| Current PGM1 | | |
|-------------------------------|-----------|---------|
| PGM1 | Frequency | Percent |
| AS: Radiography Pending | 1 | 0.19 |
| AS: Respiratory Care | 1 | 0.19 |
| TC: Business Management | 1 | 0.19 |
| VCC: Professional Development | 1 | 0.19 |

Valencia College Institutional Research 17AUG2012 LR

International Students by Country and Program
Reporting Year 2011-2012

Table with columns for Country, Program (AS: Animal Science, AS: Applied Health Services, AS: Business Administration, AS: Business Management, AS: Criminal Justice, AS: Early Childhood Education, AS: Education, AS: Health Services, AS: Human Resources, AS: Information Systems, AS: Marketing, AS: Management, AS: Nursing, AS: Occupational Therapy, AS: Physical Therapy, AS: Recreation Management, AS: Social Work, AS: Therapeutic Recreation, AS: Veterinary Medicine, AS: Welding), and columns for counts across various categories.

Valencia College Institutional Research HAUG2012 LR

Open Doors Data

International Students: Enrollment By Institutional Type



2004/05 - 2011/12

| INTERNATIONAL STUDENT ENROLLMENTS BY INSTITUTIONAL TYPE, 2004/05 - 2011/12 | | | | | | | | | |
|--|---------|---------|---------|---------|---------|---------|---------|---------|--------|
| | 2004/05 | 2005/06 | 2006/07 | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 | % |
| Institutional Type* | Total | Total | Total | Total | Total | Total | Total | Total | Change |
| Doctorate-granting Universities | 333,041 | 330,665 | 344,141 | 371,233 | 394,614 | 420,292 | 451,122 | 486,906 | 7.9 |
| Research Universities (very high research activity) | 210,021 | 209,863 | 218,923 | 235,427 | 246,111 | 279,589 | 301,438 | 324,843 | 7.8 |
| Research Universities (high research activity) | 96,372 | 93,372 | 96,718 | 103,370 | 113,030 | 109,889 | 117,534 | 127,169 | 8.2 |
| Doctoral/Research Universities | 26,648 | 27,430 | 28,500 | 32,436 | 35,473 | 30,814 | 32,150 | 34,894 | 8.5 |
| Master's Colleges and Universities | 100,422 | 103,012 | 105,257 | 114,449 | 123,079 | 123,713 | 127,686 | 131,943 | 3.3 |
| Master's L (larger programs) | 78,518 | 79,152 | 81,370 | 90,281 | 95,445 | 102,441 | 105,110 | 107,864 | 2.6 |
| Master's M (medium programs) | 15,065 | 15,836 | 16,000 | 16,096 | 17,800 | 14,796 | 15,835 | 17,302 | 9.3 |
| Master's S (smaller programs) | 6,839 | 8,024 | 7,887 | 8,072 | 9,834 | 6,476 | 6,741 | 6,777 | 0.5 |
| Baccalaureate Colleges | 27,597 | 26,408 | 25,425 | 27,261 | 29,659 | 27,913 | 28,670 | 30,334 | 5.8 |
| Baccalaureate Colleges--Arts & Sciences | 14,713 | 13,828 | 14,043 | 15,089 | 16,105 | 15,072 | 15,454 | 16,378 | 6 |
| Baccalaureate Colleges--Diverse Fields | 9,529 | 9,328 | 8,185 | 8,967 | 10,004 | 11,436 | 11,901 | 12,670 | 6.5 |
| Baccalaureate/Associate's Colleges | 3,355 | 3,252 | 3,197 | 3,205 | 3,550 | 1,405 | 1,315 | 1,286 | -2.2 |
| Associate's | 81,869 | 80,851 | 84,061 | 86,683 | 95,785 | 92,838 | 89,853 | 87,997 | -2.1 |
| Special Focus Institutions | 21,703 | 23,458 | 23,725 | 24,179 | 27,549 | 26,167 | 25,946 | 27,315 | 5.3 |
| Faith-related Institutions | 3,757 | 3,968 | 3,781 | 3,506 | 3,504 | 2,699 | 2,464 | 2,577 | 4.6 |
| Medical Schools and Medical Centers | 3,937 | 4,040 | 3,936 | 4,020 | 4,326 | 4,274 | 4,056 | 4,383 | 8.1 |
| Health Professions Schools | 1,092 | 1,586 | 1,235 | 1,147 | 1,545 | 1,333 | 1,466 | 1,517 | 3.5 |
| Schools of Engineering | 453 | 497 | 516 | 452 | 617 | 204 | 245 | 259 | 5.7 |
| Other Technology-related Schools | 561 | 526 | 568 | 511 | 271 | 9 | 17 | 16 | -5.9 |
| Schools of Business and Management | 3,234 | 3,155 | 3,473 | 3,311 | 4,255 | 11,678 | 11,609 | 11,845 | 2 |
| Schools of Art, Music, and Design | 8,235 | 8,984 | 9,311 | 10,341 | 12,008 | 4,562 | 4,756 | 5,299 | 11.4 |
| Schools of Law | 315 | 385 | 396 | 412 | 499 | 1,226 | 1,162 | 1,252 | 7.7 |
| Other Special-Focus Institutions | 114 | 311 | 507 | 477 | 522 | 180 | 169 | 165 | -2.4 |
| Tribal Colleges | 5 | 6 | 2 | 2 | 2 | 2 | 2 | 2 | 0 |
| Unclassified | 407 | 372 | 375 | 0 | 930 | 0 | 0 | 0 | 0 |

| | | | | | | | | | |
|--|---------|---------|---------|---------|---------|---------|---------|---------|-----|
| ALL INSTITUTIONS | 565,039 | 564,766 | 582,984 | 623,805 | 671,616 | 690,923 | 723,277 | 764,495 | 5.7 |
| * Based on the 2010 Carnegie Classification of Institutions of Higher Education. | | | | | | | | | |

Suggested citation: Institute of International Education. (2012). "International Student Enrollments by Institutional Type, 2004/05-2011/12." Open Doors Report on International Educational Exchange. Retrieved from <http://www.iie.org/opendoors>

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| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|



OPEN DOORS FACT SHEET: Florida

Educational Exchange Data from *Open Doors 2012*
INSTITUTE OF INTERNATIONAL EDUCATION

| | Rank in U.S. | Total |
|---|--------------|------------------|
| FOREIGN STUDENTS IN THE STATE | #7* | 32,567 (up 9.6%) |
| ESTIMATED FOREIGN STUDENTS EXPENDITURE IN THE STATE (in millions of dollars) | | \$935.7** |

* Rankings include all 50 U.S. states in addition to Washington, D.C.

** Economic analysis produced by NAFSA: Association of International Educators based on enrollment data from *Open Doors 2012*.

www.nafsa.org/eis

INSTITUTIONS WITH THE HIGHEST NUMBER OF FOREIGN STUDENTS

| Institution | City | Total |
|----------------------------------|-------------|-------|
| University of Florida | Gainesville | 5,588 |
| Florida International University | Miami | 2,938 |
| University of Miami | Miami | 2,530 |
| University of South Florida | Tampa | 2,386 |
| University of Central Florida | Orlando | 2,101 |

LEADING PLACES OF ORIGIN FOR FOREIGN STUDENTS IN THE STATE

| Rank | Place of Origin | % Total |
|------|-----------------|---------|
| 1 | China | 16.2 |
| 2 | India | 11 |
| 3 | Venezuela | 7.3 |
| 4 | Saudi Arabia | 7.3 |
| 5 | South Korea | 4.1 |

AMERICAN STUDENTS ABROAD

| TOTAL NUMBER OF U.S. STUDY ABROAD STUDENTS ENROLLED THROUGH INSTITUTIONS IN THE STATE | 2009/10 | 2010/11 |
|---|---------|---------|
| | 8,195 | 8,470 |

STUDENTS PARTICIPATING IN U.S. DEPARTMENT OF STATE FUNDED PROGRAMS

| Exchange Program | Fulbright Program | | Gilman Program 2011/12 |
|--|-------------------|---------|---------------------------|
| | 2011/12 | 2012/13 | |
| U.S. Students from colleges and universities in the state | 41 | 100 | 103 |
| Foreign Students at colleges and universities in the state | 88 | 121 | N/A |

Source: Open Doors: Report on International Educational Exchange, published annually by IIE with support from the U.S. Department of State's Bureau of Educational and Cultural Affairs. For more information, including press releases on foreign students in the U.S. and U.S. study abroad, and FAQs, including definitions of foreign students and foreign scholars, visit www.iie.org/opendoors or contact IIE's Public Affairs office at: +1(212) 984-5360.



The Economic Benefits of International Students to the U.S. Economy Academic Year 2011-2012

NAFSA: Association of International Educators estimates that international students and their dependents contributed approximately \$21.81 billion to the U.S. economy during the 2011-2012 academic year. This conservative figure is based on tuition figures from Wintergreen Orchard House, enrollment figures from the Institute of International Education's *Open Doors 2012* report, living expenses calculated from Wintergreen Orchard House figures, and overall analysis of the data by Jason Baumgartner, Director for Information Services at Indiana University – Bloomington's Office of International Services.

NAFSA's annual economic impact analysis estimates the economic contribution international students bring to the United States to support their education. The report does not rely on a "multiplier effect." Although this might provide a more accurate estimate of actual economic impact, there is no consensus on the appropriate size of such a multiplier. NAFSA and its partners are committed to continuing efforts to improve our data and methodology. By any measure, international education makes a significant contribution to the U.S. economy.

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Join Connecting Our World: <http://www.connectingourworld.org>

Florida

Total Number of Foreign Students: 32,567

Part 1: Net Contribution to State Economy by Foreign Students (2011-12)

| | |
|--|-----------------|
| Contribution from Tuition and Fees to State Economy: | \$666,724,000 |
| Contribution from Living Expenses: | \$593,868,000 |
| Total Contribution by Foreign Students: | \$1,260,592,000 |
| Less U.S. Support of 27.0% | - \$340,913,000 |
| Plus Dependents' Living Expenses: | + \$16,032,000 |

Net Contribution to State Economy by Foreign Students and their Families: \$935,711,000

Part 2: Contribution to State Economy by Foreign Students' Dependents (2011-12)

| <i>Spouses' Contribution</i> | | <i>Children's Contribution</i> | |
|---|--------------|--|-------------|
| Percent of Married Students: | 7.8% | Number of Couples in the U.S.: | 2,527 |
| Percent of Spouses in the U.S.: | 85.0% | Number of Children per Couple: | 0.6 |
| Number of Spouses in the U.S.: | 2,527 | Number of Children in the U.S.: | 1,516 |
| Additional Expenses for a Spouse: (% of student living expenses) | 25.0% | Additional Expenses for a Child: (% of student living expenses) | 20.0% |
| Spouses' Contribution: | \$10,838,000 | Children's Contribution: | \$5,194,000 |

Net Contribution to State Economy by Foreign Students' Dependents: \$16,032,000

Part 3: Foreign Student Contribution from Tuition/Fees and Living Expenses (2011-12)

| Institution and City | # of Foreign Students | Tuition and Fees (thousands) | Living Expenses and Dependents (thousands) | Less U.S. Support (thousands) | Total Contribution (thousands) |
|---------------------------------------|-----------------------|---------------------------------|---|----------------------------------|-----------------------------------|
| Pensacola Junior College, Pensacola | 48 | \$353.5 | \$907.2 | \$68.9 | \$1,191.8 |
| University of West Florida, Pensacola | 258 | \$4,693.2 | \$3,700.5 | \$1,634.0 | \$6,759.6 |

Congressional District: 01 | Jeff Miller (R) \$7,951.4

| Institution and City | # of Foreign Students | Tuition and Fees (thousands) | Living Expenses and Dependents (thousands) | Less U.S. Support (thousands) | Total Contribution (thousands) |
|--|-----------------------|---------------------------------|---|----------------------------------|-----------------------------------|
| Florida State University, Tallahassee | 1808 | \$48,020.4 | \$31,101.7 | \$31,574.1 | \$47,548.0 |
| Gulf Coast Community College, Panama City | *** | \$31.7 | \$78.1 | \$6.0 | \$103.8 |
| Tallahassee Community College, Tallahassee | 150 | \$1,154.0 | \$2,692.3 | \$210.2 | \$3,636.2 |

Congressional District: 02 | Steve Southerland, II (R) \$51,288.0

| Institution and City | # of Foreign Students | Tuition and Fees (thousands) | Living Expenses and Dependents (thousands) | Less U.S. Support (thousands) | Total Contribution (thousands) |
|--|-----------------------|------------------------------|--|-------------------------------|--------------------------------|
| Santa Fe College, Gainesville | 228 | \$1,777.8 | \$4,021.7 | \$317.0 | \$5,482.5 |
| University of Florida, Gainesville | 5588 | \$123,711.8 | \$81,388.7 | \$90,286.6 | \$114,813.9 |
| Congressional District: 03 Ted Yoho (R) | | | | | \$120,296.5 |

| Institution and City | # of Foreign Students | Tuition and Fees (thousands) | Living Expenses and Dependents (thousands) | Less U.S. Support (thousands) | Total Contribution (thousands) |
|---|-----------------------|------------------------------|--|-------------------------------|--------------------------------|
| Jones College - Jacksonville (Arlington Campus), Jacksonville | 12 | \$200.5 | \$236.0 | \$65.5 | \$371.0 |
| University of North Florida, Jacksonville | 372 | \$5,692.9 | \$6,408.6 | \$1,714.0 | \$10,387.5 |
| Congressional District: 04 Ander Crenshaw (R) | | | | | \$10,758.4 |

| Institution and City | # of Foreign Students | Tuition and Fees (thousands) | Living Expenses and Dependents (thousands) | Less U.S. Support (thousands) | Total Contribution (thousands) |
|---|-----------------------|------------------------------|--|-------------------------------|--------------------------------|
| DeVry University - Florida, Orlando | 207 | \$3,220.9 | \$4,154.4 | \$1,127.4 | \$6,247.9 |
| Jacksonville University, Jacksonville | 122 | \$3,124.6 | \$2,000.4 | \$763.1 | \$4,361.9 |
| Congressional District: 05 Corrine Brown (D) | | | | | \$10,609.8 |

| Institution and City | # of Foreign Students | Tuition and Fees (thousands) | Living Expenses and Dependents (thousands) | Less U.S. Support (thousands) | Total Contribution (thousands) |
|---|-----------------------|------------------------------|--|-------------------------------|--------------------------------|
| Bethune-Cookman University, Daytona Beach | 87 | \$1,155.3 | \$1,481.3 | \$398.0 | \$2,238.6 |
| Embry-Riddle Aeronautical University - Daytona Beach, Daytona Beach | 873 | \$23,154.8 | \$16,080.7 | \$5,829.3 | \$33,406.2 |
| Flagler College, St. Augustine | 94 | \$1,303.5 | \$1,831.5 | \$239.0 | \$2,895.9 |
| Stetson University, Deland | 133 | \$2,741.8 | \$1,936.0 | \$666.6 | \$4,011.3 |
| Congressional District: 06 Ron DeSantis (R) | | | | | \$42,552.0 |

| Institution and City | # of Foreign Students | Tuition and Fees (thousands) | Living Expenses and Dependents (thousands) | Less U.S. Support (thousands) | Total Contribution (thousands) |
|---|-----------------------|------------------------------|--|-------------------------------|--------------------------------|
| Reformed Theological Seminary - Orlando, Oviedo | 18 | \$213.8 | \$363.8 | \$172.9 | \$404.7 |
| Rollins College, Winter Park | 211 | \$6,816.5 | \$4,479.4 | \$1,614.5 | \$9,681.4 |
| Seminole State College, Sanford | 155 | \$1,036.8 | \$3,054.5 | \$223.6 | \$3,867.6 |
| University of Central Florida, Orlando | 2101 | \$39,099.0 | \$40,817.4 | \$24,547.9 | \$55,368.6 |
| Webster University - Orlando Campus, Orlando | 61 | \$1,016.3 | \$1,005.9 | \$351.7 | \$1,670.5 |
| Congressional District: 07 John Mica (R) | | | | | \$70,992.8 |

| Institution and City | # of Foreign Students | Tuition and Fees (thousands) | Living Expenses and Dependents (thousands) | Less U.S. Support (thousands) | Total Contribution (thousands) |
|--|-----------------------|------------------------------|--|-------------------------------|--------------------------------|
| Brevard Community College, Cocoa | 169 | \$1,473.2 | \$3,263.4 | \$260.4 | \$4,476.2 |
| Florida Institute of Technology, Melbourne | 1688 | \$49,886.8 | \$32,769.0 | \$20,363.3 | \$62,292.5 |
| Congressional District: 08 Bill Posey (R) | | | | | \$66,768.8 |

| Institution and City | # of Foreign Students | Tuition and Fees (thousands) | Living Expenses and Dependents (thousands) | Less U.S. Support (thousands) | Total Contribution (thousands) |
|--|-----------------------|------------------------------|--|-------------------------------|--------------------------------|
| Lake-Sumter Community College, Leesburg | 14 | \$149.1 | \$273.4 | \$23.2 | \$399.2 |
| Valencia Community College, Orlando | 511 | \$5,120.9 | \$9,756.1 | \$816.0 | \$14,061.0 |
| Congressional District: 10 Daniel Webster (R) | | | | | \$14,460.2 |

| Institution and City | # of Foreign Students | Tuition and Fees (thousands) | Living Expenses and Dependents (thousands) | Less U.S. Support (thousands) | Total Contribution (thousands) |
|--|-----------------------|------------------------------|--|-------------------------------|--------------------------------|
| Central Florida Community College, Ocala | 110 | \$907.9 | \$2,112.2 | \$164.9 | \$2,855.2 |
| Congressional District: 11 Richard Nugent (R) | | | | | \$2,855.2 |

| Institution and City | # of Foreign Students | Tuition and Fees (thousands) | Living Expenses and Dependents (thousands) | Less U.S. Support (thousands) | Total Contribution (thousands) |
|---|-----------------------|------------------------------|--|-------------------------------|--------------------------------|
| Saint Leo University, St. Leo | 212 | \$3,938.0 | \$4,197.5 | \$1,181.2 | \$6,954.3 |
| Congressional District: 12 Gus Bilirakis (R) | | | | | \$6,954.3 |

| Institution and City | # of Foreign Students | Tuition and Fees (thousands) | Living Expenses and Dependents (thousands) | Less U.S. Support (thousands) | Total Contribution (thousands) |
|---|-----------------------|------------------------------|--|-------------------------------|--------------------------------|
| Clearwater Christian College, Clearwater | *** | \$32.5 | \$27.7 | \$9.0 | \$51.1 |
| Eckerd College, St. Petersburg | 84 | \$2,596.7 | \$1,494.8 | \$568.1 | \$3,523.4 |
| Schiller International University, Largo | 1033 | \$20,157.1 | \$20,493.4 | \$3,723.1 | \$36,927.4 |
| St. Petersburg College, St Petersburg | 297 | \$2,351.9 | \$5,392.2 | \$989.8 | \$6,754.3 |
| Congressional District: 13 C.W. Bill Young (R) | | | | | \$47,256.2 |

| Institution and City | # of Foreign Students | Tuition and Fees (thousands) | Living Expenses and Dependents (thousands) | Less U.S. Support (thousands) | Total Contribution (thousands) |
|--|-----------------------|------------------------------|--|-------------------------------|--------------------------------|
| Everest University, Tampa | 75 | \$773.3 | \$1,399.6 | \$324.0 | \$1,848.8 |
| Hillsborough Community College, Tampa | 183 | \$1,584.7 | \$3,298.1 | \$267.3 | \$4,615.4 |
| University of Tampa, Tampa | 696 | \$15,128.7 | \$12,371.5 | \$4,050.0 | \$23,450.2 |
| Congressional District: 14 Kathy Castor (D) | | | | | \$29,914.5 |

| Institution and City | # of Foreign Students | Tuition and Fees (thousands) | Living Expenses and Dependents (thousands) | Less U.S. Support (thousands) | Total Contribution (thousands) |
|---|-----------------------|------------------------------|--|-------------------------------|--------------------------------|
| Florida College, Temple Terrace | *** | \$50.1 | \$56.2 | \$15.9 | \$90.3 |
| Florida Southern College, Lakeland | 91 | \$2,444.1 | \$1,722.4 | \$623.0 | \$3,543.5 |
| University of South Florida, Tampa | 2386 | \$35,575.8 | \$42,058.1 | \$23,978.2 | \$53,655.7 |
| Congressional District: 15 Dennis Ross (R) | | | | | \$57,289.5 |

| Institution and City | # of Foreign Students | Tuition and Fees (thousands) | Living Expenses and Dependents (thousands) | Less U.S. Support (thousands) | Total Contribution (thousands) |
|---|-----------------------|------------------------------|--|-------------------------------|--------------------------------|
| Manatee Community College, Bradenton | 102 | \$858.6 | \$2,014.5 | \$156.8 | \$2,716.3 |
| Ringling College of Art and Design, Sarasota | 134 | \$4,332.3 | \$3,046.2 | \$676.2 | \$6,702.2 |
| Congressional District: 16 Vern Buchanan (R) | | | | | \$9,418.6 |

| Institution and City | # of Foreign Students | Tuition and Fees (thousands) | Living Expenses and Dependents (thousands) | Less U.S. Support (thousands) | Total Contribution (thousands) |
|--|-----------------------|------------------------------|--|-------------------------------|--------------------------------|
| South Florida Community College, Avon Park | *** | \$35.4 | \$78.1 | \$6.2 | \$107.3 |
| Warner University, Lake Wales | 39 | \$460.4 | \$547.8 | \$145.8 | \$862.4 |
| Webber International University, Babson Park | 233 | \$4,844.4 | \$3,544.2 | \$1,243.6 | \$7,145.1 |
| Congressional District: 17 Tom Rooney (R) | | | | | \$8,114.8 |

| Institution and City | # of Foreign Students | Tuition and Fees (thousands) | Living Expenses and Dependents (thousands) | Less U.S. Support (thousands) | Total Contribution (thousands) |
|--|-----------------------|------------------------------|--|-------------------------------|--------------------------------|
| Hobe Sound Bible College, Hobe Sound | *** | \$38.3 | \$137.6 | \$16.2 | \$159.7 |
| Indian River State College, Fort Pierce | 55 | \$310.5 | \$1,004.8 | \$71.9 | \$1,243.4 |
| Congressional District: 18 Patrick Murphy (D) | | | | | \$1,403.1 |

| Institution and City | # of Foreign Students | Tuition and Fees (thousands) | Living Expenses and Dependents (thousands) | Less U.S. Support (thousands) | Total Contribution (thousands) |
|--|-----------------------|------------------------------|--|-------------------------------|--------------------------------|
| Edison State College, Fort Myers | 78 | \$544.2 | \$1,266.4 | \$98.9 | \$1,711.7 |
| Florida Gulf Coast University, Fort Myers | 119 | \$3,043.7 | \$2,236.9 | \$731.3 | \$4,549.3 |
| Southwest Florida College, Fort Myers | *** | \$31.5 | \$75.9 | \$16.1 | \$91.3 |
| Congressional District: 19 Trey Radel (R) | | | | | \$6,352.4 |

| Institution and City | # of Foreign Students | Tuition and Fees (thousands) | Living Expenses and Dependents (thousands) | Less U.S. Support (thousands) | Total Contribution (thousands) |
|--|-----------------------|------------------------------|--|-------------------------------|--------------------------------|
| Northwood University - Florida Campus, West Palm Beach | 236 | \$4,334.3 | \$3,073.9 | \$867.3 | \$6,540.9 |

Congressional District: 20 | Alcee Hastings (D) **\$6,540.9**

| Institution and City | # of Foreign Students | Tuition and Fees (thousands) | Living Expenses and Dependents (thousands) | Less U.S. Support (thousands) | Total Contribution (thousands) |
|--|-----------------------|------------------------------|--|-------------------------------|--------------------------------|
| St. Vincent de Paul Regional Seminary, Boynton Beach | 14 | \$151.0 | \$273.7 | \$139.5 | \$285.1 |

Congressional District: 21 | Ted Deutch (D) **\$285.1**

| Institution and City | # of Foreign Students | Tuition and Fees (thousands) | Living Expenses and Dependents (thousands) | Less U.S. Support (thousands) | Total Contribution (thousands) |
|---|-----------------------|------------------------------|--|-------------------------------|--------------------------------|
| Art Institute of Fort Lauderdale, Fort Lauderdale | 190 | \$3,419.1 | \$2,236.8 | \$513.0 | \$5,143.0 |
| Broward College, Fort Lauderdale | 507 | \$3,570.6 | \$8,976.3 | \$685.5 | \$11,861.3 |
| Florida Atlantic University, Boca Raton | 896 | \$16,156.2 | \$16,921.3 | \$9,671.3 | \$23,406.2 |
| Lynn University, Boca Raton | 463 | \$13,287.3 | \$10,322.2 | \$5,606.1 | \$18,003.5 |
| Palm Beach Atlantic University, West Palm Beach | 135 | \$2,312.5 | \$2,208.6 | \$675.5 | \$3,845.7 |
| Palm Beach Community College, Lake Worth | 248 | \$1,351.2 | \$4,552.4 | \$322.4 | \$5,581.2 |

Congressional District: 22 | Lois Frankel (D) **\$67,840.9**

| Institution and City | # of Foreign Students | Tuition and Fees (thousands) | Living Expenses and Dependents (thousands) | Less U.S. Support (thousands) | Total Contribution (thousands) |
|---|-----------------------|------------------------------|--|-------------------------------|--------------------------------|
| Nova Southeastern University, Fort Lauderdale | 1100 | \$20,314.3 | \$18,185.4 | \$14,569.7 | \$23,930.1 |

Congressional District: 23 | Debbie Wasserman Schultz (D) **\$23,930.1**

| Institution and City | # of Foreign Students | Tuition and Fees (thousands) | Living Expenses and Dependents (thousands) | Less U.S. Support (thousands) | Total Contribution (thousands) |
|--------------------------------------|-----------------------|------------------------------|--|-------------------------------|--------------------------------|
| Barry University, Miami Shores | 442 | \$12,345.4 | \$9,110.7 | \$5,776.1 | \$15,680.0 |
| St. Thomas University, Miami Gardens | 254 | \$6,631.7 | \$3,991.3 | \$1,676.2 | \$8,946.8 |

Congressional District: 24 | Frederica Wilson (D) **\$24,626.8**

| Institution and City | # of Foreign Students | Tuition and Fees (thousands) | Living Expenses and Dependents (thousands) | Less U.S. Support (thousands) | Total Contribution (thousands) |
|-----------------------------------|-----------------------|------------------------------|--|-------------------------------|--------------------------------|
| Florida National College, Hialeah | 104 | \$1,053.6 | \$2,094.6 | \$182.0 | \$2,966.2 |

Congressional District: 25 | Mario Diaz-Balart (R) **\$2,966.2**

| Institution and City | # of Foreign Students | Tuition and Fees (thousands) | Living Expenses and Dependents (thousands) | Less U.S. Support (thousands) | Total Contribution (thousands) |
|---|-----------------------|------------------------------|--|-------------------------------|--------------------------------|
| Florida International University, Miami | 2938 | \$57,982.3 | \$65,414.2 | \$39,455.7 | \$83,940.8 |

| | | | | | |
|---|-----------------------|------------------------------|--|-------------------------------|--------------------------------|
| Miami-Dade College, Miami | 1649 | \$16,751.1 | \$40,542.2 | \$3,131.0 | \$54,162.3 |
| Congressional District: 26 Joe Garcia (D) | | | | | \$138,103.1 |
| Institution and City | # of Foreign Students | Tuition and Fees (thousands) | Living Expenses and Dependents (thousands) | Less U.S. Support (thousands) | Total Contribution (thousands) |
| University of Miami, Coral Gables | 2530 | \$81,874.1 | \$59,618.7 | \$35,310.9 | \$106,181.9 |
| Congressional District: 27 Ileana Ros-Lehtinen (R) | | | | | \$106,181.9 |

Methodology: How We Compute Economic Impact (November 2012)

We define economic impact as the amount of money that foreign students collectively bring into the United States to pay for their education and to support themselves while they (and in some cases, their families) are here. The goal of our economic impact formula is to use data already collected for other purposes to provide a reasonable estimate of the economic resources that foreign students import to the United States to support their education here each year.

The data sets used for these reports come from two sources:

1. The Institute of International Education's *Open Doors 2012* report, funded by the U.S. Department of State's Bureau of Educational and Cultural Affairs, provides numbers of international students enrolled at colleges and universities throughout the United States during the 2011-12 academic year. In many cases, this data provide separate totals for undergraduate, graduate, and non degree students. (<http://www.iie.org/opendoors>)
2. Wintergreen Orchard House, a major database compiler, provider, and publisher of education data, provides cost figures for tuition, living, and miscellaneous expenses at U.S. colleges and universities for the 2011-12 academic year. (<http://www.wintergreenorchardhouse.com/>)

The extensive data provided by these two sources (which collect it directly from surveys of the institutions involved) allow us to make our estimates sensitive to differences between institutions. However, there are still areas where our estimates and formulas could be improved. For example, we compute economic impact only for students reported in the *Open Doors* report. Colleges and universities that do not provide information to the Institute of International Education are not represented. Also, enrollment reports represent peak enrollment, and not necessarily enrollment levels throughout the year.

Estimating Expenses

Tuition, fees, living expenses, and dollar estimates are derived from Wintergreen Orchard House's data collected on surveys completed by institutions every year. We try to make our calculations sensitive not only to differing costs at institutions, but differing costs for ESL students, undergraduates, graduate students, and students on practical training.

1. Undergraduates and English Language Programs: The number of undergraduate students at an institution is specified by *Open Doors* data. Wintergreen Orchard House's data provide undergraduate tuition and fee amounts, on-campus room and board amounts, and miscellaneous expenses. These categories are sometimes broken down into averages for international, out-of-state, flat rate, and in-state students. When multiple averages are available, we choose averages in the order given above.
2. Graduate Students: The number of graduate students at an institution is specified by *Open Doors* data. Wintergreen Orchard House's data provide graduate tuition and fee amounts, on-campus room and board amounts, and miscellaneous expenses. If there are

no differentiated graduate expenses provided by an institution in the Wintergreen Orchard House's data, then the undergraduate expenses would be applied.

Note: For this cycle, Wintergreen Orchard House was unable to provide updated graduate expenses for the 2011-12 academic year. Therefore an estimated percentage increase was applied based upon the 2010-11 graduate expenses for a derived 2011-12 graduate expense for each institution.

3. Students on Practical Training: We assume these students earn enough in their U.S. jobs to pay living and educational expenses for the year, and so import no funds for their support. Therefore, net economic impact of students in practical training is zero.

Economic impact of an international student equals tuition and fees, plus room and board, plus miscellaneous figured at 50 percent of room and board, less U.S. support. We assume: (a) that spring enrollment figures are the same as the fall figures reported, (b) that all students are enrolled full time for two semesters or three quarters a year, and (c) that students live on campus for the full year. The miscellaneous expenses, enumerated in Wintergreen Orchard House's data, average about 40 percent of room and board expenses. We use a 50 percent figure as an approximation that includes all extra expenses except for travel.

Estimating U.S. Support

The *Open Doors* survey asks schools to report the percentage of their students who are self-funded, the percentage that have U.S. source income, etc. The U.S. support percentage includes funding from a U.S. college or university, the U.S. Government, a U.S. private sponsor or current employment. For this analysis the percentages are calculated based upon the institution's Carnegie classification and the academic career of the student. For example, this process will differentiate the level of support between undergraduates and graduates at a particular research institution while it also differentiates a baccalaureate-classified institution from an associate's-classified institution.

Individual Institution Enrollment Figures

For institutions with fewer than 10 international students enrolled, enrollment totals are suppressed for confidentiality reasons. In the reports, this is indicated by three asterisks (***)

Note about Fluctuations: There may be fluctuations between the overall enrollment and the overall economic impact totals on the national, state, congressional district, or institution level. This is due to several variables that comprise the economic impact amount. For example, an institution could have a slight decrease of international students with a slight increase in tuition and living expenses, resulting in an overall increase in economic impact. Another institution could have an overall increase in their international student population, but with a different mix of undergraduates, graduates, and those on practical training. That mix could result in a lower economic impact, as graduate students generally receive more university funding and those on OPT have a zero impact on the economic impact value. All these variations are accounted for within the overall analysis.



**International Education Marketing Plan-Fiscal Year 1213
August 6, 2012**

I. Background

In the spring of 2011, individuals from Academic Affairs, Student Affairs and Continuing Education worked together collectively to create a plan for International Education at Valencia. The plan outlined six strategic goals for the college. The Marketing and Strategic Communications department was asked to assist, specifically, with Goal Five: Increase International Student Enrollment. This goal aims to increase the number of international students enrolled at Valencia from 2258 to 2650 by 2016.

The strategic plan for international education was used to guide the recommendations outlined for international marketing. From data included in the strategic plan (see Table A: Top Countries of Origin for SEVIS Students), the following countries were identified as key areas of interest:

- | | |
|--------------|----------------|
| 1. Venezuela | 6. Morocco |
| 2. Brazil | 7. South Korea |
| 3. Columbia | 8. China |
| 4. Bahamas | 9. India |
| 5. Vietnam | 10. Japan |

For the purpose of Goal Five, the primary audience is potential international students residing in the above countries who are looking to study in the United States. There is a secondary audience, educational advisors, who should be made aware of Valencia College and its offerings to international student and will serve as a vehicle to reach students in their countries.

II. Current Marketing

To develop a recommendation for international marketing in support of Goal Five: Increase International Student Enrollment, all current international marketing efforts should be evaluated. An initial review has been conducted and is outlined below.

Current Collegewide Advertising

| Ad Placement | Timeframe | Cost |
|--|----------------------|------------|
| Study in the USA Magazine - Latin America/Spain | Yearly - 1/2 Page BW | \$1,485.65 |
| Study in the USA Magazine - Northeast Asia | Yearly - 1/2 Page BW | \$1,485.65 |
| Study in the USA Magazine - Portugal | Yearly - 1/2 Page BW | \$1,485.65 |
| Study in the USA Online - English | Yearly - Silver | \$1,350.59 |
| Study in the USA Online - Spanish | Yearly - Silver | \$627.06 |
| Study in the USA Online - Portuguese | Yearly - Silver | \$627.06 |
| Study in the USA Online - Japanese | Yearly - Silver | \$627.06 |
| Study in the USA Online - Korean | Yearly - Silver | \$627.06 |
| AACC International international.aacc.nche.edu communitycollegesusa.com Profiles Print Magazine | Featured Listing | \$3,150.00 |
| InternationalStudent.com | Web Listing | No cost |
| FPP Media | Web Listing | No cost |
| ICEF Language Learning.net | Web Listing | No cost |



Current Collegewide Collateral Materials

| Collateral Piece | Quantity | Cost |
|---------------------------------------|----------|---------|
| Brochure Packet | 1,000 | \$1,400 |
| International Student Services Insert | 1,000 | \$500 |
| Facts about Valencia Insert | 1,000 | \$400 |
| Start at Valencia Brochure | 6,500 | \$2,400 |
| Guaranteed Admission | 2,500 | \$1,150 |
| Intensive English Program Brochure | 15,000 | \$2,500 |
| Intensive English Program Poster | 5,000 | \$1,250 |

III. Recommended Marketing

The focus of Valencia’s international marketing will be to get information about Valencia College, its programs and the destination of Orlando in the hands of educational advisors for distribution to students as well as deliver the information directly to potential students through the Internet and advertising. Advisors operate in offices around the world and help match students with educational institutes at no budgeted cost to the institution. The Internet is also a vital resource as international students often begin their research with Internet searches.

A budget of \$20,000 has been established for the marketing portion of Goal Five. This amount is in addition to the funds already allocated each year for advertising by Continuing Education (totaling \$8,313).

a. Advertising

International advertising will promote all Valencia programs and pathways to potential international students including the F-1 and J visa programs, degree programs, transfer options and guaranteed admission, the Intensive English Program, English for Academic Purposes, International College Program and the Honors Program. Emphasizing pathways will help communicate a holistic message and ensure that Valencia is positioned as a viable option for study to a variety of students.

| Outlet | Placement | Rate | Total Cost |
|--|--------------------|---|---------------------|
| Print | | | |
| Study in the USA <ul style="list-style-type: none"> ▪ Latin America/Spain (35,000 distribution) ▪ Northeast Asia (25,000 distribution) ▪ Portugal (35,000 distribution) ▪ Southeast Asia (30,000 distribution) ▪ Japan (25,000 distribution) ▪ Middle East (50,000 distribution) | Full page, color | \$2,500 each \$4,316 covered in CE plan *\$4,825 in discounts applied from Study in the USA | \$5,829* |
| Profiles (AACC) | Listing in catalog | \$3,150 | Already Established |
| ICEP Educator Catalog <ul style="list-style-type: none"> ▪ North American Workshop | ½ ad | \$800 | \$800 |
| FPP Print Expo Catalog <ul style="list-style-type: none"> ▪ Latin America ▪ Brazil | ½ page ad | \$750 (Latin America) \$650 (Brazil) | \$1,400 |

| Online | | | |
|--|--|--|---------------------------------|
| Study in the USA Online ▪ English ▪ Spanish ▪ Portuguese ▪ Japanese ▪ Korean (500,000 total unique visitors each month) | Continue current profiles | English profile \$1,400 \$650 each additional profile | No additional cost from CE plan |
| Study in the USA Online ▪ Chinese ▪ Arabic ▪ Vietnamese (500,000 total unique visitors each month) | Increase translated profiles | \$650 each | \$1,950 |
| US Journal of Academics ▪ English (32,000 unique visitors each month) | Establish a presence with website profiles | \$1,195 (profile) \$695 (one external link/banner) | \$1,890 |
| Study in America (AACC) | Continue current profile | | Included in above AACC cost |
| Total | | | |
| | | | \$11,869 |

b. Collateral

Develop a comprehensive international recruitment piece or package that promotes the college's international program as a whole. Messaging will follow the same guidelines as outlined for the advertising portion of the plan. Collateral pieces will be designed to align with materials used by International Student Services and Continuing Education once students arrive at Valencia.

1. Recruitment piece
2. Contact Cards

The goal will be to distribute all collateral pieces within a two-year timeframe. The plan for distribution is as follows:

- Distribute during international recruitment trips (1,000 per trip)
- Distribute as part of international calling campaigns (quantity TBD)
- Mail to educational advisors (approximately 3,000 brochures each mailing)
- Distribute as needed to potential international students via the student service centers

c. Website

As recruitment efforts for international students increase, the valenciacollege.edu/international website will serve as a hub for information to agents and prospective students. All material requests above should be available on the website.

It will also be vital that the website appears in web searches, includes all international program information and is easy to navigate. The Center for Global Languages website should be integrated into valenciacollege.edu and linked through the valenciacollege.edu/international website.

Additional web programs may be considered to assist in lead generation of prospective international students.



Overall Budget Breakdown

| Initiative | Quantity/Timeframe | Overall Cost |
|--------------------|-----------------------|-----------------|
| Advertising | Yearly Commitment | \$11,869 |
| Collateral | TBD | \$8,000 |
| Website | TBD (lead generation) | TBD |
| Total | | \$19,869 |
| Contingency | | \$131 |

IV. TIMELINE

Below is a recommended timeline for creative development of the ads and collateral that will be created as outlined in the above marketing plan.

| | |
|--|--|
| Begin Creative and Messaging Development | October 2011 |
| Study in the USA Ads Due | March 2012 (for inclusion in the 2013 edition) |
| Confirm additional Ad placement | March 2012 |
| Collateral Piece Complete | May 2012 |

**TABLE A:
Top Countries of Origin for SEVIS Students:**

| United States | Valencia Degree Programs | Valencia Intensive English Program |
|----------------|--------------------------|------------------------------------|
| 1. India | 1. Venezuela | 1. Venezuela |
| 2. China | 2. Brazil | 2. Saudi Arabia |
| 3. South Korea | 3. Bahamas | 3. Columbia |
| 4. Canada | 4. Vietnam | 4. Brazil |
| 5. Japan | 5. Morocco | 5. Libya |
| | 6. China | 6. South Korea |

Attachment I - NAFSA's Advertising Do's and Don'ts

Do...

- Keep your text brief (use bulleted items instead of sentences).
- Motivate students to ask for information.
- Keep web screens short.
- Spell out state names.
- Because “college” means high school in many countries, use terms like “university-level education.”

Don'ts...

- Use American slang.
- Limit maps to just one state, show a region or the entire country.
- List all degrees, just the most popular ones.
- Show pictures containing students with just one ethnic group.
- Use time-date information. Instead, say “Early May to late June” rather than 5/2/13-6/3-/13.
- Use photos of classes on the campus lawn, with

Source: NAFSA's Guide to International Student Recruitment, 2nd. Ed., p. 73.

Introducing the ISB, ISB Scope and ISB QuickView

International student feedback designed for your needs – and your budget

i-graduate has pioneered the use of insight from students to help institutions optimize their development strategy and improve their programs. We have developed new ways to compare programs through benchmarking the satisfaction levels of international students. From its beginning in 2005, i-graduate has conducted the International Student Barometer (ISB) in 24 countries, provided over 700 institutions with vital competitive insight and collected data from more than 1.4 million students. The ISB is now the largest international student survey in the world.

To date 85 Colleges and Universities in North America have participated in the survey, and now we want to offer even more institutions the opportunity to discover the significant benefits of being able to access robust, reliable quantitative student feedback data benchmarked against national and international comparator institutions.

We recognize that in educational systems as varied as those in North America, we should provide a tailored service that delivers powerful, cost-effective insight in keeping with the differing aims of each institution. We understand that there are different objectives around international student enrollments; different traditions of student support services and very different budget levels: all of which need a suitably differentiated International Student Barometer.

We are very pleased to announce the launch of two additional international student survey tools - ISB Scope and ISB QuickView.

We will continue to offer the full ISB to institutions with international student populations of 800 or more, but we have taken the best parts of what the ISB offers to develop these two new tools for institutions in North America based on size of international student enrollments. The key features of what we do are provided with all three ISB versions – a confidential service designed by international education experts that involves minimum administrative burden and offers maximum insight.

All three versions of ISB will provide you with similar invaluable insights to optimize:

- Understanding how best to attract specific international students
- Understanding what steps are most likely to retain international students
- Identifying successful learning and living experiences on campus
- Identifying your institution's strengths and weaknesses in different parts of the world
- Developing focussed communication to your students
- Initiating competitive enrollment management strategies
- Allocating precious resources to the right places, and making important investment decisions effectively
- Advocating for international student services on campus

The International Graduate Insight Group (i-graduate) is the world leader in customer insight for international education, tracking and benchmarking student and stakeholder opinion across the globe. Our purpose is to help international educators to enhance competitive advantage and quality. Operating independently and reporting in confidence internationally, we focus exclusively on the delivery of world-class insight tools and studies. Our customers and partners are 1,300 of the world's leading universities and colleges, plus governments and government agencies in 24 countries.



i-graduate

INTERNATIONAL INSIGHT

ISB Scope has been developed for institutions with international student populations between 400 and 799. We will offer swift feedback on all the standard measures, benchmarking results and analysis by study level and nationality.

We are convinced that the ISB Scope will serve as a critically important tool for those who want to become more competitive in international student recruitment, to grow their international student populations, and serve their international students well on campus.

ISB QuickView is offered for institutions with international student populations under 400. In this group are institutions whose international student populations are a small but growing part of a larger campus. Included as well are those whose overall populations are small and in the case of liberal arts colleges, for example, provide an experience which focuses on the quality of personal interaction.

ISB QuickView provides you with an opportunity to demonstrate the value of these approaches through measuring international student satisfaction. The ISB QuickView service has been carefully developed to enable us to offer it at a very accessible price of US\$2,500. For this we will provide full summary reporting as well as a category report and overview.

The ISB

International student population: 800+

- Customized questionnaire
- Personal account manager
- Results benchmarked against competitor groups, national and international indices
- Detailed analysis by school/division, campus discipline, level of study and nationality
- Ranking sheet and ranking grid
- Verbatim comments from students
- Global mapping
- Face-to-face presentation on campus by an experienced international education professional

\$8,000 (based on a 3 year contract)

ISB Scope

International student population: 400-799

- Default questionnaire developed for your market
- Results benchmarked against national and international indices
- Detailed analysis by level of study and nationality
- Ranking sheet
- Verbatim comments from students
- Results delivered via webinar tool by an experienced international education professional

\$5,000 (based on a 3 year contract)

ISB QuickView

International student population: less than 400

- Default questionnaire & single survey data collection point
- Fast registration and results reporting
- Summary sheet of main findings
- Benchmarking against national and international indices
- Sector overview report aggregating results from all participating institutions
- Results delivered via email

\$2,500 (for a single survey)

For more information

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INTERNATIONAL INSIGHT