



Strategic Plan for International Education 2011-2016

VALENCIA

Finalized: 11/01/2011

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I. Executive Summary

In the spring of 2011, individuals from Academic Affairs, Student Affairs, and Continuing Education worked collectively to create this *Strategic Plan for International Education at Valencia* with one primary purpose:

To create globally competent citizens of the 21st century with the necessary knowledge, abilities, and opportunities to thrive in an ever-increasing, interdependent world.

After gathering input from college stakeholders, six strategic goals were identified to be completed over the next five years:

- 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

Defined broadly, the “curriculum” is the blueprint through which student learning takes place and includes both “in course” and “outside of course” learning experiences. All of the goals in this plan contribute to the design of curricular experiences that contribute to international program learning outcomes and are a “means to an end” of achieving our stated purpose above.

This plan is intended to be useful to the campus presidents in their leadership and development of campus plans as they relate to international education. In addition, in order to keep focused attention and momentum for the implementation of this plan, a committee will be formed to include representatives from all college stakeholders (see **Appendix A: International Education Steering Committee**). The charge of this committee is to use the plan as a basis to move the work forward, monitor progress, and assess the effectiveness of the work. Committee members will be expected to become knowledgeable about international education trends and opportunities in order to advise and inform the direction of international education at Valencia. This committee will produce an annual report with revised timelines and objectives to share the progress of the plan to the College Learning Council from year to year.

II. 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 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 overseas that include the Netherlands, Denmark, Brazil, Paraguay, England, Colombia, and Ecuador, to name a few.

As part of these continued efforts, we will begin the work of enhancing the curricula by asking ourselves what skills our students need to be sufficiently prepared to study, work, and live in an ever-changing, multicultural, global community in the 21st century. The Association of American Colleges and Universities published a paper titled *College Learning for the New Global Century* (see **Appendix B** for details). This work outlines the following critical learning outcomes identified by educators and employers about the kinds of learning needed for our students to be successful in today's environment and beyond. There is an infusion of global concepts into the outcomes that go across the curriculum as stated in the article:

1. *Knowledge of human cultures and the physical and natural world* through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. This will be achieved with focused and engaging big questions that are both contemporary and enduring.
2. *Intellectual and practical skills*, including inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, and teamwork and problem solving. This will be achieved through extensive practice across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.
3. *Personal and social responsibility*, including local and global civic knowledge and engagement, intercultural knowledge and competence, ethical reasoning and action, and foundations and skills for lifelong learning. This will be anchored through active involvement with diverse communities and real-world challenges.
4. *Integrative learning*, including synthesis and advanced accomplishment across general and specialized studies. This will be demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.

These learning outcomes complement Valencia's General Education outcomes and Core Competencies and will be used as we internationalize the curricula. International education is critical for our students as it serves to prepare them for life and careers in an increasingly interdependent world and contributes to their personal growth. Students gain a wider perspective on their own world and what being American and a world citizen really means as they explore other cultures and customs. They learn empathy and appreciation for those who are different and achieve a greater understanding of their own cultural values and biases.

The purpose of this strategic plan is to provide a roadmap to achieve the following goals:

- 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 and Faculty Exchange Opportunities
- GOAL 5: Increase International Student Enrollment
- GOAL 6: Integrate International Students into the College and Local Community

Defined broadly, the “curriculum” is the blueprint through which student learning takes place and includes both “in course” and “outside of course” learning experiences. All of the goals in this plan contribute to the design of curricular experiences that contribute to international program learning outcomes and are a “means to an end” of achieving our stated purpose above.

There is a clear connection between the goals related to international education and Valencia’s four Strategic Plan goals:

1. Study abroad and internationalization of the curriculum are directly linked to **Goal 1: Build Pathways** as they create opportunities for students to develop and achieve their personal aspirations. They also enable students to compete successfully in the Central Florida economy and beyond. These experiences may also be the foundation upon which a new academic or career path is discovered.
2. In examining **Goal 2: Learning Assured**, it is important to recognize the outstanding work that some faculty have done in relation to study abroad and the beginning steps of internationalization of the curriculum. All study abroad programs must now be tied to an academic course, and stringent guidelines have been put into place that define how the coursework and host country location will be integrated into a truly intercultural learning experience for students.
3. A third connection to the Strategic Plan is **Goal 3: Invest in Each Other**. In June 2010 Valencia was approved to issue J visas under the Exchange Visitor Program. This will allow for the exchange of ideas, techniques, and knowledge of foreign and domestic students, faculty, and short-term scholars. Faculty who lead short-term study abroad experiences also benefit in their own professional development
4. **Goal 4: Partner with the Community** is reflected in the international education goals in that we propose to connect our international students with businesses and associations in the Central Florida community, we will partner with international associations in the community to strengthen our international opportunities for Valencia students and faculty, and finally, we will create international internship experiences for our domestic students.

The following pages outline the specific objectives to accomplish each goal along with time frames, and assessment measures. See **Appendix C: Study Abroad and International Student Services SWOT Analyses** for the Strengths, Weaknesses, Opportunities, and Threats identified for this strategic plan, from which the specific goals and objectives were developed.

III. GOAL 1: REVIEW AND ENHANCE THE CURRICULA

GOAL STATEMENT: Work with deans and faculty to review and enhance the curriculum with global concepts across all disciplines to prepare our students to be competent global citizens in the 21st century and beyond.

Introduction. Internationalization of Valencia courses is one way to achieve the much broader strategic initiative of increasing and improving international education at Valencia. While this may seem like an enormous undertaking, there are many ways in which we can engage our students to prepare them to be globally competent citizens in the 21st century. The first thought that comes to mind for many to internationalize the curriculum may be to create a study abroad experience for students, but since only one percent of U.S. college students study abroad, how do the other ninety-nine percent of our students achieve this same goal? The answer lies in having multiple approaches across all subject areas to have a more far-reaching impact on our student body.

The first step will be to invite faculty, deans, students, administrators, and staff from all college constituencies into conversations about international education and internationalization of the curriculum. It is important to understand that the intent is not for faculty to simply add *yet another thing* to their existing course outlines or for everyone to create a customized study abroad experience, but rather to find ways to expose all of our students to different countries, cultures, values and belief systems, and political and economic systems both inside and outside of the classroom, through local and international learning activities at some point in their academic career at Valencia. Because the majority of our students will never venture beyond the U.S. border for a variety of reasons, we need to concentrate our efforts on making these experiences available to the student body at large in a variety of ways. While some courses are already inherently *internationalized* such as humanities and foreign language courses, there are many others that will need research and further instructional design in order to achieve this goal. Those faculty members are the content experts and may need training as it pertains to internationalization and intercultural training. If all faculty at Valencia share the same vision related to this goal, they can transform their subject matter to have a more global reach for all Valencia students.

Objectives to Meet This Goal. The following table outlines the recommended objectives and time frames to achieve this goal.

Objectives	Time Frame	Comments
1.1 Create a college-wide steering committee with representation from all college stakeholders to oversee and report out on the implementation of this plan; create working principles to guide this work.	Fall 2011	<p>The creation of this committee will create a collaborative structure to bring all academic programming related to international education together to include the work being done on internationalization of the curriculum, study abroad, student and faculty exchange programs, and visiting international professors and short-term scholars.</p> <p>It was decided that the pre-existing SAGE Advisory Committee would change in terms of name, membership and scope to not create an additional committee. See Appendix A: International Education Steering Committee.</p>

Objectives	Time Frame	Comments
<p>1.2 Create surveys/needs assessments to gather more information on what we are currently doing in the field of international education at Valencia.</p>	<p>2012</p>	<p>This work will include the following:</p> <ul style="list-style-type: none"> • Survey faculty and students to find out what <i>internationalization of the curriculum</i> means to them; • Survey faculty on courses that already include global concepts; • Find out what local, regional, national, and global employers are looking for as it relates to international education and what qualities would make students more marketable to them; • Survey the member institutions of the Florida Consortium of International Educators (FCIE) and other U.S. institutions to learn what they are doing and share ideas. • Establish a strong working relationship with academic deans and faculty in foreign languages and English as a Second Language programs, International Student Services, and international students in order to find synergies for curricular and co-curricular development work. <p>Once this survey is conducted and the needs assessment is complete, the objectives of this plan will be reviewed and adjustments made as needed.</p> <p>A database is in development to track curriculum ideas related to internationalizing the curriculum to make available to all faculty.</p>
<p>1.3 Create a marketing and communication plan for international education at Valencia.</p>	<p>2012</p>	<p>See Appendix D: SAGE Marketing and Communication Plan 2011-2012. Use this as a starting point to expand it to be inclusive of the goals of this plan and to ensure that all college stakeholders are aware of these initiatives and professional development opportunities.</p>
<p>1.4 Identify program or degree tracks where a study abroad or international internship component could be added as an option for students; integrate these experiences seamlessly into the curriculum.</p>	<p>2012</p>	<p>Not all courses may lend themselves to study abroad, but we should make this option available at some point in each degree track program; e.g., a culinary program in Italy, a manufacturing program in Germany, an environmental science program in Ecuador.</p> <p>This work would be done in collaboration with faculty, program chairs, academic deans, AVPs, Workforce Services, and campus presidents.</p>

Objectives	Time Frame	Comments
1.5 Research Endowed Chairs and grant opportunities to fund activities related to internationalization of the curriculum.	2012-2013	More funding is critical for the growth of this initiative. With budgets that are not increasing, the Endowed Chairs and grant opportunities are our only resources.
1.6 Create professional development opportunities and tools for faculty to increase their knowledge of methods to integrate study abroad and/or global learning concepts into the curriculum.	2012-2013	<p>See Appendix E: Professional Development Opportunities in International Education. To achieve this goal, the SAGE office working in partnership with Faculty Development will ask faculty trained in intercultural communication and that have study abroad experience to help develop and/or deliver the workshops. Opportunities must also be created for faculty as it pertains to intercultural communication and internationalization of the curriculum: conference attendance, stipend payments* to create/modify curriculum, study abroad mentoree opportunities, and create education abroad and intercultural communication workshops for faculty. A plan is needed that allows faculty to share information that they obtain with colleagues college-wide. Part of this plan will include the development of a comprehensive toolkit wiki for internationalizing the curriculum where faculty can contribute and exchange ideas electronically.</p> <p>(*The SAGE budget has funds for stipends and faculty exchanges. An application process and guidelines have to be established for the award of funds.)</p>
1.7 Identify the top 20 enrolled General Education courses across the curriculum to see where we can infuse global concepts into the existing curricula or modify existing course outlines.	2012-2013	All course modifications will follow existing college procedures related to curricula. As a complement to this work, the Curriculum Committee will discuss whether to add " <i>internationalizing the curriculum</i> " to its strategic objectives in order to ensure that there is alignment and communication among all vested groups involved in this work.
1.8 Leverage other college resources and in the wider college environment that contribute to the globalization and internationalization of the curriculum and college experience.	2012-2013	Resources to meet this objective include: library collections, International Speakers Bureau, Visions & Voices, The Learning Center, SkillShops, Student Clubs and Activities (Muslim Student club has had several activities to share cross-cultural understanding and communication), Student Development, and the J Exchange Visitor Program Committee.

Objectives	Time Frame	Comments
1.9 Devise mechanisms to examine the effectiveness of criteria used to evaluate internationalization across the curriculum.	2012-2013	Work with the office of Academic Learning Support to achieve this objective. Example mechanisms include: Flashlight surveys, Best Practices Forum, wikis, textbook selections, course objectives, College-wide events, clubs, class projects (reading assignments, writing assignments, research projects, presentations, debates, examine current event viewed from various global perspectives, etc.).
1.10 Create curriculum materials from study abroad programs that can be repackaged and infused into a variety of U.S. classroom courses.	2012-2014	Materials would include visuals, realia (authentic host country materials), readings, etc. A database is being created to house this information to be made available to all faculty.
1.11 Take advantage of international experiences locally by incorporating cocurricular activities to these places;	2012-2014	This would be one of several recommended options for faculty to internationalize their curriculum. Examples include: Holocaust museum, Brazilian Chamber of Commerce, Orlando World Trade Center, the Holy Land, film festivals, etc.
1.12 Create a cross-cultural assessment plan for students to evaluation the overall effectiveness of our internationalization efforts.	2012-2016	This plan will include the following: <ul style="list-style-type: none"> • Identify the tool to be used, either the International Dimensions Inventory (IDI) or the Global Perspectives Inventory (GPI). • Identify a cohort of students to be assessed for pre- and post-work. • Evaluate the results and make changes to Goal 1 as needed.
1.13 Identify the courses that already have global learning concepts and review the assessment methods to measure progress.	2013-2015	This work will be done with faculty, program chairs, academic deans, campus presidents, and the office of Academic Learning Support. Modifications to the curriculum and/or assessment methods will made based on the results.
1.14 Create new courses and/or certificate programs that focus on international education.	2014-2016	This is a recommendation for future program development. Grant opportunities should be researched to fund this work.
1.15 Create a series of international guest speakers with topics that directly link to the international education learning outcomes.	2014-2016	This would be collaborative work between Academic Affairs, Student Affairs, and Continuing Education. It will also connect to the work being done in the Peace and Justice initiative.

Assessment Measures. The measures outlined in the table below will help us verify whether or not we are completing our objectives and achieving the goal. Some of the measures have baseline data, but others do not. We will use this information as the starting point to gauge our progress:

Measure	2010-11 Baseline	3-Year Target	5-Year Target
Number of courses and program areas with study abroad or other international education concepts	Unknown	10 courses	20 courses
Number of global concepts, ideas, learning objects, and modules in the International Education database (toolkit)	0	10 objects	20 objects
Number of professional development courses offered to deans and faculty pertaining to internationalization of the curriculum	3	6	9

IV. GOAL 2: INCREASE SHORT-TERM STUDY ABROAD

GOAL STATEMENT: Increase the number of students on short-term, faculty-led programs, and increase the number of student scholarships awarded for those in financial need.

Introduction. In the spring of 2008 the implementation of all study abroad programs was brought under the Study Abroad and Global Experiences (SAGE) office to formalize and coordinate. In the summer of 2009 the SAGE Review Team was established to re-examine the processes and procedures of the office. The team included Drs. Karen Borglum, Maryke Lee, Falecia Williams, and Silvia Zapico. As a result of this work, the Director of SAGE was hired in the fall of 2010, Jennifer Robertson. For a complete and detailed history, see **Appendix F: SAGE Program History and Processes Report 2009** and **Appendix G: Building the SAGE Office.**

Over the last decade, the term *study abroad* has morphed into the more global concept of *education abroad* meaning that the experience could be for study, work, internship, service learning, or volunteerism. Programs differ by mission, duration, degree of cultural integration, size, and location, so students can surely find a program that will fit their academic and/or career goals. Unfortunately, only about one percent of the total U.S. undergraduate college population studies abroad. The current trend over the last decade has been a movement of more students participating in short-term study abroad rather than semester programs due to time and financial constraints.

One of the goals of this strategic plan is to increase the number of students on Valencia short-term, faculty-led programs. The short-term study abroad programs that Valencia has sponsored are stand-alone 3-credit courses led by Valencia faculty during spring, winter, or summer breaks. Faculty has either used an existing course outline or they have submitted a new course outline specific to study abroad to the Curriculum Committee for approval. The content is developed by a faculty member, and the coursework provides an in-depth, hands-on investigation of the subject matter, while at the same time utilizes the host country location to create a cultural immersion experience for students.

The total participation for short-term study abroad (faculty and students) from 2008* to 2011 is outlined below. See **Appendix H: Short-Term Study Abroad Enrollment 2008-2011** for specific enrollment details by course:

- 2008-2009: 64
- 2009-2010: 42
- 2010-2011: 94**

*We do not have access to enrollment numbers prior to 2008.

**Includes the Honors Program.

Documentation was not kept on the demographics of our student study abroad population prior to 2011, so we cannot report on the demographics of student participation in study abroad from a historical perspective, but the following table contains the course titles and prefixes of the programs that have been offered since 2008:

Destination	Prefix	Course Title
Brazil	POR 2930	Brazilian Contemporary Culture and Conversation
China	GEB 2955	Immersion in Global Business (CCID Troika)
Denmark	GEB 2955	Global Perspectives in Event Management (CCID Troika)
Dominican Republic	SLS 2940	Service Learning
Guyana	BSC 2366	Neotropical Ecology
India	PCB 2340	Field Biology
Nicaragua	Not applicable	Medical Mission
Poland	LIT 2955	Multimedia and the Holocaust Studies

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wo of the programs in the table are Troika Programs run through Community Colleges for International Development (CCID). This association coordinates study abroad programs and brings in three to four schools from across the country to participate. A different school is the lead each year which means that they have a greater role in the program implementation. The College President must sign a Memorandum of Understanding to make a three- to four-year commitment to run the program, along with providing a specific number of scholarships that support a small percentage of the total program.

Objectives to Meet This Goal. The following table outlines the recommended objectives and time frames to achieve this goal.

Objectives	Time Frame	Comments
2.1 Cross-promote short-term study abroad opportunities open to transient students through the Florida Consortium for International Education.	2011-2016	Under the objectives of the ECA grant managed by the SAGE office, a consortium website was created along with a searchable study abroad program finder database.
2.2 Participate in at least one Troika program every year with CCID.	2011-2016	The SAGE office will enlist the assistance of the academic deans college-wide in order to recruit interested faculty to participate in these programs. Because they are multi-year, more than one faculty can participate. Guiding principles need to be created to determine which faculty will participate and to ensure that there is rotation if more than one faculty is interested.
2.3 Change the funding model so that students cover the cost of the faculty member/s.	2011-2012	This is standard practice state- and nationwide. By changing the existing funding model, this will free up SAGE budget funds to cover site visits for new program implementation, have more scholarship money available for students, and allow for contingency money in the event of an emergency.
2.4 Increase communication and training for faculty who want to lead a study abroad program and their deans.	2011-2016	See Appendix D: SAGE Marketing and Communication Plan 2011-2012 and Appendix E: Professional Development Opportunities in International Education for details.
2.5 Develop mentor opportunities for new faculty who want to lead a program.	2011-2016	Several possibilities have been identified for new faculty that want to get involved, but who do not have prior international experience: <ul style="list-style-type: none"> • lead a year on a CCID Troika program • use a free ticket from the program providers • join a program and find funding for the program fee • apply for an Endowed Chair.

Objectives	Time Frame	Comments
<p>2.6 Keep program costs affordable for students and identify additional scholarship resources for both students and faculty. Two objectives were combined here and a third was added to the comments.</p>	2011-2016	<p>In 2012-2013, the ECA grant will end so finding additional scholarship funds must be a priority in order to attract less traditional students to study abroad:</p> <ul style="list-style-type: none"> • Continue the formal annual scholarship request process with the Valencia Foundation and Student Development. • Ensure that comparison shopping is done for the selection process of the program provider • Try to use providers that give free tickets to faculty • Get as many meals included in the program as possible • Apply for and Endowed Chair to help fund the program costs. • Find new grant opportunities. <p>We need to re-examine the scholarship award process. Currently, all students are funded. As study abroad grows, unless scholarship funds grow at the same rate, then a competitive scholarship process may be needed for all available funds.</p>
<p>2.7 Reach students earlier in their educational planning to factor in study abroad.</p>	2012-2013	<p>The SAGE office facilitates college-wide information session to students and has a table at a number of events. We are also collaborating with the Deans of Students to ensure that all advisers receive information on study abroad. See Appendix D: SAGE Marketing and Communication Plan 2011-2012 for details.</p>
<p>2.8 Implement the Standards of Good Practice established by the Forum on Education Abroad.</p>	2013-2014	<p>By implementing these standards, we will ensure that Valencia students' international experiences are as rich and meaningful as possible.</p>

Assessment Measures. The measures outlined in the table below will help us verify whether or not we are completing our objectives and achieving the goal. Some of the measures have baseline data, but others do not. We will use this information as the starting point to gauge our progress:

Measure	2010-11 Baseline	3-Year Target	5-Year Target
Number of short-term study abroad programs that ran	8	10	12
Number of short-term study abroad students on each program; (Track student variables: gender, race, age, financial need, program of study)	94	100	120
Total amount of Student Development Activities Budget scholarships awarded	\$91,305	\$100,000	\$125,000
Number of short-term study abroad students who received ECA or Foundation scholarships	13	30	40
Total amount of ECA and Foundation scholarships awarded	\$16,300	\$30,000	\$40,000
Number of dean, faculty, and advisor training/workshops offered	12	14	16
Number of dean, faculty, and advisor training/workshop attendees	167	175	185

V. GOAL 3: INCREASE SEMESTER STUDY ABROAD

GOAL STATEMENT: Increase the number of students on semester study abroad programs, including student exchanges under the J visa (5 students per year by 2012; 10 students per year by 2014; 20 students per year by 2016); increase the number of student scholarships awarded for those in financial need.

Introduction. Semester study abroad programs are currently offered to Valencia students through a number of affiliate program providers and educational institutions. There are hundreds of programs available throughout the world and in every program of study imaginable. Application for these programs should be done at least a year in advance and include an application for a Boren or Gilman scholarship to offset the high program costs which may run into the tens of thousands of dollars, depending on the duration and location of study. Description of these scholarships and Valencia memberships and affiliations with the international education community are included in **Appendix G: Building the SAGE Office.**

Enrollment: Prior to the opening of the SAGE office in 2006 and semester program offerings in 2007, students would research and navigate this process on their own so there is no record of how many Valencia students studied abroad prior to 2008. Since 2008 eight students have participated in semester study abroad in a variety of locations and programs of study as indicated in the table below. Semester study abroad is a hard sell to our student population and will only increase if the scholarship funds available also increase.

Name	Term	Destination	Institution	Program of Study	Scholarship Recipient?
Erika Trnka	Spring 08	Japan	KCP University	Japanese	Gilman \$5000 & Foundation \$400
Brett Wachtstetter	Fall 08	Italy	American University of Rome	Marketing & Italian	SAGE \$1000 + \$8695
Mark Sandifer	Summer 09	England	Cambridge University	Science	No information
Gemima Louis	Fall 09	Cyprus	Global Learning Semesters	French & Ethics	SAGE \$1000
Maryla Michel	Fall 09 – Spring 10	Italy	CEA Global Education Solutions	Art & Italian	No information
Camila Bersani	Summer 10	China	CUNY Shanghai University	Chinese & Business	No information
Alexandra Antoine	Fall 10	Mali, Africa	Antioch University	Arts & Culture	Gilman \$5000 SAGE \$1000
Natasha Phillips	Summer 11	China	University of Florida	Chinese	SAGE \$2500
Ashley Bravo	Fall 11	Spain	CIEE	Business & Culture	Gilman \$4000
Catalina Perez	Fall 11	Italy	Arcadia University	Italian & Culture	SAGE \$4000

Objectives to Meet This Goal. The following table outlines the recommended objectives and time frames to achieve this goal.

Objectives	Time Frame	Comments
3.1 Develop at least two Valencia semester programs Valencia over the next five years. Include homestay agreements as needed.	2011-2016	The SAGE Office is currently working on an agreement with Ecuatorialis University in Quito, Ecuador, for Spanish with the possibility of expanding to Business and Dental Hygiene. We are focusing on developing program that will not compete with programs run by FCIE members but rather be a complement to the overall portfolio of Florida program offerings.
3.2 Increase the number of students awarded Gilman and Boren scholarships for semester study abroad.	2011-2016	This objective will be accomplished through the implementation of the marketing and communication plan for students, deans, and faculty. Permission was received in the spring of 2011 to send students to the Writing Centers for additional assistance.
3.3 Provide training for all advising staff (academic, financial aid, international) so they can help students with study abroad and financing inquires.	2011-2016	See Appendix D: SAGE Marketing and Communication Plan 2011-2012 for details.
3.4 Provide training for deans on credit articulation for study abroad.	2012-2016	The development of a training program for deans has begun, along with <i>The Academic Dean's Guide to International Education at Valencia</i> .
3.5 Partner with UCF's office of International Education and the Direct Connect team to offer study abroad opportunities to students at Valencia or prepare them for study abroad when they transfer.	2011-2016	A close working relationship is already underway with UCF's office of International Education. We currently market their programs to our students.
3.6 Research grant opportunities to continue to provide scholarships to semester students abroad.	2011-2016	This International Education plan will serve as a foundation for the development of grant applications.

Objectives	Time Frame	Comments
3.7 Host a Study Abroad Fair for students and faculty.	2015	This will be coordinated by the SAGE Office in partnership with other college departments.
3.8 Revisit the FLORICA partnership	2015	At one time Valencia was part of FLORICA, a joint program with the University of Costa Rica. It was a program of exchange in education, culture, and commerce between Florida and Costa Rica involving Florida State University and Valencia College. This is a longer term goal that needs more research.

Assessment Measures. The measures outlined in the table below will help us verify whether or not we are completing our objectives and achieving the goal. Some of the measures have baseline data, but others do not. We will use this information as the starting point to gauge our progress:

Measure	2010-11 Baseline	3-Year Target	5-Year Target
Number of students captured in the SAGE Inquiry Tracking database	312	350	400
Number of students on semester study abroad	2	6	10
Number of information sessions facilitated for students	8	10	12
Number of information session student attendees	162	200	300
Total amount of Student Development Activities Budget scholarships awarded	\$1,400	\$5,000	\$7,000
Total amount of ECA and Foundation scholarships awarded	\$2,100	\$5,000	\$7,000
Number of Gilman and Boren Scholarship recipients	2	5	5

VI. GOAL 4: INCREASE STUDENT, SCHOLAR, AND FACULTY EXCHANGES

GOAL STATEMENT: Increase the number of students, scholars, and faculty participating in one-way and reciprocal exchange programs.

Introduction. The J Exchange Visitor Program is an academic program that fosters mutual educational and cultural exchanges between the United States and other countries around the globe. The program is intended for foreign students, scholars, or professors who are already studying or working at an overseas educational institution and wish to study and/or work in the United States to complement their academic studies or professional career. Valencia has been designated by the U.S. Department of State as a program sponsor in the following categories: student, student intern, short-term scholar, specialist, and professor. The full description of this program development is in **Appendix I: International Enrollment and Services**.

In the Spring of 2009, Dr. Joyce Romano began leading a committee to coordinate all aspects of the application and implementation of the Exchange Visitor Program. Committee members included individuals from Student Affairs, Academic Affairs, and Continuing Education. Approval to issue the J Exchange Visitor Visa was received from the Department of State in June 2010. In Fall 2010 Valencia signed an agreement with Disney to offer a six-month International College Program which includes a program of study at Valencia and an academic training (internship) at Disney. In January 2011 the Continuing Education Department received 74 students from four different countries in partnership with Tompkins Cortland Community College to participate in the Disney program.

Objectives to Meet This Goal. The following table outlines the recommended objectives and time frames to achieve this goal.

Objectives	Time Frame	Comments
4.1 Grow enrollment in the Disney International College Program.	2011-2016	Continuing and International Education (CIE) is actively working on building the program components (curriculum, evaluation, marketing, recruiting) needed to increase enrollments.
4.2 Generate at least two new Disney International College Program agreements per year.	2011-2016	CIE has been working on developing partnerships with academic institutions overseas. This year, we have signed four agreements: <ul style="list-style-type: none"> • ROC de Leijgraff – The Netherlands • ID College – The Netherlands • Universidad de la Integración de las Americas– Paraguay • Fundación Universidad del Norte - Colombia
4.3 Increase student exchange opportunities under the J Exchange Visitor Program for degree or non-degree seeking students.	2011-2016	Valencia will grow exchange opportunities by increasing the number of signed agreements with overseas institutions. We currently have one active student exchange program with Roskilde Business College in Denmark.

Objectives	Time Frame	Comments
4.4 Increase faculty and scholar exchange opportunities that contribute to the goal of internationalizing the curriculum.	2011-2016	This process will begin by having conversations with faculty and deans to determine the interests and needs for international exchanges. This will include the development of principles and processes for these exchanges and research Endowed Chair opportunities to fund these activities.
4.5 Generate at least one new Memorandum of Understanding and/or articulation agreement each year with an overseas institution.	2011-2016	Valencia has the following MOUs signed with overseas institutions. Program participation will be evaluated each year for renewal recommendation. <ul style="list-style-type: none"> • Temple University (Tokyo, Japan) • Koning Willem I (the Netherlands) • Roskilde Business College (Roskilde, Denmark) • Kingston University (London, England)
4.6 Increase number of J-1 students enrolled in degree programs.	2012-2016	This will require collaboration across multiple areas to support incoming students for degree programs. We should focus on programs that are unique to Valencia and the Orlando area and that are popular among international students such as Business.
4.7 Increase number of J-1 students enrolled in continuing education programs.	2013-2016	CIE is focusing first on growing the program with Disney. Once that is off the ground, we will look at dedicating resources to expanding our programming.

Assessment Measures. The measures outlined in the table below will help us verify whether or not we are completing our objectives and achieving the goal. Some of the measures have baseline data, but others do not. We will use this information as the starting point to gauge our progress:

Measure	2010-11 Baseline	3-Year Target	5-Year Target
Number of Memorandums of Understanding with overseas institutions (not continuing education)	4	6	8
Number of Memorandums of Understanding with overseas institutions (continuing education)	5	11	15
Number of faculty exchanges	2	4	6
Number of global concepts, ideas, learning objects, and modules in the International Education database (toolkit) resulting from faculty exchanges	0	4	6
Number of student exchanges (not continuing education)	0	4	6
Number of student exchanges (continuing education)	74*	80	150

*These 74 initial students in the Disney International College are not be recurring.

VII. GOAL 5: INCREASE INTERNATIONAL STUDENT ENROLLMENT

GOAL STATEMENT: Increase the number of International Students enrolled at Valencia to 2650 by 2016.

Introduction. The Division of Student Affairs has main responsibility for the recruitment, admissions, enrollment, and student services support for international students enrolled in academic programs. Primarily, these are students who are attending Valencia on F, J or M visas. Since 2008 Student Affairs efforts have focused on improvements in the areas of recruitment, application and enrollment, support services, and reporting. The details of these efforts are included in the summary report that was compiled as part of the planning process. (See **Appendix I: International Enrollment and Services** for details). The Center for Global Languages has main responsibility for recruitment, admissions, enrollment, and student services support for international students enrolled in continuing education language programs.

International Student Enrollment Trends

Student Type	2006-07	2007-08	2008-09	2009-10
Academic Credit ¹ (Fall term only)	761	791	762	771
Continuing Ed. ² (For fiscal year)	722	1291	1417	1487
Total Students	1483	2082	2179	2258
New Academic SEVIS ³	154	169	180	145
New Continuing Ed SEVIS	51	90	92	84
Total New SEVIS	205	259	272	229
New Academic Non-SEVIS ⁴	78	242	229	194
New Continuing Ed Non-SEVIS	117	133	137	165
Total New Students	400	634	638	588

¹Academic Credit = admitted to academic program at Valencia

²Continuing Ed. = admitted to Intensive English Program at Valencia Continuing Education

³SEVIS = students enrolled on a F, J or M visa

⁴Non-SEVIS = students enrolled on any other visa

Objectives to Meet This Goal. The following table outlines the recommended objectives and time frames to achieve this goal.

Objectives	Time Frame	Comments
<p>5.1 Grow Intensive English Program enrollment in increments of 50 per year for a total increase of 250 over 5 years.</p>	<p>2010-2016</p>	<p>We are currently executing a number of tactics to grow the program including:</p> <ul style="list-style-type: none"> • Promoting IEP as a starting point toward a four-year degree. • Targeting regions of the world with populations that are most likely to attend our program including South America and East Asia. • Travelling to targeted countries in order to form international partnerships and to recruit on behalf of Valencia. • Developing agreements with third-party agents in foreign countries. • Use online websites to promote our programs. <p>Additional tactics to work on include:</p> <ul style="list-style-type: none"> • Work collaboratively with the Marketing Department and other international stakeholders to develop a college wide international marketing plan. • Expand the use of social media and other mediums to promote our programs. • Streamline the application process.
<p>5.2 Grow or at least maintain current enrollment of academic credit international students.</p>	<p>2010-2016</p>	<ul style="list-style-type: none"> • Develop and implement a marketing plan that focuses on selected career pathways and regions of the world, which may need to include Valencia staff international travel to form international partnerships. • Develop and fund a budget for marketing and recruiting international students. • Update acceptance letters and documents, including new academic program application website. • Enhance the use of technology to promote Valencia (video, interactive, etc.) • Make the application and enrollment process as smooth as possible. • Create a system for online/user friendly standard operational guidelines for staff.

Objectives	Time Frame	Comments
5.2 (continued)		<ul style="list-style-type: none"> • Translate application information into other languages. • Plan operational budget for program expansion. • Implement new immigration orientation college wide. • Develop a template for orientation materials. • Improve the entire student experience from inquiry to graduation. • Increase scholarships through the Valencia Foundation and research other sources. • Contact international groups in the community that sponsor students from their countries. • Survey current international students to find out how they found Valencia. • Survey current international students to learn about their Valencia experience. <p>Design and implement an ambassador program for students in their home countries.</p>
5.3 Create reports that allow progress tracking and predictive utility.	2010-2016	<ul style="list-style-type: none"> • Develop data models to consistently track and report international students from inquiry to application to enrollment, progression, persistence, graduation and alumni networks. • Campus based data will be needed. • Refine data reports based on usefulness for planning.

Assessment Measures. The measures outlined in the table below will help us verify whether or not we are completing our objectives and achieving the goal. Some of the measures have baseline data, but others do not. We will use this information as the starting point to gauge our progress:

Measure	2010-11 Baseline	3-Year Target	5-Year Target
International Student Fall enrollment in Academic Program	654	700	750
International Student Annual enrollment in Academic Program	TBD*	+50 from baseline	+100 from baseline
International Student Annual enrollment in Center for Global Languages (Continuing Education)	1952	2100	2300
International Student annual new SEVIS students in academic programs	147	200	250
International Student annual new SEVIS students in Center for Global Languages programs	108	200	300
International student persistence, progression and graduation rates	Not available	TBD	TBD
Survey International students about how they found Valencia and their Valencia experience	Not available	TBD	TBD

*Current enrollment reports are on a term basis and are not unduplicated annually.

VIII. GOAL 6: INTEGRATE INTERNATIONAL STUDENTS INTO THE COLLEGE AND LOCAL COMMUNITY

GOAL STATEMENT: Improve the integration of International students into the college and local community

Introduction. As was noted in the introduction to this plan, even with the full development of Short-Term Study Abroad and Semester Study Abroad programs, a relatively small percentage of Valencia faculty and staff will be able to have international experiences by traveling to other countries. We must take advantage of the opportunity to integrate the Valencia International students into the college as a way to enhance the international learning for all Valencia students. It is also fortunate that Valencia's geographical location includes proximity to diverse and prominent International communities so that Valencia can additionally connect students to those learning opportunities.

Objectives to Meet This Goal. The following table outlines the recommended objectives and time frames to achieve this goal.

Objectives	Time Frame	Comments
6.1 Create opportunities for our international and domestic students to interact, learn, and work together.	2011-2016	<ul style="list-style-type: none"> • Bring international and domestic students together through student organization and club activities or through curricular and co-curricular activities; e.g., language conversation partners. • Design and implement a holiday program for International students with Valencia students and staff. • In addition to the campus-based associations, create one unified, college wide international student association.
6.2 Increase the connections between Valencia and local international communities.	2011-2016	<ul style="list-style-type: none"> • Identify local international community contacts and opportunities. • Identify and connect with current Valencia faculty and staff who are involved in the local international community. • Develop and implement a plan to formalize the International community and college connections. • Encourage development of college and local international community connections and integration into Valencia courses and programs through a deliberate plan.

Assessment Measures. The measures outlined in the table below will help us verify whether or not we are completing our objectives and achieving the goal. None of these have baseline data. We will use this information as the starting point to gauge our progress:

Measure	2010-11 Baseline	3-Year Target	5-Year Target
New international student survey	Not Determined	Improvement from baseline	80% "excellent" overall rating
Continuing international student survey	Not Determined	Improvement from baseline	80% "excellent" overall rating
Annual calendar of international programs	Not Determined	Creation of a calendar	Increase from 3-year target
Local international program contacts and integrated programs	Not Determined	Creation of a contact/program list	Increase from 3-year target

IX. International Education at Valencia

The following provides a brief overview of the current organizational structure that supports Valencia's International Education Program.

Organizational Structure. Currently all international activities take place in different areas of the college, but with a high degree of teamwork and collaboration across divisions and departments. International education is where three divisions of the college intersect: Academic Affairs, Student Affairs, and Continuing Education.

- **Academic Affairs:** Academic Affairs led by Joan Tiller, Interim Vice President for Academic Affairs and Planning, this area includes curriculum and articulation, assessment and institutional effectiveness, career and workforce education and resource development. This division includes the campus presidents, the Assistant Vice President for Curriculum and Articulation, the Assistant Vice President for Workforce Education, and the Assistant Vice President for Institutional Effectiveness. The Study Abroad and Global Experiences (SAGE) connectivity to all areas of academic affairs brings a close working relationship throughout the college with faculty, staff, deans, campus presidents and other administrators.

The Study Abroad and Global Experiences (SAGE) office is housed in Academic Affairs under the leadership of Dr. Karen Borglum, Assistant Vice President for Curriculum and Articulation. The office is responsible for coordinating faculty-led study abroad programs, semester study abroad programs, the outbound portion of student exchange programs, and faculty exchange programs. This office is also involved in working with the faculty, deans, and administrators to internationalize the curriculum as it pertains to study abroad. See **Appendix F: Study Abroad and Global Experiences (SAGE) History Report 2009** and **Appendix G: Building the SAGE Office**. These documents provide a comprehensive review of international education with recommendations for development. It formed the foundation for the planning conducted in 2011 which resulted in this International Education Plan.

- **Student Affairs:** Led by Dr. Joyce Romano, Vice President for Student Affairs, this area is in charge of the marketing, student recruitment, enrollment, development, academic advising, and immigration advising of all degree and nondegree-seeking students on F, M, and J visas. Dr. Romano is coordinating all activities related to F and J visa advising and processing, and increasing international student enrollment at Valencia. More detail on this work is included in **Appendix I: International Enrollment and Services**. International Admissions and Student Services is the longest running office serving international students at Valencia. International admissions staff is trained to process the documentation and admissions process for all international students. Advisors and counselors are trained to issue I-20s, give immigration and academic advising, assist with the enrollment process, review all documents, and give personalized attention to students requesting F or M visas to study in degree or certificate programs. International Student Services facilitates orientation to incoming international students, hosts a variety of workshops and activities throughout the year, coordinates International Education Week, and also offers immigration training to Valencia staff as requested.
- **Continuing Education and International Education:** Formerly known as the Center for Global Languages, this office is part of Valencia's Continuing Education Division. Their programs and services include foreign languages, English as a Second Language, the Disney International College Program (which is under the J Exchange Visitor Program), online learning, and testing, and the Client Service Center. Currently their largest program is the Intensive English Program which was accredited by the Commission on English Language Accreditation in April 2010. The Intensive English Program has a

very successful track record in the recruitment and enrollment of international students on F visas. This area provides support services for international students including immigration advising, orientation, and student activities.

- **College-wide Connections:** There are several other key departments that are also involved in the work related to international education. The Office of Strategic Marketing and Communications, led by Ms. Lucy Boudet, Vice President, will offer assistance with all external marketing and communication for international travel. The Office for Organizational Communication and Development, led by Dr. Amy Bosley, Associate Vice President, will coordinate all internal communication through the Grove. The SAGE office is also working in partnership with Faculty Development to communicate and train faculty as it relates to internationalization of the curriculum and study abroad.

X. SUMMARY

Valencia has many important strategic learning initiatives underway for its students. These initiatives are designed to help our students achieve their goals; graduation to continue their education and/or to find work in their chosen career field. The underlying theory of this plan is that internationalization of the curriculum is the way to make a broader impact to the overall education and preparation for our students in the twenty-first century. These international experiences, whether local or abroad, change lives, create opportunities, and play an essential role in higher education in the United States. Students who are fortunate enough to study abroad are affected in profound ways that are likely to influence their career choices and their own legacies to society. Education abroad has been shown to improve classroom performance and make students more likely to become contributing and empathetic citizens of the world.

We would like to take this opportunity to thank the many individuals who contributed to the content of this plan and offered their advice and feedback along the way:

- President Shugart
- Campus Presidents
- Instructional Affairs Committee
- Faculty Council
- Student Affairs Leadership Team
- The SAGE Advisory Committee
- International Student Services
- J Exchange Visitor Program Committee
- Continuing and International Education