

## **Board of Trustees Agenda Item**

**Board Meeting Date:** 8/30/10

**Title of Item:** International Programs Report

### **Background and Analysis:**

Foothill and De Anza have been involved in various aspects of providing services to international students for over thirty-five years. We are committed to the highest quality of support to our international student population, and in many ways, are known as leaders in the field. This report will address the current state of international programs within the District. It will describe the overall activities of the program including the demographics and operational issues relating to international students and the important pedagogical and economic benefits they bring to our classrooms and community.

**Recommendation:** (specify if information only)

Submitted by: George Beers, Dean of International Programs at Foothill, x 7077

Additional contact names: Marilyn Cheung, Program Supervisor of International Programs at De Anza, x 8420

Is backup provided? yes

# FOOTHILL+ DE ANZA

2 colleges • 2000 friends • 2 years of inspiration



A great start to your university education  
**California • USA**

## International Programs Report to the Board of Trustees

Foothill-De Anza Community College District

**August 2010**

# International Programs at Foothill and De Anza Colleges

August 2010

This report addresses the current state of international programs at both Foothill and De Anza Colleges. The report describes the overall activities of the District's International Programs including the demographics and operational issues relating to international students and the important pedagogical and economic benefits they bring to our classrooms and community. It will address how International Programs fits into the values and mission of the District and will show that non-resident international student tuition generated \$16.8M additional revenue for us in 2009-2010 with a total International Programs operating cost of \$3.1M. The balance available to the District General Fund from International Programs revenue was \$13.6M.

Foothill and De Anza have been involved in various aspects of providing services to international students for over thirty-five years. We are committed to providing the highest quality of support to our international student population. In many ways, we are known as leaders in this field. It is not uncommon for other colleges to seek our guidance as they initiate or expand their own international programs.

## ***The Importance of International Education***

### **The National Mandate**

In addressing a plenary at a recent annual meeting of NAFSA, the Association of International Educators, former Secretary of State Madeline Albright said:

*...in an era of bluster and bombs, international education is a builder of bridges. It cuts across the barrier of language and culture, background and creed to enable students to see and value in each other the common humanity that binds us all. It is an indispensable and irreplaceable instrument for helping to explain America to the world ...it lifts lives through knowledge and creates a better world through a deeper understanding between and among people and nations.*

During President Obama's visit last year to Turkey, he said:

*"As President, I'd like to find new ways to connect young Americans to young people all around the world by...welcoming students from other countries to our shores. That's always been a critical part of how America engages the world. Simple exchanges break down walls between us, for when people come together... and share a common experience, then their common humanity is revealed. We are reminded that we're joined together by our pursuit of a life that's productive and purposeful, and when that happens, mistrust fades and our smaller differences no longer overshadow the things that we share. And that's where progress begins."*

During International Education Week in November 2009, Hillary Clinton said:

*"Through international educational exchanges we can build bridges of respect and understanding that will connect people and enable us to work together, now and in the future, for a better world..."*

And finally, The American Association of Community Colleges and the Association of Community College Trustees recently issued a Joint Statement on the Role of Community Colleges in International Education:

*“We live in a time of continuous economic and social change driven by increasing globalization. Enhancing global awareness is not only in the community’s self-interest, but it also serves the nation as a whole. Fulfilling a vital mission for the nation’s higher education structure, community colleges are transformative institutions serving virtually every community. The programs and services provided by community colleges contribute to informed citizenship, the pursuit of intercultural understanding, enhanced diversity, increased prosperity and most importantly, student and individual preparedness in an increasingly interdependent global economy. Community colleges are, in effect, “stewards to the world.”*

*Community colleges...welcome students and faculty from around the world who are interested in accessing the community college experience and the transformative power they provide. Colleges have a responsibility to acknowledge global understanding and communication as integral to their mission. Indeed, they are an important voice in the nation’s public diplomacy.*

*Community college leaders—their governing boards and the chief executives that lead them—have an obligation not only to embrace global education, but to engage their communities in understanding its importance.*

*Our colleges must welcome and embrace international students onto their campuses and into local communities, strengthen international programs and support services, and promote faculty and student exchanges. Moreover, they should reach out to higher education institutions abroad for greater collaboration and formal partnerships. These responsibilities have grown in importance as continuing tensions and threats affect nations and peoples around the globe. In short, a rededication to global education is required that will inspire and shape new educational strategies initiated to promote the shared goals of global connectedness and understanding.”*

### **The District Mission and Values**

The District’s Diversity Vision Statement embraces the multiculturalism created by hosting more than 100 cultures on our campuses:

*The Foothill-De Anza Community College District is committed to becoming a model District for the 21st century. We are building upon our rich history of innovation and student success to become a truly democratic, culturally pluralistic organization. All members of our District community understand and respect that our cultural diversity is one of our greatest strengths. The District welcomes and unites people of all ethnicities, genders, sexual orientation, socio-economic classes, religions, abilities and ages and empowers them as individual and as groups. ...We recognize that we are part of a global community and that this informs our responsibility to our students.*

In the District’s Strategic Plan for 2010-16, we include this value statement:

*Foothill – De Anza Community College District commits itself to serving our students, our local communities, and the people of the state of California, and considers the following values as cornerstone of our mission: ....Developing cultural and global awareness.*

## ***The International Student Program.***

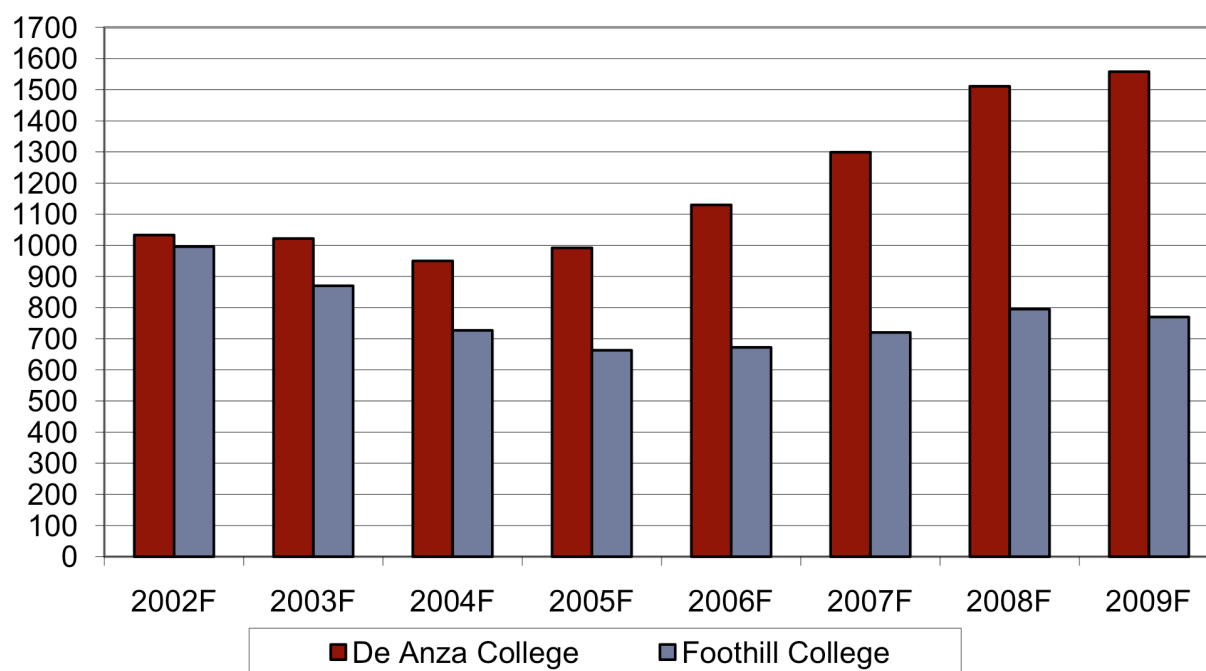
### **F-1 Visa Students**

The majority of full-time international students come to Foothill and De Anza through our F-1 Visa programs. We spend the most effort supporting and tracking the students in this group because they receive their authorization to enter the U.S. through immigration documents issued by the colleges as part of our admissions process. In return, the Department of Homeland Security through U.S. Citizenship and Immigration Services (USICS formerly the INS) makes us responsible for monitoring their progress and well-being. This monitoring is done daily in real time through their SEVIS or Student and Exchange Visitor Information System. We have the most background information about this group and will offer it as an indication about enrollment trends and demographics.

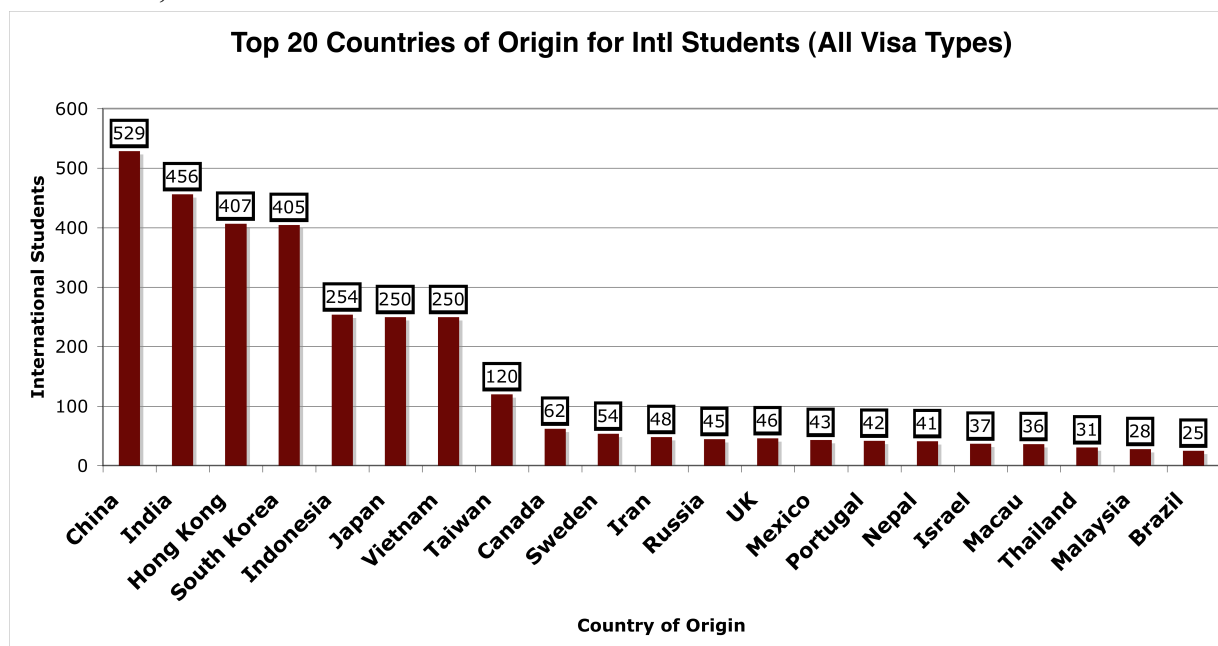
The F-1 Visa is issued to individuals wishing to enroll in programs leading to a degree and allows these individuals to remain in the United States until they have completed their graduation requirements. Students generally finish their first two years in the District, receive an Associate's degree, and/or transfer to complete their baccalaureate.

In the five years leading up to September 11th, the District's full-time international student enrollment was growing 12-20% per year. In the three years after, it declined 30% at Foothill and somewhat less at De Anza. Since then, it has stabilized and the total enrollment has grown significantly with most of that increase being at De Anza. F-1 enrollment in 1981 was 70 at Foothill and 90 at De Anza. In 1989 it was between 170 and 180 at each college. The total in Fall 2009 at Foothill was 775 and 1,574 at De Anza with a total for the District of 2,349.

**FHDA F1 Students Fall 2002 - Fall 2009 Census Headcount**



In Fall 2009, the students came to FHDA from a hundred countries.



### **International Students on Other Visa Types**

Added to the mix of our F-1 students are international students on many other visa types. Most are part-time students; some are full-time guest workers on H1-B visas from Silicon Valley companies who are taking a class or two with us, others are the spouses or dependents of these guest workers or visiting scholars at Stanford. Others might be au pairs living with families in the area, etc. The Institute of International Education (IIE) annually publishes a report on international education in the U.S. called “Open Doors.” In their most recent 2009 edition, we reported a 2,576 unduplicated headcount of all visa types at De Anza and 1,125 at Foothill. This gives De Anza the third largest and Foothill the eleventh largest international enrollment for community colleges nationwide, and our combined enrollment of 3,701 makes us the second largest of all community college districts. 74,068 international students study at community colleges nationwide.

### **Unification of Recruitment**

In 2001, the District put in place a partial unification of international programs with Foothill taking the lead in marketing and recruitment for both Colleges. Foothill started its international recruitment in 1989, but prior to the unification no formal recruitment had been done for De Anza. The unification leveraged the name of both colleges and successfully increased overall enrollment. Joint marketing materials were developed and now all international travel and advertising promotes the opportunities at both colleges. The unification also established a District budget which funds recruitment activity and put in place strong international program staff on both campuses that supports the unique needs of this complicated global student population.

## **Recruitment of F-1 Students**

Students learn about Foothill and De Anza in various ways. Some come to us through word of mouth or because of the favorable experiences of others in their family. Over the years, we have educated almost 70,000 international students, and a happy alum becomes a very powerful recruiter! We are now enrolling the sons and daughters of mothers and fathers who studied with us in the 1960's and 70's. We also actively recruit at international fairs and exhibitions around the world which draw thousands of potential applicants. We maintain relationships with counselors in international high schools around the world as well as U.S. government and private educational advising companies in most major capitals. We also work to establish positive relationships with visa officers at our embassies in these same cities. Four of us from both campuses are "on the road" each year representing the District for much of September, October, February and March. In addition, we have two half-time contractors in Southeast Asia and China who support us and cover many recruitment events. As an example of our recruitment activity, please see Appendix 1 which details our recruitment activity for this October, and Appendix 2 which shows the detailed itinerary for one of this Fall's recruitment tours.

We also advertise in publications and on internet sites designed for students interested in studying in the United States. Finally, we recruit from English language schools throughout California that already have large enrollments of international students who want to eventually transfer to us. We have guaranteed admissions agreements with many of these schools that ensure their students of coming to Foothill or De Anza once they meet our English requirements. Some of these schools also maintain large overseas offices and recruiting staff which help to direct students to us through their university placement programs.

## **Educational Advising Partners**

Over the past five years, we have developed a network of educational advising partners who operate private counseling businesses focusing on study abroad and university admission. They provide information to prospective students and their parents about the colleges and universities they represent and are located in most major cities. We carefully select and train each partner so they understand our academic programs and services. Our relationship is governed by a contractual agreement through which we offer a marketing incentive of \$500 per student for every referral who successfully completes his or her first quarter of study. We currently have 174 of these partners and received 400 students during 2009/10 through their efforts.

In the past year, we have become actively involved in a new organization called the American International Recruitment Council which is using a quality assurance process similar to that used in our regional accreditations to certify the professionalism of educational advising companies wanting to send students to American colleges and universities. The effort is being spearheaded primarily by the State University of New York System and has over 100 college and university members. They have currently certified more than 30 advising companies. Some of them are existing FHDA representatives and we're working on adding others to our network.

## **Application Process**

Both colleges accept international student applications three times during the year for Fall, Winter and Spring quarters. Deadlines are three months prior to each quarter start date. Applicants complete an international application which requires a health certification and a

detailed financial statement from either the student or whomever is sponsoring the student. Students must prove that they can fund the expenses of their entire first year from their own sources. Students must submit the results of a standardized international test of English ability for foreign speakers. They also must provide official copies of transcripts, and pay an international application fee of \$50. The international admissions staff at each college reviews applications and makes admissions decisions. Once a student is accepted, international staff creates a student record in the Federal Student and Exchange Visitor Information System (SEVIS). SEVIS then issues an official document known as an I-20 which we forward to the student with our acceptance package. The student takes the I-20 to the American embassy or consulate closest to their home to apply for the F-1 visa. The wait time for visa processing varies from country to country and not all visa applications are approved.

### **Orientation, Student Support and SEVIS monitoring**

F-1 students beginning their studies at either college attend a mandatory one-week orientation which is held about one month prior to the start of their first quarter. This is the first part of their mandatory Counseling course, "Introduction to College," which is taught by the international student counselors and continues during their first academic quarter. It is specifically designed to meet international student needs. During orientation, students take placement tests, meet with an international counselor, complete registration, and receive information about academic success, transfer and cultural adjustment. Staff and faculty orient the students to various areas of campus such as the Health Center, Psychological Services, Student Government, Library, and Counseling Services. Students become acquainted with the International Programs staff which serves an important role in supporting them throughout their stays at Foothill or De Anza. The staff conducts detailed workshops on topics ranging from our health care system and how to use our mandatory international student health insurance to how to comply with complex SEVIS requirements so they can maintain legal status for their student visas. We also give a thorough explanation about our expectations regarding academic honesty because this is often viewed very differently in other cultures. Perhaps most importantly, students get to know each other during this week. Many later say that they met their best friends during orientation week. In the follow-up counseling classes, counselors address college policy, educational and transfer planning and additional cross-cultural issues. The course helps to further orient student to their college and helps them create a lasting relationship with an international counselor.

Students live in either shared housing which they arrange by themselves in local apartment complexes or in home stays with local families. Home stays are arranged in advance through a private company, International Homestay Placements, which finds housing for our students with hundreds of local families.

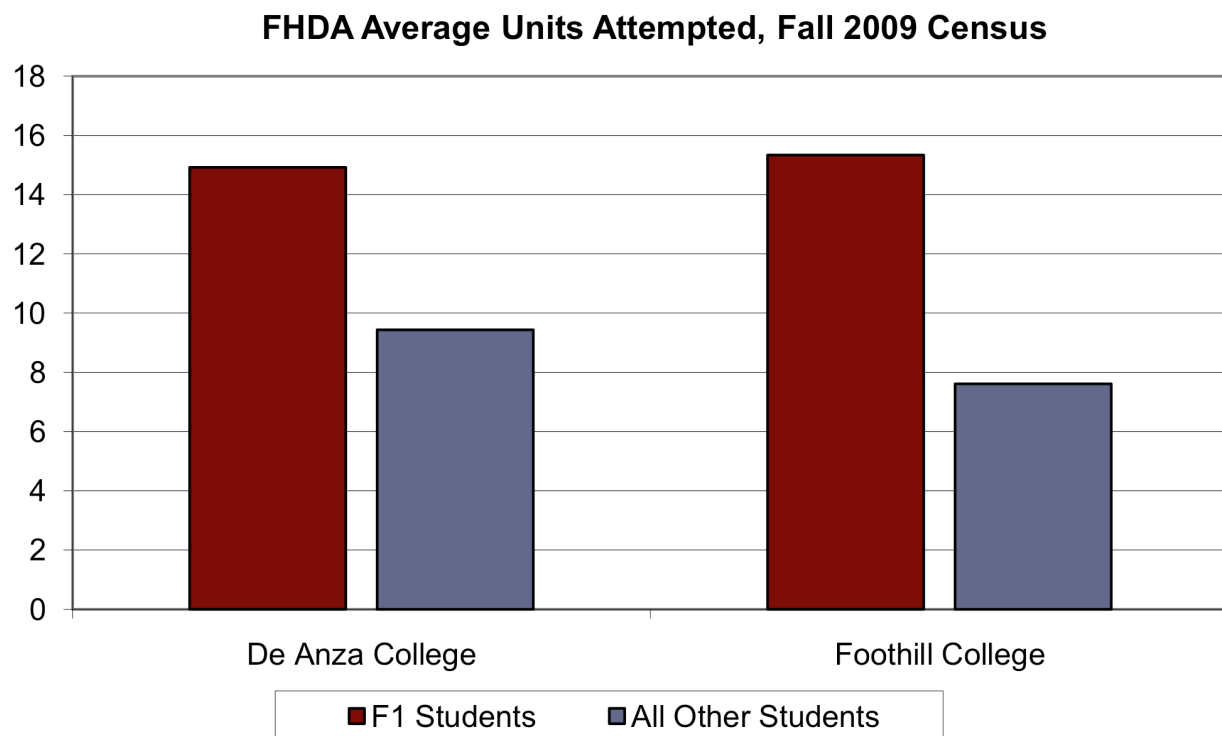
The 2001 Patriot Act directed the implementation of SEVIS which began in January 2003. The system requires the daily online reporting to Department of Homeland Security of some 40 various "events" which forces us to monitor the status and location of F-1 visa students. It demands much attention and staff time from International Programs and ETS but runs smoothly on both campuses. The reporting involves the confirmation of arrival on the campus, enrollment and attendance, changes in address and major, maintaining a minimum course load of 12 units, transfer, and departure, among other details. FHDA staff are very careful to ensure that students maintain their legal status as international students so they do not have to be reported to SEVIS.

If they are reported to SEVIS and lose their legal immigration status, it is very difficult to correct and they are sometimes forced to leave the country. Our implementation of SEVIS is monitored by DHS through site visits and periodic review and renewal of our authority to admit F-1 students. If we fail to follow all of their rules and regulations, this authority could be withdrawn and we could no longer host international students.

### **The Student Profile and Student Success**

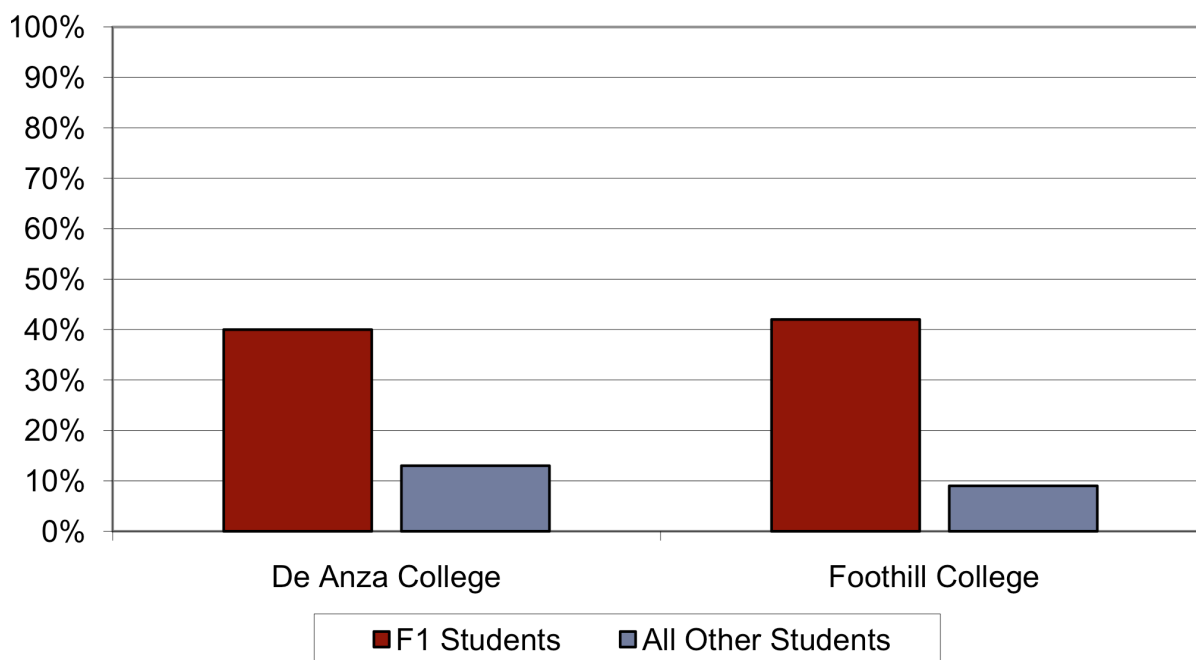
The large majority of our international students strive to transfer to top-quality universities. They are focused on performing well both in and out of the classroom so they will qualify to transfer into selective universities. In this light, they often become involved in campus activities. In recent years, international students held half of the elected and appointed Foothill and De Anza student government positions, and over the years, a number of student body presidents have been international students. At both colleges international students are active in clubs, even in founding new clubs. There are many internationally focused clubs at each campus, such as the International Student Connection and the Business Economics, Entrepreneurship, and Accounting Club at Foothill and the International Student Volunteer and the Taiwanese, Vietnamese and Indonesian Associations at De Anza. They also challenge themselves in the classroom, as you will see below. Approximately 40% of Honor's Program students are international students.

To meet the requirements of their student visa, students must enroll in at least 12 units each quarter. However, because international students are generally so focused on transferring, they enroll in more units than local students. The average units attempted are more than 15.



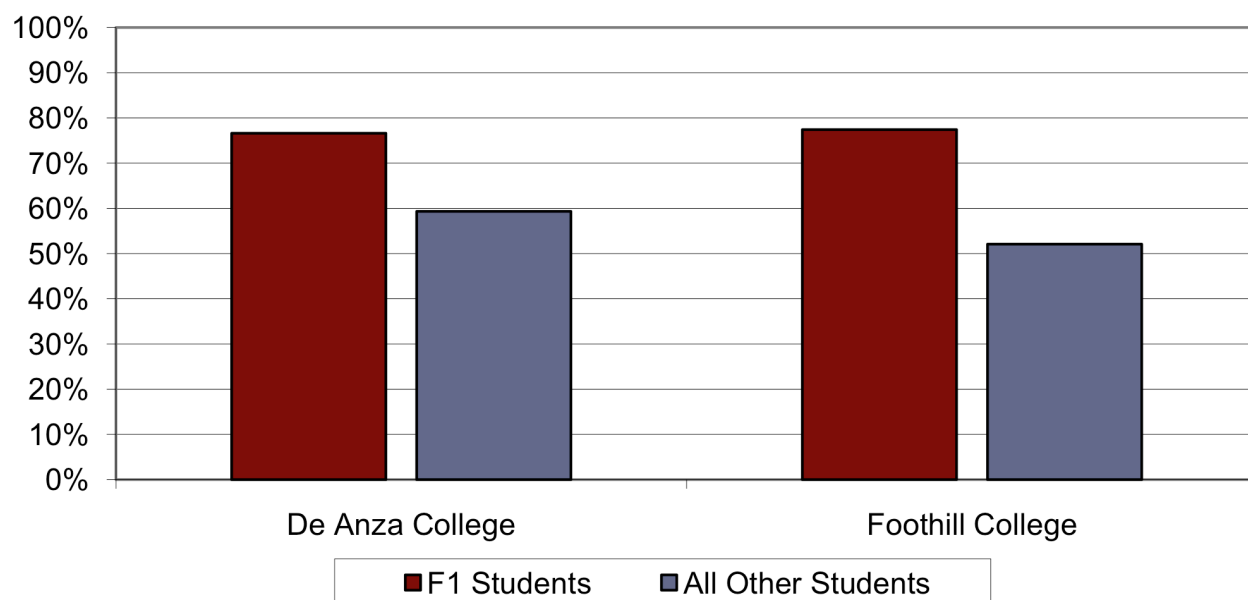
Almost 40% of F-1 students at De Anza and 42% of those at Foothill attempted 16 units or more. International student counselors report that many F-1 students carry 20 units or more.

**FHDA Percent of Students Attempting 16 or More Units,  
Fall 2009 Census**



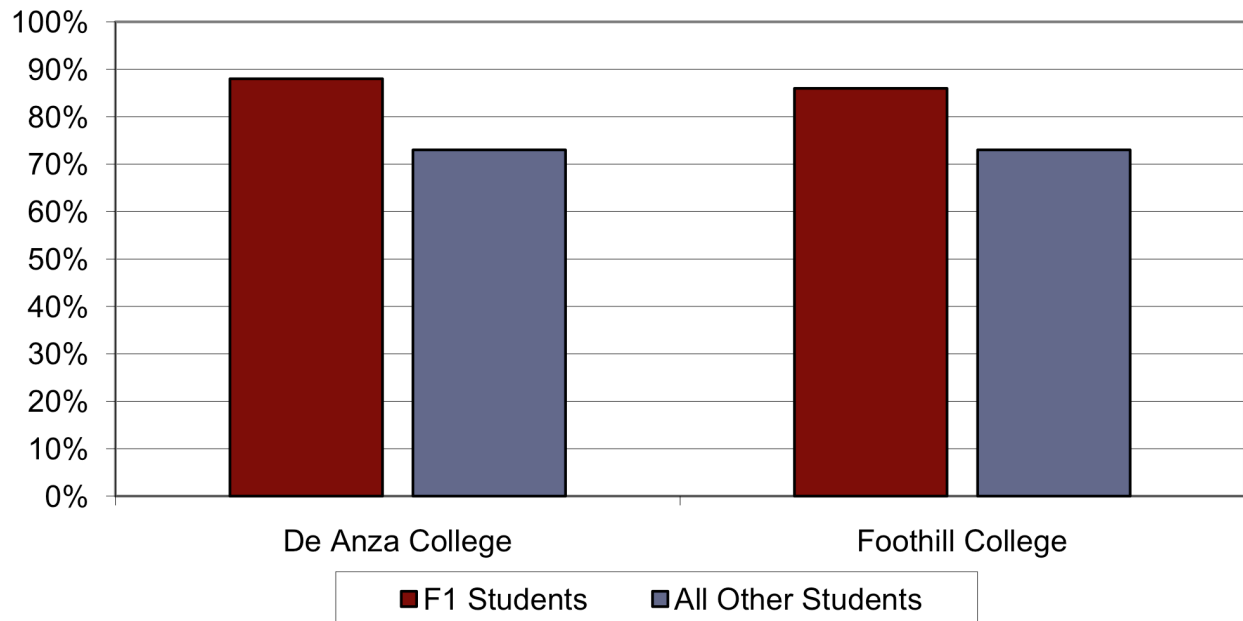
F-1's remain longer as continually enrolled students than locals. Of the F-1 students starting in Fall 2009, between 76 and 78% persisted in full-time status through Spring 2010.

**FHDA Fall to Spring Persistence  
% Fall 2009 Fulltime Students Maintaining  
Fulltime Status in Spring 2010**



F-1 students earn higher grades. Course success is defined by earning an A, B, C or P grade. In Fall 2009, F-1 students at De Anza taking general education and major courses that are transferable to UC and CSU had 89% success and at Foothill, they had 86%.

**FHDA Course Success (A, B, C, P grades)  
Fall 2009 Full and Parttime Students  
Courses Transferable to Both UC and CSU**



### **Benefits of International Students in our Classrooms and Communities**

Hosting international students benefits our classrooms and communities in many ways. It is clear from the above statistics that they help us in every way to improve our measure of institutional success. International students generally have a well-established seriousness of purpose. They work hard and the example of their scholastic achievement often spurs our domestic students toward higher achievement. They make smaller programs that are important for our local students viable to offer because they might otherwise be canceled due to small enrollments. Several years ago, we did an analysis of seat counts occupied by international students. We discovered that their presence often allows us to offer sections of advanced courses in math and the sciences which we would not otherwise be able to run for just local students. In addition, they help us to overcome certain levels of insularity, provincialism or xenophobia that may exist within our classrooms and community through the rich multicultural perspectives they bring to our lives.

Our faculty place a high value on the presence of international students in their classrooms and labs. Here is what some have said:

Brian Evans, Economics at Foothill

*It is hard to verbalize what a wonderful asset international diversity brings to campus. Let me try by way of example. I was talking to my class about global poverty. I turned to a wonderful student from*

*Afghanistan and asked if he could shed any light on conditions in poor countries. He proceeded to speak for several minutes about how his family was forced to flee Afghanistan when the Russians invaded in 1978 and how his father, working full-time, earned less than a dollar a day and how that meant skipping meals to get by. The entire class, including myself, sat silent, in awe of this eloquent and vivid description of how much of the world lives. Being exposed to diversity opens one's eyes, destroys stereotypes and breeds tolerance. And tolerance for those that differ from oneself, whether in skin color, language, religion, sexual preference – whatever...tolerance may be the MOST important lesson Foothill College offers!*

Piper McNulty, Intercultural Communication at De Anza:

*International students often provide the clearest examples of culturally based rhetorical styles which we can then use to explore this aspect of communication across cultures. They are also among the most academically prepared students in my classes. I have noticed that when partnered with local students who do not write as well or who don't have good strategies for test taking that the international students become valuable models and provide mentoring for their resident counterparts.*

Scott Lankford, English at Foothill:

*The vibrant presence of international students is an indispensable part of Foothill's success as a truly world-class teaching and learning institution, and precisely mirrors the globalized economic and social realities of our Silicon Valley home. Inside our classrooms, their plurality of perspectives enriches discussions and enlivens debates. Outside the classroom, international students invigorate student government, clubs and campus-wide events. From our most recent 2010 transfer student to Stanford, Sy Bohy from France, to those just taking their seats for the first time on our campus in an ESL class, international students enhance the educational opportunities available to us all. Indeed the most important beneficiary of international education on our campus may be our local California students who must learn to live and thrive in what Thomas Friedman rightly calls the era of "Globalization 3.0." Increasingly, the ability to work with colleagues and collaborators from around the world is a primary core job skill of the 21<sup>st</sup> Century workforce. In this sense, my own teaching and learning has been immeasurably enhanced and enriched by the vivid presence of so many eager and able international students in my classrooms over the course of my professional life.*

Kate Jordahl, Photography at Foothill

*They bring a different perspective and way of seeing to the classroom. They are generally very hard workers and so grateful for the unique opportunities offered in the United States and at the community college. Their thoughtful questions, awareness of their environment, and deep interest in the subject always raises the quality of the class and engages our local students in a useful manner. They literally see our community through fresh eyes, and this perspective helps their local peers to also see their own everyday lives in a new way.*

From John Swensson, English and Global Education Partnerships at De Anza

*It amazes me to see how many international students carry GPA's above 3.5 and become members of Phi Theta Kappa. They are the best and brightest from their countries and transfer to UC's in numbers higher than the proportion they represent in the student body. As a specialist in Vietnamese literature, I welcome what I learn from them about the literature I teach and the varying perspectives and backgrounds that they represent. It is diversity at it's best!*

Matthew Abrahams, Speech at De Anza

*I remember fondly a Swedish student who helped our class better appreciate the importance of silence when speaking, and a Japanese student who through vivid examples enlightened us on how personal proximity while communicating often speaks louder than words. International students possess in full*

*measure the three critical ingredients I think are needed for success in college and success in life: strong communication, compassion, and commitment.*

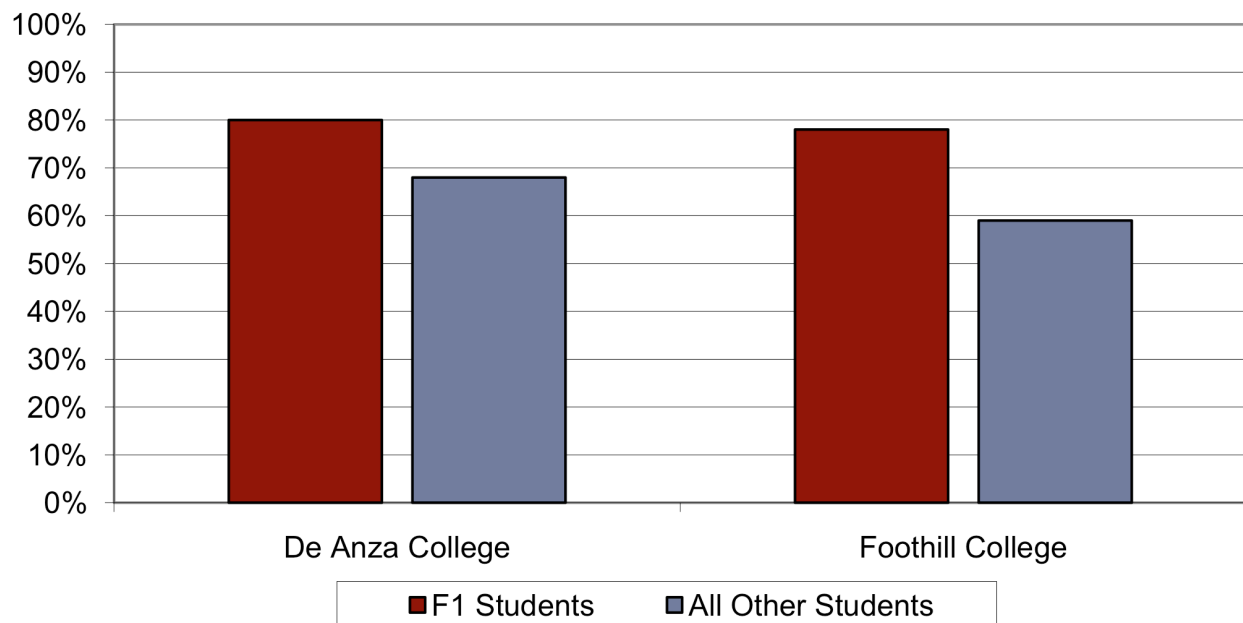
Young Hee Park Lee, Math at Foothill:

*I have noticed that international students in my classes and in campus-wide activities really “play” beautifully together as they become part of the “Foothill Quilt,” bringing their own heritages and backgrounds while adjusting themselves to life in this new environment. Their different perspectives on and approaches to solving a math problem inspire students from our local community.*

### **Student Transfer**

International students are more persistent in completing transfer requirements and thus substantially enhance our overall transfer statistics. In the Accountability Report for Community Colleges, Institutional Research tracked the cohort of students beginning Foothill and De Anza in 2003-2004 over a six-year period to look at their transfer preparation (84+ CSU quarter units) and transfer readiness (transfer prepared plus English and Math requirements.) F-1 students in this group were much better prepared for transfer than all other students.

**FHDA 2003-04 ARCC Cohort Tracked 6 Years  
% Tranfering, Transfer Directed, or Transfer Prepared**



In any one year, we have somewhere between 700 and 800 F-1 students who are ready to transfer. To facilitate their transfer, we need to formally “release” the student in the government’s SEVIS system to their new universities which allows us to accumulate detail about their third-year destination. That process for Fall 2010 is not yet finished, so we don’t have final transfer information, but we do have some highly impressive detail about transfer admissions. The majority of our students end up at San Francisco or San Jose State with some spread across the other campuses of CSU. A strong percentage is also spread across the entire UC system.

Many take advantage of our guaranteed transfer agreements or TAG's which we maintain with 15 universities including all of the UC system except for Berkeley and UCLA. Even without TAG's, for this Fall, we had 87 F-1 students admitted to UC Berkeley and 154 to UCLA!

A large percentage of the admits from each campus to the most selective UC's were international students. For UCLA, a total of 221 were admitted from De Anza; 107 of these or **48.4%** were F-1's. At Foothill, a total of 115 were admitted and 47 them or **40.8%** were F-1's. In this regard, international students significantly enhance our transfer statistics to the best universities.

In addition to UC and CSU, we had almost 30 international students admitted to the University of Southern California, as well as multiple or single admits to Stanford, Caltech, Cornell, Yale, Penn, Vanderbilt, Emory, NYU, Georgia Institute of Technology, Johns Hopkins, Mount Holyoke, University of Texas at Austin, University of North Carolina at Chapel Hill, Indiana University, Ohio State, and Purdue.

Students often make it very clear how grateful they are for help in transferring:

*"When I first came to De Anza, I was just another typical nerdy, serious and close-minded Chinese student who was reluctant to adjust to change. In the past two years, I have been involved in clubs, volunteer organizations and student government which all helped my individual growth. These experiences helped me find my true passion."* John Yan, China, accepted to the business schools at Berkeley, NYU, and UT Austin.

*"Foothill prepared me well and I received a full scholarship at Stanford where I studied economics. Then I worked for McKinsey & Company in LA, Prague and Moscow before doing an MBA at Harvard. Back in Russia, I'm now one of two general partners at Delta, the second largest equity fund in Russia. I very much enjoyed the academics at Foothill. The professors are tremendous and I cannot say that my Stanford classes were better than those I had at Foothill."* Kirill Dmitriev, Ukraine, Stanford BS, Harvard MBA

*"My experience at De Anza helped me grow personally and professionally. In addition to offering courses with much variety and depth, there is a vibrant campus life. (It provides various kinds of support like) the International Student Program which is fully equipped with counselors and staff who dedicate themselves to assisting international students. Its office is a one-stop destination for anyone with questions."* Eden Su, South Korea, Wharton School at Penn

*"It is true that my experience at Foothill can be described in one word—inspiration. It is the foundation in business that I acquired during my two years at Foothill, coupled with its phenomenal transfer reputation, academic support resources, and Honor's Program that helped me to succeed."* Natalija Koreka, Latvia, USC BS

*I chose De Anza because it's the center of Silicon Valley. Professor Newton was one of the best teachers in my life. He helped me go deep inside of physics. And there are many kinds of people from all over the world so that we can get together and share ideas. That's the best thing.* Keisuke Goda, Japan, transferred to UC Berkeley BS/MS, MIT PhD in Gravitational Wave Physics

*"With its enriching environment, engaging professors, encouraging staff, and all encompassing programs, Foothill provides international students with a one of a kind learning, growing, and giving experience."* Tammy Fan, Hong Kong, USC Economics

### **Staffing Structure and Support Services for International Students**

The International Program at Foothill is administered by George Beers, the Dean of International Programs and Lark Cratty, who is a supervisor serving as Program Director. The Program reports to the Vice President for Student Development and Instruction. At De Anza, International Student Programs is administered by a supervisor, Marilyn Cheung, who is the Program Director. The Program at De Anza reports to the Dean of Counseling.

Marketing and recruitment for both campuses is administered by the Dean of International Programs at Foothill with the support of a Director of International Marketing, Viktoria Kolesnikova. Each campus has responsibility through its International Programs Office for the admissions and support of the international students studying at that location. While structured slightly differently, the International Programs office at each campus has strong staffing that supports the success and well-being of our students. Both have an international admissions coordinator, an admissions and SEVIS clerk, an immigration and SEVIS advisor, and 2 International Student Counselors at De Anza and 2.5 at Foothill. De Anza also has the additional help of 2 admissions and records clerks. Campus health and psychological services staff is also very involved in the support of international students. The two programs work closely together to coordinate policies and procedures and to administer a common health insurance plan that is required for all students.

Both colleges and their international staff are active in NAFSA: Association of International Educators, a national membership association for international education professionals. NAFSA has consistently encouraged colleges and universities to care for the special needs of international students by establishing guidelines and best practices for international program services. Both colleges strive to provide the comprehensive support that NAFSA recommends.

### **Financial Benefits to the District**

In the District, out-of-state, F-1 visa and tuition from all other international visa types are mixed into one non-resident tuition revenue account. Institutional Research tells us that currently less than 10% of the total non-resident revenue comes from out-of-state students with the remaining 90% coming from international students. More than 80% of the total is from our F-1 students.

We last made a report to the Board about international students in 2004 when the total 03/04 non-resident revenue was \$11,833,405. For the 2009/10 school year that has just passed, total revenue was \$18,181,178. Over those seven years, there was a 34.5% growth in revenue which occurred even though there was a dip in 2004/05 and 2005/06 that happened because of the accumulated aftermath of 9/11. This phenomenal trend line comes through enhanced recruitment efforts involving more staff travel, the hiring of a Director of International Marketing, the support of two part-time recruitment contractors, our new relationships with educational advising partners, and a positive change in the visa approval rates for students coming from key countries such as China and Indonesia.

With other revenue related to international students added to the non-resident tuition revenue for 2009/2010, the total revenue is \$18,595,038. If we subtract out 10% of the non-resident revenue from out-of-state students which is \$1,811,178, the total of the non-resident revenue coming from international students for 2009/10 is \$16,783,860. **Subtracting the expenses for recruitment and operating the international program, the total amount coming into the District's General Fund is \$13,666,537. This amount supports general salaries and operating expenses which benefits mainly our local students and the general District community.**

#### **NON-RESIDENT REVENUE FOR 2009/2010**

	De Anza	Foothill	TOTAL
09/10 Non-resident revenue	\$11,959,418.00	\$6,221,760.00	\$18,181,178.00
09/10 Int'l student insurance fees	\$134,188.00	\$64,447.00	\$198,635.00
09/10 International application fees	\$58,725.00	\$32,000.00	\$90,725.00
09/10 Summer Bridge ESL	\$84,500.00	\$30,000.00	\$114,500.00
09/10 Vendor refund		\$10,000.00	\$10,000.00

**TOTAL REVENUE:** \$12,236,831.00 \$6,358,207.00 **\$18,595,038.00**

#### **INTERNATIONAL PROGRAM EXPENSES FOR 2009/2010**

	De Anza	Foothill	TOTAL
09/10 Salary/Benefits	\$890,023.00	\$1,027,571.00	\$1,917,594.00
09/10 Operating	\$202,440.00	\$145,255.00	\$347,695.00
09/10 Recruitment			\$652,009.00
09/10 Agent fees			\$200,025.00

**TOTAL EXPENSES:** **\$3,117,323.00**

#### **BALANCE AVAILABLE TO GENERAL FUND FROM INTERNATIONAL PROGRAMS REVENUE**

09/10 Total international and out-of-state revenue	\$18,595,038.00
09/10 10% of non-resident revenue attributed to out-of-state	(\$1,811,178.00)
09/10 Recruitment + International Programs operating expenses	(\$3,117,323.00)

**TOTAL INTERNATIONAL REVENUE AVAILABLE TO GENERAL FUND:** **\$13,666,537.00**

#### **Benefits to the Community**

In our local community, the economic impact is even greater. The U.S. Department of Commerce ranks international education and training services as the nation's fifth largest export. International students contribute not only to campus life and to dialogue within classrooms, but also to the U.S. economy at the local, state and national levels. In 2009, the 671,616 international students in the United States contributed about \$17.7 billion to our economy

through living expenses for themselves and accompanying dependents as well as through expenditures on tuition, books, and other fees. At the State level, the 93,124 international student in California contributed \$2.23 billion to our economy outside of what they paid directly to the State's colleges and universities in tuition and fees. FHDA's international enrollment is 3.9% of the State's total so our student's contribution to the economy in our immediate area is immense! In addition, international students living in our communities teach local citizens about other countries and other cultures, providing many of the same social and philosophical benefits that occur among our faculty and students in our classrooms.

## ***Campus Abroad and Other Activities***

### **Campus Abroad**

It is often said that studying abroad is an enlightening, maturing, and life-changing experience. As students live in and learn to understand a different culture, they are challenged to re-examine themselves, their attitudes, and their values. These programs are offered to enable students to study abroad while making normal progress toward their degree objectives.

The Campus Abroad Program started in 1987 and has been managed by Foothill for the District. The purpose of the program is to conduct residential education abroad. Since its inception in London, the program has expanded to other host countries including France, Costa Rica, Vietnam, Ireland, Italy, Spain, China, Ecuador, Belize, and Cuba. The core of the Program has been 8 or 9 week sessions during Fall and Spring where we offer Foothill-De Anza courses taught by our own faculty at overseas locations. Students enroll in a minimum of 12 units, paying the normal enrollment fees. Students also pay a program fee to a partner service provider which includes transportation, housing, some meals, social and cultural activities, and medical insurance. Every year, we took 40-80 students abroad until 2008 when the poor economy made it impossible to get enough students to make each program viable. We canceled programs for three quarters in a row and decided to discontinue the program until the economy improves. The half-time classified coordinator has been laid off but we hope to resume the activity when students and their families can afford it.

In the meantime, each campus is supporting individual faculty who want to take groups abroad for summer programs. This summer, faculty organized two groups from Foothill to Belize and Cuba, and three groups from De Anza to Vietnam, China and Belize.

### **Sister Schools and De Anza's Global Education Partnerships Program**

During the past twenty years, both colleges have established sister school agreements around the world. These have led to bringing groups of students from their countries to the campuses for contract-based short-term academic and cultural intensives. More than 1200 students have participated, but in recent years, challenged economies have made it difficult for our sister schools to send regular groups. Some continue to send individual students for various lengths of time.

At one time, Foothill had 16 sister schools but is currently active with four: Reitaku University in Tokyo, Japan, Osaka YMCA International College, Japan, Toyama College of Foreign

Languages, Japan and Colegio Bandeirantes, Sao Paulo, Brazil

De Anza recently established an office of Global Education Partnerships (GEP) as a way of better preparing students for a global future. It has coordinated and expanded overseas activities with sister colleges in Viet Nam (6) , China (1) , Mexico(1 designated), and other target countries such as Korea, India and Iran. It also coordinates the campus' current summer study abroad activity sending 40 students to Viet Nam, China, and Belize. Locally, it sponsors a Cross Cultural Partners Program that creates matches and friendships between native and non-native speaking students including many of our international students. It has helped De Anza to enter into an agreement with the Korean government to allow our students to go to Korea and teach English. It coordinates a faculty exchange program that allows our faculty to teach abroad, and it is working at multiple locations in Viet Nam to assist with the development of the educational infrastructure in that country.

GED has an active commitment to create opportunities for De Anza students similar to what they would experience at a four-year university. It requires donor support and investment from industry, private individuals, and foundations, particularly given the current dismal state of the California budget. All funding for the program currently comes from donations raised by the GEP Director.

### **Summer Language Intensives**

Both campuses offer a fee-based credit summer English language or Summer Bridge Program that offers intensive English training. It is designed for students who will matriculate into our full-time F-1 program but lack the requisite English skills.

## **Summary**

The goal of Foothill-De Anza's international education effort is to:

- to enhance world peace and global understanding through education;
- to learn more about each country's culture, language, people, government, and economic principles in order to promote friendship without boundaries;
- to promote global understanding; and
- to promote and support a variety of cultural and educational experiences for all concerned parties.

We maintain our international efforts for three reasons.

- First, they allow us to internationalize our colleges, meeting both the mandate of AACC and ACCT in their Position Statement on International Education and the District's Diversity Vision Statement.
- Second, it brings outstanding students onto our campuses and into our classrooms, and gives us an excellent transfer record that helps to build and maintain the local and national reputations of both colleges.
- Third, it gives the District a significant Fund 14 revenue stream that augments the salaries and operations in Central Services and on both campuses.

## Appendix 1: October 2010 Recruitment Calendar

Eric Qian, George Beers, Greg Barattini, Lark Cratty, Marilyn Cheung, Viktoria Kolesnikova

Oct 2010 (Pacific Time)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	29	30	1	2
3	4	5	6	7	8	9
	INDONESIA: Jakarta	VIETNAM: Hanoi	LEBANON: Beirut			Ho Chi Minh City
				Danang		
10	11	12	13	14	15	16
Ho Chi Minh City		Hanoi				CHINA: Beijing
LEBANON: Beirut		SAUDI ARABIA: Jeddah		KUWAIT: Kuwait City		
				CHINA: Beijing		HONG KONG
17	18	19	20	21	22	23
CHINA: Beijing			VIETNAM: Ho Chi Minh City			Danang
JAPAN: Tokyo			Harbin			
BAHRAIN: Manama		QATAR: Doha			Shanghai	
CHINA: Guangzhou		Nanjing			Shanghai	
24	25	26	27	28	29	30
Hanoi			ISRAEL: Tel Aviv			
UAE: Dubai	JORDAN: Amman		CHINA: Guangzhou			Kunming
Shanghai			Chengdu			Shenzhen
Changsha			Chengdu			Shenzhen
31	1	2	3	4	5	6
Shenzhen						
Guangzhou						

### Fall 2010 Recruitment Travel by Region

#### Asia

China  
Hong Kong  
India  
Indonesia  
Japan  
Korea  
Malaysia  
Thailand  
Singapore  
Vietnam

#### Europe

Bulgaria  
Czech  
Republic  
France  
Germany  
Monaco  
Netherlands  
Norway  
Romania  
Serbia  
Sweden

#### Middle East

Bahrain  
Israel  
Jordan  
Kuwait  
Lebanon  
Qatar  
Saudi Arabia  
U.A.E.

#### N. America

Canada  
Mexico

#### S. America

Brazil

## **Appendix 2: Sample Recruiting Tour Itinerary**

### **American Educational Opportunities (AEO) Fall 2010 Tour Itinerary September 14 to Saturday October 3**

#### **Tuesday, September 14 (Singapore)**

Depart U.S.

#### **Wednesday, September 15 (Singapore)**

Arrive in Singapore on in the evening  
Check in to the Pan Pacific Hotel

#### **Thursday, September 16 (Singapore)**

All day/evening                      Educational advising partner visits

#### **Friday, September 17 (Singapore)**

10:00 a.m.                      Depart hotel  
11:15 a.m. — 12:15 a.m.      Singapore American School  
1:00 p.m. — 2:00 p.m.      Overseas Family School

#### **Saturday, September 18 (Singapore)**

Noon--4:00 p.m.              Fair, Pan Pacific Hotel Ballroom  
6:40 p.m.                      Fly to Jakarta  
10:00 p.m.                      Check into Shangri-la Hotel

#### **Sunday, September 19 (Jakarta)**

Noon—4 p.m.                      Fair, Shangri-la Hotel Indonesian Ballroom

#### **Monday, September 20 (Jakarta)**

8:00 a.m.                      Depart hotel  
9:00 a.m. — 10:00 a.m.      Jakarta International School  
10:30 a.m. — 11:50 a.m.      Highscope School  
1:30 p.m. — 2:30 p.m.      Gandhi International School  
3:00 p.m. — 4:00 p.m.      Universal School  
8:00 p.m.                      Fly to Kuala Lumpur  
11:00 p.m.                      Check into Le Meridien Hotel

#### **Tuesday, September 21 (Kuala Lumpur)**

All day/evening                      Educational advising partner visits

#### **Wednesday, September 22 (Kuala Lumpur)**

9:30 a.m.                      Depart hotel  
10:50 a.m. — 11:45 a.m.      International School of KL  
12:30 p.m. -- 1:30 p.m.      HELP Institute  
6:00 p.m. — 9:30 p.m.      Fair, Le Meridien Hotel Ballroom

**Thursday, September 23 (Bangkok)**

6:00 a.m.	Depart hotel
9:10 a. m.	Fly to Bangkok
12:30 p.m. – 1:30 p.m.	Ruamrudee International School
2:15 p.m. -- 3:00 p.m.	American School Bangkok
5:00 p.m.	Check into Plaza Athene Hotel

**Friday, September 24 (Bangkok)**

8:30 a.m.	Depart hotel
10:15 a.m. — 11:00 a.m.	International School of Bangkok
12:30 p.m. — 2:00 p.m.	International Community School and Concordian International

**Saturday, September 25 (Bangkok)**

Noon—4:00 p.m.	Fair, Plaza Athena Hotel
7:45 p.m.	Fly to Hong Kong
Midnight	Check into Kowloon Shangri-la Hotel

**Sunday, September 26 (Hong Kong)**

Noon—4:00 p.m.	Fair, Kowloon Shangri-la Ballroom
----------------	-----------------------------------

**Monday, September 27 (Hong Kong)**

8 a.m.	Depart hotel
9:30 a.m.—10:30 a.m.	Canadian International School
10:45 a.m. – 11:30 a.m.	Victoria Shanghai Academy
12:30 p.m.—1:30 p.m.	Yew Chung International School
2:45 p.m. – 3:15 p.m.	American International School
6:00 p.m.	Train to Guangzhou
9:00 p.m.	Check into Westin Hotel

**Tuesday, September 28 (Guangzhou)**

9:30 a.m.	Depart hotel
11:00 a.m. -- noon	American International School
1:00 p.m --2:00 p.m.	Utahloy International School
6:00 p.m.—9:00 p.m.	Fair, Westin Hotel Ballroom

**Wednesday, September 29 (Shanghai)**

6:00 a.m.	Depart hotel for airport
8:30 a.m.	Fly to Shanghai
Noon	Check into Jianguo Hotel
Afternoon	Educational advising partner visit
7:00 p.m.—10 p.m.	Fair, Jianguo Hotel Ballroom

**Thursday, September 30 (Shanghai)**

11 a.m.-- noon	Shanghai Singapore International School
1:00 p.m.—2:30 p.m.	Shanghai International High School
8:05 p.m.	Fly to Taipei
1:00 a.m.	Check into Sheraton Taipei Hotel

**Friday, October 1 (Taipei)**

7:30 a.m.	Depart hotel
8:45 a.m. — 9:45 a.m.	Taipei American School
12:30 p.m. — 2:30 p.m.	International Bilingual School

**Friday, October 1 (Taipei) (cont'd.)**

Afternoon/evening                      Educational advising partner visits

**Saturday, October 2 (Taipei)**

1:00 p.m. —      4:00 p.m.              Fair, Sheraton Hotel Ballroom

**Sunday, October 3 (Taipei)**

Fly back to San Francisco

Special thanks to Bernata Slater for the on-going support and financial detail for this report, and to Andrew Lamanque for the on-going support and research data.