

**SHORELINE COMMUNITY COLLEGE  
DISTRICT NUMBER SEVEN  
BOARD OF TRUSTEES  
REGULAR MEETING OF JANUARY 23, 2013**

**TAB 2**

**REPORT(S)**

**Subjects:      CAMPUS INTERNATIONALIZATION  
                     INTERNATIONAL OUTREACH**

Attachment(s)

- Internationalization
- International Outreach

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Shoreline Community College  
January 18, 2013

## **Internationalization**

Presenters:

- Dr. James Jansen, Vice President for Academic and Student Affairs
- Mari Kosin, Director of Student Services, International Education Office
- Samira Pardanani, Director of Admissions & Immigration, International Education Office

### **Part I: Internationalization Process and Planning**

The Senior Executive Team (SET) will decide the precise process the College will follow to achieve the goal of internationalizing the campus. Currently under discussion are the following two possible approaches, one of which will be selected by the end of January 2013:

#### ***Faculty/Staff Approach:***

This approach is based on a document composed by the Campus Internationalization Leadership Team (CILT) titled “Advancing Campus Internationalization: Report to the President’s Senior Executive Team” (June 30, 2012). It is based on four core principles, including: 1) Engagement (involvement of both campus and off-campus constituencies); 2) Research (ongoing examination of other institutions and best practices); 3) Assessment (evaluation of the current state of the college and attainment of goals), and 4) Accountability (maintaining accountability for the means and ends relative to each task).

These principles inform what are referred to as the four pillars of internationalization: internationalizing the curriculum, creating opportunities for domestic and international student interactions, augmenting global competence through staff development opportunities, and involving the community at large in discussions of international issues.

This approach specifies the formation of groups consisting of faculty, employees, students, and community members to accomplish the goals of internationalization. Specifically, a Campus Internationalization Implementation Group (CIIG) would supervise implementation teams for each of the four pillars:

- Curriculum Internationalization Team (to fortify the curriculum with international content; to add criteria for measuring internationalization in curriculum)
- Meaningful Interactions Team (to increase and strengthen interactions among students and create curricular opportunities for dialogue)
- Global Competence Team (to provide ongoing opportunities for increasing global competence among employees), and
- Community Engagement Team (to strengthen engagement between campus-based and off-campus communities relative to international interests and issues).



#### ***Administrative Approach:***

A second approach under review incorporates many of the attributes of the faculty/staff approach but is driven primarily by the Senior Executive Team (SET). Accordingly, the various responsibilities for the internationalization effort would be divided as follows:

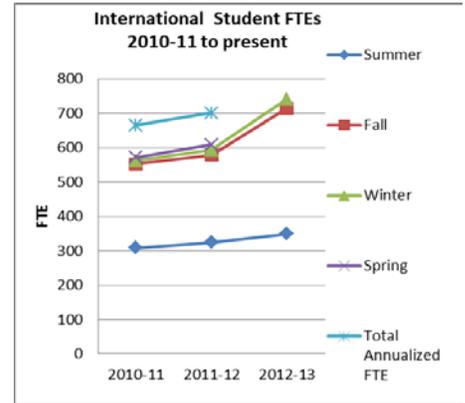
- Curriculum and Instruction: Vice President for Academic and Student Affairs
- Community Engagement / Strategic Planning: Vice President for Administrative Services
- Staff Development / Campus Life: Vice President for Human Resources and Legal Affairs

These members of SET would form committees for each of their focus areas that would then report back to SET on their findings. SET would then use the information gathered from each committee to formulate an ongoing plan of campus internationalization.

Part II: International Outreach

Overall International Student Enrollment (FTE)

Annualized International Student FTEs by Quarter					
2010-11 to present					
Quarter	2010-11	2011-12	2012-13	Change in past year	Change in past 2 years
Summer	308	324	349	+8%	+13%
Fall	553	578	714	+24%	+29%
Winter	561	593	741	+25%	+32%
Spring	572	609			
Annualized	665	701			

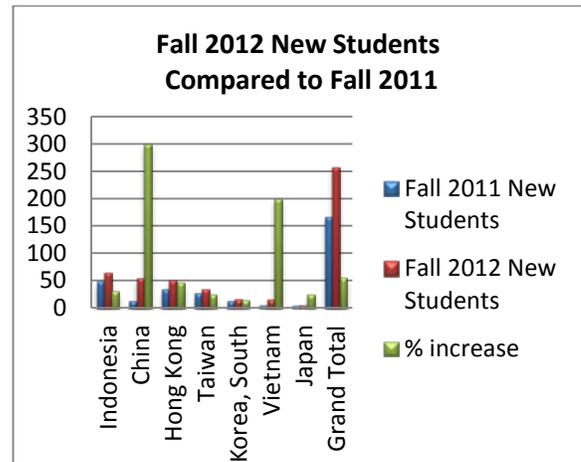


(source: HP data)

- Stronger than expected enrollment growth after launch of IE initiative in September 2011
- Estimated annualized FTE in 2012-13 (with a 25% increase in Spring 2013) = **855**
- Estimated annualized FTE in 2013-14 at 25% growth rate = **1068** (With a 10% growth rate in 2013-14 = **940**)

Fall 2012 New Students (headcount)

	Fall 2012	Fall 2011	% increase
Indonesia	64	49	31
China	56	14	300
Hong Kong	51	35	46
Taiwan	35	28	25
Korea, South	16	14	14
Vietnam	15	5	200
Japan	5	4	25
Grand Total	258	167	54



(Source: FSA-Atlas database)

- Across the board **increases in all top countries**
- **54% increase** in new students from Fall 2011
- **Largest new international student enrollment** in SCC history
- Homestays became unavailable or inadequate in last few weeks prior to students' arrival
- **63% increase** in agent referred students
- **18% increase** in students transferring in from other schools

## Outreach – Highlights and Initiatives

- International Marketing and Outreach continues to be highly competitive with more institutions relying on international student enrollments.
- Building Shoreline brand is key.
- Developed marketing materials (including DVD of Shoreline Transfer Fair, New Agency Training Packet, Letter to Agency and Newsletters) for each market to keep our partners updated and constantly educated.
- Marketing/Outreach staff is engaged both abroad and at home.
- Majority of students coming from Indonesia and Hong Kong; Need to diversify and begin opening new markets.
- Continue to strengthen relationships with four-year universities to develop Conditional Guaranteed Admission Agreement.
- Expanding presence on social media.
- Closely monitoring ROI for different markets. Cannot expect the same ROI for every market.

### Hong Kong

- Participating in AEO and Hong Kong Expo fairs.
- Conducted seminars with top producing agents; Parent's Day and Pre-Departure Orientation.

### China

- Established partnership with Qingdao University.
- Established joint international program with Hebei Institute of Tsinghua University.
- Developed partnerships with high schools in Chongqing, Sichuan, Shandong and Zhejiang
- Awarded grant from Confucius Institute (Hanban of China); they sent an instructor to Shoreline to teach Chinese language and culture.
- Established solid work relationship with U.S. embassy in Beijing.

### Indonesia

- Increasing social media engagement using Facebook. We have the most likes from students in Indonesia.
- Trained new agents, including some in smaller cities or agents with offices outside of Jakarta.

- Organized an outreach visit for Executive Director to meet key partners in Indonesia.
- Revitalized some existing partners with relationship building and new bonus structure.
- Attended a variety of seminars, fairs, and information sessions with US Government and overseas partners in 7 cities around Indonesia.

## Southeast Asia

### Thailand and Cambodia

- Participating in EducationUSA and AEO fairs.
- Participating in events with the Department of Commerce designed for Community Colleges.
- Trained and brought on first agent from Cambodia.

### Vietnam

- Participated in marketing campaign with Capstone Vietnam with Facebook, newspaper ads and articles on Shoreline.
- Sponsored VietAbroad Conference (<http://vietabroad.org/portal/>)

### Korea

- Working with PIO to increase profile of Shoreline via ads on Facebook and local Korean papers.
- Planning focus groups with community members.
- Developed profile in Korean with biggest agent.
- Meetings with US Department of Commerce, US Fulbright Commission, and EducationUSA in Seoul.

### Saudi Arabia

- President Lambert visited Saudi Arabian Cultural Mission, SACM, in Washington, DC.
- Applied and approved to be a SACM Scholarship school for ESL and academic programs.
- Increase of 50.4% of Saudis coming to study in the US according to Open Doors report.
- Participated in U.S. Department of Commerce's webinar on International Student Recruitment.
- Preparing materials and webpage in Arabic.
- Planning to attend education fair in April 2013.

## Next Steps

- Build dormitory to accommodate increased enrollment.
- Maintain quality and level of support student services to retain students (Good Service = Good Marketing).
- Diversify into new markets (Brazil, Turkey, Nepal and India).
- Start planning for next phase of growth.