

**BROOKDALE COMMUNITY COLLEGE
EDUCATIONAL SERVICES MASTER PLAN (ESMP) 2020
INTERNATIONAL EDUCATION CENTER**

Introduction

This section [of the ESMP] addresses the International Education Center (IEC) and its role in leading campus-wide internationalization efforts. Internationalization is defined as "the process of integrating an international/global, or inter-cultural dimension into all the teaching, learning, student affairs, research and service functions of Brookdale" (adapted J. Knight, 2003).

The Association of Community Colleges Trustees notes that "Community colleges should develop strategic plans for global awareness and competence that respond to the needs of the community's learners, businesses, and institutions." Studies have shown that employers place great value on cross-cultural and global competencies (IIE, 2009). Therefore, it is critical that our students are exposed to international educational opportunities.

Relevant History

In its forty-year history, Brookdale Community College has had a rich involvement in international education the highlights of which include:

- Creation of the IEC in 1973
- Membership in the College Consortium of International Studies (CCIS) and sponsorship of three CCIS programs in Scotland and Canada
- Faculty-led, short-term study programs for which the college received an Honorable Mention in the Institute of International Education's Andrew Heiskell Award for Innovation in International Education
- Creation of a scholarship fund honoring one of the founders of the Center, Elaine Baran
- Introduction of the International Studies Option, an interdisciplinary degree for transfer students choosing careers in international/global studies
- Administration of a FIPSE grant involving culinary students and faculty at six institutions in the U.S. and overseas
- Numerous professional development opportunities for, administrators, staff and faculty

The most significant change since ESMP 2010 was the expansion of the Center's function to include oversight for the admission, immigration and support advising for international students. With this change the Center was moved from a direct report to the Executive Vice President for Educational Services to the Dean of Enrollment Development and Student Affairs. A more subtle but significant change was renaming the office from the International Center to the International Education Center. The purpose was to reflect the importance of the Center to the academic mission of the College and to emphasize its role in promoting campus-wide internationalization.

Connection to the Mission

In connection with the College's mission, the IEC seeks to provide high quality, affordable and accessible international educational programs and services for students, faculty and staff. In connection with the College's vision, the IEC seeks to play a transformative role in our community by leading campus-wide internationalization efforts and is a key player in advancing institutional values of diversity and global

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perspectives by providing academic and co-curricular programs that introduce students, faculty, administrators and staff to diverse cultures around the world.

Research and Assessment

The sub-committee reviewed a number of articles, research reports and white papers from the following sources:

- NAFSA: Association of International Educators
- Forum on Education Abroad
- American Council on Education
- Institute of International Education
- American Association of Community Colleges
- Brookdale office of Planning Research and Assessment

These sources provided data on enrollment trends for international students and study abroad participation, information on successful campus-wide internationalization strategies as well as current challenges and opportunities to expand international educational exchange. Data were also collected from a number of campus constituents.

Sub-committee members administered one survey to assess student interest in study abroad and another survey to assess international student satisfaction with the Center's services. Sub-committee members also conducted a SWOT analysis with faculty and administrators to gauge their perspectives on campus-wide internationalization. These findings report data from the literature and data collected from campus related to international students, study abroad, campus-wide internationalization and connections to other chapters of the College's ESMP.

International Students

According to the Department of Homeland Security (SEVP, 2010), there are over 741,000 international students studying in the U.S. as of December 2009. These numbers are expected to increase. By one conservative estimate, international students and their dependents contributed approximately \$17.6 billion to the U.S. economy and \$435 million to the New Jersey economy during the 2008-2009 academic year (NAFSA: AIE, 2009). However, Brookdale trails behind other county colleges in the number of enrolled international students. The top three county colleges enrolling international students are Bergen-741, Burlington-642, and Camden-539 compared to Brookdale-152 (NAFSA: AIE 2009).

Eighty students responded to the satisfaction survey, which revealed that 87% were satisfied or very satisfied with general advising and support services provided by the Center. And, 90% were satisfied with staff response time for document requests and immigration applications.

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Study Abroad

While U.S. student participation in study abroad continues to grow, community college students remain under-represented in study abroad. In the 2005-2006 academic year, less than 3% of the overall study abroad population were community college students (IIE, 2008).

Across all institutional types, the largest growth areas for study abroad include faculty-led programs followed by semester programs. In recent surveys of international educators, the rising costs for students to participate in study abroad, rising administrative and program costs as well as insufficient federal and campus funding were cited as top challenges for study abroad participation (IIE, 2009; Forum on Education Abroad, 2008). Data from the sub-committee's study abroad survey suggested similar challenges.

A survey to assess interest in study abroad was administered in selected math classes and an on-line section of a history class for a total of 173 responses. Only 34.9% of the respondents were aware that financial aid and funding are available for study abroad. While 56.6% of the respondents felt that study abroad was essential to their educational and professional development, only 24.4% planned to do so while at Brookdale. In order of most frequently cited, reasons for not planning to study abroad included family obligations, planning to graduate soon/ in current semester, not a part my major, funding/cost, can't leave job, don't have the time, and not interested/don't want to go.

Campus Internationalization

Research and survey data continue to recognize faculty engagement as essential to promoting campus-wide internationalization in general and study abroad in particular (IIE, 2008). Furthermore, curriculum integration is increasingly seen as a critical next step for study abroad programs (Forum on Education Abroad, 2008). Beyond study abroad, efforts to internationalize the community college curriculum should result in an infusion of "cross-cultural concepts, theories, and patterns of interrelationships into courses and academic programs" (Raby, 2007).

The sub-committee conducted a SWOT analysis with members of the International Education Advisory Committee to ascertain members' perspectives regarding campus-wide internationalization. Thirty-three members responded to the survey. Strengths, weaknesses, opportunities and threats related to campus-wide internationalization are identified below.

Strengths included: the International Center; Curriculum/ faculty-led programs; Core of interested faculty and administrators/International Education Advisory Committee; Co-curricular programs; Diversity of the student body/student clubs; and Study abroad opportunities.

Weaknesses included: Communications/Marketing/Weak Website; ESL Issues: more mentoring and support for ESL students, Curricular problems; No fund raising apparatus/No scholarships for non-citizens/Financial constraints; No strong commitment from administration to comprehensive internationalization; Brookdale offers so many different programs and events across campus that it's difficult to promote international programs.

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Opportunities on which the College can capitalize included: Increase in Hispanic population/increase in immigrant population; Increase in student interest in study abroad; On-line learning and use of technology; Location between NYC and Philadelphia as a cultural resource; Businesses recognizing the need for globally competent graduates.

Threats to campus-wide internationalization included: Funding/Cost of international programs; Perception that travel is unsafe; Prejudice/Parochialism.

Finally, all of the above indicates the development of a campus culture that embraces, accepts and drives internationalization is necessary to achieve a successful outcome.

Connection to other chapters of the [Educational Services Master Plan](#)

Demographics: A key finding from the demographics data is that the Hispanic and indeed the immigrant population in Monmouth County is expected to increase. Brookdale should both capitalize on this to promote internationalization and at the same time be prepared to serve the growing immigrant community in both academic and support services. Another key finding relates to the anticipated growth in non-traditional students due both to the current economic crisis as well as a flattening in the traditional aged student over the next ten years. The Center will need to serve the non-traditional students in terms of access to international exchange programs.

Teaching and Learning: The College should continue to promote the International Studies Option. Currently for the A.A.S. and A.S. degrees cultural and global content is only recommended, not required. The College should address how to ensure that most of these students will obtain some type of cultural and global competency in their respective programs. The expected increase in the immigrant population warrants the College to examine ESL services delivery and support.

Student Affairs: As the College implements recommendations from the Commission on Student Development (COSD), academic and counseling services to a growing immigrant population should be addressed. Additionally, growth at the branch campus and higher education centers will necessitate adequate support services for this population at these locations.

Partnerships: The College should continue to partner with other two- and four-year institutions in the U.S. and abroad in order to offer educational exchange opportunities for students, faculty, administrators and staff. In addition, the Center should strengthen internal partnerships with academic and student affairs divisions and administrative departments to further the goal of campus-wide internationalization.

Recommendations

Brookdale has accomplished more in this area than many of its peers, however, the College still has a long way to go to before international education is fully integrated into all aspects of college life. The following key themes emerged from the findings that influence recommendations for the next ten years.

Educational Exchange: It is clear that a significant number of Brookdale students would like to study abroad, yet few are aware that scholarships, loans and financial aid are available. Family and work

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obligations continue to hinder many from considering study abroad opportunities. Moreover, existing financial aid programs and scholarships are often insufficient for low income and middle income students.

Faculty Engagement: External studies and research reports continue to emphasize the need for faculty engagement as a key component of internationalization.

Changing Demographics: Because the numbers of traditional aged students will not continue to increase, the College has an opportunity to expand recruiting efforts internationally. The anticipated increase in the immigrant population in Monmouth County requires that the College address both ESL delivery methods and support services for this growing group of students.

These themes lead to the following three recommendations [which were adopted by the College in April 2010]:

- I. The College should expand access to international opportunities for students, faculty, administrators and staff through curricular development, programming, and international experiences.
- II. The College should provide enhanced student services to meet the needs of immigrant and visa students.
- III. The College should develop and implement a plan to actively recruit international students.

Action Items

- I. The College should expand access to international opportunities for students, faculty, administrators and staff through curricular development, programming, and international experiences.***

Curricular Development

- a. promote the International Studies degree option to current and prospective students
- b. support revision and/or review of curricular offerings that promote internationalization
- c. develop new curricular offerings that combine regular campus instruction with imbedded international study abroad of varying lengths and opportunities
- d. link international events and programs, with academic objectives across the disciplines, with community groups where programs reflect market needs for graduates and for financial support, and with non-credit programming offered through OBCD
- e. integrate and expand the Global Citizenship Project into additional disciplines and include more faculty
- f. ensure that the College pay faculty members the equivalent of one section (at part-time rate) for short-term faculty led programs for teaching a course and when credit is not offered (i.e. non-credit service learning), faculty should be compensated for their extra-curricular time.

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Programming

- g. identify and publicize grant, scholarship, and exchange information via the International Education Center website, the international education listserv, at the IEAC meetings and in other college-wide meetings, such as Governance, and via the College's Marketing Department, website and/or portal
- h. sponsor or co-sponsor high quality cultural programming and community based programs (i.e. international films, food exchange, speakers, international fashion show, etc.)
- i. develop a systematic way of collecting and maintaining data on students and faculty interested in international educational exchange
- j. support BCC diversity initiatives by co-sponsoring programs with the diversity committee
- k. implement new structure for the IEAC as identified in ESMP 2010
- l. consider expanding the IEAC to include external members with an interest in international educational exchange, such as local non-profits, local cultural groups, and businesses, such as Lucent or Vonage
- m. collaborate with student life on international travel/credit opportunities
- n. integrate Global Citizenship Project activities with international education center programs

International Experiences

- o. offer at least 4-6 faculty-led programs per year
- p. develop relationships with new abroad partners and institutions
- q. increase the number of Brookdale students who participate in College Consortium for International Studies (CCIS) study abroad programs by 20%
- r. establish database of Faculty/Staff Fellows whose expertise in diversity, languages, history, culture, interdisciplinary and global issues could be utilized in working with international students, study abroad students, and Brookdale faculty and staff
- s. collaborate with academic divisions and administrative departments to promote internationalization (i.e. Counseling Services, OBCD, the Diversity Council, the BCC Network, HECs, College Marketing, PAR, Recruitment Services, the Center for Experiential Learning and Career Studies, Design and Production, and the Teaching Learning Center)
- t. maintain membership in and collaboration with our current consortium partners
- u. solicit assistance of faculty/staff to promote study abroad in targeted classes
- v. investigate service learning opportunities abroad and integrate service learning into faculty-led study abroad programs
- w. offer inter-cultural experiences within the local community

II. *The College should provide enhanced student services to meet the needs of immigrant and visa students.*

- a. maintain compliance with federal regulations regarding the enrollment of international students in F-1 non-immigrant status
- b. provide support to international students who hold other non-immigrant classifications
- c. increase the number of F-1 international students by 10% over the next ten years
- d. provide workshops to assist international students in adjusting to the campus and community
- e. provide workshops to international students to assist them in maintaining their immigration status

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- f. provide on-going personal advising to enable (international) and limited English proficiency students to adapt to Brookdale and the community
- g. interface with the Brookdale counseling department to develop a procedure for assisting international and non-native students in the planning of their academic schedule
- h. designate/identify several counselors to work with international students
- i. support the International Students Association and other nationality organizations by advising and/or assisting in the planning and promotion of their activities
- j. establish links with community groups that can provide needed assistance to international students

III. The College should develop and implement a plan to actively recruit international students.

- a. prepare recruiting plan for review by Cabinet and Board
 - 1) review successful strategies at sister schools
 - 2) advocate for the College to build housing to accommodate international students and to host short-term study abroad or other international groups
 - 3) identify housing options for international students
- b. implement armchair recruiting strategies