CALIFORNIA COMMUNITY COLLEGES
AND
FOOTHILL - De ANZA
COMMUNITY COLLEGE DISTRICT

#90-0006
International Education Program Orientation Videos

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Three videos were produced in an effort to refine, standardize and improve the preparation process of International Education Program students. Brief descriptions of adjustment problems, housing, employment and resources abroad were provided as an orientation tool for students intending to participate in the program. A second video documenting the European experience of students in California aided host families in preparing for their guests. The third, interactive video explored in depth, the culture shock and adjustment process for European students in California. Specific questions are answered for participants as well as helping students develop realistic learning goals for their experience abroad.
Each summer the International Education Program (IEP) at Foothill College offers an international work/cultural exchange program in Europe for over 250 college-aged students from more than 50 colleges and universities throughout California. As a reciprocal component, over 200 European college students come to California for a summer work/cultural immersion through the sponsorship of IEP.

IEP is responding to the needs of an increasingly global marketplace as expressed by the media, government studies, and the FII funding priorities for 1990-91. It has received high praise from IEP participants, employers, and hosts and government officials and has received three USIA grants in 1985-88.

This project is based on needs expressed by past program participants and hosts, and coordinators, and on the successes of similar projects. IEP is requesting funding for a project which would help to refine, standardize, and improve the preparation process of IEP participants and hosts. The project consists of three video tapes. All filming will be done on location in the participants' host countries.

The content of the first two videos will consist of participants giving brief descriptions of their employment and housing, as well as adjustment problems and resources abroad. These videos will be used as orientation tools for IEP applicants in subsequent years. They will answer the need for an audio-visual presentation of typical employment and housing available, and will help participants to develop realistic learning goals for their own experience abroad. One of the videos - documenting the European experience in California will be shown to host families in California communities. It will provide an audio-visual presentation of typical students, help families to prepare for hosting a student in the future, and encourage hosts to publicize the IEP.

The third video will be interactive in nature and will be used as a prototype training tool. It will explore in depth the culture shock and adjustment process of European participants in California. The tape will be used as part of a pre-departure orientation seminar for European participants. California participants will view the tape prior to their own experience in Europe and comment on the value of a similar tape for California participants in Europe. Host families will also view the video and evaluate its usefulness as an orientation tool for hosts.
Evaluation of the project will be based on the results of questionnaires completed by all viewers of each tape. The videos will be general enough in nature as to have the potential to be adapted for other work exchange programs. Through IEP, the project will reach students from more than 50 Californian institutions and five European countries. The videos will be used throughout subsequent years and will not require further funding. The total budget for this project is $14,773.00. IEP will provide $8225.00, or 56% of that amount, and requests $6548.00, or 44% of the total in grant funding.
International Education Program Orientation Videos

1. Specific Educational Program Being Addressed

“... as language improvement, friends and job skills.... Going through with the Foothill College program was one of the best decisions I ever made.”

Faith Ryan Whittlesey, former U.S. Ambassador to Switzerland, wrote, "I am very much impressed by the cooperative nature of the Foothill College International Education Program.... Just as this enlightened Swiss company [Migros - IEP corporate sponsor] has realized that more and more young people must be involved in international business, so too will American companies want to involve their employees in this kind of international youth exchange. When these young people return to their companies, they bring their enhanced understanding, not of the theory of international marketing, but of the realities of that marketplace. It is an impressive opportunity for both the company involved and for the young people.”

Jan Whaley, participating employer at Convex Computer Corporation in San Jose stated, "We hope to continue to be successful and be able to share with these young adults. Actually, the street is two-way and we learn from their experiences also, Isn't that what it is all about?"

Gayle Bobbitt and Jon Garfield wrote, "All of us have enjoyed our summer together very much. It has definitely been a rewarding cultural experience. We have made a new friend and in the process have learned much from each other about our respective countries and people. The best part, of course, is that we developed a friendship which will last a long, long time. Thanks Foothill!"

CALIFORNIA COMMUNITY COLLEGE NEEDS:
FII FUNDING PRIORITIES

The IEP at Foothill College is successfully responding to the needs reflected by the Board of Governor's funding priorities for 1990-91.
In accordance with those priorities, the IEP:
1. Provides "alternative instructional programs ...which reduce the barriers between school and work, link academic knowledge and learning outside the classroom,
improve problem-solving abilities, and place greater responsibility with the students in
defining individual learning objectives and means." (FII RFP 1990-91, p. 2.);

2. Provides "non-traditional forms, content, and methods of instruction such as:
instructional programs which involve internships and experiential learning opportunities;
instructional programs which focus on the development of interpersonal skills;
instructional programs involving independent study..." (FII RFP 1990-91, page 3.);

3. Provides "interdisciplinary programs involving local non-college institutions in the arts
and sciences," such as local businesses and companies which employ European
participants (FII RFP 1990-91, page 4);

4. Provides a program which improves the educational quality of offerings by
"internationalizing the curriculum;" and "expanding the cultural pluralism aspects..." (FII
RFP 1990-91, page 6); 5. Offers a non-traditional program for ESL learners as well as
for foreign language learners through employment and cultural immersion.

PUBLIC NEED FOR INTERNATIONAL EDUCATION:

The Foothill College IEP is successfully responding to the Publicly acknowledged needs of an
increasingly global economy.

In a July 15, 1988 article in the New York Times, Claudia H. Deutsch addressed the need for
internationally experienced individuals. "...hands-on international experience is moving out of
the 'nice but not necessary' category and into the 'must have' slot for those on the corporate
fast track....Book knowledge cannot replace experience.... 'It is not just the language and
culture; these people develop a broader set of problem-solving skills.'"

A recent report released by the National Governor's Association (NGA) surveyed the efforts of
the 50 states to improve international studies and concluded that those efforts were not
enough. Among its leading recommendations:
• Require every college graduate to speak a second language and to be familiar with
other cultures.
• Increase business and community support for international studies.
• Help the business community gain access to information about export markets, trade
regulations, and overseas cultures.

Governor Gerald L. Baliles (D) of Virginia and chairman of the NGA stated the need for
people "who can move about comfortably in other nations, who understand other cultures, and
who can communicate in other languages. It is no good trying to sell something people don't
want, or need."

At the first tele-conference of the National Association of Foreign Student Affairs in February
of 1990, themes for discussion included:
1. The need for U.S. colleges and universities to better utilize foreign students in order to internationalize the community;

2. The need to provide an alternative to academic exchange programs;

3. The need to develop foreign links with American business through internships;

4. The need to expose Americans to foreign business practices and perspectives.

Strengthening links between the United States and Europe by internationalizing the American population become critical issues in light of the changes occurring in the European Community in 1992. "The United States and the E.C. are economically interdependent; visible trade between them amounts to well over $100 billion a year, and investment across the Atlantic by American and European firms totals over $176 billion.... 'We continue to see a strong and unified Europe not as a rival, but as an ever stronger partner,' President Ronald Reagan told the European Parliament in 1985, echoing the importance past American Presidents have placed on U.S.-E.C. political and economic relations." (From, "The European Community" brochure).
2. Specific Problems Being Addressed

SPECIFIC PROBLEM ADDRESSED IN THIS PROPOSAL:
The IEP proposes to produce three video tapes to address the following specific program needs.

Participant Preparation:

The level of preparation of students varies tremendously depending on (1) the amount of time and attention which the various IEP coordinators are able to devote to the development, coordination, and delivery of the seminars; and (2) how many past participants are able to share their experiences with new participants.

As part of their preparation, both California and European students attend an orientation meeting and two seminars prior to departure. The major foci of these meetings are to provide logistical information, to help students to develop worthwhile and realistic goals and objectives, and to give valuable cross-cultural information. In addition to a lecture given by IEP Director Dr. Gunter Seefeldt or by a European Coordinator, past program participants are invited to discuss their own experiences in Europe and to answer questions.

Past Participant Presentation: As described, past participants are often available to discuss their summer work/cultural exchange experiences and answer questions for new participants. However, because past participants are recruited from throughout the state or country, few are able to travel to make a presentation at the seminar.

Host Country Perspective: While students are exposed to the perspectives of past participants from their own country prior to arrival in Europe, they do not gain direct insights from their host country perspective: their style of communication, their way of conducting business, their views and expectations of participants' home country, etc. The program would be more effective if students could gain valuable benefits from a structured educational activity which would provide the host country perspective.

Visual Images: Students frequently ask for visual representations of where they will be living and working during the summer. Many students visit tourism offices in hopes of finding photos, but usually can find only general brochures which do not provide the detail they desire. With visual images, students would be better prepared to bring the type of clothing necessary, plan their means of transportation, and generally satisfy their curiosity.

California Hosts:

California hosts also attend a workshop (not mandatory) prior to the arrival of their students. Past hosts are invited to speak about their experiences hosting for the Foothill College IEP
and to answer questions from new hosts. Logistical information is provided by IEP staff. This is also an opportunity to ask hosts to help IEP to publicize the Foothill College program among friends and co-workers to help find new hosts and employers, which is a year-round process.

Having never met their students before inviting them into their homes, hosts are often concerned about how their students will adapt to living in their homes and in California, and about the expectations of the students regarding family integration, activities, tourism opportunities, etc. Both before and after the hosting experience, hosts have repeatedly expressed the desire for a more comprehensive description of what is expected of them as hosts.

Hosts would certainly benefit if they were able to hear from past student participants about their experiences in California. This would help the hosts to understand the process of adjustment which the students undergo while in California, as well as learn about general expectations. And seeing past student participants tends to generate some excitement among prospective hosts and adds additional motivation to publicize the program.

PROPOSED PROJECT:

The IEP proposes that a set of companion video tapes, one documenting the experience of Californians in Europe, and one documenting the experience of Europeans in California, will standardize and improve the preparation process of California participants, European participants, and host families in California. In addition, IEP would like to create a second type of video which would explore in more depth the adjustment process of program participants. This video would be an experimental project which would allow IEP to measure the value of such a video to the preparation process of participants and hosts. Based on the evaluation of this third video, IEP may pursue the production of a revised version and of a similar video for California Participants.
3. Population To Be Served

[SEE “OBJECTIVES” SECTION OF THIS DOCUMENT.]
Project Objectives:
Objective #1. To create an educational activity which will standardize and improve the preparation of IEP participants and to provide hosts with visual information about the program.

Task/Activities:
Produce 2 video tapes, each approximately 20 minutes long. The content of the two would be similar: participants would give brief discussions of their work experience and their housing arrangements, as well as briefly discuss their adjustment and give "helpful hints" for future participants. One of these tapes would be of California participants in Europe, the other of European participants in California. Each tape would include as many as 10-15 participants so to provide viewers with audio-visual representations of the variety of work and housing placements offered by IEP.

Impact/Population Served:

a. Video #1, "IEP in Europe," will be shown to over 500 California applicants to the IEP during one of the pre-departure seminars in California. Video #2, "IEP in California," will be shown to approximately 250 European applicants during one of their pre-departure seminars in Europe.

Students will get a much desired audio-visual image of 15-20 representative opportunities available in terms of employment and housing in their respective host countries/communities. The tape will help them to develop more realistic learning goals for their IEP summer experience through hearing and seeing a variety of representative participants in their host communities. They will learn more about the expectations which may be placed upon them by hosts or employers, and will be able to prepare accordingly. They will be better equipped upon arrival in their host countries in terms of resources available to them. During the seminar, time which is currently spent waiting for interviews with Coordinators will be used more effectively for an activity which does not require staff supervision.

b. Video #2 will also be shown to approximately 200 hosts families in California prior to the arrival of their European students. The video will provide further information for hosts. Hosts will learn about the general experiences of past European participants in terms of types of employment and housing. They will hear about families like their own who have hosted in the past. They will see the variety of employment which their student may engage in, and learn about the general adjustment process of students. This will help to better prepare them to accept a student into their home and will create positive anticipation of the
arrival of their student.

Objective #2. To investigate the value of a second type of educational video tape which would standardize and improve the preparation of participants and hosts.

Tasks/Activities:

Produce one video tape, at least 20 minutes in length, to be used as a "prototype," which, depending on evaluation of the finished product, would lead to similar productions. This video would include input from 5-10 European participants describing at a deeper level their experiences in adjusting to working in California and living with local hosts. Their contributions should include: a discussion of expectations of work and housing, and of lifestyle and people in California, prior to arrival in the U.S., and of what their actual findings were; a comparison of life and work in their home country to their experience in California; and a discussion of logistical (transportation, cost of living, etc.) and well as cross-cultural issues.

The video will be interactive: at various points in the video, the facilitator will stop the tape in order for the students to discuss the subject matter. A User’s Guide will be included with each copy of the tape.

The video will be evaluated by each audience, both in terms of its value as an orientation tool, and in terms of its content. IEP will explore the possibilities of revising this video tape, and of creating a similar tape for Californians participants in Europe, based on the results of the evaluations.

Impact/Population Served:

a. This video will be used as part of the pre-departure orientation for over 250 California students. Students will learn about the European expectations and/or stereotypes of California and its people which they may encounter while in Europe. They will also learn from the experiences of 5-10 European exchange students about the potential for misunderstandings to develop due to cultural differences.

This video will help them to become more aware of their own cultural perspectives and characteristics, or at least of the cultural characteristics attributed to them. It will help them to begin to internationalize their perspectives, and thereby be better equipped to function as Americans living and working in Europe.

This will serve as a second unsupervised educational activity during the waiting period at the second seminar. Students will provide feedback about the value of a similar tape of California students in Europe.

b. This video will be used as part of the pre-departure orientation for over 200
European participants in order to better prepare them for the realities of living in and working in California. It will help them develop more realistic learning goals and expectations of their job and housing placements in California. It will prepare them for the potential for misunderstandings due to cross-cultural differences. It will assist unpaid European Coordinators in five countries in developing and presenting a pre-departure seminar for European students.

c. This video will be used as part of a host workshop given prior to the arrival of Europeans each summer. Some 200 hosts in communities in the San Francisco Bay Area, Stockton, Sacramento, Orange County, San Diego, and Long Beach will profit from hearing the experiences of 5-10 past European participants, thereby increasing their understanding of the expectations and the adjustment process of the European participants, helping them to ease the adjustment of host family as well as participant when they welcome a European into their own homes.

In summary, this project as a whole will benefit:

1. Californian and European participants, who will be better and more uniformly prepared for their cross-cultural experience and thus gain more value from it.

2. Hosts in the California community, who will be better prepared through understanding of the expectations and the adjustment process of the students they will host.

3. Hosts and employers, who will derive greater benefit, global knowledge, and sense of global fellowship and goodwill from interaction with a well-prepared participant.

4. International Education Program at Foothill College, which will improve in quality and thereby increase the prestige of the program.

5. IEP Coordinators, who will save time and effort in developing seminars for IEP participants.

6. Foothill College, which will gain greater prestige in California and in Europe for operating a well-run and successful program which benefits both student and host community.

SUCCESS OF SIMILAR PROJECTS:

At the request of many individuals visiting the U.S., the Copeland-Griggs Production Company in San Francisco has developed a series of seven short videos titled, "Going International," which utilize the experiences of Americans working abroad and foreign visitors living in the U.S. to help explain the adjustments necessary for living and working in a new culture. These video tapes are very much geared towards upper-level professionals who stay overseas for an extended stay.
The University of Boston has also produced a video tape with a similar format, but which discusses issues related to international students at an American university.

Both of these programs have been very successful in helping to orient Americans going abroad and international visitors to the U.S., but because of their orientation and target audience, many of the issues covered would not apply directly to students participating in the International Education Program. Therefore, the IEP requests funds for the production of these three video tapes designed specifically for participants in a student international work exchange program such as IEP.
5. Workplan Narrative

WORK STATEMENT:
Objective #1: To create an educational activity which will standardize and improve the preparation of IEP participants and hosts.

Objective #2: To investigate the value of a second type of educational video which would standardize and improve the preparation of participants and hosts.

Scheduled Activities:
Produce, distribute, present, and evaluate two 20 minute video tapes: "IEP in Europe" and "IEP in California", and a third training video. "IEP in California II".

July-Aug. 1990  Film 50 participants in Europe and 48 in California at work sites and at host homes.
Budget Amt:  $8213.50  
Personnel:   IEP Director for filming in Europe; Northern and Southern California Coordinators and assistants for filming in California.
Equipment:   3 video cameras  
Materials:   8 video tapes

Sept. 1990   Edit video tapes and create master tapes.
Budget Amt:  $3816.00  
Personnel:   Assistant Director, No. California Coordinator, and professional editor.
Equipment:   Editing equipment provided by editing studio.
Materials:   Materials provided by editing studio.

Oct. 1990   Copy master tapes onto VHS. PAL, C-CAM formats.
Budget Amt:  $250.00  
Personnel:   Professional Editor  
Equipment:   Equipment provided by editing studio.
Materials:   Cost of tapes included in copying price.

Oct. 1990   Develop and type User Guides
Budget Amt:  $440.00  
Personnel:   No. California Coordinator  
Equipment:   Materials:
Oct. 1990  Distribute tapes to California and European Coordinators.
Budget Amt:  $129.00
Personnel:   No. California Coordinator and assistant.
Equipment:   
Materials:   Mailing materials such as Padded envelopes.

March --- May '91  Present tapes to Californian and European participants and hosts during seminars.
Budget Amt:  $1689.50
Personnel:   IEP Director, No. California Coordinator, So California Coordinator, 5 European Coordinators.
Equipment:   VCR's
Materials:   Video tapes and user's guide/transcripts of tapes.

Evaluation:  Questionnaires will be distributed to each viewer of each video tape. Please see Appendices A -E for sample questionnaires. Evaluation will be based on the results of these questionnaires.
Budget Amt:  $235.00
Personnel:   Director, Asst. Director, No. California Coordinator, So. California Coordinator.
Equipment:   
Materials:   
6. Expected Outcomes

POTENTIAL FOR CONTINUED SUPPORT AFTER THE EXPIRATION OF THE GRANT:

The first two videos will be produced once only, and will be used each year for each new group of participants. No additional funding will be necessary.

The third video will be produced once, evaluated, and possibly revised the following year. The final product will be used each year for each new group of participants. No additional funding will be necessary.

POTENTIAL FOR ADAPTATION TO OTHER INSTITUTIONS OR PROGRAMS:

There are several work exchange organizations operating in the U.S., such as CIEE and AIYSEC, and university based programs such as Boston University and Beaver College. The American Institute for Foreign Study, which offers study abroad programs to various community colleges throughout the state, also offers internship opportunities. Although each program differs in the services provided to the student, the types of employment and housing available, the costs, and the countries served, all of these programs have a common factor: student work exchange. The videos produced by IEP may be of use to these programs in the orientation programs they provide for their participants.
7. Evaluation Plan

EVALUATION PLAN:
Each video will be given a written evaluation by its viewers. Please see Appendix A-E for suggested evaluation questionnaires.

[SEE PRINT DOCUMENT FOR APPENDIX.]
8. Dissemination Plan

DISSEMINATION PLAN:

As explained in the introduction, IEP serves students from over 50 college and universities throughout the state of California. Seminars given by Dr. Seefeldt are held at Foothill College, as well as in Davis, Irvine, Northridge, and Santa Barbara, for California students from surrounding areas and nearby colleges and universities. Seminars given by unpaid local coordinators are held for European participants throughout Europe. Host workshops are given by local coordinators at Foothill College and in Irvine, as well as in mini-coordinating centers in Vallejo, Sacramento and San Diego, in order to serve hosts in surrounding areas. The video tapes produced with the support of this grant will be shown at all of these various locations.
PROJECT BUDGET:
The total budget for this project is $14,773.00. This proposal requests $6548.00, or 44% of that amount from this grant funding. The grant funds will be used as follows: 94% for personnel, 3% for non-personnel filming and editing expenses, 3% for materials and for distribution expenses. The International Education Program and Foothill College will supply $8225.00, or 56% of the total expense of the project.