Calvin College
Off-Campus Programs Office
Strategic Plan (2013)

Calvin’s Mission:

Through our learning we seek to be agents of renewal in the academy, church and society. We pledge fidelity to Jesus Christ, offering our hearts & lives to do God’s work in God’s world.

Off-Campus Programs Mission:

Empowered by faith, informed by our learning, we seek to encourage experiential education opportunities that promote learning and active engagement with the world (both locally and globally) for students and faculty throughout their lives.

Off-Campus Programs Tagline:

Local Roots, Global Reach

Core Values:

- **Rigorous**: The OCP office will work to assure the academic excellence of our programs by creating opportunities that build on the experiential nature of study abroad to enhance disciplinary knowledge and interdisciplinary connections in a variety of geographic locations throughout the world.

- **Relevant**: The OCP office will strive to create opportunities that encourage students and faculty to engage in the current issues of our world related to matters of justice, racial reconciliation, sustainability, and community building.

- **Rooted**: The OCP office will strive to connect students to people and places by: (1) creating opportunities for all students and faculty to build relationship with each other and with people around the world; and (2) building a culture of civic engagement on both the global and local level as students study off-campus and return to re-connect with the Calvin and West Michigan community.

- **Relational**: The OCP office will work to build interdisciplinary partnerships within the college, between the college and the community, and between our local community and the world. To facilitate this value, OCP office will work to cultivate and develop partnerships with communities (organizations) in this country and abroad (FEN goals). This includes creating, implementing and evaluating exchange programs with universities/colleges around the world. Emphasis will be placed on building relationships with other Christian Colleges and Universities around the world.

History:

Calvin has a long history of supporting off-campus experiences for students and is committed to preparing its students to become agents of renewal both at home and around the world. Calvin’s first off-campus interim took place in 1968 when the French department took a group of students to France. In 2013, 45 years later, Calvin is sending out over 800 students a year in both off-campus interims and semesters. A complete history of Calvin’s involvement in off-campus programs can be found in Appendix A.

Calvin’s most recent strategic plan (2008 to 2013), *How will this promote learning* (HWTPL), had a number of
goals that connected directly with Calvin’s Off-Campus Programs Office. These goals are presented in Appendix B along with the specific outcomes related to these goals. In 2011, the off-campus programs committee identified the following common goals for all semester programs (for an expanded list see Appendix C):

1. Disciplinary and/or Interdisciplinary Knowledge
2. Intercultural Competence
3. Social and Emotional Growth
4. Spiritual/Faith Development

Looking to the future, Calvin will continue to strengthen its existing off-campus programs as well as strategically expand these programs in ways that support the overall aim of Calvin College of offering an education that is both Christian and academically rigorous, as well as promoting first-rate scholarship and a sense of responsibility to serve others, personally and professionally, in local communities and around the globe.

Goals for the next five years:

1. Create and sustain opportunities for Calvin faculty and students to have off-campus experiences that promote Calvin as a leader in off-campus program among peer institutions.
   
   1.1 Increase the availability of financial aid, grants, and scholarships for students studying off campus.
   
   1.2 Work with strategic partners to offer off-campus experiences to underserved students and faculty.
   
   1.2.1 Encourage underserved populations to participate in off-campus programs. Current underserved populations include: males, minorities, business majors, natural science majors, students from professional programs, and athletes.

2. Serve as a clearinghouse of information and provide resources for student and faculty interested in studying and/or working off-campus

   2.1 Provide clear and detailed information about all aspects of Calvin’s off campus programs (e.g. application process, deadlines, and financial matters) through the OCP website and other means of reaching out to students and parents.
   
   2.2 Provide a clear and transparent application process for faculty to apply to direct an off-campus semester program.
   
   2.3 Continue to develop web resources for students to identify and prepare for the off-campus experience that is best for them.
   
   2.4 Continue to develop web resources for faculty to plan, direct and evaluate an off-campus experience (Calvin interim or semester).
   
   2.4.1 Develop a web page specifically for faculty related to international service learning on both interim and semester programs.
   
   2.5 Develop web resources for faculty related to short-term off-campus teaching and scholarship in Christian Colleges around the world.
   
   2.6 Develop additional mechanism to serve as the organizational memory or the college related to off-campus semester programs.
   
   2.6.1 Continue to develop training opportunities for directors of off-campus semesters and instructors of off-campus interims that make use of the collective wisdom of past directors.
   
   2.7 Work to establish a resource room (physical space) for students, faculty, and staff to
explore off-campus opportunities.

2.7.1 Develop a student management team approach to staff this resource room and to provide logistical aid to the Calvin community in terms of educational travel.

3 Develop and implement effective means of assessing the aggregate experience of students and faculty living and studying off-campus.

3.1 Regularly evaluate all programs to establish their academic excellence, effectiveness and relevance.

3.1.1 Assure each semester is visited and evaluated (in person) once every four years (see appendix D).

3.1.2 Continue to refine an assessment tool to evaluate programs (current assessment tool is included in Appendix E).

3.2 Assess each program in terms of the learning outcome of students in relationship to the following goals:

3.2.1 Disciplinary/Interdisciplinary Knowledge. Encourage and support programs that offer curriculum that allows students to engage with academic themes that utilize multiple disciplinary approaches.

3.2.2 Inter-cultural Competence. Encourage and promote programs that use specific sites to enhance intercultural competence through language learning, home stays, and cross-cultural engagements;

3.2.3 Social/Emotional Growth. Create experiences for students to learn and grow holistically through their off-campus experience. An integral part of this goal is to assist students in developing the skills and attitudes needed to build relationships in an increasingly diverse world.

3.2.4 Spiritual/Faith Development. Develop all aspects of our programs in ways that help students grow spiritually as well as explore a Reformed Worldview in the context of international learning with the goal of connecting doing and believing in all aspect of our lives.

4 Develop a comprehensive strategy for offering off-campus semester programs at Calvin College that reflect Calvin’s mission and current trends in education.

4.1 Review the overall offerings of Calvin’s OCP programs for how they fit together into a comprehensive whole.

4.1.1 Develop a model that answers the question: How many semester programs can Calvin sustain (currently Calvin offers 12 semester programs).

4.1.1.1 Work to balance the number of programs offered in the fall and spring semester. Currently Calvin has 8 fall semester programs and 4 spring semester programs.

4.1.2 Assess each program’s impacts and outcomes in relationship to the following questions: (See Appendix F for an initial assessment).

4.1.2.1 Does the program fit with the mission of Calvin?

4.1.2.2 Does the program offer a unique location? Does it enhance the overall geographic diversity of Calvin’s offerings?

4.1.2.3 Does the overall set of offerings offer opportunities for a wide range of majors/minors? Does the program appeal
to a variety of majors?

4.1.2.4 Does the program connect to the global church and Christian institutions?

4.1.2.5 Is the program cost effective?

4.1.2.6 Is the program sustainable: environmentally, economically, structurally, and academically?

4.2 Develop program components that connect students and faculty participating in off campus programs to local people and places that extend their comfort zones, enrich their learning, and foster a sense of place.

4.2.1 Establish long-term relations with communities and institutions that serve our students and faculty

4.2.2 Structure all semester programs to include a service-learning component for all students

4.3 Explore the possibility of staggering some program offerings (e.g. offering every other year) for those programs consistently showing low enrollments (programs that are under enrolled – less than 65% of capacity, 13 students – for three consecutive years).

4.4 Advocate for and support the development of new programs where appropriate.

4.4.1 Establish program in areas of the world that leverage Calvin’s FEN commitment and its existing relationships throughout the world.

4.4.2 Spearhead and support programs and initiatives that focus on justice, reconciliation, sustainability and community building

4.4.2.1 Introduce programs in the global south in places like South Africa and Indonesia where Calvin has established strong contacts and which will provide opportunities to study in a predominantly Muslim society and a post-apartheid society

4.4.3 Create an on-line service-learning course for post high school students completing a gap year program. This 3-credit, online course for GAP-year students will encourage students to reflect academically on their gap year experiences as well as be introduced to Calvin College as a possible option for college enrollment.

4.4.4 Explore and expand summer opportunities for potential Calvin students (current high school students), student athletes unable to participate in semester programs, and to expand service-learning placement and internships.

4.5 Explore potential global partnerships to welcome students from other colleges/universities into Calvin programs.

4.5.1 Expand the number of exchange programs to five, emphasis should be place on (1) establishing exchange programs where we are already sending students (e.g. faith based institution such as Universidad Catolica San Pablo (Peru) and Karoli Gaspar (Hungary); and (2) in countries where we do not have programs and with institutions that offer programs to our underserved majors and minors (e.g. McKenzie University (Brazil), or in faith based institutions in Germany, India, and/or Japan). In 2013, Calvin has three active exchange programs: NLA, Norway; Handong, Republic of South Korea, and Hoogeschool, The Netherlands.

4.5.2 Partner with the Student Life Division to develop a 3 to 4 credit
Reformed worldview course for all exchange students (course would also be open to international students). Course would include helping students explore their own worldview, introduce them to the reformed worldview, and would also include some cultural components to assure exchange students experience specific parts of American culture (include possible fieldtrips to Traverse City, Chicago, and Washington DC).

5 Develop programs and resources to help students, faculty and staff reintegrate back into Calvin and their local communities.

5.1 Create a student-led management team for OCP to assist in programming and activities for student reintegration into the community
5.2 Expand opportunities for returning students to make public presentations of their experiences beyond the chapel offerings currently in place
5.3 Create 2 to 3 opportunities a year for returning students to connect with inter-national students studying at Calvin. (e.g. dinners, presentations, socials, etc).
5.4 Expand and regularize World Cafes
5.5 Develop a week-end retreat format for student to reflect on their off-campus experience and how it impacts their life story moving forward.

6 Streamline and make the OCP administrative structure more efficient

6.1 Work towards making the application process paperless (electronic)
6.2 Create a better process of advising students seeking OCP experiences
6.3 Work to establish a resource room (physical space) for students, faculty, and staff to explore off-campus opportunities
6.4 Implement a new travel advisory committee
6.5 Re-evaluate existing budget models and supplemental financial aid process
6.6 Explore the possibility of having an external review completed on the Off-Campus Programs office.
6.7 Explore the possibility of offering 2 to 3 on-line Calvin courses that students studying off-campus could take as a part of their academic load while studying off-campus.
6.8 Create a student-led management team for OCP to assist in the administration of OCP.
   6.8.1 Partner with the Service Learning Center to share one student to maintain resources related to service-learning for students while off-campus and once they return.

7 Work with the interim term committee to develop a future looking strategic plan for off-campus interims.

7.1 Work to create more strategic relationships between interim and semester off-campus offerings by encouraging interim programs to use semester program sites/resources/partnerships to develop deeper community relationships and academically rigorous programs
   7.1.1 Leverage partnerships already in place through semester programs to offer affordable and strategic programs that align with the College’s educational mission
7.2 Work to create off-campus interims that creatively offer educational opportunities that take advantage of contemporary global events
## Benchmarks for Off-Campus Programs:

### Current Status

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* Includes 495 students who participated in January, 2013 and an estimated 45 students in four additional off-campus interims scheduled for May.

### Current Benchmarks related to the last four academic years 2009/2010 to 2012/2013:

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### Future Benchmarks:

- 80% of Calvin students have an off-campus learning experience (semester, interim, spring break, or summer)
- 25% of each graduating class will have studied off-campus for a semester in a Calvin program by the time they graduate. Given that most off-campus programs have a limit of 20 students, this would mean offering 13 to 14 semester programs a year.
- 30% of faculty will have led at least one off-campus interim or semester.
- 50% of our semester programs will be based in the global south
- Calvin will welcome 20 exchange students each year (during the 2012/13 academic year, Calvin welcomed 8 exchanges students during the semester and 4 exchange students during interim.
- Calvin will balance the number of programs offered in the fall and spring semester. Currently Calvin has 8 fall semester programs and 4 spring semester programs
APPENDIX A
HISTORY OF CALVIN’S OFF-CAMPUS PROGRAMS

Calvin College is committed to preparing its students to become agents of renewal both at home and around the world. As its mission statement says:

... the college strives for ethnic diversity, while also acknowledging its own ethnic roots. The goal of an ethnically diverse college community recognizes that the Christian community transcends cultural and geographical boundaries and we live in a world community. Moreover, a multicultural community will assist in the educational goals of understanding different cultures and promoting understanding between people.

The goal of equipping Calvin College’s students to participate in and shape the world community requires that global and cultural understanding permeate every area of college life: hiring of faculty, recruitment of students, and design of the curriculum.

Moving toward international awareness

Calvin College did not acquire this interest in the wider world until its second century. The College was founded in 1876 for the purpose of preparing students for ministry in the Christian Reformed Church, a denomination established by Dutch immigrants. The school became a junior college in 1906 and a baccalaureate college in 1921. For its first century, its focus remained on Dutch-Americans desiring an education based on Reformed Christian principles. This ethnocentrism meant that the inclusion of and exposure to people of other cultures were rare.

By the 1970’s, the college recognized the need to broaden its mission by reaching out to new populations. (Calvin’s students at that time were still nearly all Caucasian, and 90 percent were Christian Reformed.) This developing awareness of the need for greater diversity has resulted, particularly during the last ten years, in significant progress towards diversifying and internationalizing the college’s faculty, students, and curriculum. In 2004, after reviewing the results of previous efforts, Calvin adopted a refined and strengthened strategy, entitled From Every Nation, to promote even greater diversity and internationalization.

Off-campus programs

Calvin’s first off-campus study opportunities came in the interim of 1968 when a group of French students went to France. The number of off-campus interims began to grow dramatically beginning in the mid-1970s. Today the college offers 30 to 35 off-campus interims serving approximately 500 students each January.

At about this same time, in the mid-1970s, Calvin students began to participate in semester-long off-campus programs, primarily through Central College. The Chicago Metropolitan Program was established in 1975-76 as a partnership of Calvin with five other colleges. Calvin’s first venture into developing its own programs took place in 1983 when it established the Semester in Spain program. Since that time Calvin has developed many more semester-long programs: Semester in Britain, 1989; Semester in Hungary, 1994; Semester in New Mexico, 1995; Semester in Honduras—International Development Studies, 1996, Semester in China, 1999; Semester in Washington D.C., 2000; Semester in France, 2001; Semester in Ghana, 2001; Semester in Honduras—Language Studies, 2001; Semester in the Netherlands, 2010; Semester in Peru, 2011, and summer program in Germany (Engineering) and in Asia (Service-Learning placements in Hong Kong, China, and Indonesia). In addition, several departments have developed internship opportunities throughout the world for students.
Believing as it does in the importance of experiencing the wider world, Calvin does not limit its students’ international study by capping the number of participants or the number of times a student may study abroad, whether on its own programs or others.

From the beginning Calvin has had a policy of keeping its semester programs affordable. It did not wish them to become elitist. Hence, over the years students have been able to participate in Calvin’s programs for more-or-less the same cost as studying on campus in Grand Rapids, plus the cost of airfare. These are very fine values. There is a strong commitment to keep off-campus programs affordable.

Calvin has decided that it is advantageous to develop its own programs where feasible for two reasons: first, doing so assures that the programs will be consonant with our mission and vision; second, doing so assures that a significant portion of the students’ tuition dollars will remain with our campus. An extensive study undertaken in 1998 indicated that the promotion of strong off-campus programs offerings is a significant component of recruitment activities of the Admissions Office. This study also concluded that if Calvin were to discontinue its programs, probably 50% of the students who currently study abroad, and most likely more, would simply sign up with non-Calvin programs, thus taking all of their tuition dollars to another institution.

In 1992 the Faculty set as its goal that 5% of Calvin students should be enrolled in off-campus semester programs. That goal was first achieved in the 1997-98 academic year. One of the goals of the Five-Year Plan, 1997-2002 was that more than half of Calvin students will have had an off-campus experience by the time they graduate. This goal, too, has been achieved with 60% of the class of 2005 studying overseas at least once during their time at Calvin.

In 2007, Calvin won the Paul Simon Award for campus internationalization. The award recognized Calvin’s efforts to create off-campus study opportunities as well as other on-campus initiatives that increase international enrollment and encourage students to engage with global issues. Over the last five years (2007 to 2012), Calvin has consistently ranked in the top three nationally among the top 40 baccalaureate institutions in the nation for study abroad (in 2010/2011 Calvin ranked 2nd) according to the Open Door Report released by the International Education Exchange.

The Institute of International Education (IIE) routinely recognizes Calvin College as a national leader in study-abroad programs. In 2011/2012, a total of 803 students studied off-campus. Of these students, 257 participated in a semester program, 546 participated in one of the 29 off-campus courses taking place on 6 continents during the January term.
APPENDIX B
HWTPL (Strategic Plan for 2008-2013), How will this promote learning:

In the most recent Strategic Plan, for 2008 to 2013, several goals were included related to Calvin’s continuing commitment to providing off-campus experiences for students. These goals included:

1.B. We will tie key decisions, innovations, and evaluative standards to the central commitments of the college, as they are reflected in the Expanded Statement of Mission and From Every Nation (FEN). We will develop a set of benchmarks, based on these central commitments, to inform decision-making and ensure transparency throughout the college.

2.A.4. As a strategy for learning, we will build a campus culture marked by Global Connection and Local Responsibility. We will prepare students for engagement both in a global context and in their future local contexts.

- Continue to embed the cross-cultural engagement goals of the core curriculum in core and major course offerings.
- Increase the cross-cultural competence of the campus through programs of faculty and staff development.
  - Developed a full day orientation for all faculty serving as directors
  - Developed a breakfast orientation for all off-campus interim instructors.
  - Developed the tag line local roots, global reach.
- Provide a greater proportion of students with an international learning experience.
  - Added the Netherlands Semester, 2009-2013.
  - Added the Peru Semester, 2011 until the present
  - Created additional summer opportunities in Asia
    - Hong Kong – 2009 (4), 2010 (6), 2011 (6)
    - Indonesia – 2009 (4), 2011 (1)
    - China – 2011 (4)
- Encourage campus-wide initiatives that address global and local issues.
  - Developed the World Café
  - Initiated welcome back dinners for all semester programs.
  - Initiated the Travel Well Award

2.A.5 As a strategy for learning, we will build a campus culture marked by interdisciplinary synergy. We will foster cross-divisional and interdisciplinary approaches to learning.

- Develop and support a variety of undergraduate learning communities

2.A7. As a strategy for learning, we will build a campus culture marked by developmental mentoring. We will maintain a culture of academic support so that each student who joins this college receive appropriate challenge and support for learning and academic decision-making.

- Support programs that enhance faculty-student engagement.
  - Created mechanisms and financial resources for all faculty directors to host students for dinner in their homes during student’s time off-campus.

2.B.1 We will promote students’ early and eager engagement in the college experience.

- Initiated a revised semester program in Rehoboth NM for first year, first semester students.

2.B.2. A greater proportion of students will experience the links between classroom learning and the issues and questions of contemporary life through the following: internships,
mentored research experiences, service-learning, direct engagement with local issues, and leadership opportunities throughout the campus and community.

- Bring offices involved in experiential learning together for mutual coordination and support.
  - Have worked with the Service-Learning Center to create service learning opportunities for students in China, Ghana, Honduras, Hungary, New Mexico, Peru, Spain, and Washington DC.

2.B.3. We will improve the learning-living experience for juniors and seniors.

4.A.4. We will continue to support centers and institutes as a primary strategy for institutionalizing collaborative, strategic scholarly work.

- Develop new centers and institutes that fit the mission of the college only as our calling and capacity in these areas becomes apparent. Some areas in which such leadership is possible include: a center of global engagement.

5.A.4. We will seek synergy between our international connections and the global presence of our supporting churches.

- Sustained connections with Karoli Gaspar Reformed University in Hungary,
- Sustained connection with Akrofi in Ghana,
- Partnered with CRCNA to share a staff member to direct our China semester.
- Partnered with AJS to share a staff member in Honduras to direct our International Development Semester.

5.C We will be a valued partner of other colleges and universities both in this country and around the world

- Initiated 2 new exchange programs with Handong University in Korea and NLA University in Norway.

5.C.1 We will continue strong partnerships with other Reformed colleges and universities.

- Maintain our involvement in the Chicago Semester

5.C.3. We will support faculty in their work with international partners.

- Administered the Kuyer’s International Fund
APPENDIX C
OCP SEMESTER PROGRAM GOALS

GOAL ONE: PROMOTE DISCIPLINARY/INTERDISCIPLINARY KNOWLEDGE.
Calvin’s Off-Campus programs will provide quality educational opportunities that take advantage of the experiential nature of off-campus study and the unique context of each program. Specifically, our programs will promote:

- Promote greater knowledge and understanding of the general historical, political, social, environmental, and economic status of the world in general and the specific countries where our programs exist;
- Provide discipline-specific knowledge whereby students can gain an international perspective on their major/career/discipline;
- Encourage interdisciplinary synergy, seeing connections across a wide range of subjects;
- Encourage language acquisition where pertinent, improving student’s language competency in speaking, listening, reading, writing, and culture.

GOAL TWO: PROMOTE INTERCULTURAL COMPETENCE.
The complexity of today’s world demands that we have the knowledge, skills and attitudes to live and work well in a diverse world. Acquisition of intercultural competence includes developing the capacity to communicate and behave effectively and appropriately in intercultural situations as well as the capacity to be open to learn from each other in a variety of settings and situations. Calvin’s off-campus programs will strive to create opportunities that promote cross-cultural engagement whereby students can gain the knowledge, skills and virtues needed for intercultural competence.

- Knowledge
  - Provide specific knowledge of the host culture as well as an awareness and appreciation of one’s own culture;
- Skills
  - Develop intercultural competence; including the ability and adaptability needed to function in cross-cultural settings;
  - Encourage students to actively engagement with their world. Specifically, the program should encourage cross-cultural engagement on the following levels:
    - On a micro level, engagement refers to a form of direct encounter in which the learner has opportunities to build relationships with others, and through these relationships to challenge their view of the world and him/herself through questioning and listening to others who are different.
    - On a macro level, active engagement with the world entails encouraging skills and attitudes in students that encourage a sense of place and civic engagement wherever they might live now and in the future;
- Virtues
  At Calvin, virtues are an important element of the core curriculum. The document, Engagement with God’s World: The Core Curriculum of Calvin Colleges, notes that the nurture of virtue in the souls of our students is a matter of pedagogy -- a pedagogy that shapes character as well as it informs the mind is a pedagogy that invites students to be active in learning so that they may acquire virtue by acting in certain ways. The experiential nature of off-campus programs provides a unique opportunity to practice the art of virtuous living. In Engagement with God’s
World, fourteen core virtues are identified that can and should be integrated into our programs. Specifically, in terms of intercultural competence, Calvin’s off-campus programs will strive to integrate opportunities to live out and foster:

- An appreciation of diversity by challenging students to gain an understanding of and appreciation for the people and culture of the communities they find themselves in, and by nurturing the virtues of courage, diligence and empathy;
- A presence in being in relationship with others from another culture by learning to practice the virtues of humility, empathy, patience, and hope. As Taylor (1963) notes Africans believe that presence is the debt they owe one another..."The Christian, whoever he may be, who stands in that world in the name of Christ, has nothing to offer unless he offers to be present, really and totally present, really and totally in the present; and
- An appreciation of sharing hospitality with others (giving and receiving), in ways that nurture the virtues of humility, wisdom, charity, and justice.


GOAL THREE: PROMOTE SOCIAL/EMOTIONAL GROWTH.

Calvin’s Off-Campus Programs will create experiences for students to learn and grow holistically through their off-campus experience. An integral part of this goal is to assist students in developing the skills and attitudes needed to build relationships in an increasingly diverse world. Specifically, our programs will:

- Create opportunities for students to build relationships with others;
- Build independence and maturity in students, while showing students the intra-dependence of all things;
- Assist students in gaining self-confidence and self awareness;
- Encourage students to develop empathy; if people are to be energized to struggle to undo injustice, it is important that they see first hand injustice and listen to the voices and see the faces of victims so that empathy can be developed. Likewise, it is important for students to see how people from around the world are already addressing injustice with existing resources within various cultural contexts.

GOAL FOUR: PROMOTE SPIRITUAL/FAITH DEVELOPMENT.

Calvin’s Off-Campus Programs will work to integrate Christian faith into all aspects of the experience. Specifically, our programs will provide opportunities for students to:

- Build on the experiential nature of off-campus programs to offer students and faculty opportunities that connect knowing with doing as well as belief with behavior in our increasingly inter-connected world;
- Explore the role of faith in the places where students study. Reflect on and articulate how Christian worldview and faith commitment affect interaction with “the Other” as well as how encounters with “the Other” help one to recognize one’s own cultural perspective;
- Create an environment where students can practice responsible freedom;
- Explore a Reformed Worldview in the context of international learning with the goal of connecting doing and believing, by experiencing:
  - Wonder: seeing what an awesome world we live in;
  - Heartbreak: understanding the challenges and issues that pervade our world and the need to work for justice and shalom;
Hope: helping students articulate the meaning and significance of vocation within a global context, seeing how God is using local people to do His work as well as envisioning how God can use them to do His work in His world.
APPENDIX D
OCP SEMESTER PROGRAM VISIT SCHEDULE

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<td>Hungary</td>
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<td>New Mexico</td>
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<td>X</td>
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<td>Peru</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Spain (Advanced)</td>
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<td>X</td>
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<tr>
<td>Spain (Core)</td>
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<td>X</td>
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<tr>
<td>Washington DC</td>
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<td>X</td>
<td>X</td>
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</tbody>
</table>
APPENDIX E
CURRENT OCP ASSESSMENT TOOL

Semester Program: ____________________________  Year: ____________

Year at Calvin: ____________________________

Major: ____________________________  Gender: M F

Program Evaluation: Please rate the following aspects of the program (1-extremely poor; 2-poor; 3-average; 4-good; 5-excellent)

Application process 1 2 3 4 5

Comments:

Pre-departure info provided by Calvin 1 2 3 4 5

(handbooks, checklists, passport/visa info, etc.)

Comments:

In-country orientation 1 2 3 4 5

Comments:

Classes taught by Calvin instructor 1 2 3 4 5

Comments:

Classes taught by host country instructors 1 2 3 4 5

(local Calvin Instructors)

Comments:

Direct enrolled courses at the partner university (if applicable) 1 2 3 4 5

Comments:

Value of cultural experiences and excursions 1 2 3 4 5

Comments:

Organization and execution of cultural experiences and excursions 1 2 3 4 5

Comments:

Preparation for re-entry back to Calvin 1 2 3 4 5

Comments:

Accessibility of the Calvin Instructor (program director) 1 2 3 4 5

Comments:
Overall Performance of the Calvin Instructor (program director)  1  2  3  4  5

Comments:
In retrospect, is there other information you wish you had received before leaving to study off-campus?

What could Calvin do better to help students adjust once they return to campus?

Learning Outcomes: Please rate the following outcomes of the program for you (1-strongly disagree; 2-disagree; 3-neither agree or disagree; 4-agree; 5-strongly agree)

- My off-campus semester contributed to my understanding of my major  1  2  3  4  5
- My off-campus semester contributed to my ability to see connections across a wide range of disciplines.  1  2  3  4  5
- My off-campus semester helped me to appreciate diverse viewpoints (seeing the perspective of “the other”).  1  2  3  4  5
- My off-campus experiences helped me gain a greater understanding of the place and people where I studied.  1  2  3  4  5
- The semester program encouraged a sense of humility in interacting with others.  1  2  3  4  5
- As a result of my off-campus semester, I feel more prepared to interact in cross-cultural settings.  1  2  3  4  5
- I grew emotionally as a result of my off-campus semester.  1  2  3  4  5
- I developed strong relationships with my Calvin peers.  1  2  3  4  5
- I developed a strong relationship with at least one non-Calvin person I met on this semester.  1  2  3  4  5
- I feel good about my efforts to immerse myself in the local culture.  1  2  3  4  5
- I experienced a deep level of cultural interactions while on the semester program.  1  2  3  4  5
- I feel more self-confident as a result of my off-campus semester.  1  2  3  4  5
- I developed a deeper faith as a result of my off-campus semester.  1  2  3  4  5
- My semester off-campus gave me a greater sense of wonder of creation;  1  2  3  4  5
- My semester off-campus gave me a greater sense  1  2  3  4  5
of the challenges our world is facing;
I stretched myself to make contact with local people.  
My semester off-campus prepared me as a  
Christian for courageous risk-taking in this world;
My semester off-campus helped me better understand  
how to be an agent of redemption and transformation in this world
(For language semesters): My off-campus semester  
contributed to my ability to speak, read, write, and comprehend the language I studied.

One of the Goals of the off-campus semester is to promote disciplinary/interdisciplinary knowledge. Did the semester accomplish this goal for you? If yes, what aspects of the semester helped you accomplish this goal?

One of the goals of the off-campus semester is to promote the knowledge, skills and virtues needed to achieve intercultural competence (defined as the ability to communicate and behave effectively and appropriately in intercultural situations). Did the semester accomplish this goal for you? If yes, give an example of how the semester helped you accomplish this goal?

One of the goals of the off-campus semester is to promote social/emotional growth in students. Did the semester accomplish this goal for you? Did the semester accomplish this goal for you? If yes, give an example of how the semester helped you accomplish this goal?

One of the goals of the off-campus semester is to promote spiritual and faith development. Did the semester accomplish this goal for you? If yes, what aspect of the semester helped you accomplish this goal?

**Overall Assessment:**

How important was the availability to study off-campus in your decision to attend Calvin?

Not a factor  One among many factors  Important  Very important

Overall, how valuable was your off-campus study experience to your undergraduate educational experience?

Not very valuable  Somewhat valuable  Valuable  Very valuable

**MAY WE QUOTE YOU ON THAT?**

If you have a comment that you would like to share with others about your program and its value to you personally and/or to your education, please write it below:

**THANK YOU FOR COMPLETING THIS SURVEY!**
APPENDIX F
SUMMARY ASSESSMENT OF ALL CALVIN OFF-CAMPUS SEMESTER PROGRAMS

<table>
<thead>
<tr>
<th>Program</th>
<th>Capacity</th>
<th>Average # of part. last 3 years</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Britain</td>
<td>25</td>
<td>25</td>
<td>York offers a safe, scenic, and historic location to study abroad. Its value lies in the opportunities it offers to a wide range of majors. The challenge of keeping the program from simply becoming an opportunity for students to travel Europe is real and needs to continually be addressed. The overall cost of the semester will continue to be a long-term challenge as it relates to sustaining the program in the future.</td>
</tr>
<tr>
<td>China</td>
<td>20</td>
<td>12</td>
<td>The program has been a valuable offering for Calvin in an increasingly important part of the world. The emphasis on language may be the major challenge that is keeping overall numbers down. Strategies moving forward may include: (1) moving the program to an every-other-year cycle; (2) working to develop a broader based curriculum that would allow students to commit to only 3 credits of Chinese language study rather than the current 8 credits; and/or (3) looking to find a partner school that has a Chinese major/minor that would consider sending 3 to 4 students to our program on an annual basis.</td>
</tr>
<tr>
<td>France</td>
<td>25</td>
<td>19.5</td>
<td>Currently the Semester in France goes every two out of three years. In the second year, enrollment usually drops. Due to this second year drop, Calvin should consider one of the following options moving forward: (1) Finding one or two partner institutions that would be willing to send their students on our program on a consistent basis; (2) Moving the program to an every other year schedule, structuring it to alternate with the Spain Core program in the fall.</td>
</tr>
<tr>
<td>Ghana</td>
<td>18</td>
<td>17</td>
<td>With the changes of the last two years (e.g. service-learning placements, host family option, home stays in the Ga District), this program has really been strengthened and is offering students a rich opportunity to connect with the people and culture of Ghana. In addition, the fact that this is Calvin’s only semester program in Africa makes it an extremely important offering in the overall scheme of Calvin’s off-campus programs office.</td>
</tr>
<tr>
<td>Honduras (Dev)</td>
<td>20</td>
<td>15</td>
<td>The Honduras Development program has been a very important program for Calvin over the last 15 years. Its focus on justice and development fit well with the mission of Calvin College. Kurt and Jo Ann Ver Beek have done an excellent job over the years. In addition, the role of this semester is very important for international development studies (IDS) majors who are required to do a semester abroad. The safety concerns are real, but Calvin has done a good job in addressing these concerns. Moving forward, Calvin will need to continue to be diligent in monitoring the overall safety situation while continuing to challenge students to think about the important issues this semester raises.</td>
</tr>
<tr>
<td>Honduras (Sp)</td>
<td>20</td>
<td>11</td>
<td>Historically, the Spanish Semester in Honduras has been an excellent program for Calvin. However, the concerns over safety and the declining numbers cannot be ignored. If numbers continue to stay low and if safety concerns are still high, Calvin may want to think about moving this program to another location or combining the development and Spanish semesters into one program.</td>
</tr>
<tr>
<td>Hungary</td>
<td>20</td>
<td>17</td>
<td>Hungary offers a safe, scenic, and historic location to study abroad. Its value lies in the opportunities it offers to a wide range of majors and its connection to KGRU and the Reformed Church in Hungary. One of the bigger challenges is keeping the program from simply becoming education tourism; our service-learning placements should be continued to encourage more of a sense of place with the people and culture of Hungary.</td>
</tr>
<tr>
<td>New Mexico</td>
<td>18</td>
<td>TBD</td>
<td>The New Mexico Bridge semester is a 3-year pilot program for the College. The purpose of the program is to offer potential Calvin students an alternative path to either enter college or continue in</td>
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</table>
college. One of the benchmarks for success of the program is if the program attracts new students to Calvin. If this benchmark is met, the program would be a nice long-term addition to Calvin’s off-campus program offerings.

### Peru

- **Average # of part. last 3 yrs:** 20+
- **Assessment:** 18.5

The Peru semester is a strong program offering a great experience in a safe city. Calvin has made some strong relationships here that could continue to grow. In addition, students are exposed to a rich history, a fascinating culture, and a city with a vibrant future. Students are also confronted with a number of issues related to poverty, development, and their place in the world.

### Spain (Adv)

- **Average # of part. last 3 yrs:** 25
- **Assessment:** 24

The Advanced Spain Semester has long been a favorite of Calvin students. The current program in Oviedo is offering students great value. Although the weather is a bit colder and damper than Denia, the move has been a good one and has accomplished many of the goals set forth by the college and the Spanish Department.

### Spain (Core)

- **Average # of part. last 3 yrs:** 25
- **Assessment:** 18

The Core Spain Semester is offered every other year in the Fall. It serves an important niche by offering students the opportunity to fulfill their language core through an off-campus program. Currently the every other year format seems to be appropriate.

### Washington DC

- **Average # of part. last 3 yrs:** 20
- **Assessment:** 15

The DC program fills a unique role in Calvin’s overall offerings, giving students the opportunity to have an internship in a wide range of fields in a world-class, international city. Over the last year or so, the OCP office has put greater emphasis in showing students the wide variety of opportunities that are available through this program. It is our hope to get the number of students up to at least 16 to 18 students each spring semester.

A full report on each program (answering the following questions) can be found in Appendix H.

- Does the program fit with the mission of Calvin?
- Does the program offer a unique location? Does it add to our geographic diversity?
- Does the overall set of offerings offer opportunities for a wide range of majors/minor?
- Does the program connect to the global church and Christian institutions?
- Is the program cost effective?
- Is the program sustainable: environmentally, economically, structurally, & academically?

### APPENDIX G

**SUMMARY ASSESSMENT OF ALL CALVIN PARTNERED SEMESTER PROGRAMS**

<table>
<thead>
<tr>
<th>Program</th>
<th>Average # of part. last 3 yrs</th>
<th>Assessment</th>
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<tbody>
<tr>
<td><strong>Chicago Semester</strong></td>
<td></td>
<td>The Chicago Semester was started in 1974 by a consortium of Christian colleges in the reformed tradition that includes Trinity, Dordt, Northwestern, Central College, Hope and Calvin. The program challenges students to integrate their personal, professional and public lives through internship, academic seminars and urban experiences. The program is administered through Trinity and has offices in downtown Chicago. Over the years the program has served mainly business students (at Calvin). Enrollment from Calvin has dwindled over the last 4 to 5 years. Overall enrollment from all institutions is down substantially in 2012/2013. The program does compete in some ways with our DC program but has provided a close to home alternative for underserved majors in our off-campus programs. Although it is tempting to withdraw from this partnership altogether due to financial concerns, I believe this would be short sighted, especially given our relationship with our other partners. A more measured response may be to set a number of students who could participate in any one year. Financially the program has always been reasonable for the college while student pay the same tuition as if they were attending Calvin. In 2012/2013 the cost of the Chicago semester was $9,000/student whereas tuition was $13,400.</td>
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<thead>
<tr>
<th>Program</th>
<th>Details</th>
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<tbody>
<tr>
<td>Germany (Central College Vienna)</td>
<td>This program fulfills a need to provide German majors with an opportunity to study for a semester in a German speaking location. The program is well run and students have given it high marks. It is an expensive program (over $22,000/semester in 2012/2013. Central bills Calvin and we pass this expense on to the students along with an off-campus fee ($155.00) and a fee for travel insurance ($120.00). Moving forward it is important to continue to offer German students with this opportunity, one initiative that is being examined is if we could also create an exchange program with a German university that might allow us to lower the overall cost for some students studying in Germany.</td>
</tr>
<tr>
<td>Japan (JCMU)</td>
<td>This program fulfills a need to provide Japanese majors with an opportunity to study for a semester in Japan. The program is run through the Japan Center for Michigan Universities (housed at Michigan State University). The program is quite reasonable for the college while students pay the same tuition as if they were attending Calvin. In 2012/2013 the cost of the semester for Calvin was approximately $9,000 whereas tuition was $13,400. Moving forward it is important to continue to offer Japanese students with this opportunity while at the same time the college should look to develop an exchange program with a university in Japan which would give students an option and would also allow Calvin to lower the overall cost for some students studying in Japan.</td>
</tr>
<tr>
<td>Thailand (ISDSI) 29 students through 2010</td>
<td>Calvin began its partnership with Mark Ritchie of the ISDSI program in the spring of 2007. The initial rationale for the program was that it was in a part of the world where we did not have a program (Southeast Asia); it’s emphasis on sustainability and development was current, yet unique; and we needed additional sites for our IDS majors. The program has worked well for students, the experiential nature of the courses have been well received and students have been very pleased with their overall experiences. The Director of the OCP has visited this program and was very impressed with the content, pedagogy, instructors, and the overall experience. In particular, the experiential nature of the courses and the emphasis on sustainability provide excellent opportunities for Calvin students. Enrollment was initially high for the program but has gone down the last 3 years. In 2013 we sent 3 students. The program is expensive for the college and this cost is passed on to the students. With the lessening need to have non-Calvin programs serve IDS students (IDS enrollment is down and there is excess capacity in Calvin’s Honduras semester) it may be necessary to move the Thailand program from a Calvin partnered program to a Calvin supported option. An alternative option would be to cap the number of students who could participate in the program (e.g. 2 to 3 students).</td>
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</tbody>
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