

**Study Abroad Programs:
Elements of Effective International Student
and Faculty Exchange Programs**

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*Requested by
Assembly Member Jose Solorio*

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April 1, 2009

Mr. Toby Ewing, Director
California Research Bureau
900 N Street, Suite 300
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Dear Mr. Ewing:


Interest in studying abroad is high as 24,000 California college students took courses in foreign countries in 2007. California's higher education institutions hosted 84,800 international students in 2007, more than any other state. These students brought an estimated \$2.5 billion in revenues.

As you are aware, higher-education, study-abroad programs benefit not only the students and faculty who collaborate with other schools, but also the countries which gain from the rich experiences of cultural exchange. To that end, I introduced Assembly Concurrent Resolution 146, a measure that encourages faculty and student exchange between California and Mexico's institutions of higher learning through the California-Mexico Project.

ACR 146 called on the California Research Bureau to research and report on the elements of an effective international student and faculty exchange program, including best practices nationally. This report, *Study Abroad Programs: Elements of Effective International Student and Faculty Exchange Programs*, provides an excellent overview of student and faculty study-abroad programs in Mexico administered by California's public, higher-education institutions.

Special thanks to you and Research Programs Analyst Pam Martin for your support in producing this report.

Sincerely,


Jose Solorio
State Assemblyman, 69th District

Representing Anaheim, Garden Grove, and Santa Ana


Printed on Recycled Paper

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Internet Access

This report is also available in a PDF version on the Internet at the California State Library's home page (www.library.ca.gov) under California Research Bureau Reports. The report is formatted for printing pages back to back, so some pages are intentionally left blank.

Executive Summary

Assembly Concurrent Resolution 146 (Solorio), Chapter 160, Statutes of 2008, encourages faculty and student exchange between California's and Mexico's institutions of higher education through the California-Mexico Project of California State University, Long Beach. ACR 146 also requests the California Research Bureau to report on the programmatic and funding elements of an effective international student and faculty exchange program, including good practices nationally, with an emphasis on public higher education institutions in California and Mexico.

Interest in study abroad is high. California higher education institutions hosted 84,800 international students in 2007, more than any other state. These students brought an estimated \$2.5 billion in revenues. At the same time, 24,000 California college students took courses in foreign countries.

The California Research Bureau (CRB) has collected data on the current state of international education as well as some California-Mexico programs being conducted by California public institutions of higher education. Based on this data and a review of the literature, the CRB has identified five programmatic and funding elements that make up an effective international student and faculty study abroad program. They include:

- Starting with assessment of the demand for a study abroad program by region or by field of study, as well as the resources currently available that will meet the needs of students and faculty.
- Establishing practical, working relationships between institutions of higher education, home countries, host countries, faculty, administrators and outside stakeholders. An overall commitment should be high enough to allow a study abroad program to become sustainable.
- Writing and agreeing to policies tailored to the study abroad program that serve to build into the program a commitment to academic excellence, communication, transparency in practices, respect for cultural diversity, and protection of the health, safety and security of all participants.
- Working toward the program's viability, including identifying long-term funding sources.
- Overcoming obstacles to maintain and increase student enrollment in the program over time.

Study Abroad: A Profile

“

Today, every American studying abroad is an ambassador for our nation, an individual who represents the true nature of our people and the principles of freedom and democracy for which we stand. Similarly, every foreign student attending one of our universities represents an opportunity to enhance democracy in America and to strengthen the cause of freedom abroad.

”

– Secretary of State Condoleezza Rice, January 2006

International education for college students is a very popular idea in the United States. A recent public opinion survey found that an overwhelming number of Americans have a positive regard for study abroad. Most respondents felt that college students who study abroad gain a competitive edge in their careers and are better prepared for a global society.¹

However, positive regard for study abroad does not translate into large numbers of participants. In 2005-06, U.S. higher education institutions sent 223,534 students to study abroad, which was just 1.28 percent of all U.S. college students.²

The United States is a popular destination for college students from other countries. According to the NAFSA: Association of International Educators, nearly 583,000 international students studied in the United

States in 2006-07. These students have a wide variety of college campuses to choose from. Currently, 9,440 U.S. higher education institutions are approved by the Department of Homeland Security to accept international students. Over 1,100 of these (12 percent) are located in California.³

U.S. STUDENTS HOSTED BY INTERNATIONAL INSTITUTIONS

Profile of U.S. study abroad students

The Institute of International Education's government-sponsored annual survey, called Open Doors, provides an overview of the fields of study undertaken by U.S. students who study abroad at host institutions. Of the U.S. students who entered into a study abroad program in 2006-07, nearly 87 percent were at the undergraduate level. See Table 1.

Most U.S. students who study abroad are Caucasian. NAFSA reports that in 2005-06, Caucasian students made up nearly 66 percent of the U.S. postsecondary enrollment. However, of all students who studied abroad, 83 percent were Caucasian – a significant difference. Other ethnicities are comparatively underrepresented abroad. For instance, Latinos comprised almost 11 percent of the total U.S. postsecondary enrollment, and 5.4 percent of all students who studied abroad were Latino. See Table 2.

Academic Level	Percent	Number
Freshman	3.3	7,979
Sophomore	12.9	31,191
Junior	36.6	88,496
Senior	21.3	51,501
Bachelor's, unspecified	12.5	30,224
Master's or Graduate	10.1	24,421
Doctoral	0.4	967
Associate's	2.9	7,012
Total	100.0	241,791

Source: Open Doors 2008

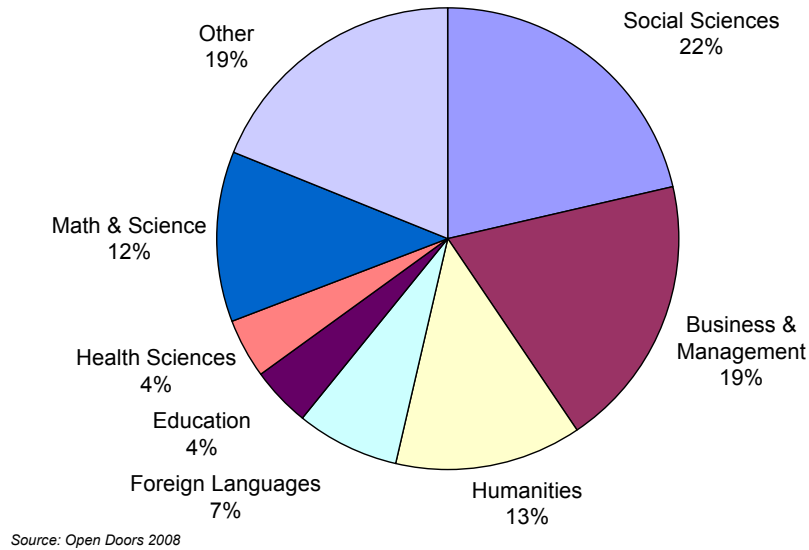
Race/Ethnicity	U.S. Postsecondary Enrollment	U.S. Students Abroad
Caucasian	65.7%	83.0%
African American	12.7%	3.5%
Hispanic/Latino American	10.8%	5.4%
Asian American	6.5%	6.3%
Nonresident Alien	3.3%	Not Available
Native American	1.0%	0.6%
Multiracial	Not Available	1.2%

Source: NAFSA

Fields of study

Chart 1 shows the fields of study undertaken by U.S. students studying abroad. Social Sciences, Business/Management, and the Humanities were the most popular fields of study in 2007-08. Eight percent of U.S. students chose to study foreign language.

Chart 1. Fields of Study for U.S. Students Studying Abroad 2006 - 07

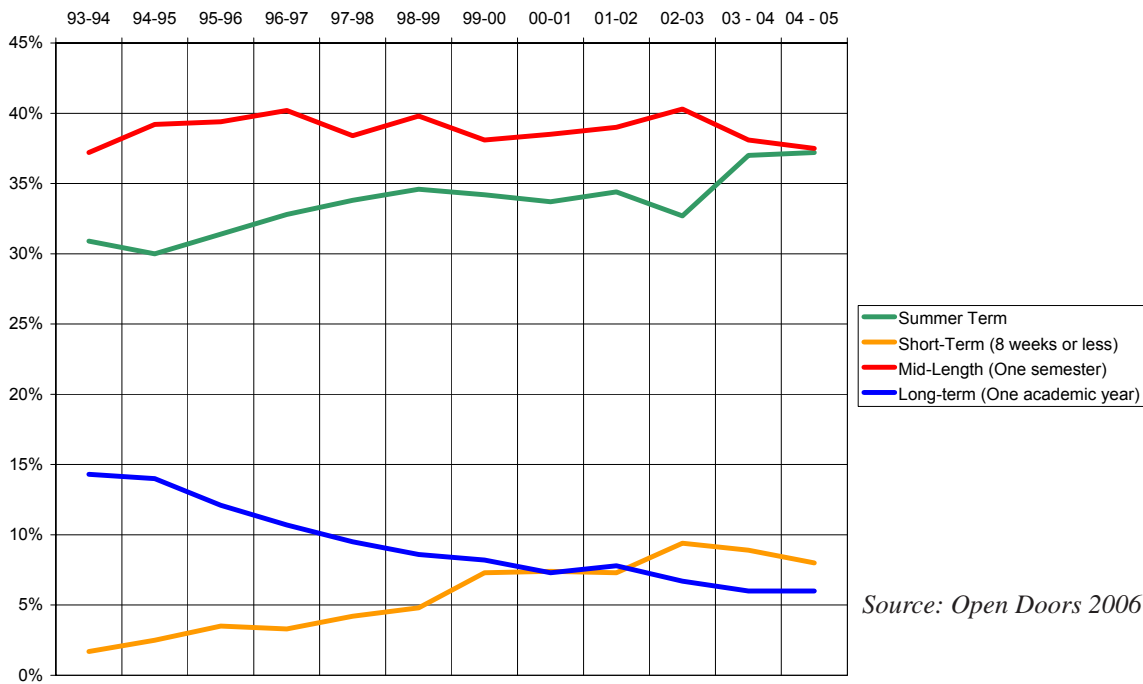


Duration of study abroad

According to Open Doors, the number of U.S. students studying abroad has increased overall in the last ten years⁴. However, the preferred duration of study has shifted to shorter terms. Between 1993 and 2004, short-term programs (eight weeks or less) gained in popularity, from 1.7 percent to eight percent of students choosing this enrollment option. Summer-term programs

of eight weeks or less also gained more students. At the same time, long-term programs (one academic year in duration) fell in popularity, from 14.3 percent in 1993 to six percent in 2004. Mid-length programs (running one semester in length) were consistently popular and saw little change in percentage between 1993 and 2004. See Chart 2.

Chart 2. Duration of Study Abroad Programs, 1993 - 94 to 2004 - 05



Source: Open Doors 2006

Table 3 illustrates the preference for duration of study among U.S. students of varying education levels. Short-term study abroad programs are chosen the most often by doctoral, masters and associate-level students. Bachelor's degree students enroll in short-term and mid-length programs in nearly equal numbers. Long-term study abroad programs of one academic year or one calendar year in length are the least frequently undertaken.

Table 3. Duration of U.S. Student Study Abroad by Student Degree, 2006-07

Student Degree	Short-term (8 weeks or less)	Mid-length (1 – 2 quarters; 1 semester)	Long-term (1 academic year; 1 calendar year)	Total U.S. Study Abroad Students
Doctoral / Research	55.7%	39.8%	4.4%	141,810
Master's	60.8%	34.8%	4.4%	54,114
Bachelor's	42.2%	52.9%	4.9%	36,966
Associate's	70.8%	28.5%	0.6%	6,611
Specialized	61.2%	35.1%	3.7%	2,290
All Degrees	55.4%	40.2%	4.4%	241,791

Source: Open Doors 2008

Generally, the shift away from long-term study abroad programs is due to financial constraints. Many students cannot afford to leave their jobs or family for an entire academic year or calendar year.⁵ Further, the cost of travel, room and board overseas has become harder to afford, particularly in European countries.⁶

In a recent survey conducted by the Institute for International Education, foreign institutions said they would welcome more students from the United States. However, most of these institutions continue to concentrate on the traditional long-term study abroad program. Of the foreign schools responding to the survey, only 16 percent offer programs that are two months in length, and 22 percent offer programs shorter than two months.⁷ Foreign host schools might attract more U.S. students if they created more short-term study

opportunities, and if the devalued dollar could be supplemented with more financial assistance.

Funding of U.S. study abroad

The cost of study abroad for U.S. students varies widely, depending on the host country, currency exchange rates, type of program, duration of study, and particulars such as the number of required field trips and activities.

U.S. students who enroll in study abroad programs through their home institutions usually pay their normal tuition and student fees. However travel, room and board and other costs over and above tuition are the responsibility of the student. Loans, work study, scholarships, and other financial assistance are available for students who qualify. This topic will be covered more extensively in the last section.

INTERNATIONAL STUDENTS HOSTED BY U.S. INSTITUTIONS

Profile of International Study Abroad Students in the United States

In the 2006-07 academic year, the United States received 157,178 newly-enrolled international students. Of these, 63,749 enrolled in undergraduate programs and 72,726 in graduate programs. A total of 541,324 international students enrolled in academic programs in the United States at all levels of study in 2006-07. Table 4 profiles enrollment by academic level for all international students enrolled in higher education programs.

Academic Level	Percent	Number
Freshman	6.7%	36,060
Sophomore	4.9%	26,562
Junior	5.8%	31,523
Senior	8.0%	43,236
Bachelor's, unspecified	6.1%	32,814
Master's or Graduate	28.8%	156,255
Doctoral	20.0%	108,033
Associate's	12.5%	67,855
Non-Degree / Intensive English Language	7.2%	38,986
Total	100.0%	541,324

Source: Open Doors 2008

Fields of Study

Chart 3 shows the fields of study undertaken by international students in the United States in 2006-07. As with U.S. students, Business and Management was a popular field of study with international students. Math and Science, including Engineering and the physical sciences, was studied by 32 percent of students. Other fields of study (30 percent) included Arts and Humanities, Interdisciplinary Studies, work study and undeclared majors.

Chart 3: Fields of Study for International Students Studying in the U.S. 2006 - 07

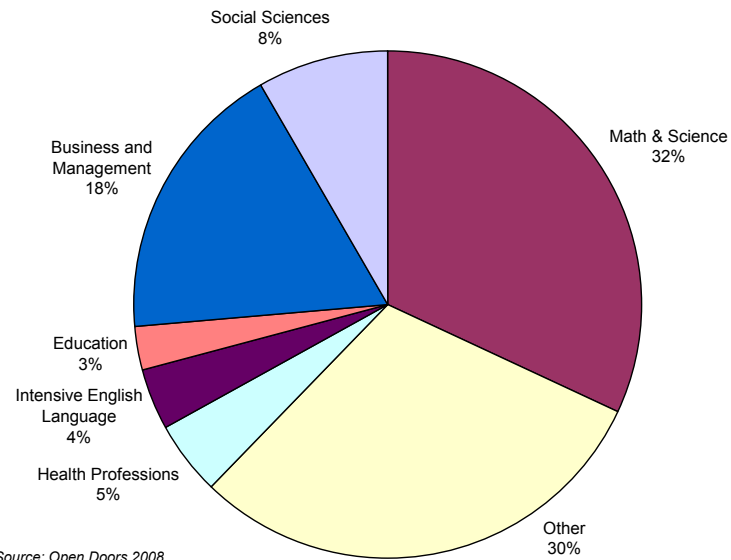


Table 5. Estimated Expenses per Academic Year for International Students in the United States

	Low Range	High Range
Application Fees, per school	\$0	\$100
Entrance Exams, each	\$100	\$200
Tuition and Fees	\$2,000	\$30,000
Books and Study Materials	\$800	\$1,200
Travel Costs	\$1,000	\$1,500
Books and Study Materials	\$800	\$1,200
Room and Board (Accommodations)	\$6,299	\$8,149
Health Insurance	\$600	\$1,000
Personal Expenses	\$1,500	\$2,100
Totals	\$12,299	\$44,249

Source: The College Board

International students generally are responsible for the cost of out-of-state tuition, as well as room and board and other living expenses. The College Board estimates the following range of institutional expenses in 2007-08 for international students studying in the United States. See Table 5. Appendix A provides in greater detail the cost to attend selected California colleges for international students.

Table 6. Source of Funds for International Students Studying in the United States, 2006-07	
Source of Funds	Percent
Personal and Family Funds	61.5%
U.S. College or University	26.1%
Home Government/University	3.2%
U.S. Government	0.6%
U.S. Private Sponsor	1.4%
Foreign Private Sponsor	1.1%
International Organization	0.3%
Current Employment	5.0%
Other Sources	0.8%

Source: Open Doors 2008

Nearly two-thirds of international students (63.4 percent) rely on personal and family funds to pay for tuition and expenses. When all other non-U.S. sources are factored in, most funding for

international students comes from sources outside the United States. Table 6 lists the sources of funds for international students who studied in the United States.⁸

California and Mexico Study Abroad Programs

The United States is the most popular host country for Mexican postsecondary students studying abroad. In 2006-07, Mexico sent 13,826 students to study in the United States, a number which represents 2.4 percent of total foreign students in the United States. Mexico is the seventh leading country of origin for postsecondary students who study in the United States.

Similarly, Mexico is a popular host country for U.S. students. In 2004-05, 9,247 U.S. students studied abroad in Mexico. That number rose to 10,022 in 2005-06, an

increase of 8.4 percent.⁹

The majority of Mexican study abroad students in the United States (57.8 percent) studied at the undergraduate level, and 31.2 percent studied at the graduate level.¹⁰

According to Patricia Chow, a Research Manager at the Institute of International Education, 1,030 students from Mexico studied at 86 California institutions in the 2006-07 academic year. The majority (886) were studying toward a degree.

CALIFORNIA-MEXICO STUDY ABROAD PROGRAMS IN PUBLIC INSTITUTIONS

California is the leading host state for international students, serving over 84,800 students from all over the world in 2007-08.¹¹ California's three public higher education systems – the University of California, the California State University, and the California Community College - conduct robust study abroad and faculty exchange programs with Mexico.

University of California

Student Exchange Programs

The University of California Education Abroad Program (UCEAP) is the University of California (UC) system's central international study program. Participants register through UC but study in a foreign country, paying the same fee that they would to their home campus. Credits earned are accepted by UC. Scholarships and internships are available for students who need financial assistance.¹²

Contracts between UC and the host institutions define the terms of faculty and student exchange. One such contract

was signed by UC and the Universidad Michoacana de San Nicolas de Hidalgo (UMSNH) in Morelia, Mexico, in June 2008. In that contract, UMSNH agreed to provide UC study abroad students with adequate classroom space and professors to teach language programs, at UMSNH's expense. UMSNH is to make all necessary arrangements for lodging and meals of UC students with local families, at the students' expense. The reciprocity agreement is that for every ten UC students enrolled in the ten-week UMSNH Intensive Quarter Language Program, UC agrees to receive one UMSNH student for one semester, waive tuition and fees, and either provide room and board or assist the UMSNH student to find adequate housing.¹³

In 2007-08, six percent of UC students enrolling in UCEAP chose Mexico as their host country. Table 7 lists the main fields of study by first-year UCEAP students in Mexico. Latin American Studies was the most popular field, followed by Global Studies/International Studies, Political Science and Social Science.

Field	Number of Students	Field	Number of Students
Latin American/ Latino Studies	15	Anthropology	4
Global / Int'l Studies	11	Art	4
Political Science	10	History	4
Social Science	8	Undeclared	3
Economics	7	Psychology	3
Spanish	7	Business	2
Literature / Writing	5	Communication	2
Biological Sciences	5	Other	9

Source: UCEAP

In the same year, UC received 38 exchange students from Mexico; eight from the Monterrey Institute of Technology, and 30

from the National Autonomous University of Mexico (UNAM).¹⁴ Table 8 gives a breakdown of their fields of study.

Other resources

University of California Institute for Mexico and the United States (UC MEXUS) is an academic research institute administered through UC Riverside. UC MEXUS's mission is to conduct research and field study that will contribute to binational and Latino scholarship. Fellowships, visiting scholar grants and dissertation research grants are made available through UC MEXUS to University of California faculty and researchers, postdoctoral students and graduate students. Since 1980, these grants have funded academic research in the disciplines of science, health, art, and the humanities. For example, one 2008 fellowship recipient is a Physical Geography doctoral student from UC Berkeley, studying the resilience of Baja California coastal wetlands to sea-level rise. The host institution for this study is the Centro de

UC Field of Study	Number Registered
Sciences	10
Engineering	9
Business / Economics	5
Communications	4
Social Sciences	4
Other	6
Total	38

Source: UCEAP

Investigación Científica y de Educación Superior de Ensenada.¹⁵ Mexico's El Consejo Nacional de Ciencia y Tecnología (CONACYT), a public agency which supports graduate education and research, offers fellowships and grants in close collaboration with UC MEXUS.¹⁶

In 2001, the UC Regents established a campus in Mexico City called the California House (Casa de California).

This four-building complex provides library resources, classroom and office space to students, faculty and alumni who are studying or teaching in Mexico. The California House is home to the UC Alumni Association of Mexico, and hosts graduate and undergraduate instruction, meetings, and cultural events. UCEAP maintains an office at the California House, and UC MEXUS has plans to establish permanent offices as well.¹⁷

Individual UC campuses have the authority to create their own unique programs. For example, UC medical schools participate in a UC-Mexico medical school study abroad program, wherein two medical students from each participating UC campus take a month-long summer course in a clinic setting. The course is taught exclusively in Spanish, and Mexican cultural competency is also taught.¹⁸

Faculty Exchange Programs

In 2001, UC launched a faculty exchange program in conjunction with Consejo Nacional de Ciencia y Tecnología (CONACYT). Both postdoctoral students and senior faculty have the opportunity to teach in long-term positions in Mexico.¹⁹

UCEAP recruits among the faculty at UC campuses for Study Center Directorships in various countries, including Mexico.²⁰

As with the student study abroad programs, UC campuses have the authority to set up their own unique faculty exchange programs.

California State University System

The California State University (CSU) system is affiliated with universities in 19 countries.²¹ Open Doors reports that in 2006-07, ten of the top 40 U.S. Master's institutions for international students were campuses in the CSU system.

Mexico is the third most popular destination country for study abroad by CSU students; approximately 10 percent of the CSU students who study abroad do so in Mexico.²²

According to Leo Van Cleve, the Director of CSU International Programs, 42 out of the 576 international students who studied in the CSU system in 2005-06 came from Mexico.

Student Exchange Programs

The CSU system administers a central International Program for all campuses. In Mexico, the host university for the CSU system is the Querétaro campus of Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM).²³

In addition, individual campuses initiate and administer their own exchange programs with various Mexican universities.²⁴ For example, CSU Chico's Department of Electrical and Computer Engineering recently received a grant from the U.S. Department of Education through the Fund for Improvement of Postsecondary Education to offer a one- to two semester exchange program. CSU students may study engineering at one of four institutions located in Canada and Mexico, for the cost of in-state CSU tuition.* The grant allows CSU Chico to offer students a stipend of \$3000 for living expenses, as well as additional financial assistance for Spanish language preparation. Course credits earned at the host university are transferrable.²⁵

Another example is the California-Mexico Project. In December 2008, CSU Long Beach signed a project memorandum of understanding with the National Autonomous University of Mexico (UNAM). The program centers around

* Part-time tuition (up to six units) for Fall 2008 is \$1,365 for undergraduates, \$1,569 for graduates. Full-time tuition (over 6 units) is \$2,004 for undergraduates, \$2,358 for graduates.

student exchange, faculty exchange and joint research, with an emphasis on academic work and cultural awareness. The program will exchange five students and two faculty members starting Spring 2009. Plans are also underway to write bi-national certificate and degree programs. CSU Long Beach and UNAM will jointly fund the California-Mexico Project.²⁶

Faculty Exchange Programs

CSU offers opportunities for faculty to experience teaching abroad. The CSU International Program recruits faculty to serve as Resident Directors (RDs) for one academic year. These RDs work and live in another country, providing administrative support for the CSU's various study abroad programs.

Faculty are chosen for their experience, language proficiency and flexibility, and are paid their normal salary with a ten percent adjustment for special expenses. The Mexico RD is based at ITESM Querétaro.²⁷

Individual CSU campuses may initiate and administer their own faculty exchange arrangements. CSU faculty are encouraged to apply for teaching and research opportunities abroad.²⁸

Institution (Community College District)	Total International Students (% of total enrollment)	Total Enrollment
Santa Monica College (Santa Monica CCD)	2,851 (10%)	28,473
De Anza College (Foothill-DeAnza CCD)	2,155 (9%)	23,000
City College of San Francisco (San Francisco CCD)	1,220 (4%)	32,058
Foothill College (Foothill-DeAnza CCD)	1,077 (8%)	14,000
Diablo Valley College (Contra Costa CCD)	912 (5%)	19,133
El Camino College (El Camino CCD)	780 (3%)	26,000
Los Angeles City College (Los Angeles CCD)	770 (5%)	16,000
Mission College (West Valley-Mission CCD)	653 (7%)	8,737
Orange Coast College (Coast CCD)	652 (3%)	24,833
Santa Barbara City College (Santa Barbara CCD)	637 (3%)	18,206
Glendale Community College (Glendale CCD)	610 (4%)	15,565
Grossmont College (Grossmont-Cuyamaca CCD)	558 (3%)	16,451

Source: Open Doors 2007

California Community College System

Community colleges offering the Associate's degree are increasingly attractive to international students. According to the Open Doors survey, over 45 percent of two-year institutions reported an increase in international student enrollments between Fall 2005 and Fall 2006, and over 54 percent reported an increase in enrollments between Fall 2006 and Fall 2007.²⁹

The popularity of community colleges is due to several factors:

- They provide a low-cost, quality education.
- Their programs are flexible and innovative.
- The degree programs are of shorter duration than in other types of institutions.
- This type of institution is not found in most other countries.³⁰

In 2005-06, nearly 31,000 international students took courses at 47 California community college districts.³¹

Student Exchange Programs

The California Community College system has 12 of the top 40 U.S. community colleges offering associate degrees to international students. See Table 9.

The California Community College system does not offer system-wide study abroad programs; individual campuses may initiate and administer their own international programs. For example:

- The Santa Monica College (SMC) International Program offers a chance for international students to spend a semester at SMC. The program includes housing, health insurance, academic counseling and registration. These international students may opt to enroll early to acclimatize themselves before the semester begins. An Intensive English program is offered during the fall semester or summer session. SMC also coordinates study abroad programs for SMC students.³²
- In 2004, Citrus Community

College in Glendora entered into an agreement with the Network of Technological Universities in Hidalgo, Mexico, for the purpose of beginning student and faculty exchange programs between the two universities.³³

- Community College San Francisco offers a summer study program at the Instituto Cultural Oaxaca in Oaxaca, Mexico. California students spend four weeks learning Spanish language and Mexican culture while staying with local families. The cost during the 2008 summer semester was \$2,350.³⁴

Faculty Exchange Programs

The California Community College system does not offer a systemwide faculty exchange program, nor are such programs officially tracked. Individual institutions may initiate and administer their own faculty exchange arrangements.

For example, the San Diego Community College District (SDCCD) conducts an Educator Exchange Program in partnership with the Centros de Capacitación para le Trabajo Industrial (CECATI) of Mexico. CECATI is an organization comprised of 180 Mexican technical training institutes throughout the country, and operates under the administrative direction of Mexico's Secretary of Public Education. The goal of the CECATI is to improve the economy of Mexico through advanced business and technical training. Since 1992 CECATI has hosted SDCCD vocational instructors in summer sessions, at which CECATI instructors receive intensive teacher-training in fields such as electronics, carpentry, tourism and English as a Second Language.

Before the term begins, CECATI faculty and administrators are hosted in San Diego,

where representatives from both institutions determine specific CECATI site needs, confirm SDCCD teaching assignments, clarify expectations of outcomes, and collaborate on the development of related projects. During the program itself, SDCCD instructors teach at CECATI-member schools in Mexico. Administrators from both

institutions conduct site visits throughout the instruction term. Post-term evaluation results show high levels of satisfaction among the instructor-participants, faculty and administrators of Educator Exchange Program. The program is funded by the Mexican government and a grant from the Ford Foundation.³⁵

Effective Study Abroad Programs

Agencies and universities that specialize in international education describe program effectiveness in different ways. For instance, NAFSA: Association of International Educators defines a study abroad program as “sustainable” after it has run a complete course three times, has become financially sound and has the resources to continue in operation.

Sustainable programs are ones in which partnership, collaboration and teamwork play a crucial role.³⁶ Oregon State University considers a study abroad program to be a viable endeavor when it meets established criteria, including a) meeting a demand for additional study abroad opportunities in the location and the field of study; b) having broad-based support from the institution; and c) ensuring an infrastructure is in place to allow the program to continue even if individual faculty or administrators change.³⁷

NAFSA’s Task Force on Institutional Management of Study Abroad recognizes basic criteria for effective management of study abroad programs:

- Institutional Commitment – the creation of a plan that establishes and embeds study abroad within the academic offerings of an institution; a financially sustainable plan, and an effective oversight system.
- Study Abroad Infrastructure – the structuring of an approach for course approval and credit transfer, clear institutional policies, the promotion of the health and safety of students, the management of risks, and regular evaluations.
- Adequate Resources – the active seeking and retention of

knowledgeable and experienced personnel, financial aid, and ways to control costs associated with study abroad programs.

- Clarity and Accountability – the communication of critical information to all stakeholders, and clear contracting and auditing procedures

The California Research Bureau conducted a literature review of organizations that originate and administer postsecondary-level study abroad, student exchange and faculty exchange programs. The literature includes criteria that these organizations have identified as the most important to an effective and sustainable study abroad program. Based on this literature review, the CRB has condensed the findings of these organizations into five distinct programmatic and funding elements that make up an effective international student and faculty study abroad program. These elements are: 1) identifying sufficient demand and resources; 2) relationship building for broad-based support; 3) adhering to good practices; 4) identifying and utilizing sufficient funding sources; and 5) increasing enrollment.

1. Identifying sufficient demand and resources

An effective study abroad program meets an existing demand for unique educational opportunities in a preferred location, as well as in the field of study. NAFSA contends that a “competition study” must be made before a study abroad program is begun to assess the educational needs of the geographical area in question, particularly as it relates to international study.

At the same time, it is necessary to identify all resources available to begin a study

abroad program and ultimately keep it in operation. Programs need sufficient resources as well as the ability to utilize them to their full potential. Certain resources might make it more logical to start a program from scratch, while others might open the door to creating an alliance with an existing program. Some programs can support themselves exclusively through university systems. Others, such as Northeastern University in Boston, opt to use an outside company to help run an academic program for international students who study on campus.³⁸ Knowledge of the regional demand, as well as the resources available, helps determine what kind of program should be created.

2. Relationship building for broad-based support

An effective study abroad program has well-established relationships between host countries, higher education institutions and others in the international education field. Broad-based support is needed from host institutions, faculty, deans, administration and outside stakeholders in both countries.

Overall interest level should be high enough to allow the program to become “sustainable”. allowing an infrastructure to be developed over time. This infrastructure will ensure the program has a chance to grow and flourish, even if individual faculty or administrators change.

Representatives of home and host institutions are usually organized into a board or advisory committee whose goals are to oversee and develop the program. These in turn form dedicated educational collaboratives or advisory committees made up of representatives from universities in different countries. Advisory committees are an effective way to bring stakeholders to the table to write specific policies and to produce a cooperative agreement between

universities. Other advantages include: 1) the ability to share administrative and personnel costs; 2) the establishment of standards of conduct, reciprocity, health and safety, communication and cooperation; 3) sharing of knowledge, experience; and 4) transparency in governance.

An advisory committee guides UC MEXUS. This committee comprises mainly professors from the UC, Centro de Investigación Científica y de Educación Superior de Ensenada (CICESE) in Baja California, and El Colegio de México. According to the UC MEXUS website, the advisory committee is charged with setting the academic goals of the Institute and periodically evaluating the Institute’s effectiveness.³⁹

3. Adhering to good practices

An effective study abroad program adopts standards of good practice based on its unique mission and program design. The concept of “good practices” is a management idea which asserts that there are methods and techniques for accomplishing a goal that are better than others. Good practices are based on repeatable procedures tested and relied upon by numbers of people who are familiar with the undertaking – in this case, higher education study abroad programs. Study abroad programs are encouraged to write and adopt good practices for several reasons.

- They build into the program an acknowledgement of and respect for cultural diversity between countries and institutions.
- They lend to academic credibility, as well as program effectiveness and sustainability.
- They make every participant aware of his or her function, facilitating communication and an awareness of each person’s responsibilities in the program.

Table 10. Categories of Good Practices in International Education Programs

Mission

- A mission is formally adopted which states the program’s overall commitment, policies, personnel, communications, marketing, affordability and financial assistance, administration, operations, and program assessment.
- The mission is shared on the program website and in the program literature to such a degree that students and other participants are aware of the mission

Ethical Standards

- Ethical principles and practices of the higher education institution and all participants are specified.
- Consideration and respect toward the ethics and culture of other countries are shown.
- Dealings with students are conducted in an ethically responsible way.
- Respect and sensitivity are shown toward international students, taking into account, in any intervention, the culture and values of both the institution and the student.
- The needs of inter-national students are understood.

Educational Program

- Faculty members should possess academic credentials commensurate with the course of study.
- Equivalencies for transfer credit are established; transcripts are matched; academic standards for the coursework are agreed upon; a commitment is made to hold students to a high level of academic achievement.
- Course of study includes adequate time for class preparation and intellectual maturation, similar to studies at home institution.
- If distance education methods are utilized, adequate accommodations are made and policies are clearly stated.
- If a translator is needed for lectures or coursework, adequate time is allotted during the course for translation services.
- Cancellation policies and disclosures are written down, clearly explained, and made available to all participants.
- Policies on the awarding of academic credits are clearly stated and publicly available.

Organizational and Program Resources

- The curriculum is fully supported by the program.
- location of adequate housing is made available to students.
- There are adequate classroom, office, and laboratory facilities for faculty.
- Adequate academic personnel and administrative support are on staff, including those who provide support to students’ spouses and children, if applicable.
- Student support facilities, equipment (computers, lab), and library facilities are adequate.
- Financial resources are in place for students, such as local bank accounts for students living abroad.
- Student housing is provided, or information on availability, cost and

**Table 10. Categories of Good Practices in
International Education Programs (continued)**

Organizational and Program Resources

- | | |
|--|---|
| <ul style="list-style-type: none"> • The curriculum is fully supported by the program. • There are adequate classroom, office, and laboratory facilities for faculty. • Student support facilities, equipment (computers, lab), and library facilities are adequate. • Student housing is provided, or information on availability, cost and | <ul style="list-style-type: none"> location of adequate housing is made available to students. • Adequate academic personnel and administrative support are on staff, including those who provide support to students' spouses and children, if applicable. • Financial resources are in place for students, such as local bank accounts for students living abroad. |
|--|---|

Administrative

- | | |
|---|---|
| <ul style="list-style-type: none"> • All members of the program are aware of their assignments and in the scheme of the program, as well as the expectations they are to meet. • There is a high level of cultural awareness. • Communication within administration is stressed. • The top priorities include the safety, security, and progress of the student. • Staff has the qualifications, knowledge and appropriate level of engagement to support the curriculum and the learning environment of students inside and | <ul style="list-style-type: none"> outside the classroom. • Advisors and counselors are provided the requisite education, training and experience to administer services. • Advisers and counselors are provided appropriate resources and opportunities for professional development, including those relating to immigration law and regulations. • Staff devotes adequate financial resources to the program. • Staff has adequate facilities as appropriate to the host environment and culture. |
|---|---|

Student Selection and Code of Conduct

- | | |
|---|--|
| <ul style="list-style-type: none"> • Recruiting process will be open and fair, following established criteria. • Every effort is made to accept as eligible any qualified student and to minimize barriers to participation. • There is consistent and coherent criteria for admission. • The stated goals of applicants are matched with academic programs available at the institution. • Exchange agreements with other institutions are entered into only when the | <ul style="list-style-type: none"> institutions meet the criteria expressed in the Good Practices. • Lines of communication are open for students who may have academic problems. • Students will be held to a standard of conduct that reflects a respect for individuals of various cultures and is a credit to the program. • Student disciplinary processes will be explicit and carried out in a timely manner. |
|---|--|

Table 10. Categories of Good Practices in International Education Programs (continued)

Advising and Orientation

- Prior to departure, the program offers appropriate advising to the student.
- Students are given an orientation that includes the history, culture, and society of the country of study.
- Students are advised of local legal codes and norms of law enforcement.
- Counseling includes a high level of cultural awareness.
- Students are advised of in-country and in-continent travel options and requirements for travel.
- The institution actively helps the student find and apply for grants, scholarships, and other financial aid.
- Students are made aware of their financial aid options and the true costs of the study abroad program.
- Students receive adequate assistance with visa and immigration paperwork.
- Language development opportunities are given to the student appropriate to the mission.
- Post-study follow-up advising is adequate to meet student needs after the program has ended.

Health, Safety, and Security

- Administrators ensure that students have adequate health insurance, and will be familiar with local medical systems, provisions, health precautions and prevention.
- Lines of communication are open for students who may have health, safety, and security problems.
- State Department notices of “Areas of Instability” or travel warnings are communicated promptly to impacted students and faculty.
- Contingency plans are in place in the event of emergencies, and the families of the students and faculty are given a speedy and reliable means of communication in case of an emergency.
- Students abroad have adequate health insurance.

Accountability

- The institution has clearly stated policies and principles, which it shares with participants, the public, students, and governments in a proactive manner.
- The institution performs a self-check of its procedures and the quality of work performed by its participants.

Source: California Research Bureau

- They encourage transparency in procedures and in policy-making, which aids in issues of legal liability.

There is no “one size fits all” solution for all education abroad programs. Each higher education advisory committee must tailor its standards to agree with the unique mission and purpose of the program.

A number of respected national organizations for education abroad have produced comprehensive standards of good practices for effective programs.* Table 10 provides a matrix that summarizes the good practices standards derived from the literature.

4. Identifying and utilizing sufficient funding sources

Long-term funding streams must be identified and secured, and an effort continually made by the program to connect students with scholarships, internships, grants and other sources of financial aid. Ways to keep the costs of study abroad down are continually being sought, as it is understood that high cost is one of the principle barriers to international students who wish to study in the United States, and vice versa.

International Students in the United States

As shown in Table 6, most international students pay for their studies primarily through personal and family funds in 2006-07, while others’ expenses were

* This report focuses on checklists for good practice written by (or in conjunction with) U.S. institutions of international study. A comprehensive list of links to good practice checklists used by other countries may be found at http://www.unesco.org/iau/internationalization/i_declarations.html.

paid primarily through U.S. colleges and universities. Over the last six years, there has been a change in the trend of primary sources of funding. Between 2000-01 and 2006 – 07, the percentage of students relying primarily on themselves or family for funding dropped from 67 percent down to nearly 62 percent. At the same time, funding from the U.S. universities rose significantly – from 19 percent in 2000-01 to 26 percent in 2006-07. Student employment also rose from 2.3 percent to five percent.

NAFSA estimates that international students, along with their spouses and children, contributed a net total of \$412 billion to the U.S. economy during

	Tuition and Fees (millions)	Less U.S. Support (millions)¹	Living Expenses and Dependents (millions)	Total Contributions (millions)
United States	\$20,366	\$6,280	\$412	\$14,499
California	\$2,898	\$766	\$57	\$2,189

Source: NAFSA

the 2006-07 academic year. In California, 77,987 international students contributed nearly \$2.2 billion to the state’s economy. See Table 11.⁴⁰

U.S. Students Studying Abroad

Generally, U.S. students enroll in study abroad programs with their normal campus tuition and financial aid packages. However, various federal and state grants and fellowships are also available for U.S. students wishing to study abroad.

For instance, the Fulbright Program, sponsored by the Bureau of Educational and Cultural Affairs of the United States Department of State, offers 7,000 new grants annually to students in 155 countries. Fulbright scholarships between Mexico and

the United States are administered by the U.S.-Mexico Commission for Educational and Cultural Exchange (COMEXUS). Since 1990, COMEXUS has administered grants to students who wish to study abroad in the United States or Mexico, as well as the Fulbright-Hays summer seminar teacher exchange program.⁴¹ In 2007-08, 172 California students participated in the Fulbright program, while 220 Fulbright recipients from other countries studied in California.⁴² The allocation of federal educational grants can greatly study abroad programs.

Strategic alliances between charitable organizations and study abroad programs can give a real competitive edge. A California-Mexico study abroad program should seek out focused grant opportunities wherever possible. For example, the Gilman Scholarship Program (sponsored by the State Department's Educational and Cultural Affairs Bureau) focuses on offering study abroad scholarships to "talented, financially disadvantaged undergraduate students." In 2006-07, 83 percent of all United States study abroad students were White/Non-Hispanic, four percent were Black and six percent were Hispanic. But as a result of targeted outreach, 15 percent of Gilman scholarship winners were Black and 13 percent Hispanic. Within the ranks of Gilman scholarship winners, Hispanic American scholarship recipients were triple the Hispanic participation rate nationwide. Gilman expects strong increases in scholarships to minorities in the coming years.⁴³ In 2007, 121 California college students received Gilman scholarships.

Effective higher education study abroad programs find and create long-term funding solutions for students and faculty who require aid. For instance, the International Education Program at City College of San Diego uses several types of funding assistance to help students enroll in study

abroad programs to a variety of destinations, including Ensenada, Mexico. This year, City College was awarded a \$6,500 grant from California Colleges for International Education in order to implement a semester-length study abroad program.⁴⁴ City College offers scholarships and encourages students to apply for outside scholarships. In addition, students may apply to a non-profit organization called The San Diego Foundation, which offers scholarships to San Diego residents for City College study abroad programs.⁴⁵

The Fund for Improvement of Postsecondary Education (FIPSE) is run cooperatively by the governments of the United States, Canada, and Mexico, and administered by the U.S. Department of Education. FIPSE serves to help establish, maintain, and complement existing bilateral and trilateral student mobility programs between the three countries. FIPSE grant program seeks to encourage cooperation between institutions of higher education in the United States, Mexico and Canada; promote quality human resources and careers throughout North America; promote cultural awareness and language acquisition; and augment student mobility, including portability of credits, joint curricula and degrees.

FIPSE grants are open to nonprofit agencies and higher education institutions. For example, CSU Chico, in conjunction with the University of Manitoba and Universidad Autónoma de Zacatecas, won a FIPSE grant in 2007, to establish coursework and internships for North American engineering students.⁴⁶ It is estimated that ten grants will be awarded in 2008, for a total of \$300,000.⁴⁷

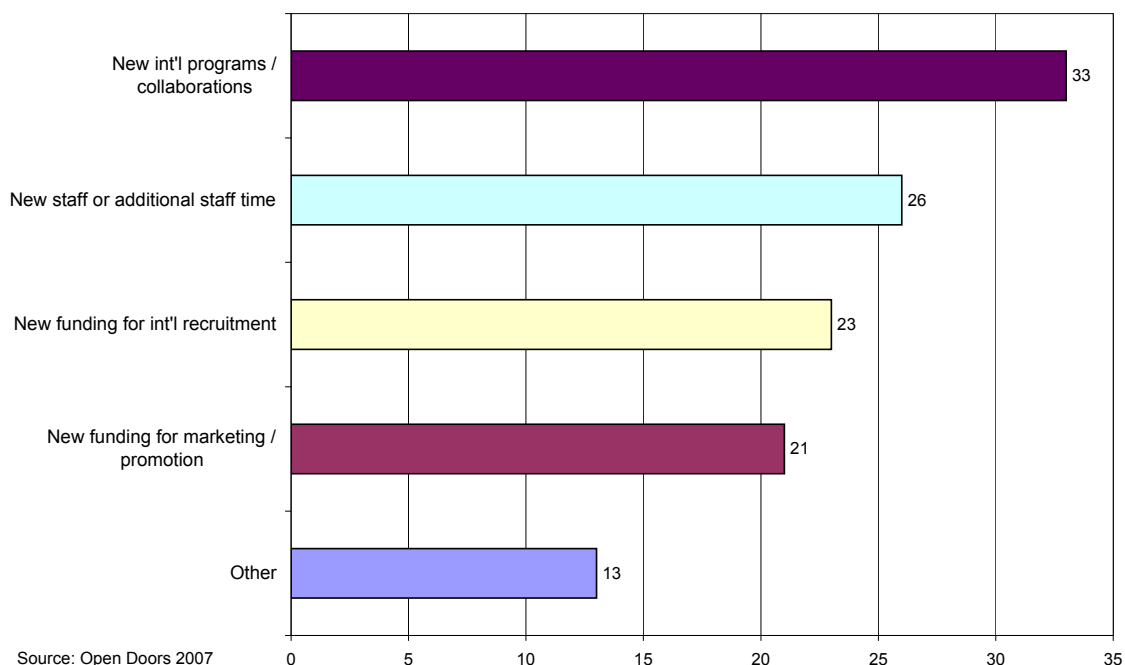
California students may apply for federal Stafford and PLUS loans through the California Student Aid Commission (CSAC) and its nonprofit subsidiary, EdFund. One type of student loan which may be of particular interest to California

students studying in Mexico is the APLE (Assumption Program of Loans for Education). APLE is a loan forgiveness program designed to attract and retain California students in teaching positions. CSAC may assume up to \$11,000 in outstanding educational loans in return for four consecutive years of full-time eligible teaching service in specially

Space limitations	32%
Lack of courses taught in English	29%
Language deficiencies of U.S. students	27%
Required support services to host U.S. students	26%
Need to ensure geographic diversity of international population	21%
Limited staff and resources	21%
Cost of housing U.S. students	12%

Source: *Open Doors*

Chart 4. Steps Taken by U.S. Institutions to Ensure International Student Enrollment Does Not Decline



designated California K-12 classrooms.

The Mexican government currently does not offer college financial aid or loan forgiveness programs. Lopez-Acevedo and Salinas (2000) state that it would be possible for Mexico to offer guaranteed student loans but it would take a restructure of the national credit market.⁴⁸

5. Increasing enrollment

Effective study abroad programs plan for future viability by working to maintain the numbers of students and faculty involved in the program, and to grow that number after ensuring the infrastructure of the program can support them.

International enrollment in the United States

In the Open Doors 2007 survey, 700 U.S. higher education institutions were asked if they had experienced a decline in international student enrollment, and if so, to what they attributed the decline. Of the respondents reporting a decline in enrollment, 22 percent stated that U.S. visa application processes and concerns over delays and denials as the primary culprit. Other respondents cited the cost of tuition and fees at U.S. host institutions, competition among schools for international students, and negative perceptions of the U.S. visa entry process.⁴⁹

Open Doors surveyed 533 institutions of higher education worldwide to ask what potential challenges they face in hosting more U.S. students. Many respondents felt that a language barrier was a big factor, citing the language deficiencies of U.S. students as well as a lack of courses taught in English. Others noted direct funding problems such as space limitations, limited staff and resources, and a lack of support services. Table 12 shows the survey results.⁵⁰

U.S. institutions surveyed by Open Doors stated they also face particular challenges in maintaining or expanding the number of international students in their programs. Sixty percent of the respondents stated that they were taking special steps to ensure that the level of international students on campus did not decline.

As shown in Chart 4 below, 33 percent of the respondents reported taking steps to increase the number of international programs and collaborative projects. Increased funding for recruitment purposes, including international travel, was preferred by 23 percent of respondents, while 21 percent increased funding for

promotions and marketing.

Options to increase enrollment

- Overcome the problems inherent with the U.S. visa entry process and thus facilitate the growth of their study abroad program by providing direct, comprehensive assistance to international students, as well as international faculty members, to apply for visas and maneuver through the red tape.
- Market programs to the parents of potential study abroad students, particularly where the culture is such that the parents' endorsement is a key to student participation in study abroad.
- Find ways to help connect students from Mexican higher education institutions with the financial aid necessary to afford the higher cost of living in California. Over 63 percent of international college students studying in the United States rely primarily on personal and family funds to pay for their education and related expenses, and only 2.6 percent have their education paid for primarily by their home government or university.⁵¹
- Target high school student outreach. In 2007-08, over 29,000 foreign exchange high school students came to the United States to study. However, in the same period, the United States sent only 2,255 high school exchange students to foreign countries for study abroad.⁵² Outreach would inform high school students and elicit interest in a California-Mexico study abroad program.

Appendix A

Cost to attend selected California colleges for international students, Fall 2008							
School	Type of school	Out-of-State Tuition and Fees	Room and Board ⁽¹⁾	Books and Supplies	Estimated Personal Expenses	Transportation Expenses	Total
UCLA	4-yr	\$28,162	\$12,891	\$1,551	\$1,503	\$879	\$44,986
UC San Diego	4-yr	\$28,670	\$10,787	\$1,523	\$1,483	\$1,056	\$43,519
San Francisco State Univ.	4-yr	\$13,932	\$11,500	\$1,656	\$3,024	\$1,254	\$31,366
CSU Sacramento	4-yr	\$14,024	\$11,210	\$1,656	\$2,332	\$1,082	\$30,304
CSU Fullerton	4-yr	\$13,828	\$10,872 ⁽²⁾	\$1,568	\$2,700	\$1,100	\$30,068
CSU Los Angeles	4-yr	\$13,831	\$10,152 ⁽²⁾	\$1,566	\$2,214	\$1,149	\$28,912
City College of San Francisco	2-yr	\$6,002	\$10,692 ⁽²⁾	\$1,566	\$2,556	\$864	\$21,680
Santa Monica College	2-yr	\$5,552	\$10,692 ⁽²⁾	\$1,566	\$2,664	\$1,200	\$21,674
De Anza College	2-yr	\$5,850	\$10,002 ⁽²⁾	\$1,656	\$2,754	\$1,116	\$21,378
Pasadena City College	2-yr	\$6,058	\$9,054 ⁽²⁾	\$1,566	\$2,844	\$1,180	\$20,702

(1) Figure denotes living on campus unless otherwise specified

(2) Commuting, not living at home

The institutions above were selected from among the top ranked California public higher education institutions by international student total (Open Doors 2007)

Source: The College Board (<http://www.collegeboard.com/student/csearch/index.html>)

Endnotes

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