

# Expanding U.S. Institutional Sending Capacity for Study Abroad

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The Forum on Education Abroad  
Annual Conference  
Portland, Oregon

# Your moderators

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# Overview

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- Introductions
- State of the Field survey capacity results
- Institutional perspective: University of Pennsylvania
- Economic (crisis) impact on study abroad capacity
- Breakout group discussions

# State of the Field Survey

2008

# What is the *State of the Field* Survey?

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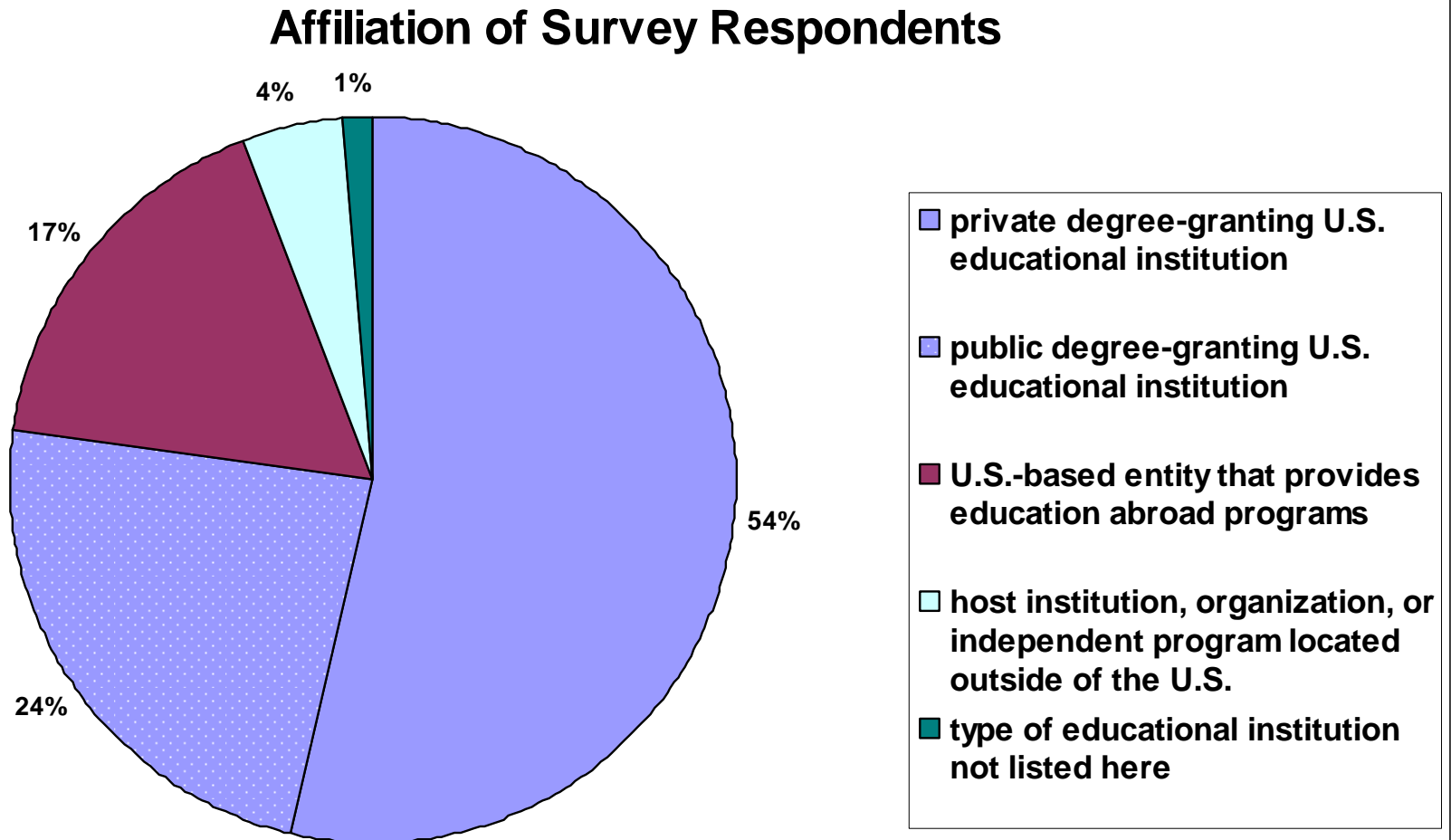
- An assessment of the most pressing issues and topics that are on the minds of Forum members and, by extension, the field of education abroad as a whole
- First was conducted in 2006
- Second was conducted in Aug/Sept 2008

# 2008 Survey

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- Administered by the Forum Data Committee with special recognition to Elise Rayner and Charlotte Blessing
- Included capacity questions developed in partnership with IIE
- Open for 1 month beginning in late Aug. 2008
- Completed by 136 of 324 institutional members of the Forum (42% response rate)

# Affiliation of Survey Respondents



# Mission Statements

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- In 2006, **54%** of educational institutions said international education was included in the mission statements for their institutions.
- In 2008, **58%** of U.S. institutions say that international education is included in the mission statements of their institutions.

# Institutional challenges to increasing enrollment

<b>Please rate each of the following statements. “The following poses a significant challenge to my institution for increasing the number of U.S. students participating in study abroad...”</b>	<b>Total of agree and strongly agree</b>
<b>Rising cost for students to participate in study abroad</b>	<b>82%</b>
<b>Rising cost for program operation and administration</b>	<b>69%</b>
<b>Not enough endowments or scholarship funding from the institution</b>	<b>67%</b>
<b>Not enough staff and advisors to handle more students</b>	<b>61%</b>
<b>Not enough federal funding available to students for study abroad</b>	<b>55%</b>

# Institutional challenges to increasing enrollment

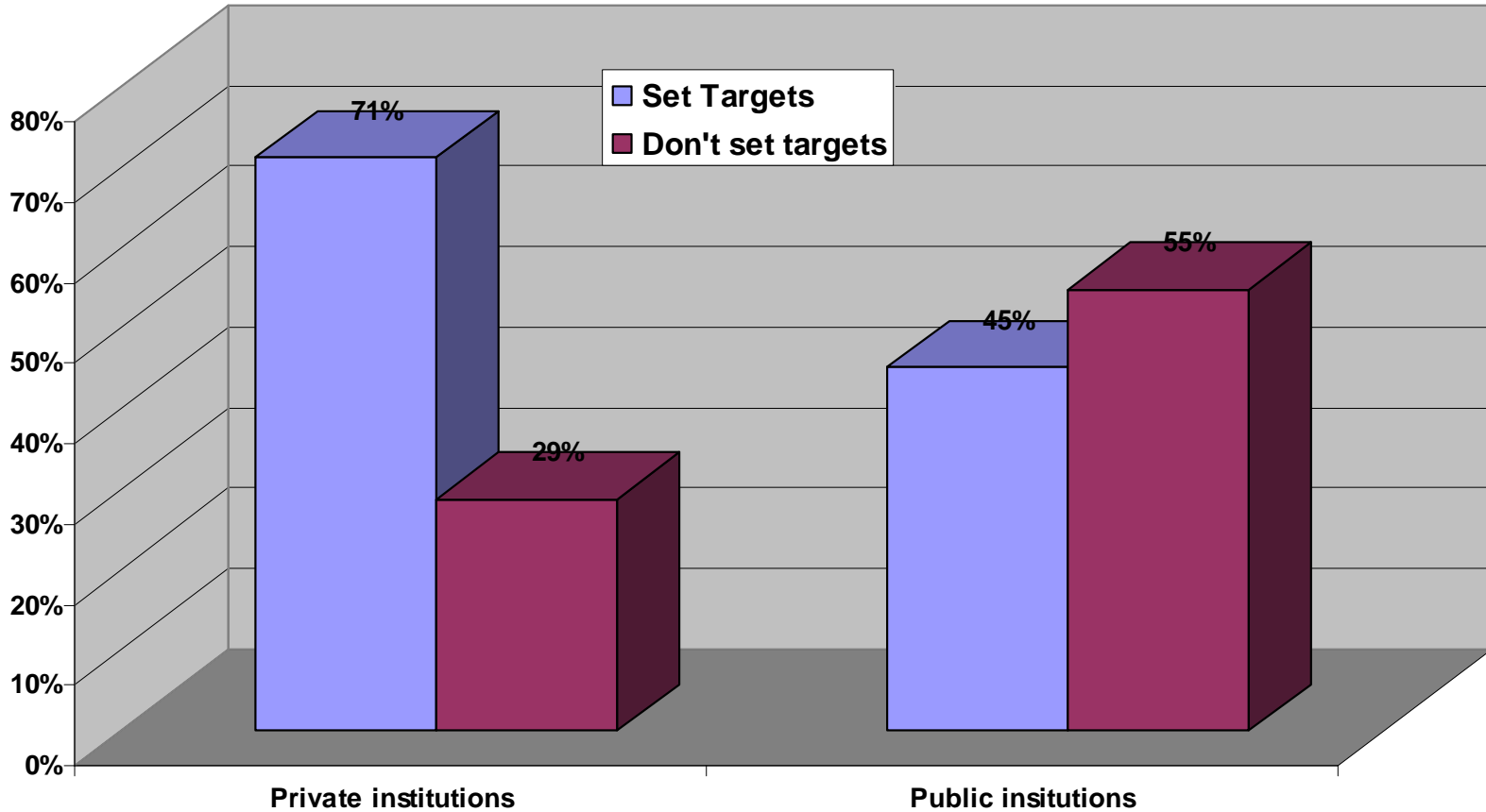
<b>Please rate each of the following statements. “The following poses a significant challenge to my institution for increasing the number of U.S. students participating in study abroad...”</b>	<b>Total of disagree and strongly disagree</b>
<b>Not enough program diversity to meet demand from students (diversity as far as destination, program length, and field of study)</b>	<b>58%</b>
<b>Not enough programs or program space to meet demand from students</b>	<b>51%</b>
<b>Not enough interest from students</b>	<b>43%</b>
<b>Impact of study abroad on on-campus enrollment</b>	<b>43%</b>
<b>Not enough interest on the part of faculty members and professors to integrate study abroad into degree requirements for credit transfer</b>	<b>37%</b>

# Institutional challenges to increasing enrollment

<b>Which are the top three most significant factors that would help send more of your institution's students abroad?</b>	<b>% of respondents choosing each answer</b>
<b>More study abroad scholarship opportunities for students</b>	<b>79%</b>
<b>More institutional funding for our office</b>	<b>63%</b>
<b>Stronger commitment from faculty/departments to integrate programs and ensure credits count toward a student's degree</b>	<b>62%</b>

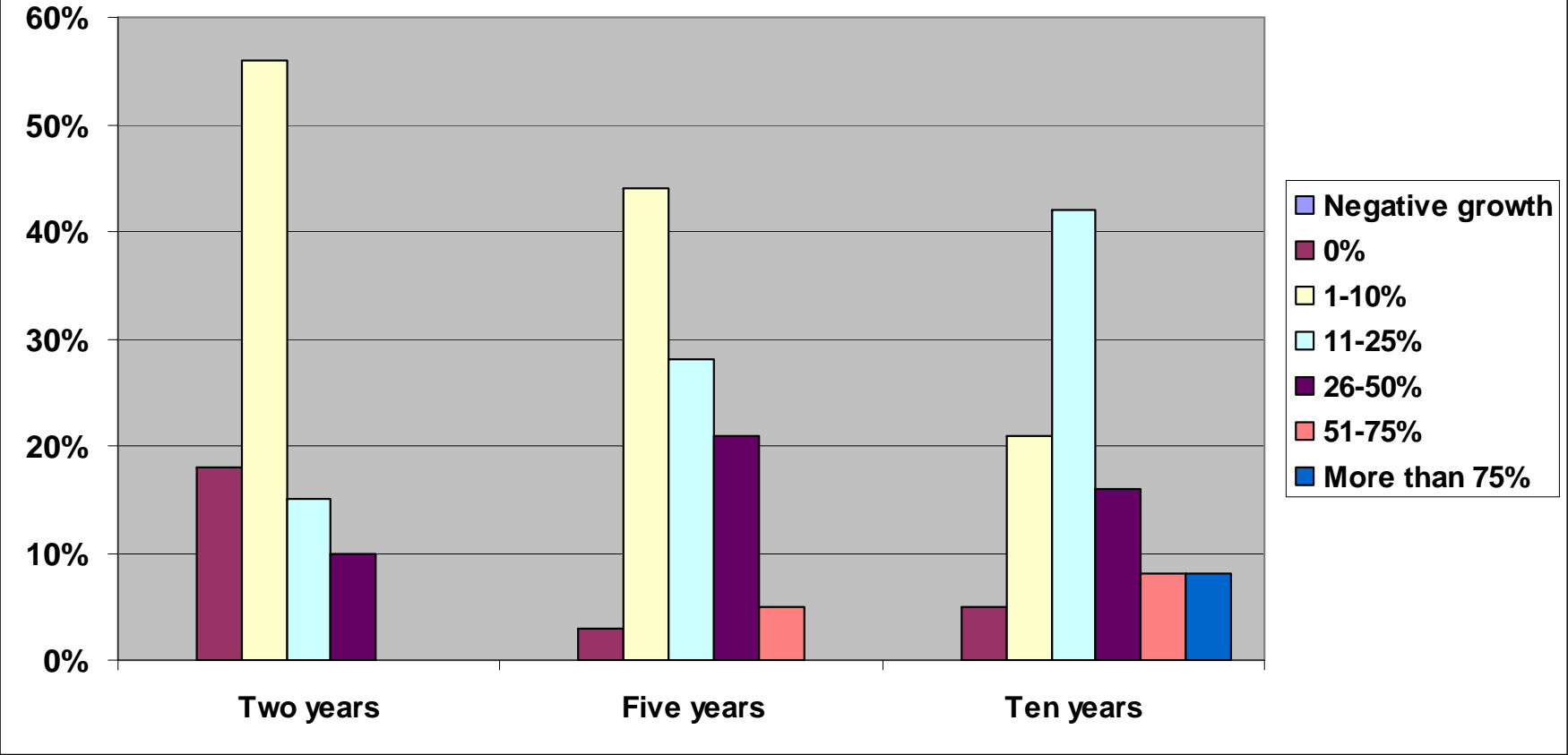
# Enrollment Targets

## Setting Targets for increasing enrollments



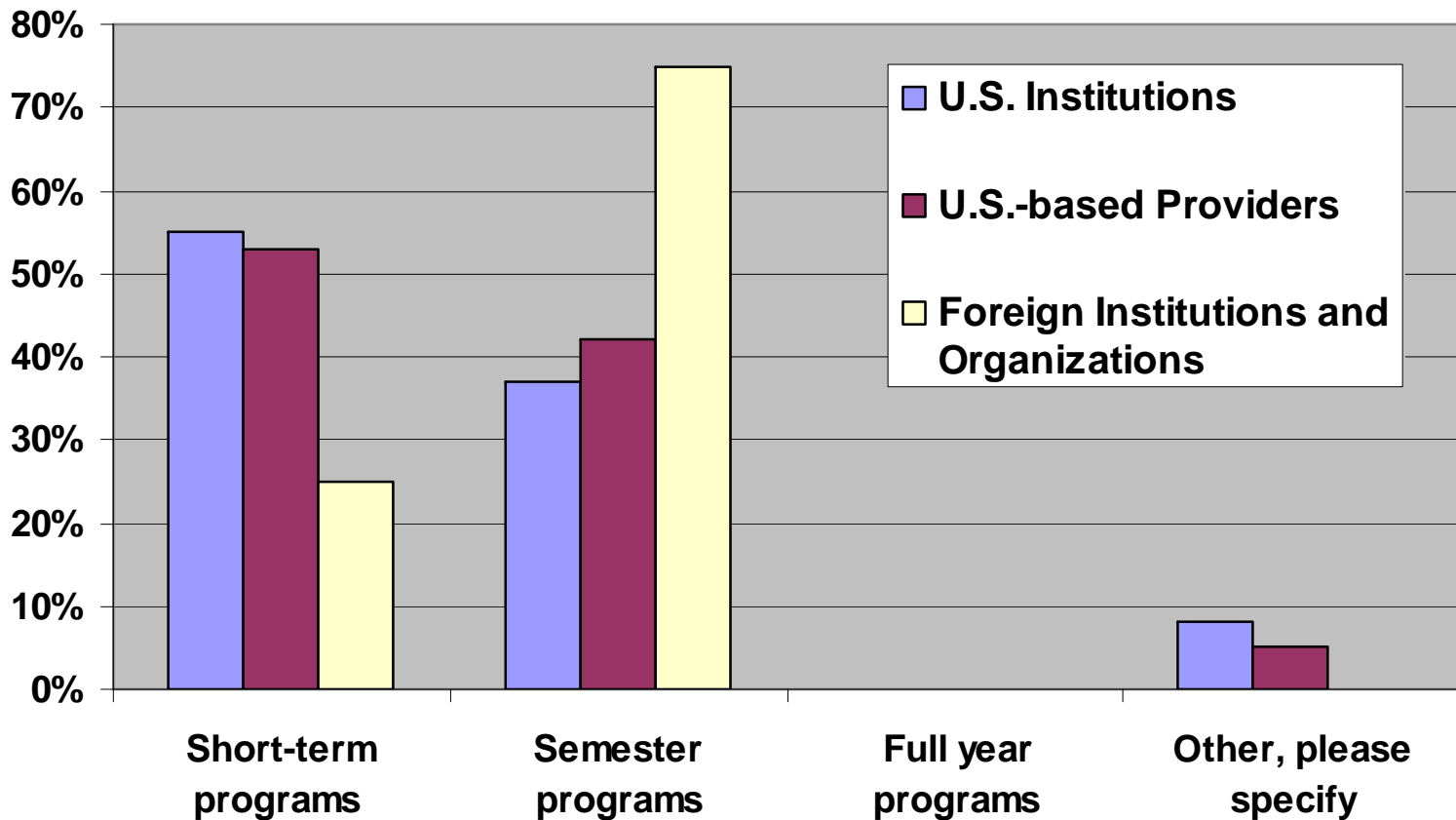
# Institutional growth predictions

## Student growth anticipated



# Predicted Growth Areas

## Comparison of Primary Growth Areas



# Top Health and Safety Issues

<b>Issues</b>	<b>2008 rating</b>	<b>2006 rating</b>
<b>Student mental health</b>	<b>1</b>	<b>1</b>
<b>Alcohol consumption and substance abuse</b>	<b>2</b>	<b>2</b>
<b>Risky student behavior</b>	<b>3</b>	<b>7</b>
<b>Need for risk management and emergency protocols</b>	<b>4</b>	<b>5</b>
<b>Lack of student awareness/concern about health and safety</b>	<b>5</b>	<b>9</b>
<b>Pandemics</b>	<b>13</b>	<b>3</b>
<b>Terrorism</b>	<b>11</b>	<b>4</b>

# Top Overall Issues

<b>Issues</b>	<b>2008 rating</b>	<b>2006 rating</b>
<b>Program costs and rising costs</b>	<b>1</b>	<b>3</b>
<b>Academic quality</b>	<b>2</b>	<b>1</b>
<b>Need for better funding</b>	<b>3</b>	<b>6</b>
<b>Curriculum integration</b>	<b>4</b>	<b>2</b>
<b>Adequate preparation of students</b>	<b>5</b>	<b>4</b>
<b>Parent involvement</b>	<b>6</b>	<b>5</b>

# Expanding U.S. Institutional Sending Capacity for Study Abroad

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**Patricia C. Martin**

Associate Director, Penn Abroad  
University of Pennsylvania

# University of Pennsylvania

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- Population
- Graduate Students – 10,000 students  
12 Schools
- Undergraduates – 10,000 students  
4 Undergraduate Divisions (Nursing,  
Engineering, Business, Arts and Sciences)

# IIE-Forum Survey

## Definition of Institution

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- Degree-granting U.S. educational institution that sends mostly its own students abroad
- Private
- Grants bachelor's, master's, and doctoral degrees

# Institutional Goals

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- Mission Statement - Penn Abroad Compact

“The Penn Compact is our vision to propel the University of Pennsylvania from excellence to eminence in all our core endeavors of teaching, research, and service. Three principles inform the Penn Compact: increasing access, integrating knowledge, and engaging locally and globally.”

# Institutional Goals

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- Engaging Locally and Globally
- To advance the Penn Compact's commitment to global engagement, Penn is launching several initiatives that leverage our global network to enhance opportunities for students to study abroad and to bring additional outstanding international faculty and students to campus. Such exchanges will enhance the entire Penn community's global perspective. [Penn Advancing Global Progress](#). [Penn Enhancing Student Opportunities Abroad](#). [Bringing the World to Penn](#). [Seeing The World Through Arts And Culture](#)
- Provost Office funds used for encouraging new programs (Global Development Internship Program, summer internships in Botswana and India), etc.

# Study Abroad Data

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- Three years of Open Doors data
- 2004-2005: 1744 (863 undergraduates)
  - 648 Penn Abroad
- 2005-2006: 1815 (981 undergraduates)
  - 653 Penn Abroad
- 2006-2007: 1768 (848 undergraduates)
  - 588 Penn Abroad

# What Don't We Know?

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- Numbers of students who participate in Penn and non-Penn sponsored programs in the following areas:

work abroad

internships

research

student-led programs

community service

embedded study abroad in courses

- Conference attendance
- Athletic/music club groups
- Student organizations (e.g., Model UN)
- Student-organized and led groups

# How do you Define a Significant Education Abroad Experience?

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- Do we have consensus in the field?
- Do we have consensus on our own campuses?

# Steps to Increase Participation Undergraduate Divisions - Engineering

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New study abroad programs/exchanges, community service. Staff member support.

- **STUDENT CLUBS** [CommuniTech](#). We are a non-profit student organization that seeks to "bridge" the digital divide both locally and globally. CommuniTech is one of the most active student-driven community outreach groups on Penn's campus and together we tackle the challenges of bridging the digital divide one project and one person at a time.
- [Engineers Without Borders, Penn Chapter \(PennEWB\)](#) The student-run non-profit organization's dual efforts focus on helping developing communities worldwide with their engineering needs through real, hands-on engineering projects, and on educating students and the Philadelphia area community about sustainable development and engineering.
- [Global BioMedical Service Program \(GBS\)](#) The GBS Program prepares students through coursework at Penn designed to familiarize them with the techniques of building prosthetics, cultural differences between China and America, and clinical skills necessary to work with patients, followed by a 16-day trip to China.

# Steps to Increase Participation Undergraduate Divisions - Wharton

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New study abroad programs/exchanges, short-term programs. Staff member support.

Wharton International Programs. (.5 cu's for short term program).

Wharton Students Clubs:

Wharton China Business Society runs trips to China.

Penn International Business Volunteers.

Wharton Leadership Ventures. Trips and experiential activities around leadership issues.

# Steps to Increase Participation Undergraduate Divisions - College of Arts and Sciences

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New study abroad programs/exchanges are developed by departments (not centrally).

Innovative programs like the biology department's summer research project in Mongolia.

CAS assistant deans have study abroad advising responsibilities.

XCAT system designed to improve credit approval (addresses the one thing that students have been most dissatisfied about)

Joint handbooks on policies and procedures.

# Steps to Increase Participation Undergraduate Divisions - Nursing

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- Exchange programs, summer faculty-led programs, embedded courses
- **Botswana: Community Health** Students enrolled in Nursing in the Community: Clinical during the summer term may submit an application to complete their Community Health clinical rotation in Botswana.
- **Hong Kong: Comparative Health Systems** Students must enroll in Nursing 535: Comparative Health Systems: Hong Kong during the spring semester prior to their summer experience in Hong Kong.
- **Thailand: Comparative Health Systems** Offered to students taking Nursing 535 (Comparing Health Care Systems in an Intercultural Context: Study Abroad), which is taught during the spring semester prior to traveling abroad.
- **Latin America: Maternal and Infant Care in the Americas** Fieldwork in Latin America is offered following the end of the spring semester and before the beginning of Summer Session I after the junior or senior year.
- **Independent Study/Internships Abroad** In between the spring and summer terms (3-4 weeks) or during the summer, students have the option of doing an independent study or internship abroad.

# What is Penn Abroad Doing?

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- Student Advisory Committee [note, a 10 hour per week student assistant (senior) makes this possible]
- Understand campus culture.
- How do students get information?
- How good is our information? How easy to access?
- What are the barriers to study abroad?
- What are the myths?

# Penn International Education Administrators Group

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The Penn International Education Administrators (PIEA) group meets on a monthly basis throughout the academic year to discuss issues pertaining to the administration of international programs. PIEA was founded by the Penn Abroad office to help meet the professional needs of administrators throughout the university who are involved in the development and administration of international programs. The first meeting was held in December, 2007.

There are approximately 85 members from the following offices and academic divisions of the university:

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African Studies Center

Annenberg

Anthropology

Athletics

Audit

Botswana-Upenn Partnership

CAPS

Career Services

Center for Advanced Study of India

Center for East Asian Studies

- Center for Public Health Institute
- Christian Association
- College Advising
- CURF
- Dental School
- Department of Medicine
- School of Design/ Penn Design
- Education School
- Fine Arts
- General Counsel
- Glee Club
- Global Health Affairs/NUS
- Huntsman Program

- ISSS
- Lauder Wharton - SAS
- Law School
- LPS - Penn Summer Abroad
- Medical School
- Nursing
- Office of Risk Management
- OIP - Penn Abroad
- Organizations Dynamics
- PennCAP
- Wharton Undergrad. Division

# Topics Covered to Date

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- Data Collection and IIE Open Doors
- Physical and Mental Health Abroad
- International SOS
- Liability Waivers, Health and Safety Resources
- Crisis Management
- Legal Principles and International Education

- Future Topics:

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- Global Initiatives
- Preparing Resident Directors, Faculty, and Student Leaders
- Program Evaluation

# Further Areas of Cooperation

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- All Campus Orientations
- Sharing handbooks
- Web information for students and faculty

# Recognition of Needs Stemming from New Initiatives

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- New Executive Director
- Mission of Office of International Programs expanded to include management of international internship programs and risk management for the university

# Further Needs

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- Further development of web resources.
- Data on non-credit bearing activities.
- Training of program leaders and administrators.
- Real-time information on where members of the Penn community are.
- Orientation for students who go abroad.
- Review of overseas programs. Site visits.
- Help new initiatives with program development.

# Consequences of Growth

## Reactions to the IIE/Forum Survey

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What else has to develop in addition to the number of students with international experiences:

- Communication with other international administrators throughout the university.
- Consensus on Standards of Good Practice.
- Identifying who is responsible for what?
- Identifying the potential limits to administrative support. That can limit the number of programs/students going abroad.
- Working together to share resources, training, orientation, databases, application systems.
- Develop standards for abroad programs. Put money and resources into site visits and program evaluations.



*Expanding U.S. Institutional Sending  
Capacity for Study Abroad:  
Questions for Consideration*



**Forum on Education Abroad  
Portland, Oregon, February 2009**

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# SUMMARY

- **Question 1: What then are the effects on IE offices of the current economic crisis? Short, mid range and long term?**
- Question 2: How does the national increases reported in SA compare to the increased enrollments in HED?
- Question 3: Is your institution participating in NSSE and are your Peer or institutional benchmarking institutions also participating in any given year?
- **Question 4: What is happening to university students with respect to SA? Why aren't they participating? Or who/how are they participating**
- **Question 5: What is the financial aid debt load? How much are students borrowing?**
- Question 6: What is happening to Financial Aid today, tomorrow, next year?
- Question 7: After graduation – How does the added debt affect potential careers?
- **Question 8: Going Global, How?**



## Question 4: What is happening to university students? Why aren't they participating? Or Who/how are they participating?

One response would be to ask the question about **what are the mechanics that feed student participation in study abroad.** Word of mouth (faculty and student), integration into the curriculum, career advising, and many other functions have been identified over the years. A lot has been said and is being written on this.



# National Survey on Student Engagement (NSSE)

MIXED NEWS: As an example the Univ. of So. Alabama participated in 2006 and here is what we found relative to foreign language and study abroad interests.

2006 National Survey of Student Engagement (NSSE)			
Foreign language (additional) coursework		NSSE Freshmen Study abroad	
NSSE Freshmen Plan to do	31	Plan to do	39
USA Freshmen Plan to do so	20	USA Freshmen Plan to do	21

GOOD NEWS for USA: freshmen ARE interested in study abroad. However for seniors responding only 8% plan to on the national level and for USA 7%.



# Question 3:

**Is your institution participating in NSSE and are your Peer or institutional benchmarking institutions also participating in any given year?**

[http://nsse.iub.edu/NSSE\\_2008\\_Results/docs/withhold/NSSE2008\\_Results\\_revised\\_11-14-2008.pdf](http://nsse.iub.edu/NSSE_2008_Results/docs/withhold/NSSE2008_Results_revised_11-14-2008.pdf)

2008 NSSE Report: Question on Students' Interest in Study Abroad – interest is growing.

	FRESHMEN	SENIORS
Plan to do so	43%	9%
Have not decided	28%	13%
Done	3%	15%



# USA Freshman Seminar Survey

- Fall Semester in class anonymous survey responses

Total responses	225	
First semester on campus	191	
Age	median= 19 (115)	Range= 1976-19
Sex	162 (F)	72%
Non white or no response	88	39%
Have you studied abroad	220 N	98%
<b>Do you plan on SA at USA?</b>	<b>45 no (20%)</b>	<b>42Y (19%)</b>
	<b>138 Maybe (61%)</b>	

80% indicate an interest in studying abroad!



# USA Freshman Seminar Survey – cont.

On Financial Aid	83	37%
On Scholarship	43	19%
Both FA and Schol.	22	10%
no answer	34	15%
No assistance	43	19%

66% on some form of assistance

80% interested in study abroad however 48% concerned about money/cost

Primary reason to not study abroad			
other	19	8.00%	
education	5	2.00%	
home	36	16.00%	
language	4	2.00%	
money, cost	107	48.00%	
safety	22	10.00%	
work	4	2.00%	
no answer	28	12.00%	



# Financial Aid on Campus

- APRIL 1, 2008 NACUBO REPORTS:
- The **percentage of students borrowing unsubsidized Stafford loans more than doubled, from 10 percent to 21 percent, between 1995-96 and 2003-04**, according to a new report by the National Center for Education Statistics. This rise in unsubsidized Stafford loans contributed to the overall increase in the proportion of undergraduates taking out federal loans, growing from 25 percent to 33 percent over the same time period. More than 70 percent of undergraduates enrolled in private, for-profit institutions took out a federal loan in 2003-04, the highest percentage of any institutional sector. In comparison, 53 percent of undergraduate students attending private, non-profit, four-year institutions, 42 percent at public four-year institutions, and 11 percent at public two-year institutions borrowed from the federal government.
- Along with the increasing proportion of students taking out federal loans, the dollar amount borrowed is also rising. In 1995-96, 57 percent of dependent students and 13 percent of independent students borrowed the maximum amount in unsubsidized and subsidized federal loans allowed under current federal limits. **By 2003-04, the number borrowing the maximum had jumped to 73 percent for dependent students and 36 percent for independent students.**

- <http://www.nacubo.org/x10380.xml>



# Financial Aid Debt load with a Summer Abroad

- Assume student is able to borrow and added \$6,000 to finance a SA summer program
- Total amount to be repaid increases to **\$37,482** with a combined monthly payment of **\$312 – or 7% (11%) of the projected monthly income based on a \$50,000 (\$30,000) starting salary (using today’s values).**
- Acc. To College Board: repayments should not exceed 10-15 percent of the first year starting income.  
<http://apps.collegeboard.com/fincalc/sla.jsp>

**Does not take into account added debt or other modifying circumstances.**



# Conversation – Spring 2009

- Message to SA office – 82% of parents (with significant salaries) applying for PLUS loans being denied. Aid rate up over 12 million over last year and projected to climb further.
- All students continue to be maxed out on aid for on campus use.
- SA Program Y is cancelled only 4 applicants.
- SA Program Z some of whose participants receive an award from an endowment begins showing reduced number (Feb. 2009).



# QUESTION 1: What then are the effects on IE offices of the current economic crisis?

- Elimination of travel and reimbursements - domestic and international.
- Postponement of computer and technology support, acquisition, etc.
- Freeze on salaries, staff positions; reduction in replacement of faculty and staff positions; closing of vacant positions; etc.
- “Reduce or cancel university paid memberships to professional organizations and subscriptions”  
([http://www.boisestate.edu/finad/budgetimpact/docs/Overview\\_FY2010budgetreductionplans.pdf](http://www.boisestate.edu/finad/budgetimpact/docs/Overview_FY2010budgetreductionplans.pdf))
- “Reducing Study Abroad Scholarships, guest speakers and some International Center support for courses” (<http://www.president.ufl.edu/budget-reduction/budget-reduction-plan.pdf>)
- “The budget reduction plan further includes a one-time sweep of local balances. These accounts include auxiliary services,” ....  
([http://vocuspr.vocus.com/VocusPR30/Newsroom/Query.aspx?SiteName=nau&Entity=PRAsset&SF\\_PRAsset\\_PRAssetID\\_EQ=113724&XSL=PressRelease](http://vocuspr.vocus.com/VocusPR30/Newsroom/Query.aspx?SiteName=nau&Entity=PRAsset&SF_PRAsset_PRAssetID_EQ=113724&XSL=PressRelease))
- **ON THE POSITIVE SIDE:** Institutions will be increasingly looking at opportunities to share resources and to maximize new business models and relationships.



# Going Global, How?

## Question 8: What does the future hold?

- **Add question to the SA data stream with information on how students finance study abroad**
- What are the short term and long term implications of the financing issues for study abroad?.
- **Analyze student mobility across regions, type of institution, funding levels, program costs, etc.**
- Focus on core integration of IE across the curriculum – what makes success recognizable – numbers only?
- Set up the framework for future development
- New partnerships? Fund raising mechanisms?

# Breakout Group Discussion

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- Elect a moderator for your group
- The 3Fs: Foment, Facilitate, and (share) Feedback
- Report back to the larger group on key issues identified based on topics you choose to discuss
- And the topics are...

# Top Overall Issues

<b>Issues</b>	<b>2008 rating</b>	<b>2006 rating</b>
<b>Program costs and rising costs</b>	<b>1</b>	<b>3</b>
<b>Academic quality</b>	<b>2</b>	<b>1</b>
<b>Need for better funding</b>	<b>3</b>	<b>6</b>
<b>Curriculum integration</b>	<b>4</b>	<b>2</b>
<b>Adequate preparation of students</b>	<b>5</b>	<b>4</b>
<b>Parent involvement</b>	<b>6</b>	<b>5</b>