

Evaluating Campus Efforts to Internationalize the Curriculum

Our paper has three goals. First, to describe the methods the University of Minnesota has undertaken to evaluate our curriculum integration efforts. Second, to show our results and interpretations. And finally, to reflect upon our process, especially looking at what has worked and has not worked for us. Throughout we will offer our reflections about the process we have gone through in designing, developing, and implementing the evaluation of the curriculum integration initiative.

As a note of reference, our surveys, our evaluation web page, and a preliminary report of our findings are on our web site (www.umabroad.umn.edu).

Goals and Anticipated Impact of Our Evaluation Efforts

The University of Minnesota is seeking to strengthen the international dimensions of undergraduate education by integrating study abroad coursework into undergraduate programs and by developing internationalized courses.

From the opening session of the University of Minnesota's conference on internationalizing in April 2004, participants learned about the University's goals for curriculum integration. Our goals include fostering the development of productive new networks of advising, academic, and study abroad professionals. We also stated that we would develop practices and materials that would illuminate the benefits of study abroad and reduce the barriers, such as the delay in graduation. We initially labeled perceived barriers to study abroad and curriculum integration as a "study abroad tax." In addition, in our proposal to the Bush Foundation, we stated that one of our anticipated impacts would be to enhance faculty awareness of the role of study abroad in undergraduate education.

It is important to recognize that our awareness of the significance of these goals, and in key ways even the goals themselves, have evolved over time, as have our efforts to develop evaluation methods that will allow us to measure our success in meeting those goals. We have been evaluating something of a moving target, as the initiative's goals have broadened and evolved. We would like to begin by briefly describing that evolution.

The curriculum integration initiative has caused and traced a fundamental and ongoing cultural shift that is occurring at the University of Minnesota, from measuring success in study abroad in numerical terms—annual increases in study abroad enrollments—to evaluating both the quality of the educational experiences our students are having while abroad, and the deep impact that study abroad is having on the University's efforts to internationalize our four campuses. The focus

Authors

Gayle Woodruff

Gayle Woodruff is a Curriculum Integration Program Director in the Learning Abroad Center at the University of Minnesota, Twin Cities. She oversees the evaluation activity with the University's Curriculum Integration grant. Woodruff has worked with the University of Minnesota's Curriculum Integration initiative since the beginning of the Bush Foundation grant period. She has an MA in International Education from the University of Minnesota.

Rhiannon Williams

Rhiannon Williams is a Ph.D. candidate in Comparative and International Development Education and is the Research Assistant for the evaluation component of the University of Minnesota's Curriculum Integration grants.

Michael Vande Berg

Michael Vande Berg, Vice President for Academic and External affairs at CIEE, was the External Consultant and Evaluator for the University of Minnesota's curriculum integration grants. He is the Principal Investigator of the Georgetown consortium project on assessment of student learning abroad. He was Guest Editor of the special November 2004 issue of *Frontiers: the Interdisciplinary Journal of Study Abroad* (Volume X) devoted to the assessment of student learning abroad. He is also a founding Board member and currently serves as Treasurer of the Forum on Education Abroad. Vande Berg has a Ph.D. in Comparative Literature from the University of Illinois at Urbana-Champaign and has published English-language translations of Unamuno's *Amor y Pedagogía* and Azorín's *Castilla*.

Thomas E. Dohm

Thomas E. Dohm, Director of the Office for Measurement Services at the University of Minnesota, Twin Cities, is an expert in measurement and evaluation. He is the Internal Evaluator for the Bush Foundation grant. Dohm has a Ph.D. in Psychology from the University of Minnesota.



of our evaluation efforts over the past four years has naturally evolved as this shift has proceeded and as our awareness has increased about what sorts of things we need to measure in order to document our success in meeting these educational and strategic goals. The University's participation, with Georgetown, Rice, and Dickinson, in a comprehensive Title VI-funded research project that is now assessing student learning at fifty study abroad sites, symbolizes the University's growing awareness of the need to measure and document student learning abroad. The work of the curriculum integration initiative on our four campuses, and our subject in this paper—our efforts to evaluate the success of the initiative in meeting its wider strategic goals—provide another example of the extent to which colleagues across our four campuses are becoming aware of the key role that study abroad is coming to play as a part of the University's broader internationalization efforts.

The evaluation effort of this initiative entailed more than evaluating the effectiveness of outcomes. A primary goal was also to conduct an on-going process evaluation. Information collected from surveys, event evaluations, and interview feedback served to improve the implementation process. Since a major goal of the project was to develop practices and materials, the evaluation effort provided necessary input to ensure that "best practices" grounded the project.

The Bush Foundation grant is one of two that we have benefited from in pursuing our curriculum integration goals. Funding from FIPSE (Fund for the Improvement of Post-Secondary Education) allowed us to begin to work on curriculum integration a year before the University secured the Bush Foundation funding. That FIPSE project responded to a growing interest in increasing the number of University of Minnesota students who studied abroad. In fall 2000, the FIPSE grant aimed to meet that goal by developing partnerships and materials that would encourage students from traditionally under-represented disciplines, including Business, Engineering, Human Ecology, and Nursing to go abroad. The project's activities included working with faculty members from these under-represented disciplines to identify obstacles that were preventing students majoring in these areas from going abroad in significant numbers. We can see from the collaboration with faculty at the departmental level and the focus on obstacles to participation by their majors, the beginning of a

significant shift away from quantity—the number of students going abroad—to a focus on quality. As we have moved to a focus on student learning abroad, activities funded through the Bush grant have come to focus on the question whose answers are serving to change the educational culture of the University: what do we need to do in order to integrate student learning abroad with their learning on campus?

As our evaluation efforts across both the FIPSE and Bush-funded activities have evolved, it has become clearer to us that while counting the number of students who go abroad has value—among other things, knowing how many students in particular disciplines are going abroad provides one objective measure of the impact of curriculum integration initiative activities—we need other measures, qualitative as well as quantitative, to measure the broader impact of study abroad on student and faculty attitudes about both study abroad and international opportunities.

Effectiveness of Approach, Impact and Efficacy of Effort

The U.S. Department of Education FIPSE grant and the Bush Foundation grant both required an evaluation component as part of our internationalizing initiative. So we developed for the Bush grant, both qualitative and quantitative evaluation instruments and methods to measure the extent to which the perceptions of faculty, advisers, and students about study abroad changed as a result of the curriculum integration initiative. Prior to the development and implementation of our evaluation activities, the University had never formally surveyed its constituents about their attitudes and behaviors regarding international education nor tracked the impact of such initiatives.

Our evaluation efforts focused on two areas. First, we focused on the effectiveness of our approach to working with colleagues from the University's four campuses, especially in our workshops and with the collaboration across our working groups. Secondly, and more importantly, we are measuring the impact and efficacy of our efforts on the University of Minnesota and the extent to which our efforts achieve the goals outlined in our grants. This second focus has challenged us, in essence, to document and better understand the profound cultural change that the curriculum integration initiative is causing at the University.

We are using focus groups, on-line surveys, workshop evaluations, and enrollment data collection as our formal evaluation methods. The details of all of this information can be found on the University of Minnesota, Twin Cities Learning Abroad Center web site (www.umabroad.umn.edu).

In addition to these formal methods we are also realizing that several *informal* measures of progress have presented themselves. We might call these the “Actions Speak Louder than Words” measures. Over 350 faculty and advisers have participated in our initiative, over 70 advising tools have been created, and over 106 faculty and advisers have participated in site visits to study abroad programs. In addition, our Admissions office reports that increasing numbers of students are requesting the application for the University’s study abroad scholarship, and that the study abroad session at Freshmen Orientation over the past 2 years has been the most popular activity of the program. Our formal evaluation methods never anticipated the need to measure these phenomena.

On a basic level, we are counting students whom we are advising about study abroad and who are actually studying abroad. This is a general measure of the University’s success. While metric analysis is important, this method doesn’t provide the qualitative information we need to ensure that the curriculum integration initiative becomes institutionalized within our University.

Thus, in addition to simply counting students, we have developed various types of assessment tools to reveal issues and monitor for results. We think of our evaluation activities as a *process improvement* effort. Our goal is to uncover issues and find useful insights because we are still learning how to move forward with this initiative.

In the first year of our work, we conducted focus groups with students to reveal major themes regarding their perspectives of study abroad. (The focus group reports and questions are located on our Evaluation web page, as noted earlier.) Our focus groups demonstrated to us that students understood the many benefits of studying abroad, but simultaneously had strong opinions about the barriers to study abroad. The cost of study abroad and the potential delay in graduation for undertaking a study abroad experience were the most prevalent barriers that students perceived. The focus groups informed the construction of two on-line surveys that we created that would

eventually provide us with information about the changing attitudes and behaviors of students, faculty, and academic advisers regarding study abroad.

We indicated in our grant proposals that one of the most important measures of the effectiveness of our work would be the extent to which students’ perceptions of study abroad changed as a result of the integration of study abroad into the curricula. To assess changes over time, we have administered surveys to students in order to determine their openness to study abroad, their perceptions as to the role of study abroad in higher education and careers, and the barriers to study abroad.

We administered similar surveys to faculty members and academic advisers to determine the change in their perceptions of study abroad over time. This on-line survey was sent to both participants in our initiative and a random sample of faculty who are not involved in our work who act as a control group. Our surveys were initially created in consultation with Dr. Michael Vande Berg, our external evaluator for the Bush grant, and Dr. Margie Tomsic, the former director of the Office for Measurement Services.

We have administered the on-line survey to cohorts of sophomores and seniors over the past 3 academic years, and intend to continue administering the survey to monitor changes over time in student attitudes and behaviors. Seniors, as they approach graduation, have a realistic sense of what it takes to get through college, how to work through a degree program, and what barriers they have faced along the way. Their survey responses need to be viewed, in part, in this light. Sophomores, however, are at the other end of the continuum and are relying more on their perceptions of the college experience. This has been important for us to keep in mind while reviewing their survey responses.

We were very interested in the responses by sophomores in the first several years of this survey because a majority of our work focused on collaborating with faculty and academic advisers to communicate the study abroad message to students early in their college career. During the first two years of the Bush grant, half of our efforts were devoted to working closely with faculty and advisers who advise and teach freshmen and sophomores.

Overview of Sampling and Methodology

Faculty and adviser participants are recorded in our curriculum integration database. We sent emails with the survey directly out of our database to participants. Human Resources provided us with lists for each campus of all faculty so that we could obtain a sample of faculty who did not participate in our curriculum integration initiative. All faculty at Crookston, Duluth, Morris were included in samples. The Vice Provost on the Twin Cities campus approved the Twin Cities sample.

Our Office of Institutional Reporting ran samples of students for us for the sophomore and senior surveys. All Crookston and Morris students were always included in each cohort, since these are smaller campuses. Samples were drawn of Duluth and Twin Cities students, since cohort sizes are larger on those campuses. The Vice Provost approved all samples. Emails to students were sent through the University's central email account, with Vice Provost approval.

The University's Office of Measurement Services hosted the Faculty Survey on their server. Faculty had to include their own demographics on the survey responses. The University's Computing Services hosted the Student Survey on their web hotel. Students logged into the survey with their unique University identification number that then allowed Institutional Reporting to pull in demographic data on the students who responded.

Workshop Evaluation

Besides the on-line surveys for students, faculty, and advisers, we have conducted continuous evaluation of our workshops. Over time, we have made adjustments in our workshop pedagogy and structure based upon the evaluations completed by our faculty and adviser participants. Our workshop evaluations have become instruments by which participants may reflect upon the process that they are engaging in with us. Participants have told us that this reflective process has been important for them as they move through this initiative. This has certainly been the case for the faculty members who are engaging in internationalizing their on-campus courses.

Finally, this past year we began to collect data on the effectiveness of our advising tools that were created as part of the initiative. We have no preliminary results yet, as we will be conducting focus groups with

students and advisers next year to finalize the evaluation of these new products.

Throughout the whole process, it has been important for our curriculum integration team to develop a good working relationship with our measurement services office, our institutional data and reporting unit, and our external consultant.

Why do we need evaluation? We believe that our evaluation, as a general tool, allows the curriculum integration team and the University of Minnesota to make judgments about the relative success and shortcomings of the curriculum integration initiative, whether these are prospective or in operation.

Hence, through looking at the validity of the evaluation, the extent to which the initiative is reaching its intended goals and impacts from the beginning point of the initiative to now, allows the curriculum integration team to critically look at the micro-level and the macro-level "effectiveness" of the initiative. From this critical look and further analysis, the curriculum integration team engages in a process of continuous refinement and improvement of their evaluation tools, programs, and resources.

Results

We will be referring to the student and faculty surveys that are found on our web site. Results will be discussed by referencing questions on the survey.

Our student survey was given five times over the course of the three-year initiative. We administered it to two groups of students: sophomores and seniors. The response rates for the first sophomore group in May 2002 was relatively low only, 470 out of a sample of 2,800. Once we adjusted the time of year that we gave the survey, the response rate of the March 2003 increased to 782 out of 3,000, and in November 2003 the response rate was 920 out of 4,000.

Additionally we noted that the responses for the November 2003 sophomore survey consistently gave slightly lower percentages than did March 2003. Those students taking the March 2003 survey had five more months to be exposed to faculty, advisers, and other students who may have been positively exposed to these interventions, than did those taking the survey in November 2003.

Analyzing the Data

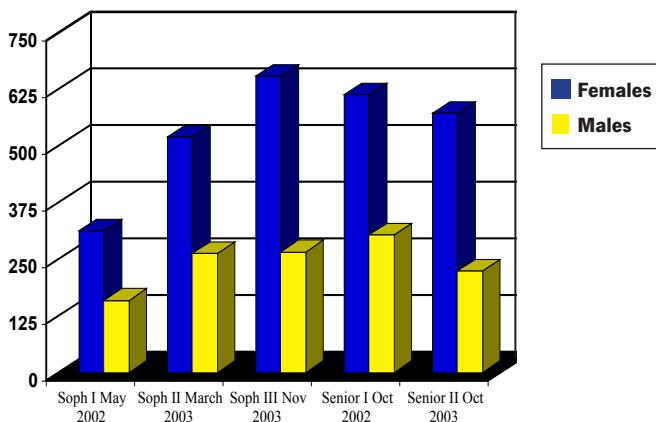
When analyzing these data, we first divided the questions into four categories that paralleled the goals and anticipated impacts. The four areas included: the plans of students with regard to study abroad activities, attitudes and views of students toward study abroad, barriers that prevent students from studying abroad, and to what extent faculty and advisers encourage students to study abroad.

Data were analyzed by gender, ethnicity, campus, and college. Analyzing the questions in this manner provided the curriculum integration team with a clearer picture of where the University of Minnesota is along the continuum of internationalizing the curriculum. Before going into the specific findings, we would like to note one interesting overall result within the cohorts surveyed.

Study abroad programs have consistently had more females than males participate. One of the initiative's foci was to increase the number of males participating in study abroad. Interestingly, what we first noted in our results was a two-to-one female-to-male response rate to our surveys (Chart 1), even though the number of males studying abroad on all four campuses has consistently increased throughout the period of the grant. On the Twin Cities campus, while the female population studying abroad remained stagnant, the male population studying abroad increased from 353 to 447. In addition the males' views toward study abroad as being desirable and realistic have increased over the grant period.

There could be several reasons for this, but one significant reason may be that the University's curriculum integration efforts have focused on traditionally male-dominated fields such as engineering and the biological sciences. Regardless, more females were interested in completing our surveys than males.

Chart 1: Gender response rates to surveys

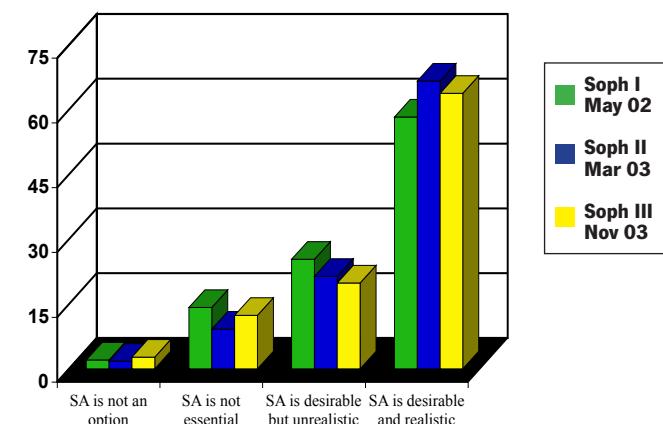


Views and Attitudes about Study Abroad

"Study abroad tax" is a term used early in this initiative to describe students' views of study abroad as an extra, or additional, cost to their education versus an essential part of their education and a long-term investment. Such shifts in views are what the curriculum integration initiative is aiming to accomplish. From these data one can begin to see this shift in attitudes taking place.

Looking at our preliminary data over time, we see an increase in the number of students' viewing study abroad as a desirable and realistic option (Chart 2).

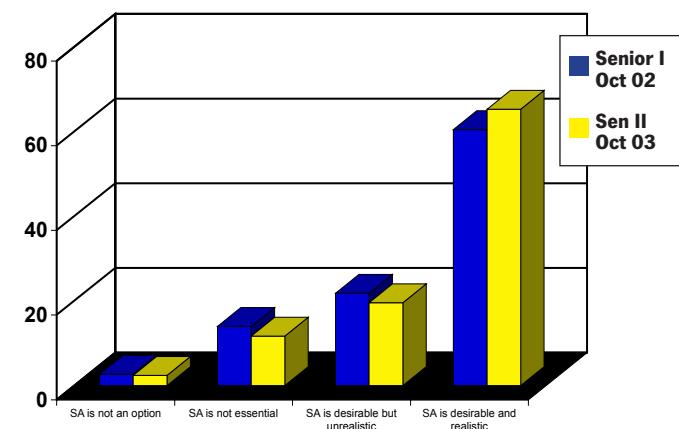
Chart 2: Sophomores' views of study abroad



In addition to the increase, note the initial percentage of students who expressed this view of study abroad as a desirable and realistic part of their educational experience: 60% of seniors and 58% sophomores. Also, though not as significant, students who viewed study abroad as desirable yet unrealistic decreased.

Similarly, in the senior data there is an increase from 60.5% in 2002 to 65.3% in 2003 in students viewing study abroad as a desirable and realistic option. Also, in the senior data, students who viewed study abroad as desirable yet unrealistic decreased (Chart 3).

Chart 3: Seniors' views of study abroad



Students' Plans to Study Abroad

In analyzing the data we not only looked at the results and various interpretations, we used the results to take a critical look at the survey itself. We will take a more critical look at the construct of question number four, "While at the University of Minnesota, have you done or do you plan to do any of the following? (Mark all that apply)."

Over time sophomores responded with a slight increase in plans to study abroad, though interestingly their responses were 7%-16% higher than the seniors. This may have to do with supposition that, seniors, as they approach graduation, hopefully have a more realistic sense of the college experience. Sophomores, however, are at the other end of the continuum and are relying more on their perceptions of the college experience. Though it may be noted that seniors have only six months between the time they took the survey and when they graduate. If they have not studied abroad yet, there is little time for them to "plan" to study abroad.

The question was worded so that it asks for the plans of the students, not their actions. After looking at the wording of the question, we realized that it did not provide specific measurements of progress toward our goals. Therefore we determined that the construct of this question was not valid. In future surveys we will change this question.

One possibility for replacement questions may be a "yes-no" multi-part question:

- While at the University of Minnesota, have you studied abroad for a semester or more?
- If "no" do you plan on studying abroad for a semester or more while at the University of Minnesota?
- If "yes" do you plan on studying abroad again while at the University of Minnesota?

The construct of this new question would specifically address the intended goals thus making it valid. This is one of many examples by which the curriculum integration team has used evaluation to consistently refine our tools and our curriculum integration process.

Barriers to Study Abroad

As noted earlier, students strongly believed study abroad to be a desirable and realistic part of their college education. In addition, from the sophomore data it was observed that students want to study abroad for a semester or more, which strongly indicates students' desire to study abroad. However, when actually looking at the number of students studying abroad, though increasing, we see a disconnection between students' desire to study abroad and the number of students who actually study abroad. Observing and addressing the barriers which students express, allows the curriculum integration team to develop strategies that may start to diminish various barriers.

The next question we will look at in more detail addresses cost of study abroad and delay in graduation. As we look at the response rates, we note that this first barrier, the perception of the cost of study abroad, remains consistently high as a perceived barrier (Charts 4 and 5).

Chart 4: Cost as a barrier (sophomores)

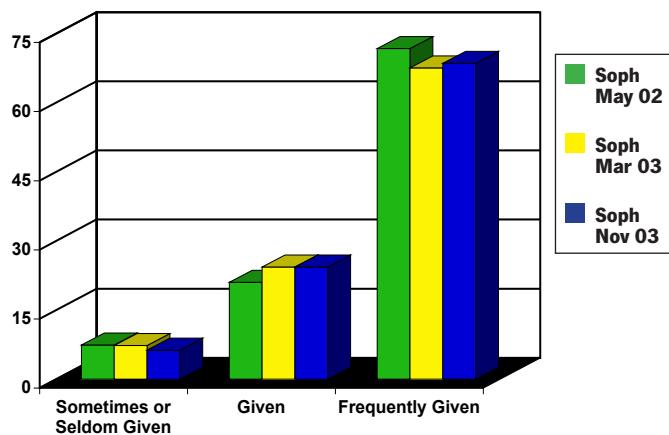
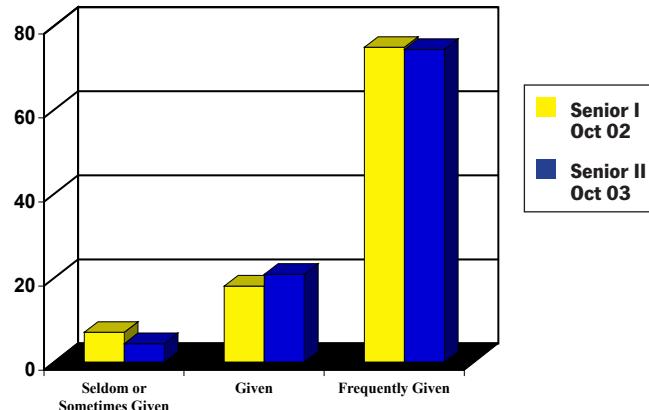
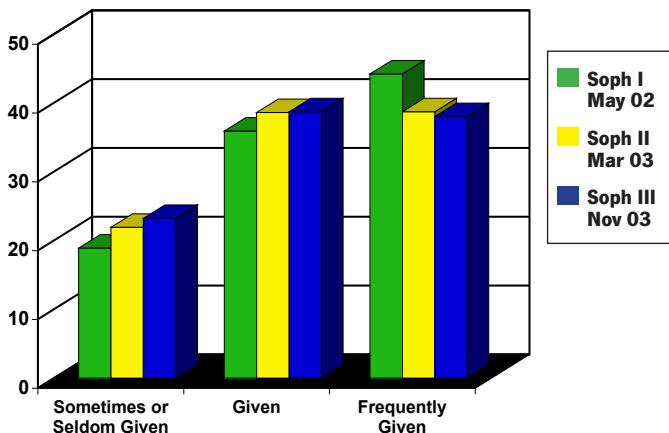


Chart 5: Cost as a barrier (seniors)



In Chart 6, we see a 7% decrease in belief that delay in graduation is a barrier. Through our “First Step” meetings, advising, and orientation for freshmen, we have encouraged students to study abroad and talk to their advisers immediately so that they can plan when it would be a good time to study abroad during their college career.

Chart 6: Delay in graduation as a barrier (sophomores)



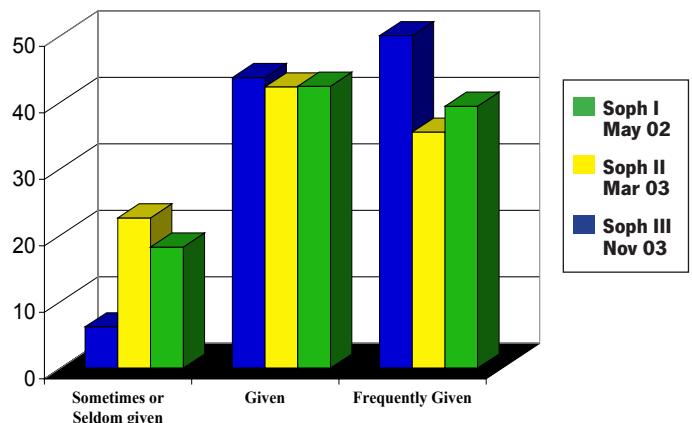
In addition, through our faculty and adviser workshops we have provided knowledge and skills that enable faculty and advisers to talk to students about planning ahead, which in turn allows students to find a program that best fits their major. With the help of campus study abroad offices, many departments have found universities abroad that offer courses their students can take while abroad.

It is important to note the differences in each college’s culture when looking at these results. Each college at the University of Minnesota is at a different developmental stage in the process of curriculum integration. Some colleges have well established course equivalencies, others are just beginning, and many are somewhere in-between. Likewise, some colleges have many faculty and advisers involved in the initiative and others have only a few.

Wherever a college is along the continuum of the initiative, there is always room for process improvement. The data reflect differences in a college’s culture and developmental stage for each college with regard to curriculum integration.

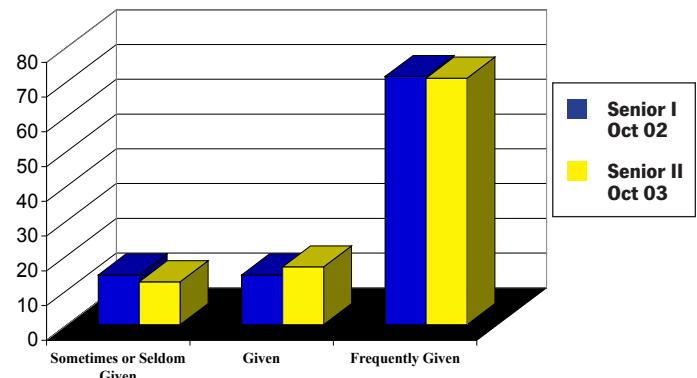
As Chart 7 illustrates for the Institute of Technology, there is a 9% decrease between sophomore cohorts’ responses regarding delay in graduation as a barrier. The Institute of Technology was involved in the pilot program beginning in 1997, and therefore has been involved in the grant since its inception.

Chart 7: Delay in graduation as a barrier, UMTC Institute of Technology (sophomores)



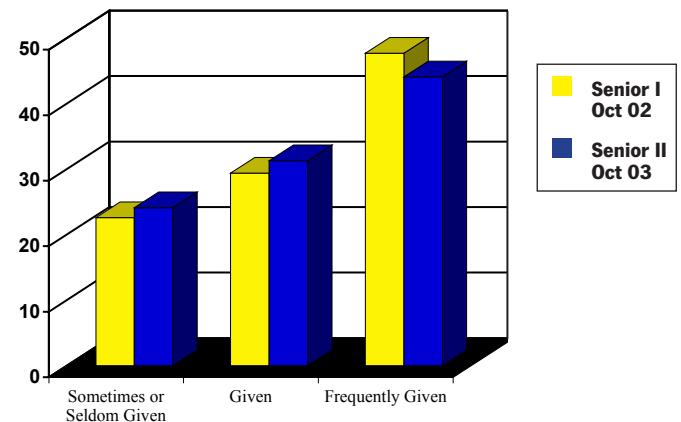
On the other hand, the College of Education and Human Development has only been a part of the initiative for one and a half years (Chart 8) and little change is seen among this college’s students.

Chart 8: Delay in graduation as a barrier, UMTC College of Education and Human Development (seniors)



Finally, in Chart 9, more seniors gave “delay in graduation” as a barrier than did sophomores (Chart 6). It is important to note that the seniors in 2002 and 2003 would not have been exposed to the initiatives for incoming freshmen started during the Bush Foundation grant period.

Chart 9: Delay in graduation as a barrier (seniors)



Perhaps freshmen are starting to understand that it is possible to study abroad and still graduate in four years. Through our sophomore survey, we are able to capture this shift in attitudes.

Advising about Study Abroad

Faculty and academic advisers motivate, encourage, and inform students throughout many different periods of the students' college careers. Through curriculum integration, faculty and advisers are empowered, through awareness and knowledge, to encourage students to study abroad. We have moved, as an institution, from study abroad being a topic discussed primarily between students and study abroad professionals, to partnerships with faculty, academic advisers, and program providers all supporting the student's selection of and participation in a study abroad opportunity.

In Charts 10 and 11, there is direct evidence of this. Sophomore survey data show about a 10% increase in encouragement from faculty and advisers. Between the two senior surveys, however, there is not much of a difference in faculty and adviser encouragement.

Chart 10: Have any of your advisers or professors suggested or encouraged you to study abroad? (sophomores)

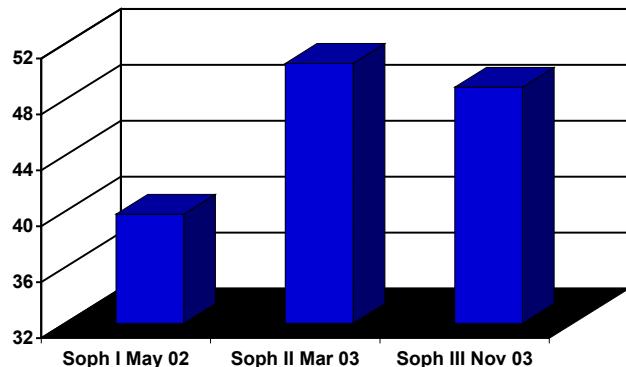
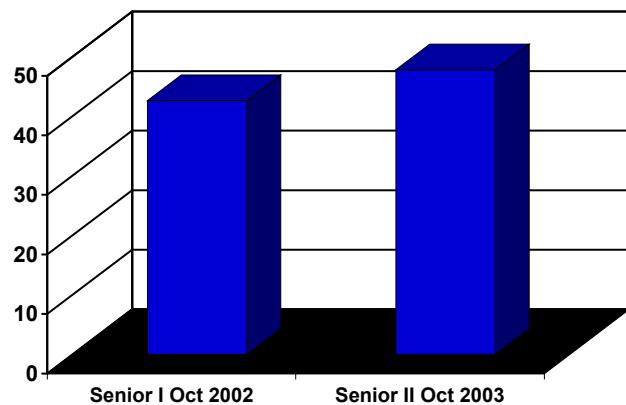
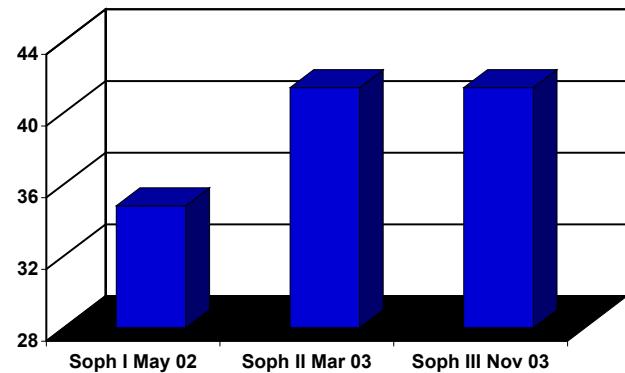


Chart 11: Have any of your advisers or professors suggested or encouraged you to study abroad? (seniors)



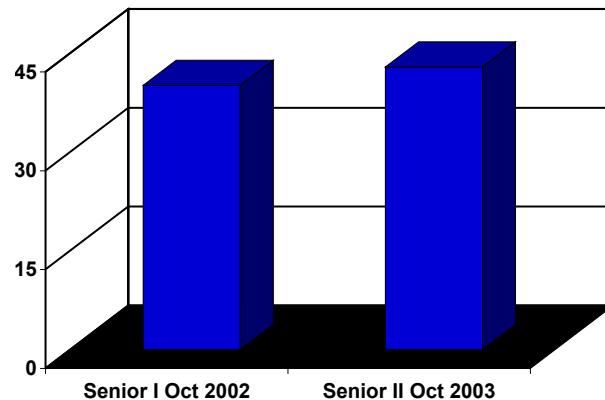
As faculty, advisers, and administrators become more knowledgeable about study abroad, students have expressed that they feel more comfortable asking their professors and advisers about study abroad (Chart 12).

Chart 12: Have you ever asked an adviser or professor about study abroad? (sophomores)



Seniors may not be asking professors about study abroad due to the fact that if they have not planned to study abroad there is very little time left to do so.

Chart 13: Have you ever asked an adviser or professor about studying abroad? (seniors)



The following is an example of how the initiative is impacting students' views toward study abroad. Mark had grown up in Minnesota and was the first to go abroad in his family. He was a biochemistry major in the College of Biological Sciences at the University of Minnesota, Twin Cities campus. Mark thought at first he would fall behind and miss out on opportunities at the University of Minnesota while studying abroad. As many others he was worried about how much it would cost him. As Mark stated, "it was a big risk," even though he had a desire to study abroad. So, as the story goes, he and four other friends went to the study abroad office their freshmen year, but Mark was the only one of the five who studied abroad.

After talking to a study abroad adviser, Mark realized that there were programs in England and Australia in which thirteen out of the seventeen credits could directly transfer into his major, including two organic chemistry classes. The other four credits could count toward elective credits. Instrumental to Mark's decision to study abroad was his adviser. With careful planning and through knowledge of study abroad programs, she was able to ease Mark's fears. In addition, with the help of his adviser, Mark was able to make sure that he took the correct classes while abroad so that sequences in his major were not disrupted. Interestingly, when Mark returned he chose a much more diverse course load and chose to add a social science minor. This is just one example of the unanticipated impacts of this initiative.

Results from Surveying Faculty and Advisers

Our advisers have great awareness of all the different types of study abroad programs available to students. Advisers are more knowledgeable about study abroad procedures and the planning process.

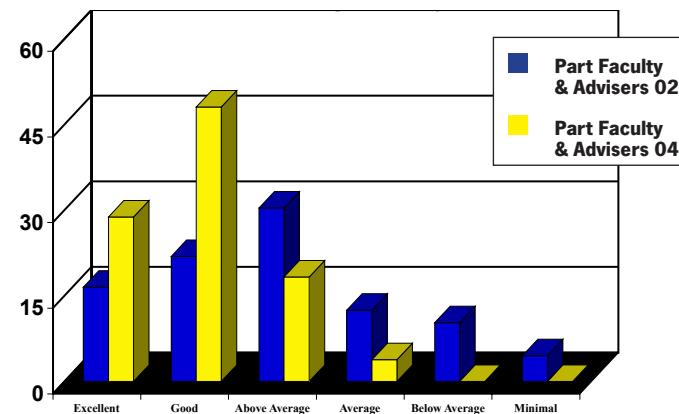
Response from faculty participant

One of the main goals of the initiative is to enhance faculty and adviser awareness of the role of study abroad in undergraduate education. There were several ways in which we measured faculty and adviser attitudes, views, and knowledge of study abroad. First, we conducted workshop evaluations. Secondly, we conducted surveys of those participating in faculty and adviser workshops and of those who did not participate in these workshops. From these evaluations the curriculum integration team has been able to measure participating and non-participating faculty and advisers views and attitudes toward study abroad.

Overall, participating faculty and advisers are realizing that there is much more to the initiative than simply getting a student to study abroad. Many state that a breakthrough has occurred as they have learned how to talk with students about course compatibility, cost, fears of being away from friends and family, and the wide range of benefits of studying abroad. Through this learning process, faculty and advisers now have more open dialogues with departments and colleges and a sense of confidence and authority in the area of study abroad.

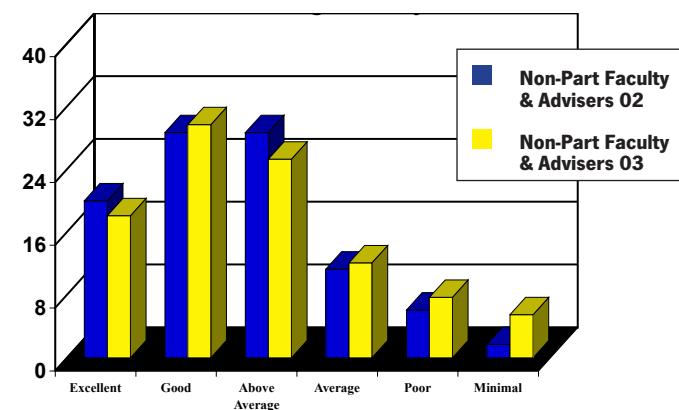
We have observed an increase in understanding about study abroad among faculty participants. Over 76% of the faculty and advisers participating in the initiative now report a good to excellent understanding of study abroad (Chart 14).

Chart 14: Participating faculty and advisers' understanding of study abroad



Non-participants' understanding of study abroad in both cohorts has not changed however (Chart 15).

Chart 15: Non-participating faculty and advisers' understanding of study abroad



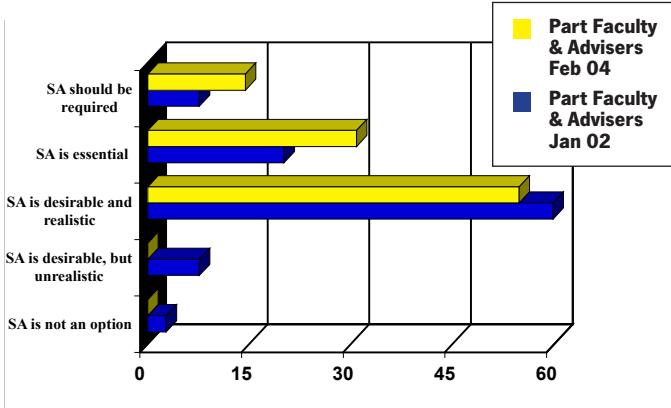
Faculty and Advisers' Views and Attitudes about Study Abroad

I initially thought that integrating study abroad in our degree programs could be really hard because of the wide diversity of our programs. What I've learned is that you look at and focus on the underlying reasons we want students to study abroad and not just think about the specifics of the major.

Response from faculty participant

Many faculty have stated that as they went through the workshops they began to realize the importance of their students having the experience of study abroad. This shift in views is evident in the data from question one on the faculty survey (Chart 16).

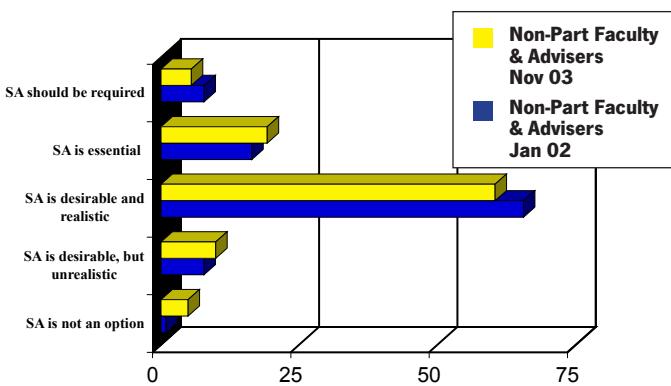
Chart 16: Participating faculty and advisers' views and attitudes about study abroad



When looking at the participant data from 2002 and 2004, we see an increase in the belief that study abroad is desirable and realistic. Most exciting is the decrease to 0% in the belief that study abroad is desirable though unrealistic.

However, as we can see from the non-participant data from January 2002 and November 2003, there is still work to be done in shifting the whole University's views (Chart 17).

Chart 17: Non-participating faculty and advisers' views and attitudes about study abroad

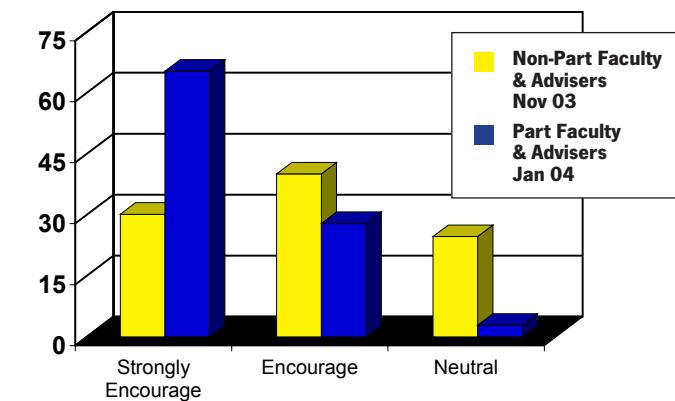


Study Abroad is increasingly prominent in our student contacts. We're continuing to make study abroad a key component of the undergraduate experience. We're setting the expectations in our orientations, student appointments, web materials, and handouts.

Response from academic adviser

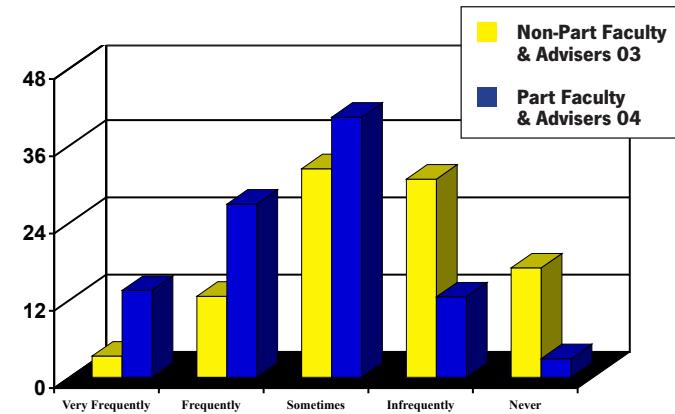
Becoming a prominent part of many faculty and student interactions are discussions about study abroad. In these discussions, the more faculty and advisers have concrete examples and anecdotal evidence about study abroad, the more students trust what their professors and advisers have to say. The more knowledge faculty and advisers have about study abroad, the more they encourage their students to study abroad. The dark bars on Chart 18 show 62% of participating faculty in 2004 reported that they strongly encouraged their students to study abroad versus 28% of the non-participants.

Chart 18: Degree to which faculty and advisers encourage students to study abroad



In Chart 19, we see that participants have more students ask them about study abroad without prompting. This might indicate that students feel more comfortable talking with professors and advisers who have a good understanding of study abroad.

Chart 19: Degree to which students ask faculty and advisers about study abroad without prompting



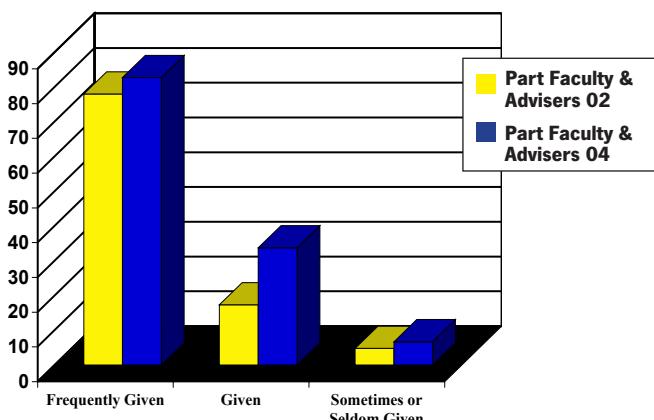
Barriers to Study Abroad

I learned that scholarships and financial aid are available to help students afford study abroad. I learned that there is a lot of variety in study abroad programs. Lots of different programs to meet students needs.

Response from academic adviser

As stated earlier, and as we can see from the data shown, it seems cost will always be a barrier to study abroad (Chart 20).

Chart 20: How often do your students cite cost as a barrier to study abroad? (faculty and advisers)



By teaching advisers and professors how to talk about the cost of study abroad starts the process of dispelling students' preconceived notions that study abroad is out of their financial reach. Faculty and advisers are able to talk about scholarship opportunities, less expensive study abroad programs, and financial aid. The more confident faculty and advisers are in discussing barriers with students, the more students trust and respect what they tell them.

It was extremely useful to see that we all recognize the value of study abroad. It was great to hear the different insights as to how experiences enrich all academic pursuits. It is easy to get tunnel vision in our various fields. Now we just must keep the momentum going!

Response from faculty participant

