What Are the Criteria?

Approaches to Evaluating, Approving, and Affiliating with Third-Party Providers

Goals of the Session

- Learn about models and perspectives from a private and a public institution and a provider organization

- Review preliminary survey results

- Start creation of your own set of criteria

Who We Are

Michael Green

Associate Vice President of Recruiting and College Relations

IES Abroad

Sandy Schoeps Tennies

Director

Great Circle Global Education Consulting

Stephanie Davenport Tignor

Director of Education Abroad
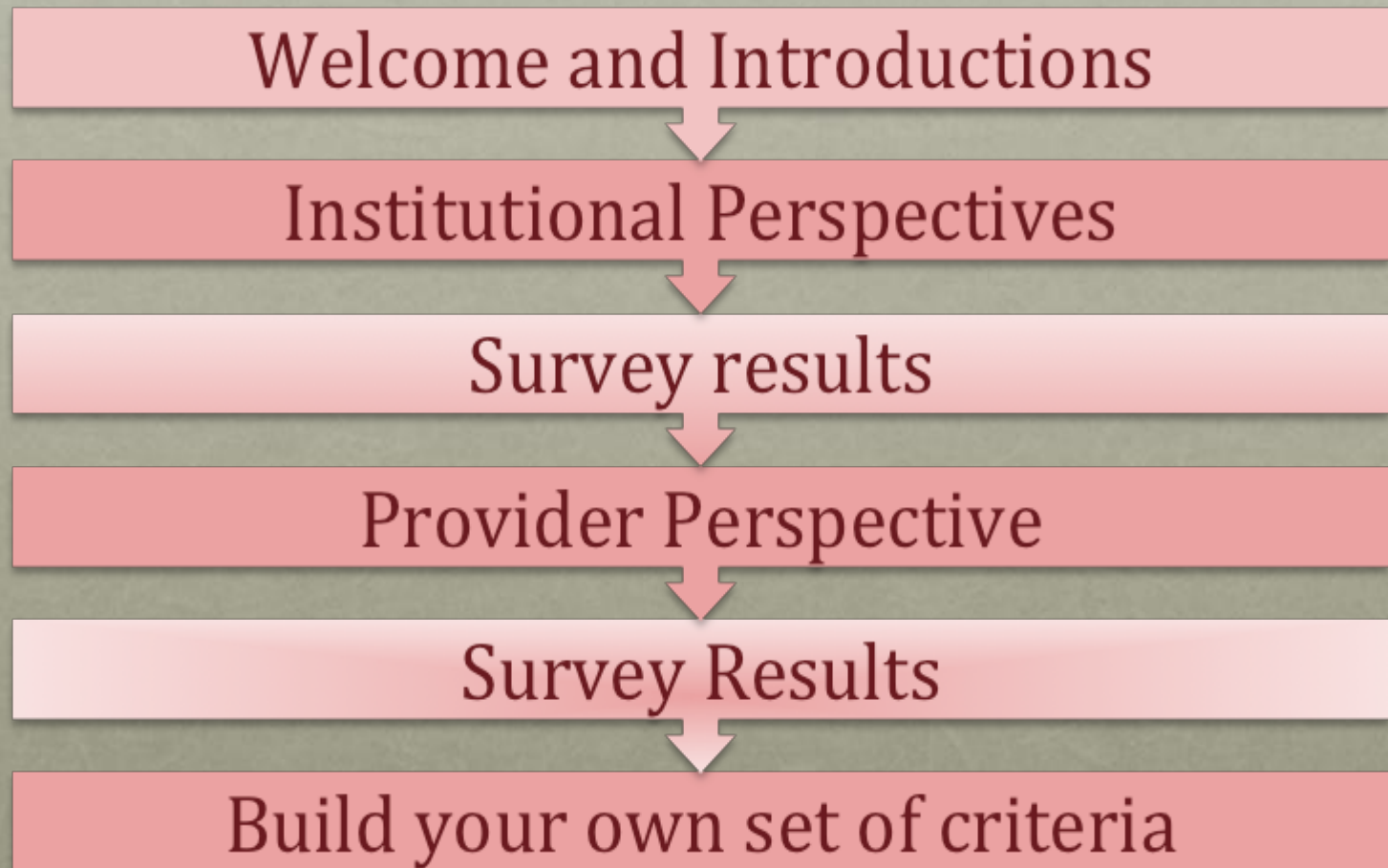
Virginia Commonwealth University

Ella A. Sweigert

Director of Education Abroad

The Catholic University of America

Who Are You?

- University or College?

- US or non-US?

- Public or Private?

- 4-year or 2-year?

- Provider Organization?

- US or non-US?

- How many students are you sending abroad each year?

Flow of Session

Welcome and Introductions

↓

Institutional Perspectives

↓

Survey results

↓

Provider Perspective

↓

Survey Results

↓

Build your own set of criteria

Public Institution

Journey to a Set of Criteria

Virginia Commonwealth University - Richmond, Virginia

- Established in 1838 as the medical school of Hampden-Sydney College, became MCV in 1854

- 1968 merged MCV with Richmond Professional Institute (Richmond Division of William & Mary)

VCU- Enrollment and Programs

- Public institution enrolling 31,752 students
- 13 schools and one college:

  - College of Humanities and Sciences
  - School of Allied Health Professions
  - School of the Arts
  - School of Business
  - School of Dentistry
  - School of Education
    School of Engineering
  - L. Douglas Wilder School of Government and Public Affairs
  - School of Mass Communications
  - School of Medicine
  - School of Nursing
  - School of Pharmacy
  - School of Social Work

VCU Strategic Plan

Quest for Distinction

Themes:

1. Learning/living experiences focused on inquiry, discovery, innovation in a global environment

2. To enhance quality of life

3. Commitment to human health

4. Community engagement and regional impact

VCU- Global Education Office (GEO)

- 3 internationalization goals of VCU as expressed in Quest for Distinction (strategic plan):

    - *Improve the recruitment and retention of international students and scholars*

    - ***Increase the global engagement of VCU students and faculty***

    - *Expand VCU's global footprint through our research, teaching and learning, and community engagement*

- **4 units**: ELP, ISSP, Globe and Education Abroad

VCU Education Abroad

- 1 Director
- 1 Program Manager
- 2 Advisors
- ½ Returnee Advisor
- *2 PT office assistant*
- *4- 20 hrs/semester Student Ambassadors*

VCU Education Abroad

>500 students abroad per year

- ~350-400 students on faculty-led programs

- ~50 ISEP participants

- ~20 students on exchanges

- *~80-100 on non-VCU programs*

VCU - "Affiliate" and "Alternative" programs

The New York Times — Education

In Study Abroad, Gifts and Money for Universities

By DIANA JEAN SCHEMO
Published: August 13, 2007

As overseas study has become a prized credential of the undergraduate experience, a competitive, even cutthroat, industry has emerged, with an army of vendors vying for student money and universities moving to profit from the boom.

At many campuses, study abroad programs are run by multiple companies and nonprofit institutes that offer colleges generous perks to sign up students: free and subsidized travel overseas for officials, back-office services to defray operating expenses, stipends to market the programs to students, unpaid membership on advisory councils and boards, and even cash bonuses and commissions on student-paid fees. This money generally goes directly to colleges, not always to the students who take the trips.

Critics say that these and similar arrangements, which are seldom disclosed, typically limit student options and drive up prices for gaining international credentials compared with the most economical alternative — enrolling directly in a foreign university, paying generally lower tuition to that institution and having the credits transferred. Some campuses require students to use one of several affiliated providers, but some even have exclusive arrangements with study-abroad agents, further limiting options.

Many of these perks are similar, if not identical, to ones uncovered in multiple investigations into the student loan industry, where lenders gave colleges bonuses tied to loan volume, seats on advisory boards and free travel to conferences in the race to get on so-called preferred lender

- Non-VCU programs = affiliate or alternative

- No "approved" list at VCU

- Prior to 2007, VCU was affiliated with 3 or 4 international education organizations ("third party providers")

  - Benefits

VCU affiliates

- In 2012, Education Abroad office sought approval from Provost's office (including review by legal counsel and GEO leadership) to affiliate

- We signed 6 new agreements with: API, CAPA, CEA, CET, CIEE, ISA

VCU Affiliate Criteria

Criteria:

- Popularity among students

- Cost

- Diversity and variety of destinations

- Scholarship opportunities

- Program features (e.g. internships)

- Safety/security

- Non-exclusive

VCU Affiliations

- Review:
  - Yearly, informal
  - Based on feedback from students and advisors

- Termination:
  - Low student interest
  - Problems reported by students
  - Conflict with other offerings
  - Duplication with other offerings

Private Institution

Journey to a Set of Criteria

Washington, DC

- The national University of the Catholic Church, founded in 1887
- Private, coeducational campus, research institution
- Approximately 3,694 UG and 3,144 GR students from all 50 states and 86 countries
- 12 academic schools (architecture and planning, arts and sciences, business and economics, canon law, engineering, law, music, nursing, philosophy, professional studies, social service, and theology and religious studies).
- Eighty percent of undergraduates and 57 percent of graduate students are Catholic.

CUAbroad

- The EA unit of the Center for Global Education
- Created in 2008 (along with CGE)
- Previously ISSS only
- Two-person office (Director, Advisor)
- 10 peer advisors
- Centralized operation, for the most part
- CUArch, Law School, Campus Ministry

Education Abroad Participation 2011-2012

- Total # 303 (260 undergraduates); 200 by CUAbroad (rest by CUArch, Law & Campus Ministry)
- Represent 6.8% of all undergraduates enrolled
- 35.3% of the graduating class
- 70.63% of undergraduates study for a semester
- Of those, 74% spent the spring semester abroad and 26% in the fall
- Approx. 70% go on our own programs, the rest go with affiliated providers

Types of Programs Offered

- CUA's own programs (CUA in Rome Campus, Parliamentary internships)
- Reciprocal exchanges (A&S, Engineering, Nursing)
- Affiliated providers (agreements)
- Faculty-led (summer, spring break)
- Non-affiliated programs (approved by CUAbroad)

Working with Partners

- In 2008-2009, strategic assessment of existing agreements and affiliations
- Eliminated many existing options
- New exchange agreements
- Strategic new partnerships with a few select providers: Arcadia, CIEE, CYA, AMIDEAST, IES Abroad, Semester at Sea

Criteria for New Affiliations

#1: Academic excellence

  academic governing board,

  school of record transcript,

  own courses are rigorous

  availability of syllabi/contact hours info

#2 Reputation in/ contribution to the field

#3 Health & safety procedures

#4 Good fit / complement academic offerings

#5 Strong on-site support & adequate staff

Additional Criteria

- Destination options (traditional & off-the beaten path)
- Program features (internships, service learning, volunteering, field study, etc.)
- Scholarship opportunities
- Cost

Who Approves?

- Provost (ultimate decision-maker and signer of all agreements)

- Associate Provost for International Affairs

- Education Abroad Director

- Academic Dean and faculty from Academic School (as appropriate)

- EA Advisory Council (in the future)

- Legal Counsel (reviews all agreements)

- Procurement Office (for contracts)

Renewal Procedures

- Ongoing reviews (student evaluations each term and periodic site visits)

- Terms of affiliation: automatic review every 3 years

- Reasons for termination or removal of existing program option under current agreement:
  - Lack of student participation
  - Negative feedback
  - Problems with credit transfer
  - Changing priorities of faculty/ school

- Notice of termination: 6 months

Survey Says …

Preliminary Results from Survey of Institutions

Who Responded?

- 71 responses, about half private, half public

- 51% offer doctorates, 31% master's, 16% baccalaureate

Institutional Type
- Public
- Private
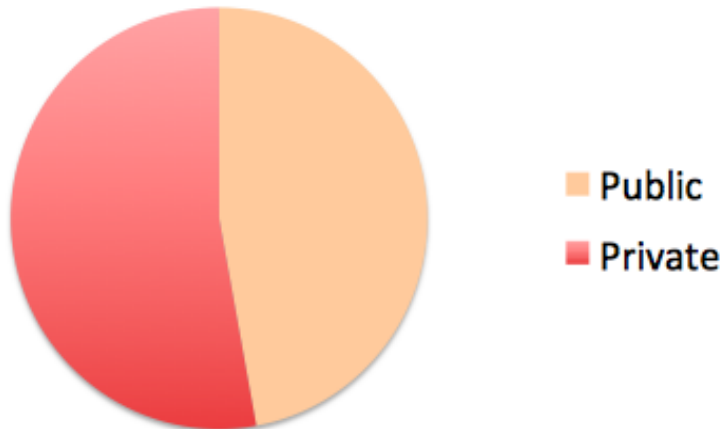
Highest Degree Conferred
- Bachelor
- Masters
- Doctoral
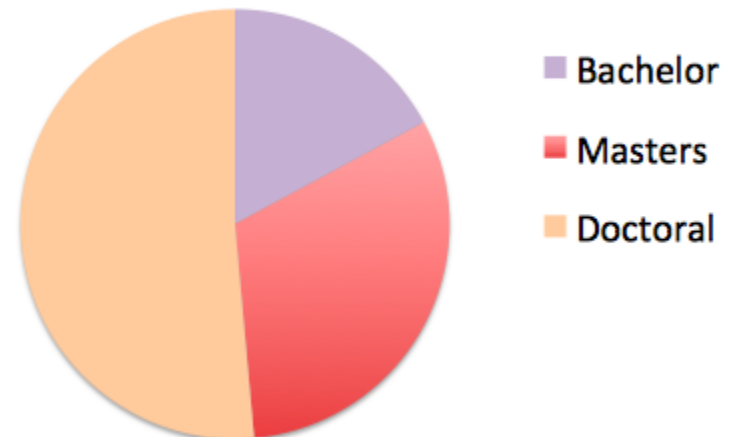
Who Responded?

How many undergraduates?

- 46% < 5K
- 23% 5K-10K
- 15% 10K-20K
- 16% 20K+
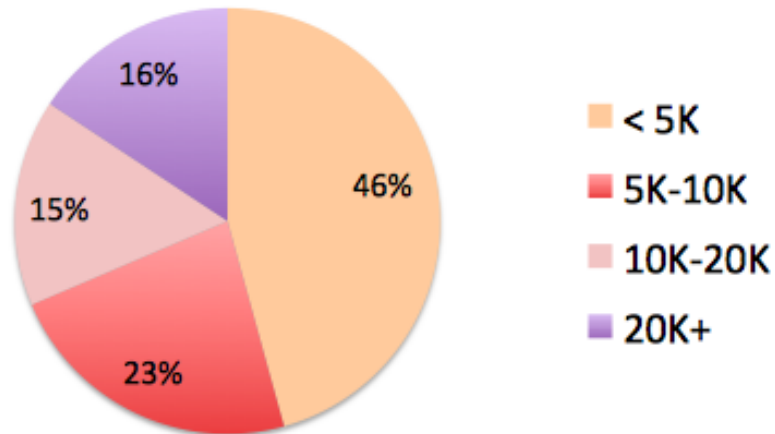
How many go abroad annually?

- 47% < 250
- 33% 250-500
- 20% 500+
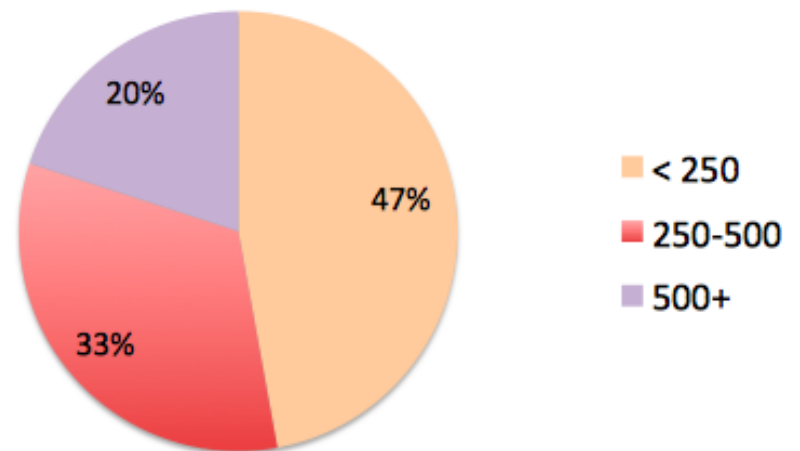
Who Responded?

- 87% have signed affiliation agreements, 80% send students abroad on non-affiliated programs

Affiliated with Third-Party Providers?

Yes
No
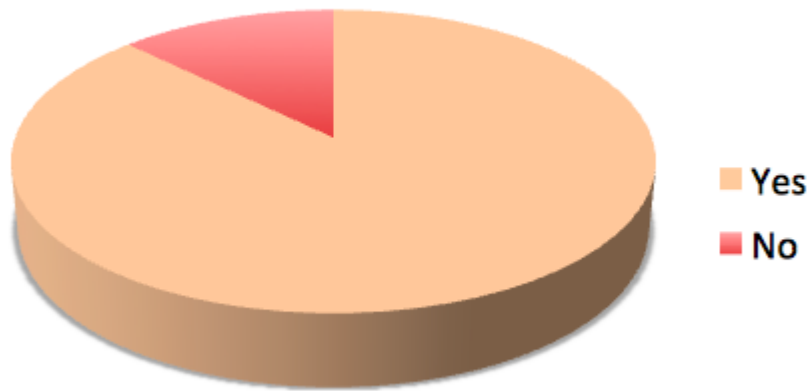
Allow Non-Affiliated Program Participation?

Yes
No
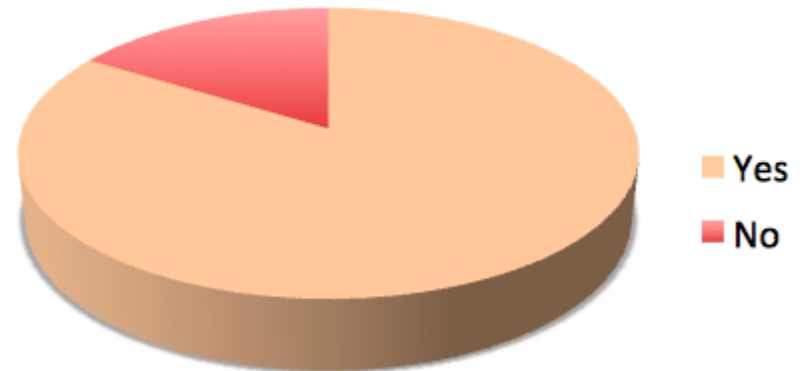
Highest-Rated Criteria

- Overall Programming

- Crisis Management Procedures

- Academic Quality

- Transferability of Credit | Cost to Student

- Insurance/Safety Record

Ranking of Criteria

Level of Importance of Criteria: 4 or Higher

(Bar chart showing criteria rankings)
- Overall programming
- Crisis management procedures
- Academic quality
- Transferability of credit
- Insurance/safety record
- Overall reputation
- Accredited host institutions
- Overlap/complement to existing opps

Scale: 3.60, 3.80, 4.00, 4.20, 4.40, 4.60, 4.80

Ranking of Criteria

Level of Importance of Criteria: 3 to 4

Ranking of Criteria

Level of Importance of Criteria: Less than 3

- Variety of enrollment options
- Popularity with students
- Site visit opportunities
- Custom program options

0.00 0.50 1.00 1.50 2.00 2.50 3.00

Additional Criteria

- Provider's mission compatible with institution's mission

- Service learning/internship/community engagement opportunities

- Financial cost to affiliate is a deterrent

- Diversity of program participants

- Intercultural learning opportunities

Who is involved?

Reasons to End

Reasons to consider terminating

Reason	Value
Student dissatisfaction	53
Better fit identified	50
Faculty dissatisfaction	48
Lack of student interest	45
Failing relationship with rep(s)	39
Increased cost to students	34
Own prog in same location	26
Other	5
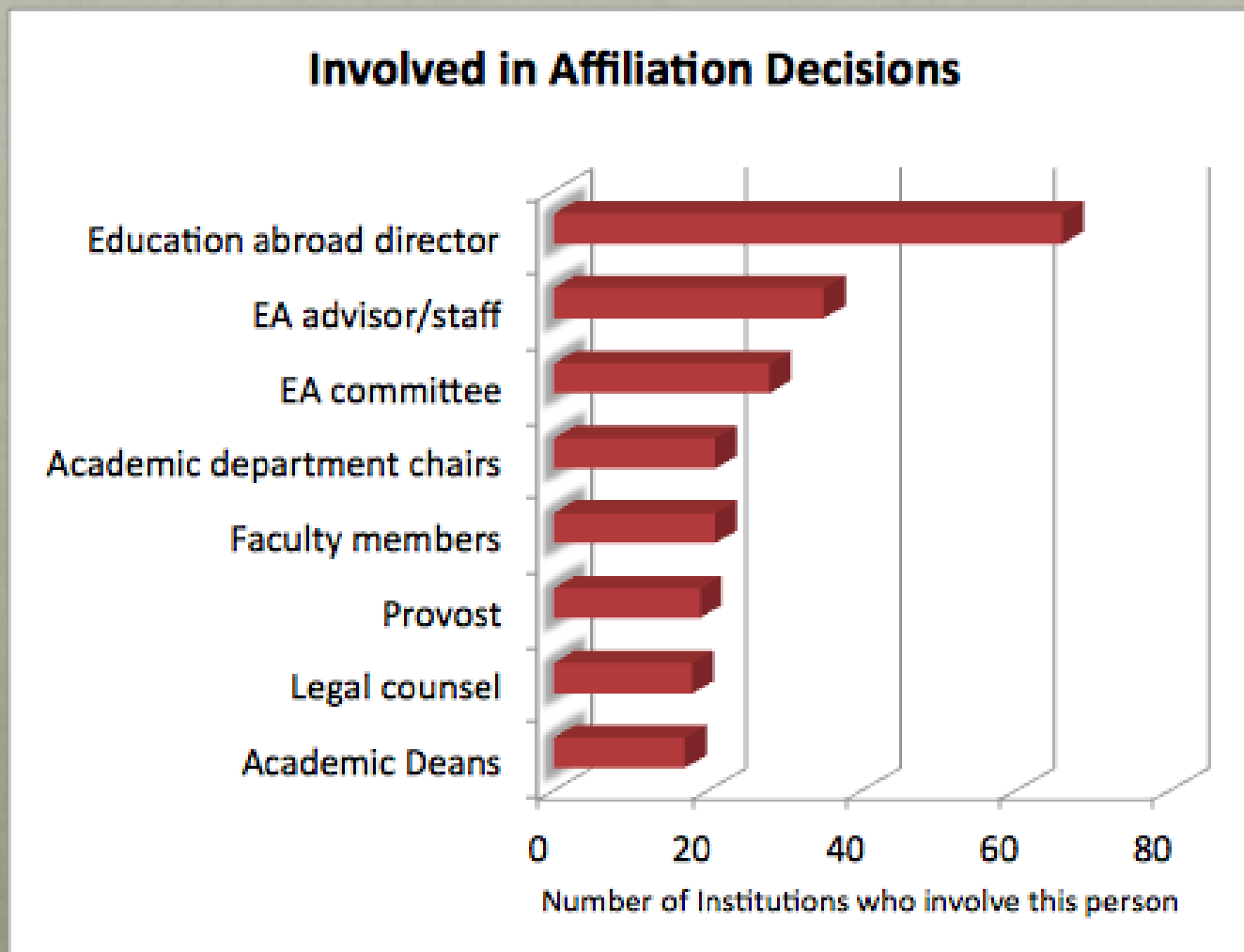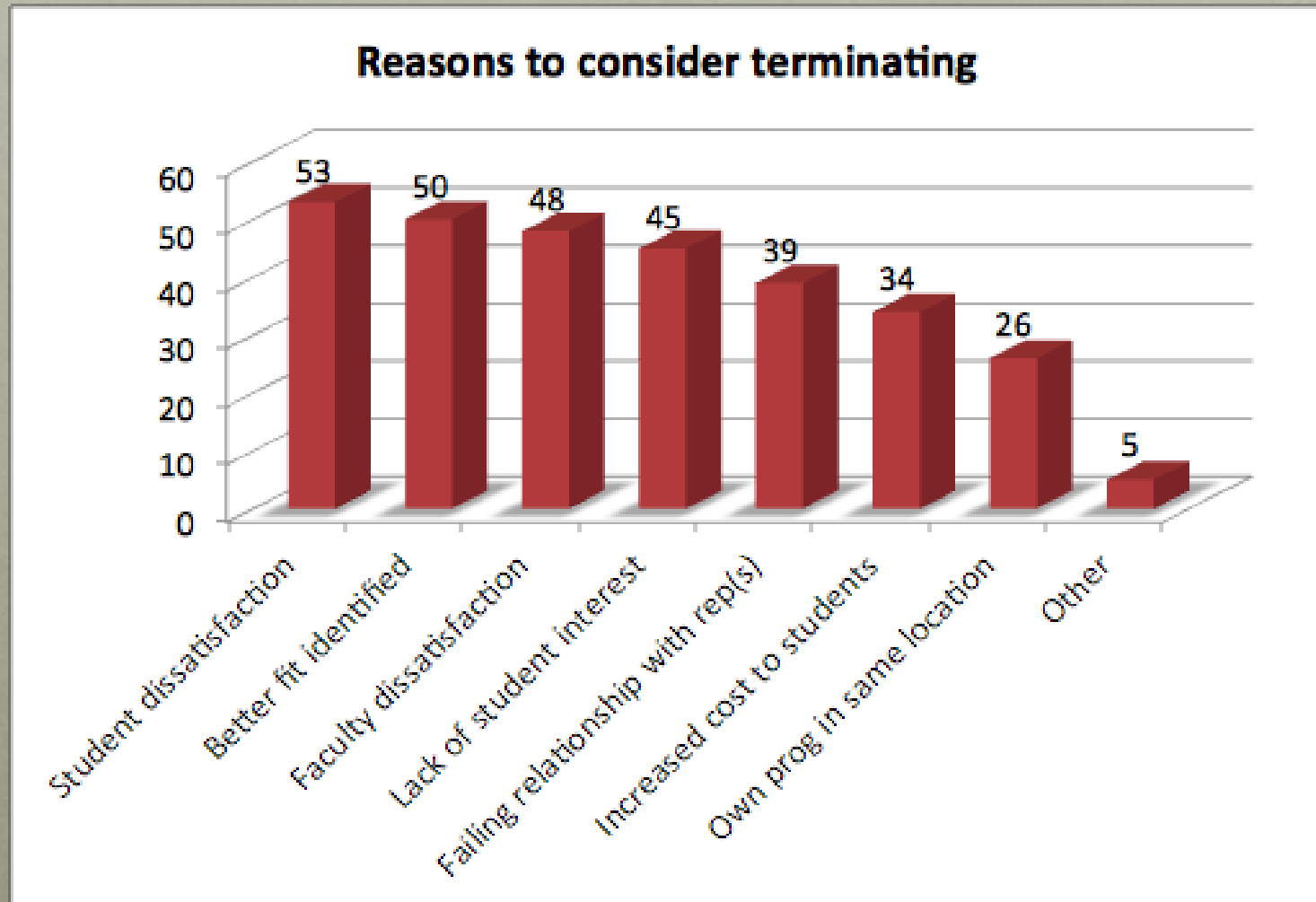
Review Interval
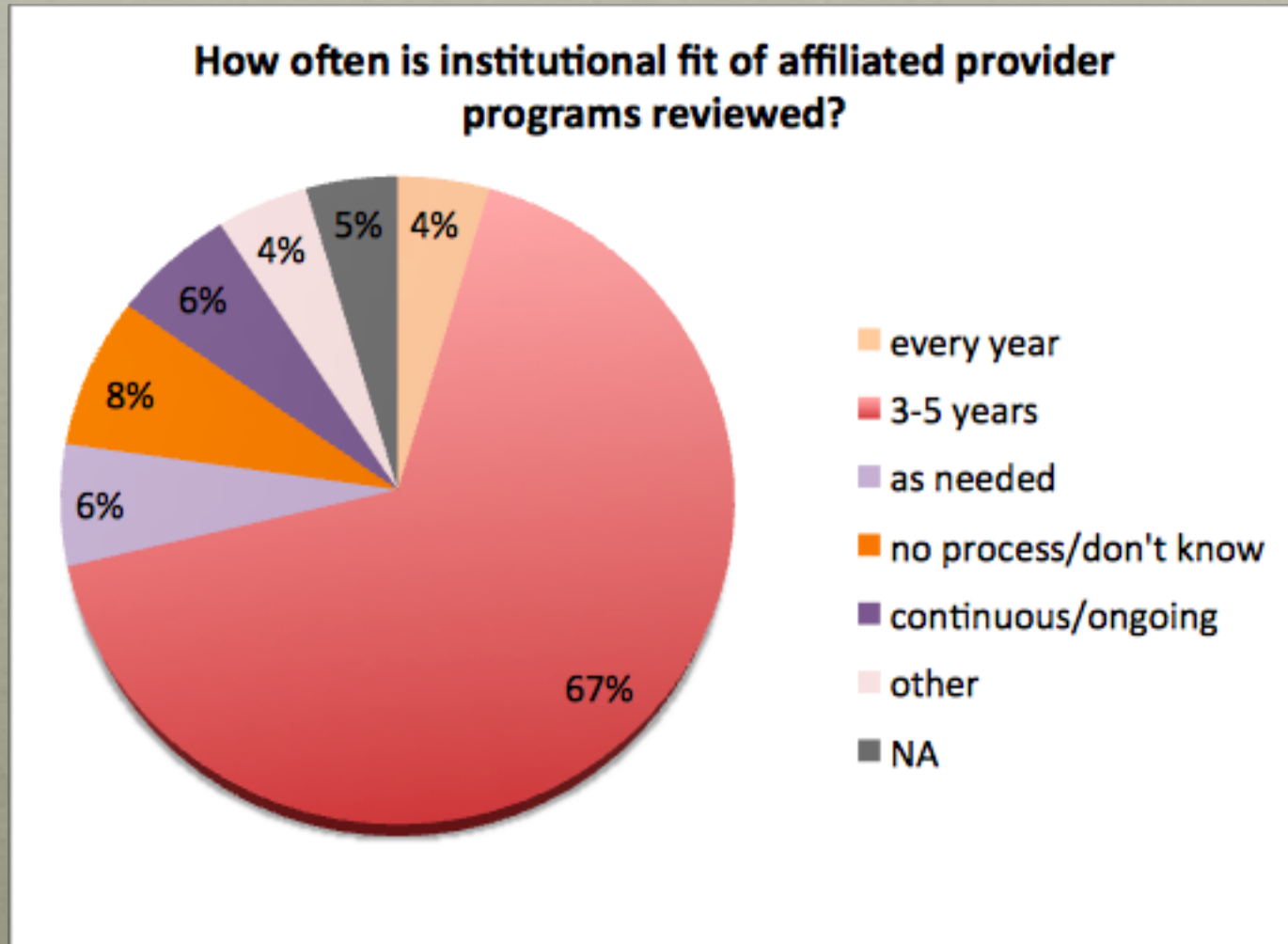
Provider Organization

What are the criteria?

IES Abroad

Founded in 1950

Non-Profit Academic Consortium

Started agreements with affiliates in 1965

First affiliated schools was Santa Clara University

221 Consortium Members

IES Abroad Programming

IES Abroad
Innovations with our consortium members

- In the 60s - hosted our first Annual Conference for consortium members
- In the 70s - started conducting program reviews with outside evaluators
- In the 80s - started conducting faculty seminars with US and international faculty
- In the 90s - established a Dean of Students office with function and protocols for health and safety
- Also in the 90s - Published a set of standards now used by many in the field - the IES Abroad MAP

IES Abroad Consortium

Why a consortium?

Heavy involvement of members on leadership committees improves our programming

View the relationship with schools as a partnership in helping students achieve

Provides opportunity for faculty and staff development through IES initiatives

Opportunity to promote programming to partners with an interest in programmatic success

IES Abroad Consortium

Why schools join the IES consortium

Focus on student learning and intercultural development

Commitment to quality

Accountability/transparency

Access to financial aid and scholarships

Specific programmatic need

Proven record on health and safety

IES Abroad Consortium

What do we look for in Consortium Members

Policies that support participation on provider programming

Schools with a strong commitment to study abroad

High achieving students

Potential for enrollment growth

Diversity in their study body

Survey Says …

Preliminary Results from Survey of Providers

Who Responded?

- 20 Third-party Provider Organizations

- 3 based outside the US,

- 16 based inside the US

- (1 no answer)

- 8 offer internships in addition to other types of programs

Level of Importance of Reasons to Affiliate
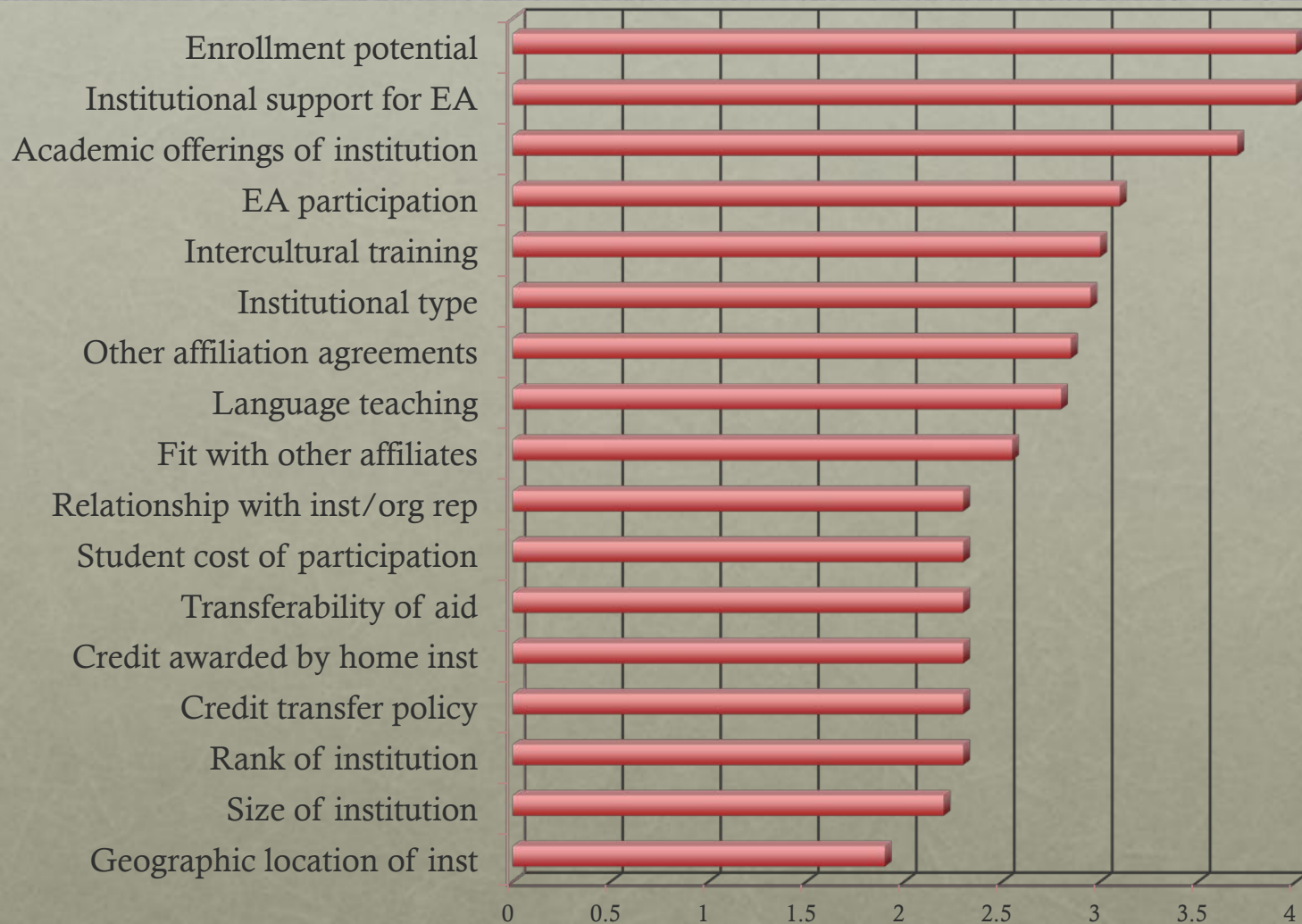
Survey Results

Other responses

fit with mission

commitment to study abroad in region offered by provider

strong and efficient administration of study abroad office

flexibility and understanding of working in non-traditional locations

transparency and clarity of expectations and needs

\# or % of students coming from outside the region / out-of-state
   students

Why Cancel?
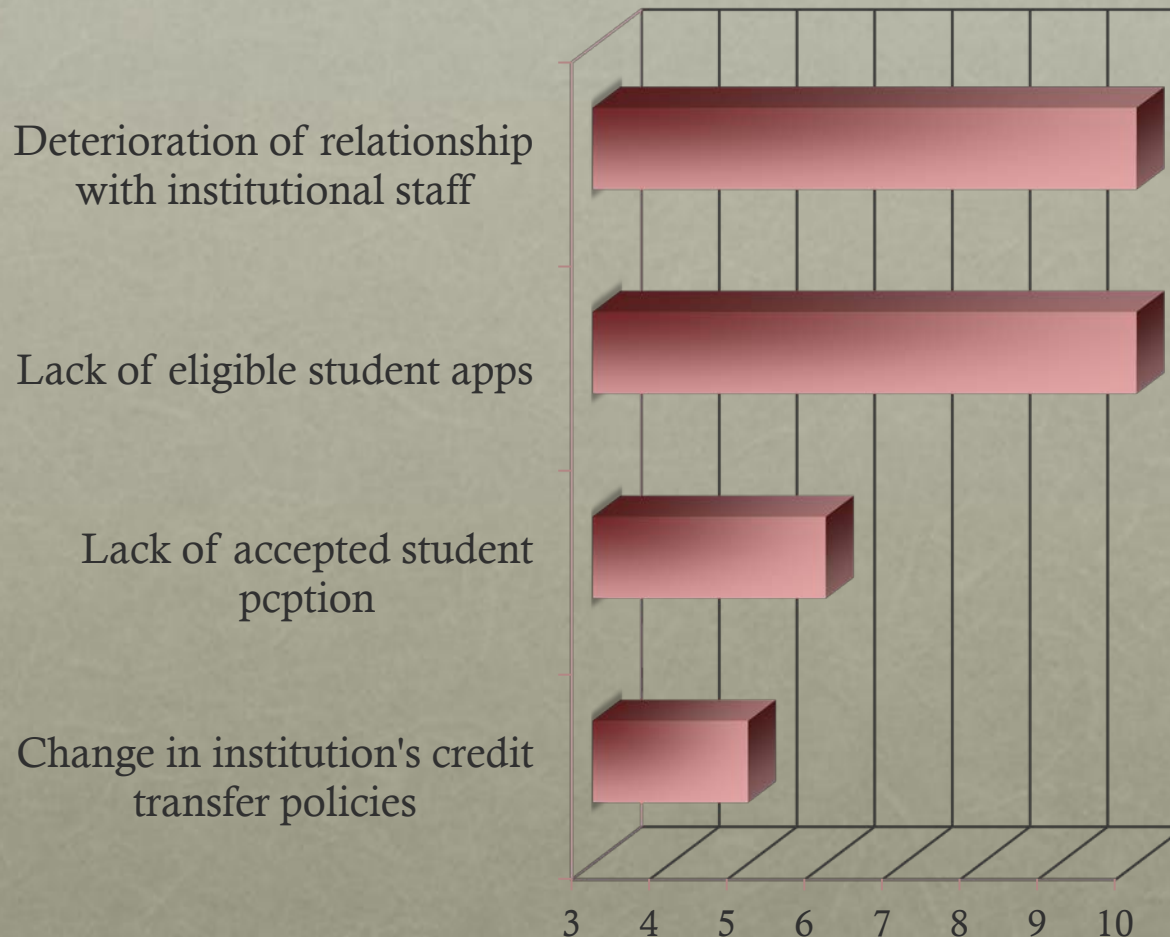
Why terminate an agreement?

More than 50% cited "Lack of qualified students"

Deterioration of relationship with Institutional staff

Results of Affiliation

Review Interval

How Often Do You Review Agreements?

Other 5%
Triggering event 10%
3-5 years 15%
Never 20%
Every year 50%
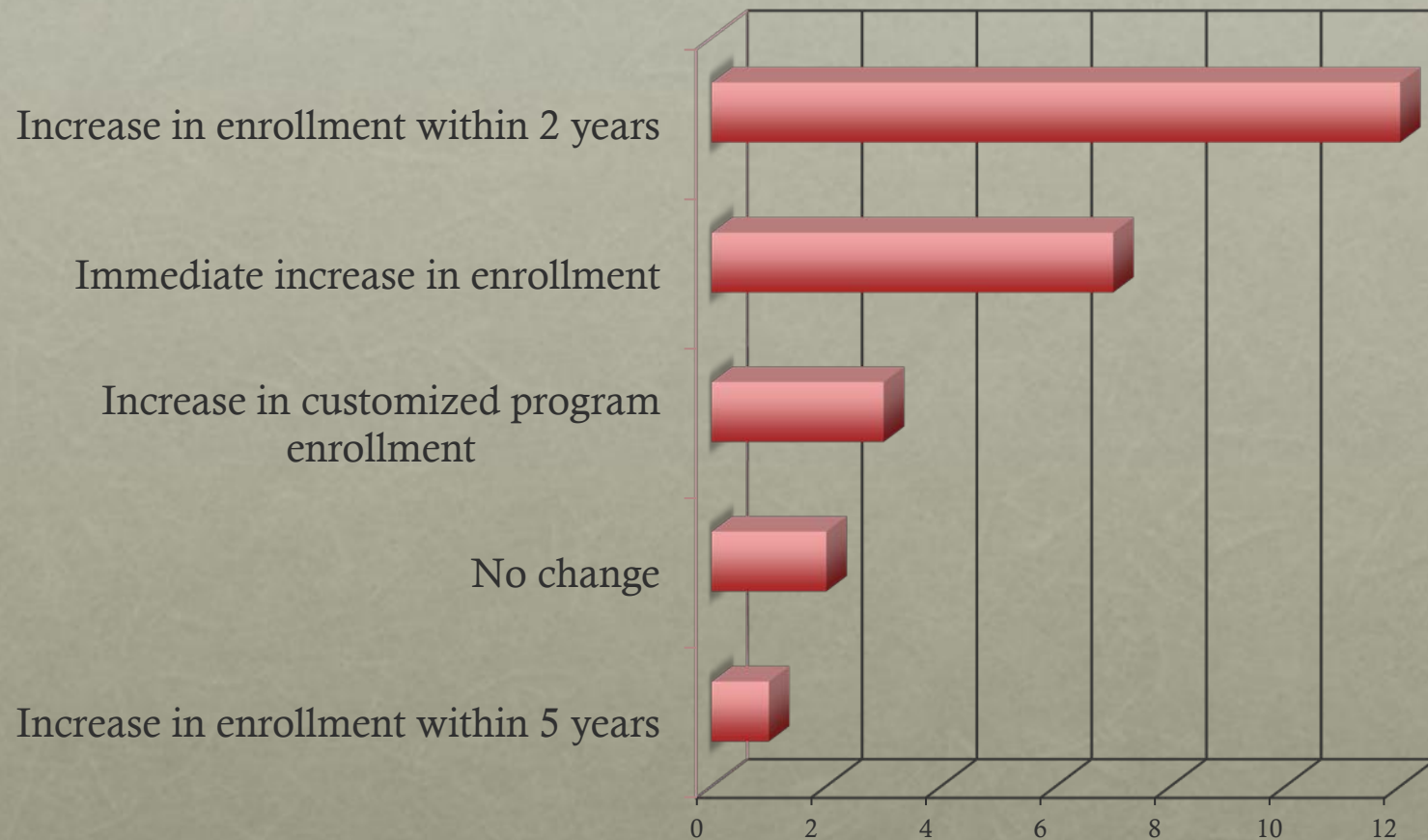
What types of programs does your organization offer?
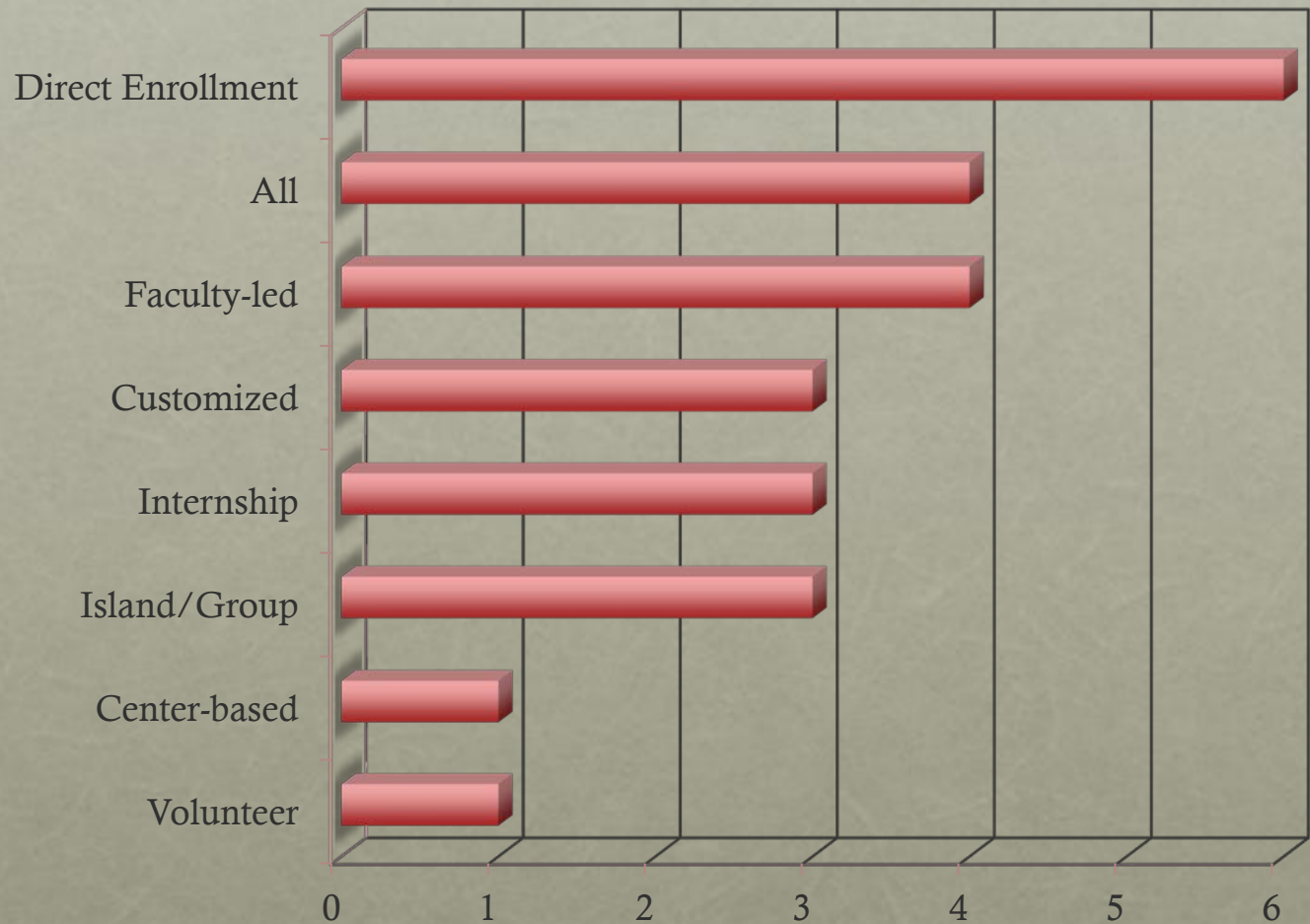
Q&A

What are the criteria?

What say ye?

Developing a Set of Criteria for Your
Own Institution or Organization

For your consideration

Does your institutional mission include internationalization?

How does partnering with provider organizations fit into internationalization goals?

Who needs to be involved in developing criteria?

Small Groups

Self introductions
(name & institution/organization)

Review the criteria from the presentations and share any additional criteria you use, are considering, or occurred to you during the session

Use the worksheet to start sketching out a set of criteria you can use at your institution or organization

Resources

- NAFSA: Resources for Vetting Partners and Developing WIVA Programs

More Resources

- ## NAFSA: Resources for Institutional Management of Study Abroad

More Resources

- The Forum on Education Abroad Standards of Good Practice for Education Abroad (2011), 6. Policies and Procedures

(Forum login required)

More Resources

- [Assessment Plan for Affiliate (non-WFU) Study Abroad Programs Approved by Wake Forest University](#)

Assessment Plan for Affiliate (non-WFU) Study Abroad Programs Approved by Wake Forest University
[Approved by the WFU Study Abroad Committee, October 14, 2009]
Adapted from: The IES MAP for Study Abroad: Charting a Course for Quality (4th ed.)

Wake Forest University periodically reviews and assesses study abroad programs in which Wake Forest students participate. Full program reviews are conducted by members of Wake Forest's Study Abroad Committee and staff in the Center for International Studies. In special cases, faculty members with special expertise for some programs will be asked to participate as well. A report summarizing the results of the program reviews will be posted in WIN, in order to be available to Wake Forest faculty and staff in a password-protected environment.

CIS staff also periodically conduct site familiarization tours, which cover a broad range of issues on academics, student services, and the learning environment, but which, by their nature, are less in-depth than a full program review. CIS staff prepare a site visit report to summarize their visits and identify opportunities as well as potential problem areas.

Issues to consider when conducting full program reviews:

Faculty and Administrative Staff Qualifications (sections I and II)
I. Faculty Qualifications
   A. Faculty, including language instructors, have academic credibility and appropriate credentials in their host country.
   B. The scholarly achievements of the faculty meet local university or equivalent standards.
   C. Professionals who teach a practicum or supervise an internship have relevant experience for the practicum or internship.
II. Administrative Staff Qualifications
   A. The on-site director and administrative staff have appropriate academic and professional qualifications and training for their positions and duties.
   B. The on-site director is proficient in the English language and the language of the host country; other administrative staff are proficient in English to the extent it affects their job duties relative to students.

Student Services (sections III through VIII)
III. On-site Orientation and Orientation Materials
   A. Information presented to students before and after arrival includes practical information about academic program requirements, living and travel arrangements, safety and health considerations, and expectations about expenses.
   B. An in-depth on-site orientation is conducted that includes information on gender and race relations in the host country, emergency protocols, health services, safety measures, local laws, independent travel, and skills in intercultural development.
   C. Staff and guest speakers knowledgeable about the local culture conduct the orientation.
   D. Students receive information about the challenges of crossing cultures and about specific cultural issues important in the local context.

Assessment Plan for Affiliate Study Abroad Programs (October 2009), page 1

More Resources

- [Provider Policies (Indiana University)](#)

More Resources

- **Responsibilities of the Office of Overseas Study for Approved IU Programs Abroad**

More Resources

- [Villanova University Office of International Studies Program Criteria](#)

Thank you for joining us!

Feel free to contact us with your questions or comments!

Sign-in to receive a copy of this presentation either on the iPad in the room <u>or</u> by visiting this page:

http://goo.gl/5ba6U2

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