

FLORIDA

DEPARTMENT OF EDUCATION



# Study Abroad Programs in Florida Community Colleges

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## Abstract.

Many institutions in the Florida Community College System (FCCS) have responded to community and business needs for a globally educated workforce. Community colleges support the mission of the FCCS with respect to international education by providing opportunities to gain understanding of the social, political, and economic issues of other countries, and through this increased awareness to be prepared to compete in the global marketplace; community colleges support the FCCS mission by promoting international education at a level consistent with the needs of a rapidly changing world. Approximately two-thirds of the institutions in the FCCS offer Study Abroad Programs with activities occurring in 24 different countries.

Approximately two-thirds of the institutions in the Florida Community College System offer Study Abroad Programs with activities occurring in 24 different countries.

Florida community college students benefit from involvement in study abroad educational experiences, which promote academic and personal development, as well as cultural appreciation. The majority of participating community colleges offer more than one type of Study Abroad Program for their students, and most institutions have some requirement(s), such as prerequisite coursework, for students to participate. A majority of study abroad participants are white, female, and age 18-22. More than half of the participating institutions identify prohibitive cost to the student and lack of available funding as problems or concerns for Study Abroad Programs at their institutions.

**Context of Community College Study Abroad Programs.** In a society in which organizations are becoming increasingly more global, a valuable quality of a potential employee is the understanding of a diversity of cultures, perspectives and languages. According to a national poll directed by NAFSA: Association of International Educators (previously National Association of Foreign Student Advisors), more than 90 percent of Americans believe it is important to prepare future generations for a global society. As an aspect of their proposed international education policy, NAFSA cites study abroad as an integral component of undergraduate education.<sup>1</sup> The Institute of International Education cites a need to build the global competence of United States (U.S.) students and states that U.S. students in all fields need international knowledge, inter-cultural communications skills, and global perspectives.<sup>2</sup>

<sup>1</sup>NAFSA: Association of International Educators, policy statement written by the Alliance for International Education and Cultural Exchange and NAFSA, "An International Education Policy for U.S. Leadership, Competitiveness, and Security," [http://www.nafsa.org/public\\_policy.sec/united\\_states\\_international/toward\\_an\\_international](http://www.nafsa.org/public_policy.sec/united_states_international/toward_an_international) Washington, D.C., March 2006.

<sup>2</sup> Institute of International Education, *2005 Annual Report*, "Educating Global Citizens," [http://www.iie.org/Content/NavigationMenu/About\\_IIE1/AnnualReport/PreviousYearsAnnualReports/Previous\\_Annual\\_Reports.htm](http://www.iie.org/Content/NavigationMenu/About_IIE1/AnnualReport/PreviousYearsAnnualReports/Previous_Annual_Reports.htm) Headquartered in New York, New York, 2005.

Significant Federal interest in Study Abroad Programs is being demonstrated by the United States Congress, which established the Commission on the Abraham Lincoln Study Abroad Fellowship Program in 2004. This commission opened the Executive Summary of its final report with the following statement:

This Commission proposes a bold vision for the United States: Send one million students to study abroad annually in a decade. This vision is well within the nation's reach.<sup>3</sup>

Actively advocating international roles for community colleges, the American Association of Community Colleges (AACC) includes the following in its position statement on international education:

To ensure the survival and well-being of our communities, it is imperative that community colleges develop a globally and multiculturally competent citizenry. Community colleges are strategically positioned and experienced to respond to this educational and economic development imperative by educating and training individuals to function successfully in a multicultural and advanced technological environment that crosses all boundaries of education, communications, language and business.<sup>4</sup>

In the State of Florida, the Florida Consortium for International Education (FCIE) promotes international and intercultural education in Florida's institutions of higher education and seeks to include all state institutions of higher education in its membership.<sup>5</sup> FCIE provides a statewide network of professionals in foreign language and study abroad programs that includes community colleges and universities. Additionally, the Florida Association of Community Colleges (FACC) Global Initiatives Commission "exists to promote and enhance the role of international/global education activities and global initiatives among Florida's community colleges."<sup>6</sup>

The mission of the Florida Community College System (FCCS) with respect to international education is to provide opportunities to gain an understanding of the social, political, and economic issues of other countries, and through this increased awareness be prepared to compete in the global marketplace; promote international education at a level consistent with the needs of a rapidly changing world; and work to support and encourage expansion of appropriate international education activities provided by Florida community colleges. Opportunities to gain understanding and perspectives in international education in Florida's community colleges may include, but are not limited to, foreign exchange programs, semester-in-residence programs, on-site courses in foreign countries, and study tours.<sup>7</sup> Many of Florida's community colleges have focused on this mission and have responded to community and business needs for a globally educated workforce.

**Statutes and Guidelines Applicable to Study Abroad Programs.** The Florida Legislature has addressed international education in a number of legislative bills and in Florida Statutes. International education includes efforts such as Study Abroad Programs and Linkage Institutes. While Linkage Institutes are a part of international education, the focus of the current program review is on Study Abroad Programs. Section (s.) 1009.43, Florida Statutes, describes community college study abroad activity and defines

<sup>3</sup> Commission on the Abraham Lincoln Study Abroad Fellowship Program, *Global Competence & National Needs*, Washington, D.C., November 2005.

<sup>4</sup> American Association of Community Colleges, "AACC Position Statement on International Education," [http://www.aacc.nche.edu/Content/NavigationMenu/ResourceCenter/Services/International/AACC\\_Policy\\_Statement\\_on\\_International\\_Education.htm](http://www.aacc.nche.edu/Content/NavigationMenu/ResourceCenter/Services/International/AACC_Policy_Statement_on_International_Education.htm) Washington, D.C., April 1997 and November 2001.

<sup>5</sup> Florida Consortium for International Education, "FCIE History," <http://www.fcie.org> Francine M. Arrington, Director, Cocoa, Florida.

<sup>6</sup> Florida Association of Community Colleges (FACC), Global Initiatives Commission, "Mission Statement and Purpose," <http://facc.org/GIC/GICpage1.html>.

<sup>7</sup> Florida Community College System, *Guidelines and Procedures Manual*, [http://www.fldoe.org/CC/policy/pdf/cc\\_policy\\_procedures.pdf](http://www.fldoe.org/CC/policy/pdf/cc_policy_procedures.pdf).

allowances for the use of state student financial assistance in a program of study in another state or a foreign country. Two additional statutes applicable to community colleges specify restrictions on the use of funds for activities related to or involving travel to a terrorist state: s. 1011.81(2), Florida Statutes, Community College Program Fund; and s. 112.061(3)(e), Florida Statutes, which includes "authority to incur travel expenses."

The Division of Community Colleges (DCC) *Community College Guidelines and Procedures Manual* updated in 2006 provides current guidelines inclusive of study abroad activities. The manual states that the community college Boards of Trustees shall establish policies for out-of-district instruction approval and procedure.<sup>8</sup> This statement applies to foreign study, out-of-state but in-country instruction, and out-of-district but in-state instruction. The *Community College Guidelines and Procedures Manual* addresses approval for out-of-district instruction; course and grading standards; criteria for instruction; and definitions, with information on study tours, recreational and leisure time instruction, staff development, and financial aid. The *Guidelines and Procedures Manual* contains the mission statement for International Education of the FCCS, endorsed by the DCC Chancellor in June 2004 (see previous page of current report for mission statement).

**Designated Courses of the Program Review.** Courses utilized by community college Study Abroad Programs during the period 2004-2005 and 2005-2006, and contained in the State Course Numbering System (SCNS), were included in the current program review.

**Methodology.** A detailed online Study Abroad Survey (see Appendix A) was developed by the Division of Community Colleges and disseminated in January 2007 to each of the state's 28 community colleges. Community colleges were directed to respond to survey questions for the period 2004-2005 and 2005-2006. The response rate by the community colleges was 100%. DCC staff analyzed the data from the survey.

**Institutional Participation in Study Abroad Programs.** Exhibit 1 depicts specific institutional participation of the Florida Community College System (FCCS) in Study Abroad Programs during the period 2004-2005 through 2005-2006. Nineteen community colleges offered Study Abroad Programs in at least one academic term during the period of review. Summer was the most frequent academic term of participation with 16 (84.21%) institutions offering programs in the summer term 2004-2005, and 17 (89.47%) institutions offering programs during the summer term 2005-2006.

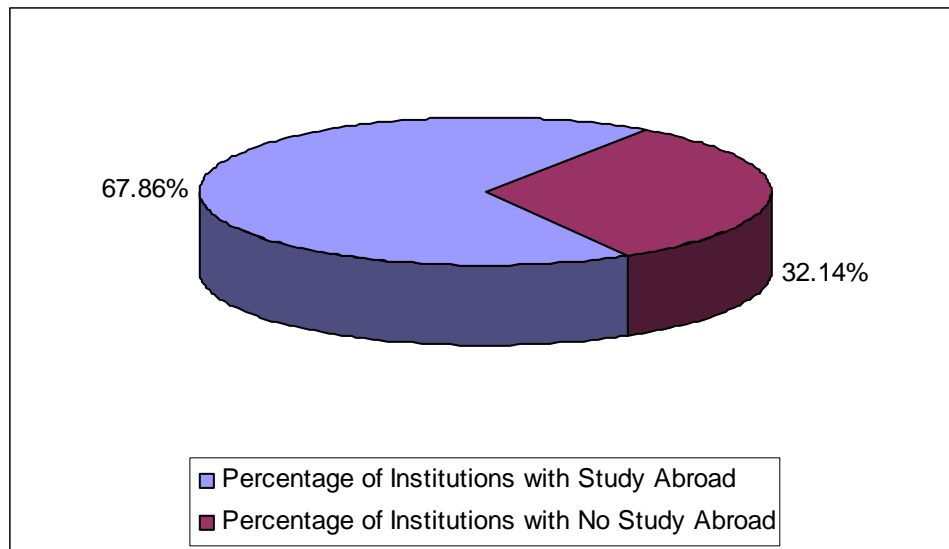
Exhibit 2 displays that 67.86% (19) of the institutions in the FCCS offered study abroad experiences for their students during the period of review. Nine community colleges or 32.14% did not offer any Study Abroad Program in either period 2004-2005 or 2005-2006.

**Exhibit 1**  
**Number of Community Colleges**  
**Participating in Study Abroad Programs**  
**2004-2005 and 2005-2006**

Academic Term of Program	Number of Institutions	
	2004-2005	2005-2006
Summer	16	17
Fall	1	1
Spring	3	4

<sup>8</sup> *Guidelines and Procedures Manual*, ibid.

**Exhibit 2**  
**Percentage of Community Colleges**  
**Participating in Study Abroad Programs**  
**2004-2005 and 2005-2006**



**Types of Programs.** The 19 participating community colleges provided a variety of Study Abroad Programs during the period 2004-2005 through 2005-2006 with 13 colleges (68.42%) utilizing more than one type of program. As demonstrated in Exhibit 3, the program structure most commonly used was “cultural enrichment seminar on a local campus followed by a short tour of country to enhance knowledge of the seminar topic” (11 institutions) and “study abroad experience on a campus in another country by which students can earn credit toward their degree” (10 institutions). Eight institutions offered “cultural or language immersion courses specific to a country and taking place in that country,” and eight offered “topical programs taking place in another country which provide perspective on a specific subject area of focus but not necessarily related to the country visited.”

**Exhibit 3**  
**Types of Community College Study Abroad Programs**  
**2004-2005 and 2005-2006**

Program Structure	Number of Institutions
Cultural enrichment seminar on a local campus followed by a short tour of country to enhance knowledge of the seminar topic	11
Study abroad experience on a campus in another country by which students can earn credit toward their degree	10
Cultural or language immersion courses specific to a country and take place in that country	8
Topical programs taking place in another country which provide perspective on a specific subject area of focus but not necessarily related to the country visited	8
Unique non-traditional specialized programs that are country-specific	5
Continuing Education travel programs offered to non-degree seeking as well as degree-seeking students	2
Internship projects with experience working in another country	0

**Course Content.** Exhibit 4 lists the most common areas of concentration for courses offered through Study Abroad Programs in the FCCS during the period 2004-2005 through 2005-2006 and the number of institutions offering these courses (see Appendix B for a detailed listing by institution).

For the period of review, 2004-2005 through 2005-2006, Humanities was the most common program area offered with 15 (78.95%) of the participating institutions offering study abroad courses in an area of Humanities. Foreign Language courses were offered by eight institutions (42.11%) and Arts courses by seven institutions (36.84%).

**Exhibit 4**  
**Number of Community Colleges**  
**Offering Courses in Particular Program Areas**  
**2004-2005 and 2005-2006**

Study Abroad Program Area	Number of Institutions
Architecture	1
Arts	7
Business	2
English	1
Foreign Language	8
Government	4

Study Abroad Program Area	Number of Institutions
Health	2
History	3
Humanities	15
Interdisciplinary Studies	4
Science	6

Note: Following are definitions of program areas:

- Arts included Art History, Photography, and Theater
- Business included General Business and Marketing
- English included English and Literature
- Foreign Language included French, Italian, and Spanish
- Government included Comparative Government, Geography, and International Relations
- Health included Health Analysis/Improvement and Nursing
- History included History, European History, and World History
- Interdisciplinary Studies included Interdisciplinary Honors and Interdisciplinary Studies
- Science included Biological Science, Physical Science, Interdisciplinary Sciences, and Psychology

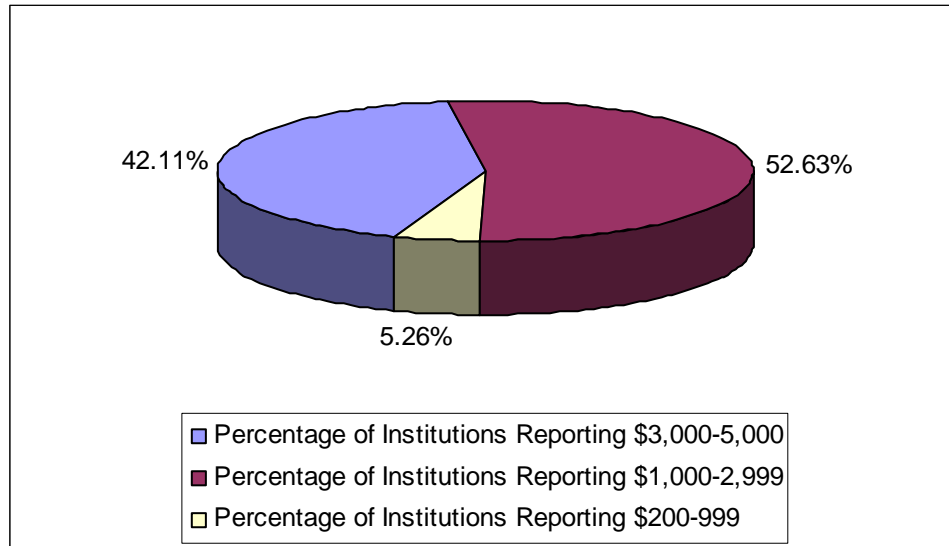
**Program Costs.** As displayed in Exhibit 5, program costs were primarily paid by student participants for most Study Abroad Programs in community colleges (94.74% or 18 institutions). Of the 19 participating community colleges, 4 stated that costs were primarily paid by the institution, 2 institutions included private or business donations in payment of program costs, and no institutions utilized state or federal grants to pay program costs.

**Exhibit 5**  
**Methods Utilized by Community Colleges to Pay Program Costs**  
**2004-2005 and 2005-2006**

Program Costs	Number of Institutions
Primarily paid by student participants	18
Primarily paid by the institution	4
Paid by private or business donations	2
Paid by state grants	0
Paid by federal grants	0

**Cost to the Student.** Exhibit 6 shows the percent of community colleges reporting particular costs as the responsibility of the student in order to participate in a Study Abroad Program. Of 19 institutions having programs, 42.11% (8) of the colleges reported a cost of \$3,000–5,000 to the individual student. Cost to the student was \$1,000–2,999 for 52.63% (10) of the 19 participating institutions. One community college (5.26%) reported a cost to the student in the \$200–999 range.

**Exhibit 6**  
**Percentage of Institutions Reporting Particular Costs to Individual Students to Participate in Study Abroad 2004-2005 and 2005-2006**



**Financial Assistance.** Particular sources of financial assistance that may be applied to student cost in a Study Abroad Program at a participating institution are listed in Exhibit 7 for the period 2004-2005 through 2005-2006. Ten (52.63%) community colleges reported that a limited number of study abroad scholarships for qualified students may be applied to individual student cost at their institutions. Study abroad scholarships for all student participants may be applied to student cost at one community college (5.26%).

Four colleges checked the “Other” category on the Study Abroad Survey under financial assistance. Of these four, one each cited the following sources of financial assistance that may be applied to student cost: fund raising activities; financial aid to be used for tuition/fees but not for travel/living expenses; travel grants awarded by student government association for non-academic, cultural and historical components of program; and college foundation for honors program.

**Exhibit 7**  
**Sources of Financial Assistance That May Be Applied to Student Cost**  
**in FCCS Study Abroad Programs**  
**2004-05 and 2005-06**

Financial Assistance for Participant	Number of Institutions
Limited number of study abroad scholarships for qualified students	10
Study Abroad scholarships for all student participants	1
Other	4

**Program Requirements That Limit Student Participation.** Most institutions (15 or 78.95%) with Study Abroad Programs reported some requirements that limit student participation. As noted in Exhibit 8, the most frequently occurring limitation was prerequisite coursework with eight (42.11%) of the participating community colleges reporting this requirement.

Three colleges checked the "Other" category of the survey for program requirements that limit student participation. For Other, one college each cited a requirement as follows: minimum age 18; performing arts group which combines a cultural exchange or performance with a specific course of study; and honors students only.

**Exhibit 8**  
**Number of Community Colleges with Requirements**  
**That Limit Student Participation in Study Abroad Programs**  
**2004-2005 and 2005-2006**

Program Requirement for Student Participation	Number of Institutions
Prerequisite coursework	8
Specific grade-point average	4
Honors program students only	4
Minimum number of completed credits	4
Language proficiency	3
Participation limited to students in a specific academic program	3
Dual enrollment students only	0
Completed general education requirements	0
Other	3

**Program Participant Characteristics.** Exhibit 9 displays unduplicated headcount, demographics and course credit data for study abroad students for 2004-2005 through 2005-2006. More females (approximately 70% of total headcount) participated in study abroad than males during the period of review, and participants were most likely to be age 18-22 (approximately 60%). A higher number of white students (approximately 75%) participated than minority students. The total unduplicated headcount was 501 for 2004-05 and 470 for 2005-06. Course credits were earned at the rate of 96% of all credits attempted.

**Exhibit 9**  
**Unduplicated Headcount, Student Demographics,**  
**Credits Attempted and Credits Earned in FCCS Study Abroad Programs**  
**2004-2005 and 2005-2006**

Category	2004-05		2005-06	
	Number	Percent	Number	Percent
Male	145	30%	153	33%
Female	353	70%	317	67%
17 and younger	21	4%	22	5%
18-22	283	56%	296	63%
23-30	111	22%	74	16%
31-44	45	9%	47	10%
45 and older	37	7%	31	7%
African American	23	5%	34	7%
Hispanic	76	15%	76	16%
White	378	75%	337	72%
Other	24	5%	23	5%
<b>Total Unduplicated Headcount</b>	<b>501</b>		<b>470</b>	
Credits Attempted	2,194		2,034	
Credits Earned*	2,113	96%	1,962	96%

\*Credits Earned percent is calculated as credits earned divided by credits attempted

**Length of Programs.** As listed in Exhibit 10, most FCCS Study Abroad Programs were scheduled from 2 – 4 weeks in length (13 programs) during the period 2004-2005 through 2005-2006. While two programs were scheduled for one semester, no programs had a length of more than one semester.

**Exhibit 10**  
**Length of Study Abroad Programs in the FCCS**  
**2004-2005 and 2005-2006**

Program Length	Number of Institutions
Less than 2 weeks	5
2 – 4 weeks	13
5 – 8 weeks	6
1 semester	2
More than 1 semester	0

**Countries of Travel.** As noted in Exhibit 11, FCCS Study Abroad Program activities occurred in 24 different countries for the period of review (see Appendix C for a detailed listing by institution). Countries visited most frequently were Italy (12 institutions or 63.16%) and Great Britain/England (11 institutions or 57.89%). Next in popularity for travel were France (five), Costa Rica (four), Greece (four), and Spain (four).

**Exhibit 11  
Countries of Travel**

Country	Number of Institutions
Austria	2
Belize	2
Canada	1
Central Europe	1
China	2
Costa Rica	4
Denmark	2
Dominican Republic	1
Ecuador	2
France	5
Germany	1
Ghana	1
Great Britain/England	11
Greece	4
Italy	12
Mexico	3
Norway	1
Peru	2
South Africa	1
Spain	4
Sweden	1
Switzerland	1
Thailand	1
Virgin Islands	1

***Benefits/Outcomes for Students.*** Institutions reported significant student outcomes or benefits due to involvement in study abroad educational experiences during the period 2004-2005 through 2005-2006.<sup>9</sup>

Exhibit 12 provides institutional ranks of academic benefits for students in Study Abroad Programs. Fourteen institutions designated Rank Number 1 for the outcome of “deeper understanding of historical/cultural dynamics.”

Exhibit 13 ranks personal development benefits for students having study abroad experiences. Thirteen institutions selected “exposure to different points of view” as Rank Number 1 for personal development benefits.

Exhibit 14 shows 12 institutions assigning Rank Number 1 to “development of appreciation of other countries and cultures” in the area of cultural appreciation benefits. Eleven institutions designated Rank Number 2 for “appreciation of international perspectives.”

<sup>9</sup> Note: Benefits listed in Exhibits 12-14 are the institutions’ perceptions of how Study Abroad Programs benefit students and do not reflect self-reporting by student participants.

**Exhibit 12**  
**Institutional Ranks of Academic Benefits for Students**  
**Who Participate in Study Abroad Programs**

Academic Benefits	Rank			Total Institutions
	1	2	3	
Clarification of political issues	0	2	4	6
Deeper understanding of historical/cultural dynamics	14	4	0	18
Deepened understanding of subject matter	5	6	5	16
Improvement of foreign language skills	0	7	5	12
Specific skill development through internships	0	0	1	1
Other	0	0	3	3
"Other" responses included: <ul style="list-style-type: none"> <li>• Deepened perspective of professional/technical field of study</li> <li>• Global Perspective</li> <li>• Greater appreciation of other cultures and awareness of global responsibilities</li> </ul>				

**Exhibit 13**  
**Institutional Ranks of Personal Development Benefits for Students**  
**Who Participate in Study Abroad Programs**

Personal Development Benefits	Rank			Total Institutions
	1	2	3	
Change in perceptions of own values	2	9	3	14
Exposure to different points of view	13	4	1	18
Increased interest and self-confidence to continue travels	3	4	6	13
Maturation	1	2	7	10
Understanding of work environment behavior through internships	0	0	0	0
Other	0	0	2	2
"Other" responses included: <ul style="list-style-type: none"> <li>• Cultural Exposure</li> <li>• Respect for cultural diversity and differences</li> </ul>				

**Exhibit 14**  
**Institutional Ranks of Cultural Appreciation Benefits for Students**  
**Who Participate in Study Abroad Programs**

Cultural Appreciation Benefits	Rank			Total Institutions
	1	2	3	
Appreciation of international perspectives	3	11	5	19
Development of appreciation of other countries and cultures	12	4	3	19
Insight into contributions of diverse societies	4	4	11	19
Other	0	0	0	0
"Other" responses included: <ul style="list-style-type: none"> <li>• There were no "Other" responses</li> </ul>				

**Consortium Membership.** Eight community colleges (42.11%) with Study Abroad Programs participated in at least one consortium membership during the period 2004-2005 through 2005-2006. Each consortium and the number of Florida community colleges with membership are noted in Exhibit 15.

**Exhibit 15**  
**Study Abroad/International Consortium Membership in the FCCS**  
**2004-2005 and 2005-2006**

Name of Consortium	Number of Institutions with Membership
Florida Consortium of Colleges and Universities for Cambridge Summer Schools	5
College Consortium for International Studies	2
Community Colleges for International Development	2
Consortium for Belize Educational Cooperation	1
Study Abroad Italy	1
Habitat for Humanity Global Village Program	1

**Problems/Concerns Cited by Participating Community Colleges.** Institutions were asked to report any problems or concerns they have for Study Abroad Programs, both for their specific institution and for the statewide community college system. More than half (52.63% or 10) of the participating institutions cited prohibitive cost to the student and funding availability as problems or concerns for Study Abroad Programs at their particular institutions. Various additional problems or concerns were also reported and are noted in Exhibit 16.

When asked to denote problems or concerns for Study Abroad Programs in the statewide community college system, institutions reported prohibitive cost to the student and funding available at 31.58% (six institutions) and lack of inter-institutional coordinator/communication at 26.32% (five institutions) as displayed in Exhibit 17. Student safety/liability and the need for programs geared towards community college students were each cited by three institutions.

**Exhibit 16**  
**Problems or Concerns for Study Abroad Programs**  
**Cited by Each Institution for Their Own Programs**

Problem/Concern	Number of Institutions
Prohibitive cost to student/Funding available	10
Ability to recruit students for participation	3
Process for identifying quality travel/tour options	2
Process for identifying reliable/experienced travel agency	2
Student ability to leave work and family/fit into schedule	2
Student safety/Liability	2
Other	2
Other included:	
<ul style="list-style-type: none"> <li>• Limited access to libraries abroad</li> <li>• Student eligibility to travel (immigration)</li> <li>• Too few computers</li> </ul>	

**Exhibit 17**  
**Institutional Perspectives on**  
**Study Abroad Program Concerns at the Statewide Level**

Problem/Concern	Number of Institutions
Prohibitive cost to student/Funding available	6
Lack of inter-institutional coordination/communication	5
Student safety/Liability	3
Need for programs geared towards community college students	3
Other	2
Other included:	
<ul style="list-style-type: none"> <li>• Lack of staff to administer/lead study abroad programs</li> <li>• Scheduling Conflict</li> </ul>	

**Recommendations from Participating Institutions.** Recommendations by the 19 participating community colleges for Study Abroad Programs in the FCCS are displayed in Exhibit 18. Six institutions (31.58%) each recommended that Study Abroad Programs develop a mechanism for inter-institutional communication and provide funding or policies for funding. Other varied recommendations as noted in Exhibit 18 were made by 1 or 2 institutions each.

**Exhibit 18**  
**Recommendations from the Participating Community Colleges**  
**for Study Abroad Programs in Florida Community Colleges**

Recommendation	Number of Institutions
Develop mechanism for inter-institutional communication	6
Develop list of reliable/experienced travel agencies	2
Provide funding or policies for funding	6
Educate state leaders and policy makers on benefits of study abroad programs/promote programs	2
More opportunities for students	2
Other	3
Other included:	
<ul style="list-style-type: none"> <li>• Develop process to target recruitment efforts</li> <li>• Identify student needs</li> <li>• Provide materials on safety and liability</li> <li>• Provide workshop/training to develop and implement programs</li> </ul>	

**Conclusion.**

- Approximately two-thirds (67.86%) of Florida's community colleges offer Study Abroad Programs for their students during at least one term of an academic year. Most study abroad participation is in the summer term with 84.21% of the participating institutions offering programs in summer 2004-2005 and 89.47% offering programs in summer 2005-2006.
- The majority (68.42%) of participating community colleges offer more than one type of Study Abroad Program for their students. Program structure most commonly utilized is "cultural enrichment seminar on a local campus followed by a short tour of country to enhance knowledge of the seminar topic" (57.89%) and "study abroad experience on a campus in another country by which students can earn credit toward their degree" (52.63%). Cultural or language immersion courses specific to a country and taking place in that country are offered by 42.11% of the participating institutions.
- Humanities is the most common program area offered with 78.95% of participating FCCS institutions offering Study Abroad Courses in the area of Humanities. Foreign Language courses are offered by 42.11% and Arts courses by 36.84% with Study Abroad Programs.
- Program costs are primarily paid by student participants for most Study Abroad Programs in community colleges (94.74%).
- Cost to the individual student to participate in study abroad is \$3,000-5,000 for 42.11% of the institutions, while cost to the student is \$1,000–2,999 at 52.63% of the 19 institutions with programs. One community college (5.26%) reported a cost to the student in the \$200–999 range.
- In 52.63% of participating community colleges, a limited number of study abroad scholarships for qualified students may be applied to individual student cost at their institutions. Study abroad scholarships for all student participants may be applied to student cost at one community college (5.26%).
- Most institutions (78.95%) have some requirement(s) for students in order to participate in study abroad. The most frequently occurring limitation is prerequisite coursework with 42.11% of the participating community colleges reporting this requirement for participation.
- Study abroad participants are likely to be white (approximately 75% of total program headcount), female (approximately 70% of total headcount), and age 18-22 (approximately 60%). The system wide total unduplicated headcount was 501 for 2004-05 and 470 for 2005-06. Students have a high rate of course credits earned during FCCS study abroad participation (96% of all credits attempted).

- Most FCCS Study Abroad Programs are scheduled from 2 – 4 weeks in length (68.42%). While two community colleges schedule programs for one semester, no programs have a length of more than one semester.
- FCCS Study Abroad Program activities occur in 24 different countries. Countries visited by students most frequently are Italy (for 63.16% of the institutions) and Great Britain/England (57.89%). Next in popularity for travel are France (26.32%); and Costa Rica, Greece, and Spain (each visited by 21.05% of the institutions).
- According to the institutional perspective, participating students gain significant outcomes and benefits due to involvement in study abroad educational experiences in terms of academic benefits, personal development, and cultural appreciation.
- Approximately two-fifths of the community colleges with Study Abroad Programs engage in at least one study abroad/international consortium membership (42.11%).
- More than half (52.63%) of the participating institutions identify prohibitive cost to the student and lack of available funding as problems or concerns for Study Abroad Programs at their particular institutions. Perspectives for statewide concerns for Study Abroad Programs in the FCCS include prohibitive cost to the student and funding availability (31.58% of the institutions) and lack of inter-institutional coordinator/communication (26.32%).

### **Recommendations.**

#### **Institutions:**

- Explore enhanced funding for Study Abroad Programs.
- Seek partnerships with businesses that may be willing to provide student financial support through scholarships and internships.
- Examine barriers to study abroad for underserved students/underrepresented populations.
- Utilize student services/counseling in planning course schedules where applicable for students to meet prerequisite coursework and requirements for study abroad.
- Encourage increased participation in study abroad for minority students.
- Encourage wider participation for other demographic groups currently not experiencing study abroad.
- Network with other Florida community college Study Abroad Programs, as well as programs in universities and private colleges.
- Consider participation in study abroad consortia and professional organizations.
- Continuously research study abroad organizations and websites in order to increase awareness of national trends and enhance local community college programs.

#### **Division of Community Colleges:**

- Recommend that the Council of Instructional Affairs (CIA) establish a subcommittee on study abroad to describe and promote common standards of good practice for credit-bearing study abroad programs in community colleges.
- Consider a request for CIA to discuss and recommend, or not recommend, flags for reporting community college student data elements related to Study Abroad Programs so that student data and study abroad activity would be reported through the Student Data Base and tracked over time.
- Collaborate and partner where appropriate with the Department of Education Office of Equity and Access and with the Board of Governors to better serve Florida's students and future economic development through access to study abroad and the acquisition of skills in foreign language and cultural understanding.

This study relates to the Florida Department of Education's *Strategic Imperative 2: Set, Align and Apply Academic Curricular and Testing Standards; Strategic Imperative 3: Improve Student Rates of Learning; and Strategic Imperative 6: Align Workforce Education Programs with Skill Requirements of the New Economy.*

For information on Study Abroad Programs, please contact Sandra Burkholder via telephone at (850) 245-9492 or via e-mail at [Sandra.Burkholder@fldoe.org](mailto:Sandra.Burkholder@fldoe.org).

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**Appendix A**  
**Study Abroad Programs Survey Distributed to Florida's Community Colleges**  
**January 2007**



**Florida Community College**  
**Study Abroad Programs**  
**Survey**  
**January 2007**

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**Division of Community Colleges and Workforce Education**  
**Florida Department of Education**

The Division of Community Colleges and Workforce Education is currently updating our program review for Study Abroad Programs. The purpose of this survey is to learn more about your programs for the periods 2004-05 and 2005-06. You will need information in the following areas for each of these years in order to complete this survey: program structure; course number, title, content, and length; academic terms program is offered; program costs and student costs; financial assistance for participants; program requirements for students; student demographics; student headcount; credit hours attempted and earned; and consortium membership for your institution. You will also be asked to respond to questions on program benefits for students and any problems, concerns, or recommendations for Study Abroad Programs.

Please respond to all of the following questions as indicated. A reporting year is defined as summer, fall, spring.

Name:	<input type="text"/>
Title:	<input type="text"/>
Phone:	<input type="text"/>
XXX-XXX-XXXX	<input type="text"/>
E-mail:	<input type="text"/>
Institution:	<input type="text"/>

**Time Period:**

Did your institution offer or participate in Study Abroad Programs during the following periods? **Check Yes or No for each period.**

2004-05  Yes  No

2005-06  Yes  No

If you answered "No" to each period of time above, this survey is complete for your institution.

If you answered "Yes" to one or more years above, continue to complete the survey for your institution.

**1. Program Structure:** Check any/all Study Abroad Programs offered by your institution during the periods 2004-05 through 2005-06.

- Study abroad experience on a campus in another country by which students can earn credit toward their degree
- Cultural enrichment seminar on local campus followed by a short tour of country to enhance knowledge of the seminar topic
- Cultural or language immersion courses that are specific to a country and take place in that country
- Topical programs which focus on a specific subject area not necessarily related to the country being visited, but which provide students with an international perspective of that subject area (for example, Behavioral Science program in West Africa; Marketing in Switzerland, Austria, and Germany)
- Internship projects during which students are able to gain experience in working in another country
- Unique non-traditional specialized programs that are country-specific (for example, study of English history and theatre in London; environmental studies program in Costa Rica; national parks study tour in Canada related to geology)
- Continuing Education travel programs that are offered to non-degree seeking as well as degree seeking students
- Other (Please briefly describe.)

If "Other" option is checked, enter the unlisted "Program Structure" item below:

**2. Course Content:**

In the box below, type the course number and title for each course offered under your Study Abroad Programs during the periods 2004-05 through 2005-06. If the title itself does not indicate the topical concentration of the course, provide the course title and a brief description for the particular course title.

**3. Program Costs:** Check any/all that apply.

- Program costs are primarily paid by the institution.
- Program costs are primarily paid by student participants.
- Program costs are paid by private or business donations.
- Program costs are paid by state grants.
- Program costs are paid by federal grants.

**4. Cost to Student (Responsibility of Student):** Check one.

- \$0 - 199
- \$200 - 499
- \$500 - 999
- \$1,000 - 2,999
- \$3,000 - 5,000
- Over \$5,000

**5. Financial Assistance for Participant:** Check any/all sources of financial assistance that may be applied to student cost.

- Federal and/or state financial aid sources for students in a degree-seeking program
- Limited number of study abroad scholarships for qualified students
- Study abroad scholarships for all student participants
- Other (Please specify.)

If "Other" option is checked, enter the unlisted "Financial Assistance for Participant" item below:

**6. Program Requirements That Limit Student Participation:** Check any/all requirements that occur at your institution, and briefly explain each item checked.

- Language Proficiency
- Specific grade-point average
- Participation limited to students in a specific academic program
- Honors program students only
- Dual enrollment students only
- Prerequisite coursework
- A certain number of completed credits
- Completed general education requirements
- Other

If "Other" option is checked, enter the unlisted "Program Requirements That Limit Student Participation" item below:

**7. Program Participant Characteristics:**

Complete the following chart for participants in Study Abroad Programs offered by your institution. A reporting year is defined as summer, fall, spring.

Unduplicated Headcount, Student Demographics,  
Credits Attempted and Credits Earned

Row #	Category	2004-05	2005-06
1	Male	<input type="text"/>	<input type="text"/>
2	Female	<input type="text"/>	<input type="text"/>
<hr/>			
3	17 and younger	<input type="text"/>	<input type="text"/>
4	18 - 22	<input type="text"/>	<input type="text"/>
5	23 - 30	<input type="text"/>	<input type="text"/>
6	31 - 44	<input type="text"/>	<input type="text"/>
7	45 and older	<input type="text"/>	<input type="text"/>
<hr/>			
8	African American	<input type="text"/>	<input type="text"/>
9	Hispanic	<input type="text"/>	<input type="text"/>
10	White	<input type="text"/>	<input type="text"/>
11	Other	<input type="text"/>	<input type="text"/>
12	Total Unduplicated Headcount	<input type="text"/>	<input type="text"/>
<hr/>			
13	Total Credits Attempted	<input type="text"/>	<input type="text"/>
14	Total Credits Earned	<input type="text"/>	<input type="text"/>

**8. Academic Terms in Which Study Abroad Programs Are Offered:** Check any/all boxes below to indicate the academic terms of programs offered by your institution.

Term	2004-05	2005-06
Summer	<input type="checkbox"/>	<input type="checkbox"/>
Fall	<input type="checkbox"/>	<input type="checkbox"/>
Spring	<input type="checkbox"/>	<input type="checkbox"/>

**9. Length of Programs:** Check any/all that apply to your programs during the periods 2004-05 through 2005-06.

- Less than 2 weeks
- 2 - 4 weeks
- 5 - 8 weeks
- 1 semester
- More than 1 semester

**10. Countries of Travel:** List the name of each country of travel in your Study Abroad Programs during the periods 2004-05 through 2005-06.

**11. Benefits/Outcomes for Students in Study Abroad Programs:**

11a. Rank the top 3 academic benefits or intended outcomes for students during the periods 2004-05 through 2005-06.

Academic Benefits:	Rank (Top 3/Top being best)
<ul style="list-style-type: none"> <li>Deeper understanding of historical/cultural dynamics</li> <li>Clarification of political issues</li> <li>Improvement of foreign language skills</li> <li>Deepened understanding of subject matter</li> <li>Specific skill development through internships</li> <li>Other (Please specify.)</li> </ul>	<input style="width: 30px; height: 30px;" type="text"/>

If "Other" option is selected, enter the unlisted "Academic Benefit" item below:

11b. Rank the top 3 personal development benefits or intended outcomes for students during the periods 2004-05 through 2005-06.

Personal Development Benefits:	Rank (Top 3/Top being best)
<ul style="list-style-type: none"> <li>Maturation</li> <li>Increased interest and self-confidence to continue travels</li> <li>Exposure to different points of view</li> <li>Change in perceptions of own values</li> <li>Understanding of work environment behavior through internships</li> <li>Other (Please specify.)</li> </ul>	<input style="width: 30px; height: 30px;" type="text"/>

If "Other" option is selected, enter the unlisted "Personal Development Benefit" item below:

11c. Rank the top 3 outcomes in cultural appreciation for students during the periods 2004-05 through 2005-06.

Cultural Appreciation:	Rank (Top 3/Top being best)
Appreciation of international perspectives Insight into contributions of diverse societies Development of appreciation of other countries and cultures Other (Please specify.)	<div style="text-align: center;"> <input type="text"/>  <input type="text"/>  <input type="text"/> </div>

If "Other" option is selected, enter the unlisted "Cultural Appreciation" item below:

**12. Consortium Membership:**

List each consortium with which your institution participates in Study Abroad Programs.

**13. Problems/Concerns/Recommendations:**

a. In brief bulleted format, please list any problems or concerns for Study Abroad Programs in your particular institution.

b. In brief bulleted format, please list any problems or concerns for Study Abroad Programs in community colleges in Florida.

c. Please briefly state any recommendations you have for Study Abroad Programs in community colleges in Florida.

Submit Form

If you have any questions contact [Sandra Burkholder](#)

**Appendix B**  
**Florida Community College Study Abroad Course Offerings by Program Area**

Community College	Architecture	Arts	Business	English	Foreign Language	Gov't.	Health	History	Humanities	Interdisciplinary Studies	Science
Brevard									HUM2740		
Broward					SPN1170	GEO1000		HIS2955	HUM2700		ANT2000 PSC1121
Central Florida					SPN1120 SPN1121 SPN2200 SPN2201 SPN2903				HUM2930		
Daytona Beach	ARH2840								HUM2210		
Edison									HUM1950 HUM2950		
FL CC @ Jax	ARH1000				SPN1120 SPN1121 SPN2200				HUM2021		BSC2050
Hillsborough							NUR2650			IDS2200 IDS2930	PSY2012
Indian River		ARH2050						WOH2012	HUM2512	IDS1955	
Lake City		THE2000	GEB1011						HUM2472		
Miami Dade	ARC2765 ARC2767 ARC1113	MAR1011			FRE/ITA/SPN 1120, 1121, 2240, 2241 FRE1113 FRE2200 FRE2201 FRE2330 FRE2331 ITA1000 ITA2200 ITA2201 SPN1170	INR2002	HLP1082 NUR2680L				AST1002 OCB1010 SYG2301

**Appendix B (Continued)**  
**Florida Community College Study Abroad Course Offerings by Program Area**

Community College	Architecture	Arts	Business	English	Foreign Language	Gov't.	History	Humanities	Interdisciplinary Studies	Health	Science
Okaloosa-Walton						INR2270		HUM2700			
Palm Beach		PGY2802			SPN1120						
Pasco-Hernando								HUM2700			
Pensacola								HUM2749	IDH2109		
Polk								HUM2740			
St. Petersburg		ARH2050		ENL2022 ENL2012 LIT2120 LIT2950	SPN1121 SPN2240 SPN2241	CPO2002 INR2002	EUH1000 HIS2950	HUM2210 HUM2210H HUM2233 HUM2233H HUM2950			ANT2410 BSC2362 BSC1930
Santa Fe		THE1000			SPN2930			HUM2210 HUM2930			ISC2930
Seminole									IDH2950		
Tallahassee					SPN2220 SPN2240 SPW2010			HUM2740 HUM2741			

\*Courses in Appendix B reflect only courses that can be found in the Statewide Course Numbering System.

**Appendix C  
Countries of Travel for Study Abroad Programs, by Community College**

	Austria	Belize	Canada	Central Europe	China	Costa Rica	Denmark	Dominican Republic	Ecuador	France	Germany	Ghana	Great Britain/England	Greece	Italy	Mexico	Norway	Peru	South Africa	Spain	Sweden	Switzerland	Thailand	Virgin Islands
Brevard										●			●		●							●		
Broward									●	●		●	●			●			●					
Central Florida																				●				
Daytona Beach															●									
Edison													●		●									
FL CC @ Jax														●	●			●						
Hillsborough		●				●	●		●						●								●	
Indian River													●	●	●									
Lake City			●										●		●									
Miami Dade	●				●	●		●		●			●		●	●					●			
Okaloosa-Walton				●						●					●									
Palm Beach						●									●									
Pasco-Hernando										●					●									
Pensacola													●		●									
Polk							●			●			●	●	●		●			●	●			
St. Petersburg		●											●	●	●	●								
Santa Fe					●	●							●	●	●			●						●
Seminole	●										●													
Tallahassee													●		●					●				