Beloit College was honored in spring 2011 with a Senator Paul Simon Award for Comprehensive Internationalization. The award, made by NAFSA: The Association of International Educators, recognizes U.S. college and universities characterized by "overall excellence in internationalization efforts as evidenced in practices, structures, philosophies, and policies."

In recognizing Beloit College for the award, the selection committee noted in particular Beloit College's supports for international students, its efforts to integrate study abroad into the curriculum, prominent programs such as the Weissberg Program in Human Rights, and it supports for faculty development related to international education.

Many of the activities described in this annual report reflect the commitment to international education across the Beloit College campus that led to receipt of the award.

COMMITTEE ON INTERNATIONAL EDUCATION
The Committee on International Education serves as the advisory body to the Office of International Education. In the area of study abroad, it reviews proposals for new programs and program changes, selects students for study abroad programs, and reviews and recommends policies. Additionally, the Committee addresses international student concerns, curricular issues, faculty and staff development, and other matters related to international education.

For the 2010/11 academic year, the committee members were: Elizabeth Brewer (Director, International Education), Georgia Duerst-Lahti (Political Science), John Jungck (Biology), JingJing Lou (Education and Youth Studies), Catherine Orr (Women’s and Gender Studies), Susan Rice (Music), and Britt Scharringhausen (Physics). Melissa Mu and Ben Schechter served as student members, with Ray Campos (Intern) serving as staff member to the Committee. While the Committee’s primary activity was the evaluation of 142 applications for study abroad, the Committee also

- met with faculty members developing an ethnographic field school and a comparative religious studies program,
- revised the study abroad application essay prompts so that these can better help students conceptualize their learning goals and how they might meet them, and
- considered ways in which study abroad might enable students to meet the Liberal Arts in Practice course requirement.

Studio Abroad software was used for the first time in 2010/11 to review applications. While it took some time to learn to use this electronic application management system, in general, the system makes it easier and faster to review applications and communicate information about them while also eliminating the need for multiple print copies of application materials.

Committee members in 2011/12 will include faculty members Christina Eddington (English as a Second Language), Josh Hall (Economics), John Jungck (Biology), Ben Newton (Mathematics), Susan Rice (Music), and Amy Tibbitts (Spanish).

INITIATIVES AND SPECIAL PROJECTS
The goal of the Asian Studies Initiative is to strengthen teaching about Asia across the curriculum. The current initiative began in January 2009, funded by the Freeman Foundation Undergraduate Asian Studies Initiative II (FFUASI II). FFUASI II activity at Beloit College builds on work undertaken through the earlier FFUSAI I grant.

In calendar year 2009, activity focused on arts and culture, and in 2010, on health, environment, and science. The theme for calendar year 2011 and the 2012 spring semester is borrowing and trading.

The major event in the initiative for the 2010/11 academic year was the residency of the Qi Shu Fang Peking Opera Company from New York from March 17-20. In addition to giving a major performance in Eaton Chapel, company members visited classes while on campus and also performed in three area schools. The school visits reached roughly 800 students and 80 teachers, while 800 attended the Eaton Chapel event. Held in conjunction with the opera company residency was an exhibit of life-sized photo portraits of company members by Alan Governor in the Wright Museum of Art and a screening of a documentary by Governor on the opera company, "Master Qi and The Monkey King." Photos from the exhibit are now in the Wright Museum’s permanent collection and are on display in the Hendricks Center lobby.

Other 2010/11 academic year activities:

- September: Natya Dance Theater (NDT) performance, workshops, and class visits.
- January: "Beloit College and the Asian Century." Talk by Warren Palmer (Economics), at the City of Beloit Public Library.
- February: Filmmaker Xiao-Yen Wang, whose films The Blankpoint, The Monkey Kid, and I’m Seducible were shown in the Beloit International Film Festival (BIFF).
- February: Roundtable discussions with Xu Haibo, director of legal advice for the Dongjen Center Center for Human Rights Education and Action in Beijing. Several Beloit College students have interned at the Center.
- 7 Asian Studies Grants made to students for projects to be undertaken in summer 2011.
- Significant digitization work was done to make Asian objects in Beloit College’s Logan Museum of Anthropology and Wright Museum of Art accessible to the public. Images and identifying text for 261 objects in the collections were uploaded, bringing the total available digitally to over 300. Additional images were being added in summer 2011, and the work will continue in 2011/12. In support of the initiative's goals, Rollin Chamberlin’s diaries from the T.C. Chamberlin Oriental Education Commission were digitized and transcribed by staff in Beloit College’s Morse Library, and are now available to the general public.
Academic year 2010/11 marked the final year of activity for the Study Abroad Curriculum Integration Project supported by the Andrew W. Mellon Foundation. The project focused on three primary areas: 1) faculty development activities to promote curricular innovations around study abroad integration, 2) the strengthening of study abroad partnerships, and 3) supports for student projects.

In 2010/11, 54 individuals, primarily faculty members, were directly involved with study abroad integration activities. Additional faculty members also attended briefing sessions on international education and study abroad.

The goals for the final year of the project were to 1) continue to develop faculty capacity to incorporate intercultural and experiential learning into their teaching, 2) use faculty travel abroad to strengthen institutional partnerships, enable faculty to understand the study abroad experience, and encourage the integration of study abroad into the curriculum, and 3) support innovations in study abroad.

To that end, activities included:

- **Istanbul in Transition Seminar** with October visit to Istanbul, including a day spent at Beloit College’s exchange partner, Yeditepe University. Participants included Beth Dougherty (International Relations), Kathy Greene (Education) Beatrice McKenzie (History), Josh Moore (International Education), Amy Tibbitts (Spanish), Paul Stanley (Physics), Robin Zebrowski (Cognitive Science), and Elizabeth Brewer (International Education).
- January 2-day workshop on *Teaching for Intercultural Learning*. Forty participants explored intercultural learning concepts and experimented with exercises and assignments. Some participants were able incorporate these into courses offered in the spring 2011 semester with others planning to implement assignment sin 2011/12.
- March visit to study abroad sites in England to identify opportunities related to majors in the Departments of English, History, and Sociology. Visits were made to Lancaster University, the University of East Anglia (UEA), the ACM program in London, and Goldsmiths College. As a result of the visit to UEA, Giles Foden, author of *The Last King of Scotland*, was invited to serve as the 2011 Mackey Chair. Participants in the visit were Fran Abbate, Chris Fink, and Tamara Ketabgian (English), Ellen Joyce (History), Kate Linnenberg and Charles Westerberg (Sociology), and Elizabeth Brewer (International Education).
- May 3-day workshop on *Cities in Transition*, attended by 16 faculty members, 9 of whom were new to the project. The major outcome was the development of a set of common learning goals for the courses, and two sets of assignments making it possible to assess learning outcomes across Cities in Transition courses. Darren Kelly, former Fulbright Scholar-in-Residence at Beloit College, helped facilitate the workshop.
- Four faculty members participated in faculty development seminar sponsored by the program provider CIEE, traveling to Spain and Morocco. Debra Majeed (Religious Studies) is creating a semester long study abroad program that will travel to Estonia and Morocco for the fall 2013 semester and focus on comparative religious traditions, while Gabriela Cergheadian (Spanish) is hoping to take students to Spain and Morocco in May 2012 as the conclusion of a course on Medieval Iberia. The other seminar participants from Beloit College were Ellen Joyce (History) and Amy Tibbitts (Spanish).
- Mellon funding supported site visits to off-campus study programs in Bolivia and Chile (Oswaldo Voyest, Spanish), Denmark and Sweden (Josh Moore, International Education), Estonia (Kristin
Bonnie, Psychology and Debra Majeed, Religious Studies), France (Scott Lyngaas, French), Hungary and Northern Ireland (Shawn Gillen, English), Spain (Josh Moore, International Education, and Amy Tibbitts, Spanish) and Washington, D.C. (Georgia Duerst-Lahti, Political Science).

- Introduction of a course for returned study abroad students digital story telling is a vehicle for reflection on their experiences abroad. Examples of films made in the spring 2011 semester have been posted to the International Education website. Mellon funds were used to purchase equipment to make it easier for students to create the films. Josh Moore and Elizabeth Brewer are the instructors for the course.

Additionally, in September, over 75 alumni and faculty assembled during homecoming to celebrate 50 years of study abroad at Beloit College, for which a timeline of the college’s international history and a related digital film were created.

Thirty students received support for winter 2011 and summer 2011 projects, with an additional 8 students receiving enhancement grants for small projects undertaken during study abroad. The purpose of the grants is to give students hands-on experience with topics they have studied in the classroom.

Mellon Project activity was disseminated in conference presentations and publications:

- “Digital Story-Telling for the Liberal Arts Campus.” AAC&U January meeting.
- “Study Abroad’s Academic Promise: The Role of the Sending Institution.” CIEE Annual Conference, November.
- “Enhancing Study Abroad: Undergraduate Research.” AACRAO, March.
- “The City as Learning Laboratory.” Forum on Education Abroad, April.
- “Study Abroad, Development, and the Curriculum.” Associated Colleges of the Midwest Workshop on Teaching Development. Colorado College, May.

INTERNATIONAL EDUCATION WEEK

International Education Week is a vehicle for celebrate the benefits of international education and exchange and takes places each November at colleges and universities across the U.S. round the world. The week was initiated by the U.S. Department of State and the U.S. Department of Education.

The 2010 International Education Week took place at Beloit College from November 14-19 and included the annual Stone Lecture with Alicia Yamin, food from around the world served in the Dining Commons, poetry readings, and an iron chef competition. New this year was a Sunday event in which participants made mental maps of their study abroad sites. At the center of the week was Beloit College’s annual International Symposium.
STONE LECTURE AND SCHOLARSHIP PROGRAM
Each year, a gift from the Ivan M. and Janice W. Stone trust makes possible an annual lecture and scholarships to support study abroad. The November 2010 Stone Lecture was delivered by Alicia Ely Yamin, Joseph H. Flom Fellow on Global Health and Human Rights, Harvard Law School, who spoke on a “Rights Based Approach to Health.” The 2011 Stone Lecturer is Stephanie Kleine-Ahlbrandt, China Adviser and North East Asia Project Director, International Crisis Group. She will discuss China’s North Korea Policy.

Over $12,050 was distributed to 16 students with financial need to help support their travel to their study abroad sites. Awards ranged in size from $650 to $900. Seven additional students received similar support for study abroad from the Burris and Schroeder scholarship funds, while 2 students received funding from the Class of 2008 fund to help support their participation in domestic off-campus programs.

WEISSBERG PROGRAM IN HUMAN RIGHTS
At the end of academic year 2010/11, the various components of the Weissberg Programs – Weissberg Chair in International Affairs, Human Rights Program, Scholarships – were consolidated into one program, now called the Weissberg Program in Human Rights.

This mission of the program is to prepare Beloit College students to engage critically with human rights as well as promote and defend them responsibly. To do so it draws on a network of alumni and experts to support academic and experiential learning opportunities on the Beloit College campus and beyond.

Program elements will continue to include an annual fall forum (consisting of an alumni career panel and public lecture), Weissberg Chair Residency, and faculty development activities. The scholarship program has been modified to include students in their junior and senior years, while a new fellows program will provide support to graduating seniors to help them take the next steps toward life-long engagement with human rights. Career development will be fostered by job shadowing and networking with alumni.

The 2011 Weissberg Chair was Ali Allawi, a noted author and former Minister of Defense of Iraq. His week-long residency was capped by a public talk on "The Future of Iraq," and followed the next day by a theatrical performance of The Sounds of Desire by Heather Raffo, who accompanied by a musician, performed sections of her larger work 9 Parts of Desire. Faculty members participated in a reading group to prepare for the week-long focus on Iraq.

The 2012 Weissberg Chair is Yuri Dzhibladze, founder and president of The Center for the Development of Democracy and Human Rights in Moscow. He will be on campus in late March.

The lecturer for the 2010 September Forum was Jean-Marie Kamatali, who spoke on "Rebuilding Society After Conflict and Dictatorship: Lessons from Rwanda. Professor Kamatali teaches in the law program of Ohio Northern University.

The lecturer for the 2011 Forum on September 12 is Mark Drumble, Washington and Lee University School of Law, who will speak on “Reimagining Child Soldiers in International Law and Policy.” Information on 2011 panelists as well as past panelists and lecturers can be found at:
http://www.beloit.edu/weissberg/program/
Funding for students included nine awards to gain hand-on experience with human rights over the fall and spring breaks, while two 2010 incoming students, Zaid Al-Hadeethi and Narges Hussaini, received Weissberg Scholarships to attend the college. Zaid is originally from Iraq and Narges Afghanistan. They will be joined in fall 2011 by two additional incoming Weissberg Scholars from the Czech Republic and Zambia. A call for nominations for scholars and fellows to be named for the 2012/13 year will be issued in the spring 2012 semester.

Faculty members Rachel Ellett (Political Science) and Lisa Anderson-Levy and Nancy Krusko (Anthropology) received Weissberg Program funding to travel to the Caribbean in summer 2011. Rachel is doing research on the Caribbean Court of Justice, while Lisa and Nancy did preparatory work for an ethnography field school to talk place over the 2012 winter break.

2010/11 STUDY ABROAD

Study Abroad Enrollments

Study abroad enrollments continued to decline from a peak enrollment in 2006/07. Nationally, study abroad enrollments are increasing, although the fastest area of growth has been in short-term programs (summer, January term, or 8 weeks or less). The figures reported for Beloit College reflect only mid-length (semester) and long-term (academic year) study abroad as seen in the charts and tables below. Typically, less than a handful of Beloit College students study abroad in the summer, and in 2010/11 there were no short-term faculty-led programs.

Roughly 20% of students approved to study abroad withdraw their plans before the start of their programs. This rate of withdrawal is consistent with the prior year. As seen below, the reported reasons for withdrawing have more to do with students mapping out their educational path and college years than factors such as finances.

Female students continue to dominate study abroad as is true across the country. However, males represented 32% of Beloit study abroad in 2010/11, an increase over the prior year (a pie chart displays this information below). Information on 2011 graduates (see separate document) indicates that international students are least likely to study abroad (having come from abroad to Beloit), although some do. However, among 2011 graduates, U.S. minority students were slightly overrepresented in the study abroad population. 2011 graduates who were also varsity athletes were somewhat less likely to study abroad, although participation rates vary considerably by sport.

The programs showing the highest study abroad enrollments continue to be Modern Languages and Literatures, International Relations, and Anthropology. A chart at the very end of this document contains this information.

Other Study Abroad Updates
A short-term ethnographic field school taught by Lisa Anderson-Levy and Nancy Krusko is scheduled for the 2011/12 winter break and will travel to Jamaica. Additionally, Nancy will teach Nicaragua in Transition in spring 2012; course participants will travel to Nicaragua over the spring 2012 semester break. A two-week May 2012 study abroad program attached to a spring 2012 course is also being planned.

The first major innovation in study abroad in 2010/11 was the adoption of the Studio Abroad on-line application system, which has streamlined the application process as well as the review of application while also reducing paper use.

A second innovation was the recasting of IDST 201, Study Abroad Reflection and Integration, as a course beginning with a 3-day workshop in the last days before the start of the semester, and continuing with 4 additional evening sessions. This allowed course participants to create digital films about their experiences. These not only served as a vehicle for reflection, but gave the students a vocabulary with which to talk about their study abroad. Several of the films have been posted to the Office of International Education website, and other programs at the college will now be incorporating digital films, including the first-year initiatives program. The recast course was introduced in January 2011 and is being repeated in August/September 2011.

At the end of the spring semester, the Committee on International Education modified the study abroad application essay prompts based on their work with applications over the year. The Office of International Education and Office of Institutional Research and Assessment subsequently refined the essay prompts and the rubrics used to evaluate them, and the post-study abroad reflection/evaluation instrument is being aligned with the new essay prompts.

One student was evacuated from his study abroad site in Egypt in the spring, and was able to instead spend the semester at Yeditepe University. Students studying in Australia, Japan, and New Zealand were able to complete their study abroad semesters despite the natural disasters taking place there.
Note: 8 students (7%) studied in both Europe and Africa through the Estonia/Morocco Program.

Beloit College students are more likely to study outside Europe than students across the U.S. Data reported nationally for 2008/09 are: Europe (54.5%), Latin America (15.4%), Asia (11.4%), Multiple Destinations (6%), Oceania (5.5%), Africa (5.3%), Middle East (1.4%), and North America (0.5%).
Nationally, males represented between 34.4% and 35.8% of the total study abroad population from 1999/2000 through 2008/09. At Beloit College, the representation of males in the study abroad population has ranged from 21% in 2004/05 to the 2010/11 high of 32%.

The low point on this chart is 33 in 1980/81. The high point is 153 in 2006/07. This year's number is 123.

These figures are all for semester or academic year study abroad. Nationally, more students study abroad for 8 weeks or less than for a semester or year.
Percentage of Withdrawals from Study Abroad After Approval 2007-2011

Reasons For Withdrawal 2010/11 (N=16)

- Postpone until next year
- No longer meet qualifications
- Campus Activities
- Need to stay to complete degree
- Field term or internship instead
- Financial Reasons
- Changed Major
- Want to graduate early
- Added Major/Minor
- Emotional issues
- Want to do Domestic Program
### Third-Party Provider Program Enrollment 2007 - 11

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The shift decline in enrollments in third-party provider programs can be attributed in part to Beloit College's joining the multi-lateral exchange program ISEP in 2008/09, which expanded access to universities around the world. Through ISEP, Beloit College students enroll in universities as visiting students (direct) or exchange students. Each outgoing exchange student can be replaced by...
an incoming exchange student from any ISEP member institution located outside the United States.

Beloit College uses a combination of program types in order to meet the educational needs of students while also ensuring that study abroad remains in reach, financially and educationally, for as many Beloit College students as possible.

**2010/11 Enrollment in Beloit Programs and ISEP Exchanges, as well as Direct Enrollment in Universities Abroad**

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<th>Program</th>
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<th>Spring</th>
<th>All Year</th>
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<th>Program Total</th>
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</table>

**Enrollment by Program Type 2010/11**

- Beloit & ISEP Exchange: 46%
- Third Party Providers: 27%
- Direct Enrollment: 14%
- ISEP Direct: 13%

**Program Total**

- 56 (45.5%)
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**Total:** 16

**Percentage:** 13%

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**Study Abroad by Department 2010/11**

- Modern Languages: 27
- International Relations: 16
- Anthropology: 15
- English: 11
- Psychology: 11
- Economics & Management: 11
- Sociology: 8
- Theater Arts: 7
- Political Science: 6
- Biology: 6
- Women & Gender Studies: 5
- History: 5
- Health & Society: 5
- Geology: 4
- Education & Youth Studies: 4
- Philosophy: 3
- Studio Art: 3
- Environmental Studies: 3
- Art History: 3
- Self-Design: 1
- Physics: 1
- Religious Studies: 1
- Pre-Med: 1
- Mathematics: 1
- Communications: 1
- Classics: 1

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STUDY ABROAD EVALUATION ANALYSIS

In spring 2011, following the conclusion of the study abroad application review, the Committee on International Education revised the application essay prompts. The topics covered by the prompts remain the same as in past years, but the prompts have been reworded to make them more comprehensible to applicants. The domestic off-campus application prompts subsequently went through a similar revision. The goals of both applications are to help students develop the imagination for their intended off-campus study so that they will have experiences while studying off-campus that are valuable both academically and personally.

Working with the Office of Institutional Research, the Office of International Education aligned the essay prompts with the post-program evaluation. This alignment will help students anticipate and reflect on the learning takes place during off-campus study, while also giving the institution valuable assessment data.

The post-program evaluation, therefore, has been reframed to more explicitly serve as an opportunity for student reflection. The first half of the evaluation is now devoted to this purpose, while the second half gathers information about the off-campus program itself. Students will be able to access their original application in order to assess the degree to which they achieved their intended goals, and will be sent a copy of the completed evaluation.

An analysis of study abroad evaluations collected in summer 2011 show very similar responses to those of previous years. The majority of students report that their study abroad experience was very positive and that it significantly enhanced their education, although they learned less in their classes than in Beloit. Most would also recommend their particular study abroad program/university to other Beloit students.

A few comments are in order about new evaluation elements.

One question now asks students about the influence of identity and status on their study abroad experience. Responses include:

“For the first time in my life, I was a minority based on the color of my skin. A humbling experience, making me want to always second guess my assumptions.”

-- Tim Lawrence, Malta

“I was able to see one view of how the States are seen from the outside perspective. Though I felt negatively in some ways about seeing the U.S. in a different light, I also came to realize more things I appreciate about it too.”

-- Bethany Kosmicki, Massey University, New Zealand

“Sometimes in Ecuador I felt bad about myself because I knew that was a lot more privileged than a lot of people who live there. I felt guilty and uncomfortable, but I think it’s important to realize the class and economic differences, and then to understand why they exist.”
Additionally, the revised evaluation asks students to assess the *usefulness of the off-campus study application process* in contributing to their success. The response to this question is generally positive, averaging a score of 3.58 out of a possible 5 points on a scale. Students noted that the process helped to clarify their goals and expectations, while a small number complained that the application was a distraction from their preparations to study abroad rather than a help as intended. Hopefully, the latter concern will have been addressed by a reduction of the number of essays from five to four, the elimination of redundancies in the essay prompts, and the use of more concrete language instead of abstract language.

Comments on the application process included positively:

“*I found that the entire application process made me think very hard about my study abroad goals and exactly what it was that I wished to gain out of my experience. I was very grateful for that once I was there.*”

-- Mashail Malik, Stathclyde University, Scotland

“*Going into the program I already had goals that matched exactly what the program would do for me. That’s a great advantage because you already know what you want to focus your time on. The other students on my program were caught off guard by everything. I was one of the few who was mentally prepared.*”

-- Sofia Noorani, CIEE Thailand

and negatively:

“*... I regret spending so much time and energy on the Beloit application process, when I could have been doing more research regarding my actual study abroad and coursework.*”

-- Julianne Angeli, ISEP Montpellier, France

**DOMESTIC OFF-CAMPUS STUDY**

**Enrollments**

In 2010/11, sixteen students participated in eight domestic off-campus programs, an increase from 14 students in the prior year. Two additional students had been approved to participate in the Washington Semester program, but subsequently withdrew their plans. 19 students are scheduled to study off-campus in 2011/12. The September application deadline for spring 2012 off-campus study may yield additional enrollments.

**2010/11 Domestic Off-Campus Study Enrollments**

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<tr>
<th>Sponsor</th>
<th>Program</th>
<th>Fall</th>
<th>Spring</th>
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<tr>
<td></td>
<td>Newberry Library</td>
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2011/12 Domestic Off-Campus Study Projected Enrollments

<table>
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<th>Sponsor</th>
<th>Program</th>
<th>Fall</th>
<th>Spring</th>
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<tr>
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<td>Chicago Business</td>
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<td>Chicago Urban Studies</td>
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<td><strong>Total Projected Enrollment</strong></td>
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<td>11</td>
<td>8</td>
<td>19*</td>
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One additional student was approved to participate in the ACM Chicago Urban Studies program, but subsequently changed plans.

The tuition cost for domestic off-campus programs is higher than the average study abroad tuition; enrollment is therefore generally held between 15 and 20 semesters of off-campus study per academic year.

![Domestic Program Enrollments 2007-2012](chart.png)

Evaluation Findings
Student reflective evaluation the domestic off-campus study experience was introduced in the spring 2011 semester. The evaluation instrument asks students to assess the degree to which they accomplished the goals they had set for themselves, as well as the degree to which they had reached the goals for domestic off-campus study set by the college. Students are also asked to measure the effectiveness of their off-campus study programs in several areas.

The analysis below can only be suggestive, given the small number of students studying off-campus in the spring 2011 semester. (Fall students were invited to submit evaluations, but few did.) The findings nevertheless give some insight into the domestic off-campus study experience.

A core learning goal for domestic off-campus study is for students to apply what they have learned in their studies to real world situations, and then bring this back into their studies. A participant in the Washington Semester’s International Environment and Development track noted:

My background in economics was very applicable when my class visited the World Bank and some other places. The class I took built on basic knowledge of the political system and economics which I was familiar with because of the classes I took at Beloit.

A participant in SEA Semester, wrote: “Biometrics helped me to design a method for conducting research in the field and helped me to understand the data that I collected.” Her interdisciplinary major also helped her relate this information to a larger context.

In discussing the relationship between the program and her studies when she returns to Beloit, another Washington Semester participant commented:

All of my experiences in D.C. from my internship on the Hill to the speakers in my environment and development course to my research on poaching and wildlife trade to the three weeks in Ghana are constantly present in my mind and this will be reflected back at Beloit in my academic and personal work.

Students were also asked to assess the effectiveness of their programs. Two areas that ranked high are the academic rigor and administrative effectiveness of domestic off-campus study. On a scale from 1 to 5, students ranked the challenge and pace of their courses an average of 4. On the same scale, students rated the effectiveness of their program administration at an average of 4.5. These numbers are significantly higher for domestic programs than they are for study abroad, which score an average of 3.1 and 3.4 respectively.

Conversely, student responses show that domestic off-campus study does not have as strong an effect as study abroad in increasing confidence in dealing with ambiguity and situations that challenge values and assumptions. Students rated their increased confidence at an average of 3.5 on the scale of 5, as opposed to 4.38 for study abroad.

INTERNATIONAL STUDENTS
Programming for international students in 2010/11 included:
• Orientation for new international degree and exchange students in August and January
• Welcome receptions at the start of each semester for new and continuing international students and returning study abroad students
• The host family program, coordinated by Al and Phyllis Wendorf. Program events included a host family picnic in late August for new international students, a winter clothing distribution, a December party, and a January potluck for new international students.
• Semester break activities including a fall visit to Milwaukee and a spring shopping trip
• Sessions on working in the U.S. during studies and after graduation in partnership with the Career Services Office
• Farewell Ceremonies for exchange students in December and May

The International Club also held several events for students such as movie trips, shopping trips, campus parties, discussions and study snack breaks, as well as a multi-cultural fair during the September Family and Friends Weekend, an international dinner with entertainment in March for the college community and host families, and a soccer match between international students and American students.

Students in Christina Eddington’s ESL classes hosted a radio show and held a digital film festival about their experiences in the U.S. They also shared information about themselves and their cultures in presentations at the Beloit Public Library.

<table>
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<td>Full Year</td>
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The percentage of females in the international student population is increasing; only 14% of international students beginning their studies in fall 2011 will be male.
The number of international students joining Beloit College in fall 2011 will be, at 49, somewhat less than in the previous August, but is still a substantial number compared to enrollments several years ago. We expect trend upward in the population to continue to rise.

The Beloit College international student population tends to have a lower percentage of Asian students than is true nationally at the undergraduate level, although the percentage of Asian students at Beloit College has increased substantially in recent years. Students from China have been the major source of this growth, as is true across countries. The College tends to enroll fewer students from Latin America than is the norm, but slightly more students from the Middle East.