
**Report on the Evaluation of the
Program for North American Mobility in
Higher Education: 1995 - 1997**

Evaluation Report

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Executive Summary

The Program for North American Mobility in Higher Education is a grant competition run cooperatively by the governments of the United States, Canada, and Mexico. The purpose of this competition is to promote a student-centered, North American dimension to education and training in a wide range of academic and professional disciplines. The Program funds collaborative efforts in the form of consortia consisting of at least two academic institutions from each country. The Program for North American Mobility in Higher Education fosters student exchange within the context of multilateral curricular development. Students benefit from having an added "North American" curriculum and cultural dimension to their studies through combination of trilateral curricular innovation and study abroad.

The Program is administrated collectively by the Fund for the Improvement of Postsecondary Education, U.S. Department of Education (FIPSE); Human Resources Development Canada (HRDC); and in Mexico by the Dirección de Desarrollo Universitario, Secretaría de Educación Pública (SEP).

The North American Mobility Program has revolved around two distinct phases of funding. The Program was first funded in 1995 for three consecutive years (1995, 1996, 1997) during which 30 awards were made to fund projects. Due to shifting funding priorities within the Mexican government, the new funding for the Program was discontinued for two years. In May 1999, program coordinators from FIPSE, HRDC, and SEP decided to reinstate the Program with a number of key changes based on lessons learned from the experiences of the 1995-1997 funding rounds:

- First, the Program guidelines were rewritten to better clarify the purpose and goals of the Program (the earlier Program guidelines had not elaborated on the goals of the program clearly enough as they pertained to curriculum development, language and cultural preparation, and student mobility).
- Second, the funding period for consortia was expanded from three to four years with the first year of funding designated as a "preparatory phase" for planning activities. By incorporating a first-year planning (preparatory) phase into an expanded four-year funding period, consortia were given the time they needed in order to develop both their administrative infrastructures and their formal agreements pertaining to institutional financial commitment to the project, financial sustainability beyond the government funding period, student recruitment and selection, student language preparation, student tuition and fees, student credit transfer and/or recognition, and faculty and curricular development. Projects not satisfactorily meeting the preparatory requirements by the end of the first year would not be extended government support beyond that point.
- Third, a new set of annual reporting guidelines were rewritten specific to the needs and goals of the North American Mobility Program. Prior to this time, US Project Directors had submitted their annual progress and final project reports using generic FIPSE reporting guidelines. As a result of these changes, the quality of the information generated/submitted to FIPSE has been greatly enhanced and standardized across projects. In addition, a centralized web-based reporting system has been piloted for further development and implementation.
- Fourth, FIPSE funding for the US grantees was almost doubled. Whereas the average amount of award in 1997 had been approximately \$105,000, the average amount of award

in 2000 was approximately \$210,000. Grants have since been awarded to 20 consortia in 2000 and 2001.

Because the 1995-1997 phase of the North American Mobility Program is substantially different from the Program as it was reinstated in 1999, this evaluation focused on the 1995-1997 phase of the Program. In 2001, the Consortium for North American Higher Education Collaboration (CONAHEC) undertook an external evaluation of the North American Mobility Program 1995-1997. In April 2001, CONAHEC engaged an external evaluation firm, Bosma & Associates International (BAI), to design and conduct the North American Mobility Program 1995-1997 evaluation.

Because CONAHEC as an organization promotes North American mobility in higher education, CONAHEC decided to undertake an evaluation the North American Mobility Program in order to assess the overall effectiveness and impact of the first phase of the Program. In particular, the evaluation revolved around the extent to which the North American Mobility Program 1995-1997 has met its stated objectives, i.e., enhanced student learning, encouraged international cooperation, developed student exchanges and partnerships among higher education institutions, and helped to prepare students for work in international contexts.

Further, the scope of this evaluation was limited to assessing the impact of the North American Mobility Program from the American perspective on participating US students, participating US institutions, and American higher education in general from across the 30 consortia funded during the 1995-1997 phase of the Program. A separate evaluation from the Canadian perspective is currently being conducted by HRDC, and an eventual evaluation may be conducted in Mexico.

Overall Conclusions / Findings

As a result of the North American Mobility Program, approximately 432 US students, 403 Canadian students, and 370 Mexican students traveled to and/or studied at a partner institution outside of their home country between 1995 and 1997. Approximately three-quarters of the projects reported that at least some of their students had also participated in either an internship or work placement during their mobile experience. Approximately 88% of the 432 US students enrolled in courses at a Canadian or Mexican institution earned credit upon their return to their home US institutions, and approximately 88% of those students have received credit equivalent to what they would have received for taking the same coursework at their home US institution.

The results of the evaluation reveal that the North American Mobility Program has been operating quite effectively since its inception in 1995. The North American Mobility Program fulfills a vital role in terms of helping institutions tap into an increasingly global/international environment within North America and to initiate activities that would otherwise be unavailable to them. The results of the evaluation also indicate that when a North American Mobility project/consortia has encountered problems and/or been less effective than originally intended/desired, it has not been the result of a systematic defect or problem within FIPSE or the North American Mobility Program, but rather to problems internal to the project itself and/or to isolated and special circumstances beyond the direct control of the North American Mobility Program.

It is evident from the results of the evaluation that the North American Mobility Program has effectively met the objectives of the Program in promoting student-centered cooperation between US, Canadian, and Mexican institutions. The North American Mobility Program funded 30 projects between 1995 to 1997 and the activities they have implemented revolve around

vocational education/training, research, teaching, curriculum development, and work placements and internships.

- Enhanced Student Learning. The vast majority of Project Directors (91%) indicated that they perceive the North American Mobility Program to have enhanced student learning both in terms of what students have learned as a direct result of their involvement in the Program, as well as the basic range of learning opportunities now available to students.
- Encouraged International Cooperation. An equal number of Project Directors (91%) conveyed the extent to which they feel the North American Mobility Program has encouraged international cooperation between US, Canadian, and Mexican institutions. Many individuals discussed the high degree of cooperation and collaboration that has taken place among institutions. In particular, they highlighted the communication that has occurred among faculty and administrators across institutions, the joint events and activities that have been developed and coordinated across institutions, and the numbers of students and faculty that have participated in each other's activities.
- Developed Student Exchanges Among Higher Education Institutions. The majority of Project Directors (96%) also indicated that they feel the North American Mobility Program has been effective at developing student exchanges among higher education institutions. Overall, 432 US students, 403 Canadian students, and 370 Mexican students have traveled to and/or studied at a partner institution outside of their home country. Table 4 provides a detailed breakdown of their survey responses.
- Developed Partnerships Among Higher Education Institutions. The majority of Project Directors (87%) indicated that they believe the North American Mobility Program has been effective towards developing partnerships among higher education institutions. Participants had highlighted the capacity of the North American Mobility Program to develop, enhance, and solidify relationships and friendships among their US, Canadian, and Mexican partners. Still yet, others discussed the extent to which formal networks of key academics and professionals in their respective fields across the three countries have formed as a result of their North American Mobility activities, in essence, strategic "partnerships" that go well beyond the scope and duration of the funding cycle.
- Helped to Prepare Students for Work in an International Context. Overall, the majority of Project Directors (96%) indicated that they feel the North American Mobility Program has helped to prepare students for work in an international context. Project Directors frequently emphasized the capacity of programs like the North American Mobility Program to produce a global work force and labor market, to expand the general awareness and understanding of global issues in business and industry among students and faculty, and to identify key industry needs.

It is also apparent based on feedback from the Project Directors that they believe the North American Mobility Program fulfills a critical need/interest for US institutions, US students, and US business and industry. The North American Mobility Program has fulfilled a critical need for US institutions in terms of the capacity of the Program to help institutions tap into an increasingly global/international world environment and to initiate activities that would otherwise have been unavailable to them. The Program has also fulfilled a critical need for US students in terms of the extent to which the Program has expanded the academic, professional, and cultural horizons of students, as well as the numbers/types of academic and business opportunities available to students upon graduation. The North American Mobility Program has also fulfilled a critical need for US business/industry via the capacity of the Program to produce a global work force and labor market and to expand the general awareness and understanding of global issues in business and industry.

Impact of North American Mobility Program

Findings Related to Program Effectiveness

Overall Administration/Organization of the North American Mobility Program. Project Directors (83%) reported that they were satisfied with the performance and involvement of their FIPSE Program Officer, the extent to which they clearly understood the steps their institution must take upon notification of funding (74%), and the extent to which they clearly understood their institution's responsibilities and involvement throughout the North American Mobility process (78%). These levels of satisfaction are quite significant given the level of interaction that typically occurs between the Project Director of a project and their FIPSE Program Officer.

Satisfaction with the North American Mobility Program Application Process. Project Directors indicated that they were quite satisfied with the availability of North American Mobility Program staff throughout the application process (77%), information from North American Mobility Program staff regarding the status of their applications (76%), the clarity of the basic eligibility requirements (74%), and the clarity of the specific documents required with their application (70%). They reported somewhat less satisfaction with the amount of "prep" and planning work required prior to submitting an application (61%), the time and effort required to complete the application materials (61%), and the clarity and user-friendliness of the application materials (57%).

Satisfaction with the First Year of Implementing a North American Mobility Project/Consortia. Three quarters of Project Directors indicated they were satisfied with the availability and helpfulness of their Program Officer throughout their project's planning and implementation activities, and with the guidance provided by their Program Officer regarding the steps their project/consortia must take. Likewise, approximately two-thirds of Project Directors indicated they were satisfied with the extent to which their project and project partners understood the steps they must take upon notification of their award.

Satisfaction with the North American Mobility Annual Reporting Requirements. Satisfaction with the North American Mobility annual reporting requirements was noticeably lower within this section. While the availability and helpfulness of the Program Officer throughout the project's annual report activities was the aspect rated the highest within this area (70%), only half of Project Directors indicated they were satisfied with the time and effort required to complete/submit the annual report or the clarity and user-friendliness of the annual reporting requirements.

Satisfaction with the Annual North American Mobility Conference/Meeting. Two-out-of-five Project Directors indicated that they were satisfied with the usefulness of the work sessions, the usefulness of the general sessions, and the extent to which the meeting has helped their project to improve. Only 25% of Project Directors were satisfied with the extent to which the meeting has covered topics important to them. Although the ratings to the items in this area of the survey were not very high, Project Directors also indicated during the interviews that the annual conferences and meetings and the various independent face-to-face meetings their project teams had initiated independently had been an aspect of the program that has had tremendous value to them in implementing their projects.

Outcomes for US Institutions

Familiarity with Aspects of Their US, Canadian, and Mexican Partners. Project Directors indicated that they were quite familiar with the relevant degree requirements (74%) and the

course requirements for common courses (74%) of their US partners. They also indicated that they were less familiar with the academic schedules (65%) and academic grading systems (65%) of their US Partners. The extent to which US Partners are very familiar with the same aspects of their Canadian and Mexican Partners was substantially lower. While most Project Directors indicated that they were somewhat familiar with the academic schedules (57%) and the academic grading systems (52%) of their Canadian and Mexican Partners. They were clearly less familiar with relevant degree requirements (50%), and course requirements for common courses (43%) of their Canadian and Mexican Partners.

Satisfaction with Their US, Canadian, and Mexican Partners. Project Directors were the most satisfied with their US Partners in terms of negotiating course content for common courses (79%), providing a quality experience for students/faculty when they are abroad (76%), sufficiently preparing their students to study in the program (67%), negotiating schedules for exchanges (64%), and sharing resources, expertise, and technology for the purposes of their North American Mobility project (64%). They were the least satisfied with their US Partners in terms of recruiting qualified students from their institutions to attend exchanges at their institutions (55%). Project Directors were the most satisfied with their Canadian and Mexican Partners in terms of establishing procedures for evaluating students' work done abroad (90%), providing a quality experience for students/faculty when they are abroad (90%), negotiating schedules for exchanges (86%), and negotiating academic credit transfers for courses (81%). They were the least satisfied with their Canadian and Mexican Partners in terms of communicating in a timely manner about consortia changes (65%), negotiating course content for common courses (68%), and sharing resources, expertise, and technology for the purposes of their North American Mobility project (71%).

Extent to Which US, Canadian, and Mexican Partners Have Collaborated. Project Directors reported that their US, Canadian, and Mexican Partners have "collaborated greatly" in developing tuition agreements, student exchanges, and credit recognition agreements.

Outcomes for US Students

A total of 432 US students, 403 Canadian students, and 370 Mexican students have traveled to and/or studied at a partner institution outside of their home country. Approximately 88% of the US students that have studied abroad have enrolled in courses at a Canadian or Mexican institution that has earned them credit upon their return to their home US institutions, and approximately 88% of these students have received credit equivalent to what they would have received for taking the same coursework at their home US institution.

Approximately 75% the projects reported that some of their students have also participated in internships or work placements when they have studied abroad. Of this number, approximately 11% students participating in an internship or work placement have been paid for their participation. While approximately half of the projects reported that students' internships and work placements take place during the regular academic term concurrent with students' other academic studies, other projects indicated that student internships and work placements for their students take place either before or after the regular academic term.

During their interviews, Project Directors discussed some of the primary outcomes that have occurred for students involved in the North American Mobility Program. Overall, they identified three types of outcomes that have occurred for students: increased/expanded employment opportunities, increased awareness and understanding of global values and perspectives, and an enriched understanding of their discipline/specialty area. Project Directors indicated that a benefit for students who have participated in the North American Mobility Program is both their

increased employability and an increase in the number and types of employment options available to them upon graduation.

Outcomes for US Business/Industry

The North American Mobility Program has also helped to prepare students for work in an international context. Project Directors frequently emphasized the capacity of programs like the North American Mobility Program to produce a global work force and labor market, to expand the general awareness and understanding of global issues in business and industry among students and faculty, and to identify key industry needs. Approximately three-quarters of the projects reported that at least some of their students had also participated in either an internship or work placement while studying abroad. Of this number, approximately 11% of the students were paid for their participation.

Factors Promoting/Limiting the Success of the North American Mobility Program

Factors Promoting Success

A first factor contributing to the overall success of the North American Mobility Program has been the manner in which the North American Mobility Program was incorporated into the overall infrastructure of FIPSE within the US Department of Education. While all of the basic systems, mechanisms, and resources needed to implement the North American Mobility Program were well seasoned and established, FIPSE provided a credible, stable, and recognizable framework in which to launch the North American Mobility Program.

A second factor contributing to the overall success of the North American Mobility Program has been the flexibility and willingness of FIPSE and its Program Officers to adapt to the changing and evolving needs of the individual projects. It was also evident throughout the evaluation that the non-threatening environment that FIPSE and the Program Officers created for the projects promoted greater levels of creativity and a greater willingness to explore and experiment with some of the more “high-risk” aspects of implementing their projects.

A third way factor contributing to the overall success of the North American Mobility Program has been the commitment of the Project Directors, Project Partners, Students, and Faculty to make their projects and their North American Mobility experiences a success. The student exchange component has been an aspect of the North American Mobility projects that has gone well, generating a plethora of international and multi-cultural opportunities that have included coursework, research opportunities, internships, and work placements. As a result of the North American Mobility Program, students have been able to meet their peers across the three countries, develop a professional rapport with the leaders/experts in their fields, and enhance their (international) career opportunities for the future.

Factors Limiting Success

Institutional/Administrative-Related Issues. A first area of significant frustration for a number of projects revolved around a variety of institutional/administrative barriers. A primary barrier within this area involved the funding-related problems (i.e., funding delays) that many of the Mexican partners encountered as well as the upheaval created by the student strike at UNAM that lasted nine months, in effect, closing the university. Various government and visa-related restrictions also complicated the projects efforts to implement student exchanges. According to the Immigration and Naturalization Service (INS), an institution cannot issue an I-20 visa application

to a student unless the student pays out-of-state. Similarly, mandatory health insurance, tuition rates, and visa requirements also created problems for some of the US projects when placing students in Canada and Mexico.

Likewise, some of the basic differences in program/degree requirements across the three countries generated problems that the projects sometimes found very difficult to overcome. A final institutional/administrative barrier revolved around the basic economic inequalities between the three countries. The cost-of-living expenses for Mexican and Canadian students and faculty coming to the US was invariably much greater than for US students and faculty going to either Canada or Mexico. Exchange rates were particularly “irritable issues” for Canadian and Mexican students and faculty.

Organizational/Implementation-Related Barriers. A second area of frustration for projects revolved around a variety of organization/implementation-related barriers. A number of projects indicated that the level of support and/or the level of commitment from the different institutions hadn’t always been the same, sometimes also reflecting the “uneven capacities” of the different institutions. These initial “inequities” were frequently exacerbated by turnovers in key project staff that dramatically affected the continuity of the project in some cases. However, not all turnover in staff was unanticipated – School of Nursing Deans in some Mexican institutions involved are rotated every two-to-four years.

Host families were another issue that impacted the effectiveness of some projects. In addition to meeting specified living accommodations, host family placement required a certain amount of training prior to the arrival of the foreign students. Students often did not know who their host family was until they had arrived in the country. In a number of situations, project faculty actually played the host family role in order to ensure that incoming foreign students had a place to stay. Transportation costs also exceeded original estimates for a number of projects – many projects had based their projected airfare expenses on excursion rates which ultimately could not be used for stays abroad longer than 30 to 60 days.

Student Recruitment-Related Barriers. Student recruitment proved to be a challenging obstacle for a number of the projects to overcome. Many of the projects seemed to have difficulty recruiting full-semester student exchanges. Many students found it difficult to “squeeze in” a semester abroad due primarily to financial constraints, home and family obligations, and work commitments. In some situations, participating in an exchange meant missing out on career-related opportunities such as on-campus interviews. Other students, such as community college students couldn’t afford to take an entire semester off from work to complete a study-abroad program. Language barriers also posed problems for recruiting students for the exchanges. US institutions had a difficult time finding students with adequate language skills to study abroad in a second language, often having to find ways to get students interested enough in an exchange to enroll in language preparation courses prior to the exchange.

Partner Performance-Related Barriers. A few Project Directors indicated that a major impediment to their projects had been lack of commitment of some of their partners and/or poor communication among some of the partnering institutions. In some of these situations, they indicated that partner institutions had “picked up the slack” or worked around an unproductive partner, indicating that the progress and success of an entire project could be affected if the key players were not fully committed. A couple of individuals went on to say that some of their project expectations and goals had not been realized because of problems in this area.

Areas Where Change/Improvement Should be Targeted

Continue to streamline/centralize the annual reporting requirements. A factor that limited the success of the current evaluation was directly related to the quantity, quality, and consistency of the annual and final reports that had been submitted to FIPSE. As a result of the changes implemented starting with the 2000 consortia, the quality of the annual information being generated and submitted to FIPSE has been greatly enhanced and standardized across projects. In addition, a centralized web-based reporting system has been piloted for further development and implementation. It is important that FIPSE continue to monitor the effectiveness of the new project reporting requirements, and that the reporting requirements for the respective US, Canadian, and Mexican authorities be as streamlined and centralized as possible going forward.

Continue to monitor the quality of the annual conferences/meetings. Only 40% of Project Directors indicated that they were satisfied with the extent to which the annual conference and meetings have helped their project to improve, the usefulness of the work sessions, and the usefulness of the general sessions, and only 25% of Project Directors were satisfied with the extent to which the meeting has covered topics important to them. Although the ratings to the items in this area of the survey were not very high, Project Directors also indicated during the interviews that the annual conferences and meetings and the face-to-face meetings their project teams had initiated independently had been an aspect of the Program that has had tremendous value to them in implementing their projects. With regards to the recent changes made to the organization and implementation of the annual conferences, it should be noted that feedback from Project Directors regarding the March 2000 conference in Austin, Texas, was extraordinarily positive. FIPSE should continue to monitor the effectiveness of this important mechanism for projects.

Develop and implement a formal ongoing evaluation component. A factor limiting the success of the evaluation revolved around the lack of input and/or feedback from students. While it was often difficult to locate a current address for students once their involvement with the Program had ended, the time constraints of the project staff was also a factor which limited their capacity to follow-up and/or collect student feedback. Likewise, the quality, comprehensiveness, and consistency of the annual reports submitted by the projects varied significantly across the projects. While some of the projects already had independently commissioned external evaluation components in place, other projects seemed to have given little thought to evaluating the effectiveness of their projects. Using the results of this evaluation, and taking into account the changes made to the Program starting with the 2000 consortia, FIPSE should continue developing an overall evaluation plan with standardized accountability criteria for tracking the ongoing effectiveness of Program administration, monitoring project status/progress throughout the year, collecting student evaluation data throughout the year, monitoring project outcomes (e.g., student and faculty involvement) at the end of each year, and reporting project information required in the annual report.

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PROJECT BACKGROUND AND OVERVIEW

Overview of the Project

FIPSE works mainly through modest seed grants as incentives for improvement, following a mandate to improve postsecondary educational opportunities across agencies and institutions offering education after high school. The Fund is considered distinct compared to other educational programs both because of its broad mandate, and its view of postsecondary education as a dynamic and/or evolving system. A philosophy of setting priorities, rather than prescribing solutions, has been attributed to the high rate (about 70%) of projects that continue after FIPSE support ends.

The North American Mobility Program

The Program for North American Mobility in Higher Education is a grant competition run cooperatively by the governments of the United States, Canada, and Mexico. The purpose of this competition is to promote a student-centered, North American dimension to education and training in a wide range of academic and professional disciplines. The Program funds collaborative efforts in the form of consortia consisting of at least two academic institutions from each country. The funding period covers up to four years.

The Program for North American Mobility in Higher Education fosters student exchange within the context of multilateral curricular development. Students benefit from having an added "North American" curriculum and cultural dimension to their studies through a combination of trilateral curricular innovation and study abroad.

The overall goal and objective of the North American Mobility Program is to promote a student-centered, North American dimension to education and training in a wide range of academic and professional disciplines that complements existing forms of bilateral and trilateral exchange programs among the three countries. Other goals related to improving the quality of human resource development in the three countries and to exploring ways in which students can be prepared to work throughout North America include:

- The mutual recognition and portability of academic credits among North American institutions;
- The development of shared, common, or core curricula among North American institutions;
- The acquisition of the languages and exposure to the cultures of the United States, Canada, and Mexico;
- The development of student apprenticeships or other work related experiences; and
- An increased cooperation and exchange among academic personnel among North American institutions.

The Program is administrated collectively by the Fund for the Improvement of Postsecondary Education, U.S. Department of Education (FIPSE); Human Resources Development Canada (HRDC); and in Mexico by the Dirección de Desarrollo Universitario, Secretaría de Educación Pública (SEP).

Each applying consortium is required to nominate one lead institution from the US, Canada, and Mexico. The members of the consortium are also jointly required to prepare a common proposal to be submitted by the US lead to the US authorities, by the Canadian lead to the Canadian authorities, and by the Mexican lead to the Mexican authorities. The guidelines among the three countries are the same, differing only with respect to financial and institutional disclosure details. Proposals submitted to all three governments must be identical, with the exception of financial and institutional disclosure details. Partnerships may be newly formed or build on existing links between two or more partners. Projects, however, must be new and innovative and they must not duplicate or simply extend existing activities.

Consortia projects are to be student-centered and oriented to pedagogy rather than to research collaboration between partners. Research internships for science and engineering students are eligible as a form of work placement, targeted at a specific audience of students who will benefit from the project. Projects are also asked to outline clearly defined performance measures to aid in the evaluation of the project.

A main objective of this Program is to encourage and enable students to spend study periods in a country or region where they can experience a different academic, cultural and linguistic milieu from that of their home region. It is important, therefore, that institutions take measures for the cultural and linguistic preparation of students, and that these measures be clearly addressed in the proposal. All students are to receive cultural preparation for their foreign stay, and all students spending a study period in a country whose official language is not their own should receive preparation in that language both before and after departure.

On average, each partner institution is expected to move a minimum number of students during the period of the grant, and ideally there should be some student mobility to each partner institution. Funding for student mobility stipends for travel, cost of living, and health insurance are available to consortia in order to test the organizational frameworks being developed. A consortium's commitment to send more than the minimum number of students is welcomed. For example, some students may be able to benefit from the opportunities offered by the consortia without needing mobility stipends.

The North American Program is unique in that grants are made separately by FIPSE to US institutions, by HRDC to Canadian institutions, and by SEP to the Mexican institutions. Grants made by FIPSE are made directly to US colleges and universities to support some of the costs related to the administration of new joint programs as well as to support student mobility through modest student stipends. A similar approach is used in Canada and in Mexico.

Evolution of the North American Mobility Program

The North American Mobility Program has revolved around two distinct phases of funding. The Program was first funded in 1995 for three consecutive years (1995, 1996, 1997) during which 30 awards were made to fund projects. Due to shifting funding priorities within the Mexican government, new funding for the Program was discontinued for two years (1998, 1999). In May 1999, program coordinators from FIPSE, HRDC, and SEP met with the Project Directors of the 30 grantees to discuss the future funding of the North American Mobility Program. As a result of their discussions with the Project Directors, the program coordinators from all three governments decided to reinstate the Program with a number of key changes based on lessons learned from the experiences of the 1995-1997 funding rounds.

First, the Program guidelines were rewritten to better clarify the purpose and goals of the Program (the earlier Program guidelines had not elaborated on the goals of the program clearly

enough as they pertained to curriculum development, language and cultural preparation, and student mobility).

Second, the funding period for consortia was expanded from three to four years with the first year of funding designated as a “preparatory phase” for planning activities. Consortia from the 1995 to 1997 awards had generally needed more time to develop the administrative and programmatic infrastructures of their projects prior to sending students abroad for study. By incorporating a first-year planning (preparatory) phase into an expanded four-year funding period, consortia were given the time they needed to develop their administrative infrastructures as well as their formal agreements pertaining to institutional financial commitment to the project, financial sustainability beyond the government funding period, student recruitment and selection, student language preparation, student tuition and fees, student credit transfer and/or recognition, and faculty and curricular development. In order to ensure the success of a project, each consortium was now required to demonstrate that all institutional partners were fully committed to working together in achieving the goals of the project prior to the receipt of their second, third, and fourth-year funds. Projects that did not satisfactorily meet the preparatory requirements by the end of the first year would not be extended government support beyond that point.

Third, a new set of annual reporting guidelines were rewritten specific to the needs and goals of the North American Mobility Program. Prior to this time, US Project Directors had submitted their annual progress and final project reports using generic FIPSE reporting guidelines. As a result of these changes, the quality of the information generated/submitted to FIPSE has been greatly enhanced and standardized across projects. In addition, a centralized web-based reporting system has been piloted for further development and implementation. Further, in the past, many program officers had not been allowed to travel to the annual meetings and conferences abroad – this was also changed in order to enhance the role of and involvement of the program officers with the consortia.

Fourth, FIPSE funding for the US grantees was almost doubled. Whereas the average amount of award in 1997 had been approximately \$105,000, the average amount of award in 2000 was approximately \$210,000. Grants have since been awarded to 20 consortia in 2000 and 2001.

Evaluating the North American Mobility Program 1995-1997

As a direct result of the North American Mobility Program, approximately 432 US students, 403 Canadian students, and 370 Mexican students traveled to and/or studied at a partner institution outside of their home country between 1995 and 1997. Approximately three-quarters of the projects reported that at least some of their students had also participated in either an internship or work placement during their mobile experience.

Because the 1995-1997 phase of the North American Mobility Program is substantially different from the Program as it was reinstated in 1999, this evaluation focuses on the 1995-1997 phase of the Program. In 2001, the Consortium for North American Higher Education Collaboration (CONAHEC) undertook an external evaluation of the North American Mobility Program 1995-1997. CONAHEC is a network of more than 100 colleges, universities, and higher education organizations from across the US, Canada, and Mexico, and many of its goals/objectives as an organization are consistent with the goals and objectives of the North American Mobility Program.

In April 2001, CONAHEC engaged an external evaluation firm, Bosma & Associates International, to conduct the North American Mobility Program 1995-1997 evaluation. Bosma & Associates International is a privately owned research firm and had conducted the evaluation of

the EC/US Program Cooperation in Higher Education and Vocational Training for FIPSE in 1999-2000.

As such, an evaluation of the North American Mobility Program 1995-1997 was undertaken in 2001 in order to assess the overall effectiveness and impact of the first phase of the Program. In particular, the evaluation revolved around the extent to which the North American Mobility Program 1995-1997 has met its stated objectives, i.e., enhanced student learning, encouraged international cooperation, developed student exchanges and partnerships among higher education institutions, and helped to prepare students for work in international contexts.

Purpose of the Evaluation

While evaluation is primarily viewed as the process of determining the merit and worth of the object being evaluated, it is important to note the difference between the goal and role of an evaluation. The **goal** of an evaluation is to provide answers to the significant evaluative questions that have been raised, whereas the **role** of an evaluation refers to the ways in which those answers are used. In this sense, the goal of conducting evaluation remains fairly constant across different evaluation contexts. However, the way in which evaluation information is collected and used can vary greatly in different evaluation settings.

Evaluators also make a distinction between formative, summative, and needs assessment approaches to evaluation. **Summative** evaluations are aimed at determining the essential effectiveness of programs and are important to top administrators and funders in making decisions about the continuation or termination of programs. A summative evaluation typically examines whether a project implemented the activities intended and documents the outcomes that have occurred. Evaluations of this type generally take place at the conclusion of a project/program or at a point when the project has had enough time to reach a reasonable level of stability.

On the other hand, **formative** evaluations focus on ways of improving and enhancing programs. A formative evaluation typically examines the clarity/focus of a project's goals and intended outcomes, or looks for ways in which the operations of a program can be improved during a period of development. Formative evaluations can be conducted, not only in the initial stages of development, but at any point in the life of a project or program. They are generally most useful to the program administrators and staff directly involved with operating the program.

Needs assessment evaluation is used to collect information related to the need for a project, service, or product. Needs assessment evaluations are aimed at determining whether there is a sufficient need for the program, service, or product under consideration and then whether the difference the proposed entity can make is worthwhile enough to pursue. While needs assessment evaluations are typically conducted prior to implementation by key decision-makers and/or potential sponsors, they can, like formative evaluation, be conducted at any point in the life a project or program when that type of information is needed. While this evaluation will be primarily summative in nature, it will contain characteristics of the other two levels as well.

Evaluation Objectives

Because the 1995-1997 phase of the North American Mobility Program is substantially different from the Program as it was reinstated in 1999, this evaluation focuses on the 1995-1997 phase of the Program. In 2001, the Consortium for North American Higher Education Collaboration (CONAHEC) undertook an external evaluation of the North American Mobility Program 1995-1997. CONAHEC is a network of more than 100 colleges, universities, and higher education organizations from across the US, Canada, and Mexico, and many of its goals/objectives as an organization are consistent with the goals and objectives of the North American Mobility Program.

CONAHEC undertook an evaluation of the North American Mobility Program 1995-1997 in order to assess the overall effectiveness and impact of the first phase of the Program. In particular,

the evaluation revolved around the overall impact and effectiveness of the Program, as well as the extent to which the North American Mobility Program 1995-1997 has met its stated objectives, i.e., enhanced student learning, encouraged international cooperation, developed student exchanges and partnerships among higher education institutions, and helped to prepare students for work in international contexts.

Further, the scope of this evaluation was limited to assessing the impact of the North American Mobility Program on participating US students, participating US institutions, and American higher education in general from across the 30 consortia funded during the 1995-1997 phase of the Program.

Utilizing a variety of quantitative and qualitative data collection strategies and analyses, the evaluation focused on the following broad areas:

- The degree to which international education and cooperation has been promoted through the North American Mobility Program.
- The degree to which the North American Mobility Program has impacted students.
- The degree to which programs supported by the North American Mobility Program have become institutionalized at US and their partner institutions.
- The degree to which the level of funding from FIPSE and the participating institutions is appropriate to develop viable programs.
- The degree to which the North American Mobility Program offers added value to international efforts in American higher education.
- The degree to which the North American Mobility Program is cost effective.
- The degree to which innovations funded by the North American Mobility Program have successfully influenced education practices at other US higher education institutions.

GENERAL APPROACH TO THE PROJECT

General Approach to the Evaluation

Overall, the evaluation used a case study approach, combining **qualitative** (in-depth interviews, records analysis, and focus groups) and **quantitative** (survey questionnaires and institutional/program data) data collection methods to gather the information needed to determine the effectiveness of the Program. The evaluation was designed to provide an in-depth analysis and assessment of the effectiveness the North American Mobility Program in meeting its goals as well as the impact of the Program on participating US institutions and students. The results of the evaluation will also indirectly assist FIPSE, HRDC, and SEP staff to prepare for future stages of the Program.

In general, this project was divided into three basic phases. The **first phase** of the project revolved around initial planning and design activities. The **second phase** of the project involved the implementation and administration of project data collection activities. The **third phase** of the project centered on data analysis and report generation/dissemination, including data entry/processing activities, data analysis activities, and report generation activities.

The evaluation involved the development and administration of three basic data collection formats: web-based survey questionnaires, in-depth phone interviews, and records analysis of existing Program-related materials/records/data.

Evaluation data/information was collected from the following groups: US Project Directors, US students who participated in exchanges in Mexico or Canada, FIPSE/North American Mobility Program staff, and North American Mobility program records/materials. The data collection plan for the project is available in Appendix A.

Scope of Information to be Collected

As discussed earlier, the evaluation of the North American Mobility Program 1995-1997 was undertaken in order to assess the overall effectiveness and impact of the first phase of the Program. In particular, the evaluation revolved around the overall impact and effectiveness of the Program, as well as the extent to which the North American Mobility Program 1995-1997 has met its stated objectives, i.e., enhanced student learning, encouraged international cooperation, developed student exchanges and partnerships among higher education institutions, and helped to prepare students for work in international contexts.

Further, the scope of this evaluation was limited to assessing the impact of the North American Mobility Program on participating US students, participating US institutions, and American higher education in general from across the 30 consortia funded during the 1995-1997 phase of the Program. The evaluation focused on the following broad objectives:

Objective #1: The degree to which international education and cooperation has been promoted through the North American Mobility Program.

The evaluation examined the kinds of joint programs which have evolved since the inception of the North American Mobility Program. This included outlining any new trends in program development; determining defining characteristics of programs supported by the North American Mobility grants, and outlining similarities or differences these programs may have from other international higher education programs. Indicators included: number of students sent abroad; length of time students spend abroad; number and type of new joint academic/professional

programs and consortia developed; number and type of partnerships developed among higher education, vocational education, or training institutions, professional associations, business and industry; degree to which academic experience is portable and transferable between Mexico, the U.S. and Canada; number and type of new international degrees or certification; existence of new international program recognition/accreditation; and degree to which the exchange of information and expertise is enhanced.

Objective #2: The degree to which the North American Mobility Program has impacted students.

The evaluation examined specific ways in which students have been affected by these programs including how participation in these programs has impacted students differently from participation in other international exchange programs. Indicators included: enhanced language skills; level of preparation of students from U.S. institutions to work in international contexts; enhanced knowledge about Mexico and Canada and social policies, and/or cultural and business practices; increased number of placements of students in careers which are international in nature; change in planned time to degree; increased interest in learning in internationally-oriented disciplines or professions; enhanced understanding of a discipline or program from an international perspective; enhanced capacity of Canadian and Mexican students who have studied in the US to work in an international context; and increased personal interest in international topics.

Objective #3: The degree to which programs supported by the North American Mobility Program have become institutionalized at U.S. and their partner institutions.

The evaluation examined the sustainability of consortia and joint efforts developed at U.S. and their Mexican and Canadian partners. Indicators of success included the development of sustainable new courses, programs, curricula, degrees or certification developed as a result of this program. Other important indicators were a continued commitment on the part of the institution to attract and recruit students for study abroad and the sustainability of funding to academic and professional programs over the long term.

Objective #4: The degree to which the level of funding from FIPSE and the participating institutions is appropriate to develop viable programs.

The evaluation examined the appropriateness of the level of funding to promote the goals and objectives of the Program. It examined the cost effectiveness of joint programs *at the institutional level* as well as compare costs of these programs to those of other campus-based international programs.

Objective #5: The degree to which the North American Mobility Program offers added value to international efforts in American higher education.

The evaluation examined what the North American Mobility Program adds to international efforts in American higher education not already available through other programs.

Objective #6: The degree to which the North American Mobility Program is cost effective.

The evaluate examined how cost effective the North American Mobility Program *is on the whole*. In doing so, it examined how the costs of joint efforts supported by the North American Mobility Program compare to those of other cross-national programs.

Objective #7: The degree to which innovations funded by the North American Mobility Program have successfully influenced educational practices at other U.S. higher education institutions.

The program examined what educational practices developed as a result of North American Mobility Program have become more mainstream in American higher education. This included an examination of any by-products, intended or unintended, which had been developed (new curricula, new distance learning practices or technology, new alliances, etc.).

Data Collection Plan

First, a **web-based survey questionnaire** was developed and administered to US Project Directors involved with the North American Mobility Program. The questionnaire was used to collect and document information related to program implementation, program effectiveness, and program impact across the identified groups.

Second, a series of **structured in-depth phone interviews** were conducted with a sampling of US Project Directors and FIPSE/North American Mobility Program staff. In general, the interviews were used to collect and document in-depth information related to program implementation, program effectiveness, program impact, and policy implications. The interviews with FIPSE/North American Mobility Program staff focused more on policy implications and less on program implementation and program effectiveness.

Third, the scope of the evaluation also included **records analysis**, i.e., a review and examination of relevant program-related records/materials such as initial project proposals, FIPSE responses to proposals, annual reports, institutional/program records, and student achievement data. The intent was to organize the project data so that existing institutional information (as is possible and realistic) in the possession of FIPSE could be matched up with, and then included/analyzed with the information obtained in the course of this study.

Data Collection Activities and Response Rates

Survey Administration

The scope of work involved the distribution of a web-based survey to the US Project Directors across the 30 1995-1997 North American Mobility grants. The primary factors motivating Project Directors to get involved in the evaluation were (1) interest in and commitment to the North American Mobility Program, (2) sense of duty/obligation to respond to requests on behalf of a program they had been involved with, and (3) a desire and/or interest to return the favor/provide feedback. The primary factors working against higher response rates included (1) limited interest in assisting CONAHEC; (2) limited interest in getting involved in the evaluation activities; and (3) lack of time to get involved with and/or respond to requests for evaluation information.

A number of steps were undertaken to amplify the factors promoting likely response and to counteract the factors discouraging likely response. First, all correspondence sent to the target audiences stressed the importance and relevance of the individual's feedback that made it easy for those motivated for reasons of interest/commitment to respond. Likewise, it also worked to undermine the disinterest level of those less interested in responding. Second, the FIPSE, North American Mobility Program, and CONAHEC logos were predominately displayed on all materials to promote a sense of duty/obligation to respond.

Third, as a means of compensating for the limited level of involvement and/or the short amount of time that some projects and/or individuals may have been involved in the North American Mobility Program, respondents were encouraged to respond to the extent possible – assuming a position that “something” is better than nothing. Fourth, as outlined in the original proposal

materials, the project used a variety of aggressive follow-up strategies (as can be found in most textbooks that deal with survey research) designed to illicit the greatest level of response (e.g., an initial email explaining the scope/purpose of the evaluation, follow-up email and telephone reminders, and a toll-free number to call for questions/support). Respondents that had still not responded to the survey after seven contacts from the evaluation team were then contacted by a staff member from CONAHEC reminding them to complete their survey – 22 of the 30 Project Directors completed the survey.

Two factors significantly influenced student response to the surveys. First and foremost, for students who had “moved on” from their involvement with the Program (e.g., graduated from the institution, moved on to other phases of their degrees, gone back to their home program area, etc.) it was often difficult to locate and/or to find a current address (USPS or email) for many of the students no longer directly involved with Program activities. Many of the institutional contacts reported back to the evaluation team that they simply had no easy way of finding/locating students once they were gone from the Program (e.g., through with a class, etc.).

Second, time constraints of both the designated contact for the respective US institutions and students themselves were a big factor that limited response to the student survey. In several situations where surveys had been sent in bulk to an institution for distribution to students, it doesn't appear that any of the surveys ever got distributed to any students at all. In other situations, a number of students indicated in a “reply” email that they had received the invitation and would complete it as soon as they had gotten other priorities taken care of – never to be heard from again.

Phone Interview Administration

A number of steps were also undertaken to promote participants' response to the phone interviews. A personalized email was sent to approximately one-third of the Project Directors providing them with the purpose of the project, the scope of the interview, a schedule form which could be easily returned to the evaluation team using the “reply” button of their email program to indicate their time/date preferences for scheduling an interview, and a toll-free number to call with questions and/or to schedule their interview – nine Project Directors participated in an in-depth interview.

Records Analysis of North American Mobility Program Materials/Records

The records analysis of North American Mobility Program materials/records was used (to the extent possible) to collect the following types of information:

- student enrollment and participation data.
- student outcome data, e.g., enhanced/increased skills, placements, degrees and certificates, school completion time, etc.
- financial/cost-effective data, e.g., cost-effectiveness of programs at the institutional and program level, etc.
- types/characteristics/similarities/differences of projects/partnerships developed among higher education, vocational education/training, professional associations, and business and industry.
- number/types of degrees and certificates developed.
- number/types of new courses, programs, and curricula.

- institutional commitment to the programs.
- sustainability of funding for continuing programs.
- capacity of institutions to attract/recruit students to projects.
- degree/extent of improved cooperation and information/expertise exchange.

Overall, the evaluation team was able to examine 17 Final Reports, 10 Second-Year Annual Reports, and 3 First-Year Annual Reports.

Validity and Reliability of the Results

Research projects typically organize sampling methods in one of two basic ways. A *first* approach to organizing sampling plans focuses on obtaining a pre-determined number of completed surveys from a specific market segment or demographic group. In these types of situations, a mailing list or phone list is often obtained at a ratio of 10 or 15 to 1 – depending on what the anticipated response rate for the target group is expected to be. The obvious caveat of this approach is that having obtained a pre-defined number of completed phone interviews could be misleading if one were not to take into account the number of refusals encountered due to widespread disinterest.

A *second* approach to organizing a sampling plan (used much less frequently in applied types of research) revolves around obtaining a pre-determined response rate of the respondents surveyed within a sample or population. Project management energies are channeled into using a variety of aggressive follow-up tactics, such as follow-up mailings, follow-up phone calls, incentives, and stipends in order to increase response rates. This type of approach is more often used when the total population or universe is known as in the case where a company which wants to survey 20 percent of its 60,000 employees or when an organization desires to survey all of its constituents. While an obvious caveat of using this approach is the cost associated with obtaining higher response rates, recent meta-analyses of survey research projects have questioned the importance and necessity of obtaining higher response rates for general decision-making situations where a moderate amount of variance is acceptable.¹ The obvious advantage of using this type of approach is the defensibility and generalizability of the information. The second approach was generally utilized for this project.

As discussed earlier, the purpose of this study was to assess the strengths, weaknesses, and overall success of the North American Mobility Program and to make recommendations for improving the program – a general decision-making situation where a moderate amount of variance is acceptable. The project collected a wide variety of detailed and specific information from all 30 Projects. In this context, given the consistency of the responses across all of the surveys returned and all of the interviews completed, the information and messages have been very consistent – perhaps the greatest indicator of both the validity and reliability of the data. The results of the study, therefore, provide both a valid and reliable measure of the opinions and experiences of the projects involved with the North American Mobility Program.

¹ See for example, *Reassessing the Value of High Response Rates to Mail Surveys*, Douglas Berdie, Marketing Research, September 1989.

EVALUATION FINDINGS

Organization of the Evaluation Findings

The evaluation data are presented as answers to the major questions posed in the evaluation design and are based on survey information collected from 22 Project Directors, in-depth interview information collected from 9 Project Directors, and records analysis of North American Mobility records/materials from the 30 1995-1997 North American Mobility projects.

The first section of project findings, Project Characteristics and Demographics, summarizes a variety of project/consortia data that includes the primary orientation of the projects, student involvement and participation, primary focus of the project, and primary student audience. The summary information presented in this section is based on program information collected from Project Directors and from available program records/materials, e.g., annual reports, etc.

The second section, Findings Related to Program Effectiveness, summarizes findings related to the effectiveness of North American Mobility Program organization and administration; student recruitment, preparation, and participation strategies and activities; and the dynamics of the relationship between Program Officers and the Projects. This section of the report also highlights aspects of Program Development/Implementation Going Well and/or in Need of Change; aspects of the North American Mobility Program that have been the most/least helpful for participating US institutions and students; and the extent to which the North American Mobility Program fulfills a critical need/interest for participating US institutions and students. The information presented in this section is based on survey and interview information collected from the Project Directors as well as from available program records/materials.

The third section, Findings Related to Program Impact, focuses on the extent to which the North American Mobility Program has met its stated objectives; the outcomes (direct and indirect) that have occurred for US institutions, US students, and US business/industry participating in the North American Mobility Program; and the extent to which North American Mobility projects have become institutionalized at US institutions. This section of the report additionally focused on the special role that FIPSE has played in the success or failure of the North American Mobility Program. The information presented in this section is based on survey and interview information collected from the Project Directors as well as from available program records/materials.

The following results are presented as the opinions and experiences of Project Directors involved with the North American Mobility Program as well as from available North American Mobility Program records/materials. The following narrative summarizes the most common themes reflected throughout the evaluation. Unless specifically identified, any percentages or means/averages reported have been determined by dividing the number of responses or comments on a specific theme to a specific question by the total number of individuals providing a response/comment to the question. Throughout the following sections of the report, subgroup comparisons are discussed only when differences were found between/among groups.

Project Characteristics and Demographics

This section of the report summarizes a variety of project/consortia data that includes the primary orientation of the projects, student involvement/participation, faculty involvement/participation, primary focus of the project, and primary student audience. The summary information presented in this section is based on program information collected from Project Directors and from available program records/materials, e.g., annual reports, etc.

Primary Orientation of Projects

For the most part, the majority of projects were multi-faceted and comprised of multiple dimensions or orientations that included curriculum development, teaching, work placements and/or internships, professional research, and vocational education and training. While a detailed analysis of the thirty grants funded between 1995 to 1997 is available in Appendix B, a brief summary of each project is provided as follows:

1995 North American Mobility Grants

- **P116N950005** – Law School Cooperation and North American Integration. Increased regional activity since the implementation of NAFTA continues to place demands on law students to become familiar with the legal systems and cultures other than those in their home countries. Under the title of *Law School Cooperation and North American Integration*, nine law schools in Canada, Mexico and the United States formed the NAFTA Lex consortium to provide opportunities for student exchange through collaborative research and curricular developments that transcend the traditional education model. The intent is to provide an immersion-like educational experience. 87 students participated.
- **P116N950006** – NAFTA Architectural Education Consortium (NAEC). All architecture students share a globally common language – graphics – the second language skills across the three cultures represented by the NAEC were not a major barrier to the success of the exchanges. The program focused on the exchange of professional degree candidate students between six schools. Only advanced professional students participated. 54 students participated.
- **P116N950013** – Institutional Cooperation and Student Exchange Among Community Colleges and Universities in Canada, Mexico and the United States. The FIPSE project was a cooperative effort of six schools to develop, complement, and evaluate the knowledge of languages, cultures, and social institutions of the three NAFTA countries, noting differences in teaching styles and instructional methodology. 17 students participated.
- **P116N950016** – Institutional Cooperation and Student Exchange in Engineering. The main objective of the project is to create international opportunities for university / industry partnerships and technology transfer with particular emphasis directed at environmental issues. Nine schools interacted, and 75 students participated.
- **P116N950017** – Institutional Cooperation and Student Exchange with a Focus on Environmental Engineering Technology and Business Management. This joint venture brings together the breadth, depth and quality of international institutional capabilities in environmental technology and related disciplines to increase the knowledge sets,

competencies, and skills of students in the emerging environmental field. Six schools and 32 students participated.

- **P116N950026** – The North American Consortium for Educational Restructuring (NACER). As the countries of North America become more integrated in areas of trade and industry, higher education is affected by these events. The educational needs of Canada, the United States, and Mexico are changing. NACER is designed to respond to the changes brought about by NAFTA in a creative and informed manner. Nine schools and 13 students participated.
- **P116N950027** – Project North America (PNA). PNA is a new model of higher education that provides students with the necessary skills and knowledge to function effectively in an integrated North American regional economy, particularly in terms of educational opportunities to address the managerial needs of a NAFTA trading bloc. Six schools and 48 students participated.
- **P116N950029** – North American Agribusiness Consortium. The Consortium is designed to facilitate the exchange of food and agriculture students among six North American Universities. The Consortium also promotes other forms of cooperation, and the University of Manitoba has invited a seventh school into the Consortium. 37 students participated.
- **P116N950032** – Project LEAP 2: Extending Responsibility to Faculty Across the Disciplines of Improving the Academic Literacy Skills of Language. This project encourages and makes it possible for graduate students to become more knowledgeable of the evolving North American economic and trade relationship, the social and political consequences of greater economic integration, the critical environment impacts and concerns derived there from, and the institutional and legal frameworks designed to cope with this evolving landscape. This consortium was originally designed around nine schools. However, after the first year only eight schools participated and sent 18 students.
- **P116N950036** – North American Design Institute (NADI). NADI is a partnership between six leading North American universities to educate a new generation of leaders in engineering design. The principal aim of NADI is to demonstrate, through education and research, how design can take place within a collaborative, multinational, and multidisciplinary environment. Six schools participate and sent 22 students.
- **P116N950049** – North American Partnership in Marine Policy / Coastal Zone Management Education. The program is designed to facilitate student mobility and cooperation among higher education institutions to pursue study, work, or research in Marine Affairs and Policy, Coastal Zone Management and / or Aquaculture and Fisheries Development in one of six partner universities. 24 students participated.

1996 North American Mobility Grants

- **P116N960001** – Human Development Through Ecotourism. As a Recreation and Leisure Studies Program, this project used ecotourism as a point of knowledge and cultural exchange between faculty and students from six universities. 40 students participated.
- **P116N960004** – Trilateral Joint Venture to Provide Institutional Cooperation, Student Mobility and Faculty Exchange in Computer Systems Technology. Business and the computer systems and information technologies industry in each of the NAFTA countries are growing and changing dramatically. Graduates of post-secondary computer systems technology programs are in high demand, and there are new emerging opportunities for entrepreneurial activities with skills and training in this field. The project focuses on enhancing cooperation and information exchange between six schools in the area of

computer systems / information technology training. The number of participating students in unconfirmed.

- **P116N960008** – Trilateral Hospitality Consortium for Foreign Business Travelers. This project provides hotel, restaurant and hotel management students with an opportunity to develop language skills and increase their knowledge of industry practices and cultures. Students at each of the six participating institutions are studying industry practices and will develop training materials for use by educational institutions and industry. 50 students participated.
- **P116N60009** – Canada – Mexico – U.S. Academic Exchange Program (CAMUS). The CAMUS Project involves the exchange of students and faculty over three years among six institutions. Main focuses of the exchange are among Foreign Language, Cultural Studies and Business and Economics students. 125 students participated.
- **P116N960018** – Free Trade in the Geologic Past: an Ancient Common Heritage: Student Mobility Program in Geology and Environment. Seven universities with programs in geology have developed cooperative student-centered projects that utilize the common geological heritage of North America as a vehicle for scientific and cultural exchange. Centered on an examination of the geology of North America, and a student field exchange program designed to foster joint research, the project provided a unique forum for the study of the environment and its development. 56 students participated.
- **P116N960024** – North American Higher Education Student Exchange Program. The program was designed for graduate students wishing to study Higher Education in Public Policy. The program's main objectives were to provide future higher education leaders and researchers with the skills necessary to understand the relevant policies of the three countries and to work cross-nationally among them. 18 students participated.
- **P116N960027** – The Cooperative Program for North American Integration (PROMESAN). The program is targeted at undergraduate students interested in pursuing careers in government, business and higher education. The goal is to teach them about diverse domestic cultures, institutions and systems that constitute the basis of North American integration. 5 students participated.
- **P116N960038** – APEX: North American Trilateral Education Initiative. The primary goal was to share curricular strengths, specialized laboratories and access to working mine sites among the six schools. The mining engineering and environmental engineering departments of the participating universities helped train and educate students in the environmental impacts of mining including methods of remediating out land, reducing surface disturbance, protecting wildlife, and reducing surface and groundwater contamination. 49 students participated.
- **P116N960046** – Education in Watershed Management: Developing Strategies for Sustainability (WATSS). The WATSS Consortium is an interdisciplinary student exchange program for graduate and undergraduate students and offers a wide selection of courses for students to enroll for such as: environmental studies, urban and regional planning, natural resource management, botany, forestry, agronomy, and agricultural and applied economics. 37 students participated.

1997 North American Mobility Grants

- **P116N970001** – North American Consortium for Disability Services and Human Resource Development (NACDSHRD). This project is designed to include people with disabilities, women, and minorities in higher education with six North American universities. It also intends to prepare professionals and para-professionals in the private, non-profit and

government sectors to support the inclusion of people from diverse backgrounds in all aspects of their organizations. 17 students participated.

- **P116N970005** – TriRed, North America: Exchange Program for Undergraduate Business Students. The primary objective was to develop among students an appreciation and understanding of the cultural diversity of the three North American countries. Fields of studies include telecommunications, internet, World Wide Web and computer mediated communication. This project is aimed mainly at business majors but also incorporated students with an interest in business and languages from six schools. 23 students participated.
- **P116N970010** – Design, Culture and Community: A Model Studio Program for Cross-Cultural Education in Architecture for North America. Future architects will need to acquire the necessary skills to engage in the practice of architecture that transcends regional methods of building. This project uses an enhanced studio model to develop technical and cultural competencies in architecture to help and prepare students to function effectively in the global economy of North America. The studio model offers cross-cultural experiences for students in architectural education that will help them obtain new design, technical and cultural references that will strengthen their ability to compete as future professionals in architectural practice. 48 students participated.
- **P116N970011** – Animal Health, Food Safety and Wildlife Consortium. The goal is to address the critical shortages of veterinary expertise in these countries that can deal with the problems of infectious diseases that affect free trade of food animals and food products. With the trend toward increasing their privatization of services, student mobility will also allow trainees to learn about new professional opportunities in their private sector. 79 students participated.
- **P116N970013** – Education in Mobility and Industry, Information and Technology (EMIT). The EMIT project is assisting students from six schools to acquire the skills needed for working in the emerging NAFTA environment with a focus on the industrial – manufacturing disciplines. The key technology fields are Mechanical Engineering, CAD/CAM, CIM (Computer Integrated Manufacturing), Electronics Engineering, Computer Engineering / Artificial Intelligence, and other related disciplines. International Business is included on a student demand. 44 students participated.
- **P116N970014** – Trilateral Environmental Education Consortium (TEEC). The purpose of the Consortium is to facilitate student-centered academic and professional cooperation between six schools on environmental issues. The TEEC planned to graduate at least 42 graduate students in public policy, environmental science, engineering law and business. 15 students participated.
- **P116N970015** – Manufacturing and Environmental Engineering. This program created cooperation between six schools with an emphasis on environmental engineering and automotive learning. Corporate, multi-national and industry partnerships were formed to enhance exchange experiences. 46 students participated.
- **P116N970018** – Business and Public Policy: Responsible Management in the New North American Marketplace. This six school consortium is working towards the educational and professional preparation of future leaders in the international arena and global markets of North America. To achieve this goal, the consortium focused on developing a new, international model for the delivery of education to students, and creating a unique network combining business, government, industry and student resources. 40 students participated.
- **P116N970022** - Cooperative Cultural Partnerships in Nursing Education. There is an increased need for health care providers who are bilingual, and six schools joined to explore mutually acceptable standards for nursing education. 46 students participated.

- **P116N970023** – Consortium in Sustainable Community Development and Planning. The purpose of the consortium is to provide graduate students from nine schools with opportunities to gain knowledge and experience in sustainable community development and environmental planning as a means of promoting the mobility of students and professionals working in these areas. 40 students participated.

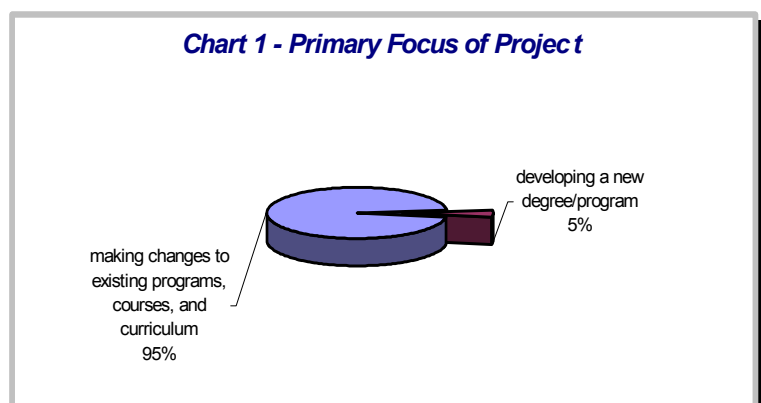
Student Involvement/Participation

Project Directors were asked to indicate the number of students involved with their projects. Twenty-nine of the 30 projects indicated that their projects were either developed far enough and/or had been implemented to the point that students have been recruited for and/or engaged in project-related activities. As a direct result of the Program, 432 US students, 403 Canadian students, and 370 Mexican students have traveled to and/or studied at a partner institution outside of their home country. A detailed breakdown of student mobility is provided in Table 1.

<i>Table 1 – North American Student Mobility</i>			
<u>Student Involvement/Participation</u>	Total Number of Projects Providing Data	Total Number of Mobile Students Involved	Average Number of Students Involved per Project
US students to Mexico	29	270	9.3
US students to Canada	29	162	5.6
Canadian students to US	29	233	8.0
Canadian students to Mexico	29	170	5.9
Mexican students to US	29	203	7.0
Mexican students to Canada	29	167	5.8
Total Student Mobility	29	1,205	41.6

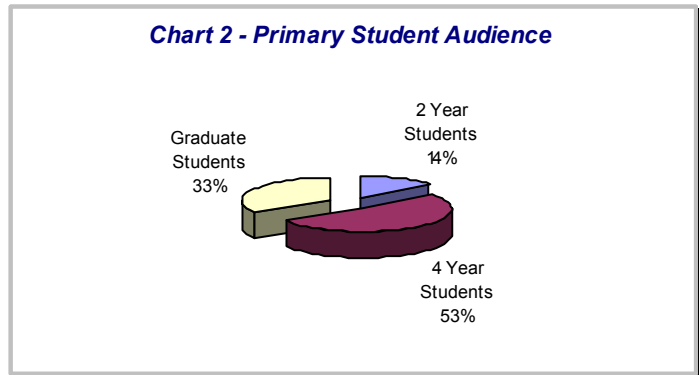
Primary Focus of Project/Consortia Activities and Target Student Audience

Project Directors were also asked to describe the primary focus of their project activities as well as the primary student audience for their projects. In general, the projects have been focused on making changes to existing programs, courses, and curriculum (95%) and developing a new certificate program (5%). A breakdown of the primary focus of the projects is provided in Chart 1.



Typically, projects whose primary project focus was described as making changes to existing programs, courses, and curriculum had been developed in the context of more conventional disciplines such as medicine, community health, engineering, and architecture. For the most part, these projects have been aimed at upper division undergraduate and graduate students. Those projects whose primary focus has revolved around the development of a new certificate program have been more closely related to technological innovation including such areas as technical vocational training. The certificate programs tended to be more applied in nature.

Overall, the majority of the projects have been targeted towards either 4-year students (53%) or graduate students (33%). A breakdown of targeted student audience is provided in Chart 2.



Project Directors were also asked to identify any of the issues that they have discussed with their FIPSE Program Officer throughout the course of their project. While almost all of the Project Directors indicated that they have discussed student exchanges (81%) on one level or another with their Program Officer, they reported also having discussed reporting requirements (81%), funding issues (71%), consortium relationships (62%), and student language readiness (48%). Issues discussed to a lesser degree included staffing (43%), the experiences of other projects (38%), resources for assistance (29%), and student and faculty recruitment (29%).

Findings Related to Program Effectiveness

This section summarizes findings related to the effectiveness of the North American Mobility Program administration and organization; student recruitment, preparation, and participation strategies and activities; faculty language preparation; the kinds of support services and/or technical support that projects need/want at various stages of the process; and the dynamics of the relationship between Program Officers and the Projects. This section of the report also highlights aspects of the North American Mobility Program that are going well, aspects of the North American Mobility Program that need to be changed, aspects of the North American Mobility Program that have been the most/least helpful for participating US institutions and students, and the extent to which the North American Mobility Program fulfills a critical need/interest for participating US institutions and students. The information presented in this section is based on survey and interview information collected from the Project Directors as well as from available program records/materials.

Effectiveness of the North American Mobility Program Administration and Organization

In their surveys, Project Directors were asked to rate the effectiveness of the North American Mobility Program administration and organization across a number of areas that include the overall administration and organization of the Program, the application process, the first year of implementing their projects, annual reporting requirements, and the annual conference/meeting. On the whole, feedback from the Project Directors regarding the effectiveness of the administration and organization of the North American Mobility Program was very positive. Statements of appreciation for what are viewed to be both FIPSE's accessibility and flexibility often accompanied general praise.

Overall Administration and Organization of the North American Mobility Program. Overall, 83% of Project Directors reported that they were satisfied with the performance and involvement of their FIPSE Program Officer, 74% indicated that they were satisfied with the extent to which they clearly understood the steps their institution must take upon notification of funding, and 78% of Project Directors were satisfied with the extent to which they clearly understood their institution's responsibilities and involvement throughout the North American Mobility process. These levels of satisfaction are quite significant given the level of interaction that typically occurs between the Project Director of a project and their FIPSE Program Officer. There was very little dissatisfaction to report across any of these three areas for Project Directors. Likewise, during the interviews with Project Directors, it was also very clear that participants feel free to approach their Program Officer with an issue/topic without fear of recrimination. Table 2 provides an additional breakdown of their survey responses.

Satisfaction with the North American Mobility Program Application Process. The satisfaction ratings with the North American Mobility Program application process were quite similar to those of Program administration. In general, Project Directors indicated that they were quite satisfied with the availability of North American Mobility Program staff throughout the application process (77%), information from North American Mobility Program staff regarding the status of their applications (76%), the clarity of the basic eligibility requirements (74%), and the clarity of the specific documents required with their application (70%). They reported somewhat less satisfaction with the amount of "prep" and planning work required prior to submitting an application (61%), the time and effort required to complete the application materials (61%), and

the clarity and user-friendliness of the application materials (57%). Table 2 provides an additional breakdown of their survey responses.

Satisfaction with the First Year of Implementing Your North American Mobility Project/Consortia.

Overall, three quarters of Project Directors indicated they were satisfied with the availability and helpfulness of their Program Officer throughout their project's planning and implementation activities, and with the guidance provided by their Program Officer regarding the steps their project/consortia must take. Likewise, approximately two-thirds of Project Directors indicated they were satisfied with the extent to which their project and project partners understood the steps they must take upon notification of their award.

As was evident throughout the previous North American Mobility Program evaluation, a number of North American Mobility Project Directors (especially the 1995 grantees) indicated that they could have used additional planning and development time to get their projects up and going. While some of these individuals expressed that the first year of the project should be used strictly for planning activities, others suggested that a four-year time frame might work better with the first year limited to just planning/development activities and the last three years set aside for implementing and building the projects – these changes and/or recommendations were incorporated into the basic design of North American Mobility Program in 1997. Table 2 provides an additional breakdown of their survey responses.

Satisfaction with the North American Mobility Annual Reporting Requirements. Satisfaction with the North American Mobility annual reporting requirements was noticeably lower among Project Directors to the items within this section. While the availability and helpfulness of the Program Officer throughout the project's annual report activities was the aspect rated the highest within this area (70%), only half of Project Directors indicated they were satisfied with the time and effort required to complete and/or submit the annual report or the clarity and user-friendliness of the annual reporting requirements. Table 2 provides an additional breakdown of their survey responses.

Satisfaction with the Annual North American Mobility Conference/Meeting. Satisfaction with the annual North American Mobility conference/meeting was quite low among Project Directors. Somewhat surprising, only two-out-of-five Project Directors indicated that they were satisfied with the usefulness of the work sessions, the usefulness of the general sessions, and the extent to which the meeting has helped their project to improve. Only 25% of Project Directors were satisfied with the extent to which the meeting has covered topics important to them. Although the ratings to the items in this area of the survey were not very high, Project Directors also indicated during the interviews that the annual conferences/meetings and the various independent face-to-face meetings their project teams had initiated independently had been an aspect of the program that has had tremendous value to them in implementing their projects. Table 2 provides an additional breakdown of their survey responses.

Table 2 - Effectiveness of the NAMP Program Administration and Organization

Satisfaction with the Administration and Organization of the North American Mobility Program	Project Directors		
	Percent Dissatisfied	Percent Neutral	Percent Satisfied
performance and involvement of your Program Officer	9	9	83
extent to which you clearly understood the steps your institution must take upon notification of your funding	4	22	74
extent to which you clearly understood your institution's responsibilities and involvement throughout the NAMP process	4	17	78

Satisfaction with the North American Mobility Program Application Process	Project Directors		
	Percent Dissatisfied	Percent Neutral	Percent Satisfied
the amount of "prep" and planning work required prior to submitting an application	0	39	61
the clarity and user-friendliness of the application materials	0	43	57
the time and effort required to complete the application materials	0	39	61
the availability of NAMP Program staff throughout the application process	5	18	77
the clarity of the basic eligibility requirements	0	26	74
the clarity of the specific documents required with your application	0	30	70
information from NAMP Program staff regarding the status of your application	5	19	76

Satisfaction with the First Year of Implementing Your North American Mobility Project/Consortia	Project Directors		
	Percent Dissatisfied	Percent Neutral	Percent Satisfied
the extent to which your project/consortia partners understood the steps that you must take upon notification of your award	0	39	61
the guidance provided by your Program Officer regarding the steps your project/consortia must take	4	22	74
the availability and helpfulness of your Program Officer throughout your project's planning and implementation activities	4	17	78

Satisfaction with the North American Mobility Annual Reporting Requirements	Project Directors		
	Percent Dissatisfied	Percent Neutral	Percent Satisfied
the time and effort required to complete/submit the annual report	0	52	48
the clarity and user-friendliness of the annual reporting requirements	4	39	57
the availability and helpfulness of your Program Officer throughout your project's annual report activities	9	22	70

Satisfaction with the Annual North American Mobility Conference/Meeting	Project Directors		
	Percent Dissatisfied	Percent Neutral	Percent Satisfied
usefulness of the work sessions	4	57	39
usefulness of the general sessions	4	57	39
extent to which the meeting has helped your project to improve	4	61	35
extent to which the meeting has covered topics important to you	0	74	26

Student Recruitment, Preparation, and Participation

Project Directors also discussed the recruitment of students for their projects, the kinds of language preparation provided for students who do not speak the language of their host institution, and student preparation for studying abroad.

Student Recruitment

Although collecting student recruiting-related data was not a direct objective of the evaluation, a variety of information related to how students are recruited and obstacles affecting student recruitment/participation surfaced throughout the evaluation activities.

How Students are Recruited. Similar to the projects involved with the North American Mobility Program, North American Mobility projects have used a variety of methods or levels of recruitment activities that vary from what can be described as indirect/unobtrusive to more direct/proactive types of methods such as direct solicitation and advertising. Though the majority of the projects' recruitment activities can be classified under one of these two categories, a third, but no less important, way in which students have been indirectly recruited into the program has been by word-of-mouth.

For the most part, the indirect types of methods projects use have typically been associated with general registration/orientation activities and/or other types of program/department-related application processes. It was clear from the feedback of Project Directors that the more direct/proactive types of recruitment methods (e.g., solicitation and advertising) have also been a popular and an effective means of recruiting students. Though much more informal in nature, word-of-mouth has been a third way in which students have been recruited for the North American Mobility Program. Though none of the projects reported that they rely solely on word-of-mouth among students, it was consistently mentioned as one of the more valuable means through which student interest in the program has been cultivated.

Obstacles Affecting Student Recruitment and Participation. Likewise, a variety of information surfaced related to the obstacles projects have encountered with recruiting students for their projects. In general, their responses revolved around three general sets of obstacles or barriers: language-related barriers, institutional-related barriers, and personal/situational-related barriers.

Language-related barriers were identified as an obstacle that institutions have encountered in their efforts to recruit US students for their North American Mobility projects. The bulk of the conversations in this area were focused on the limited language skills/backgrounds of some US students and the inadequate language preparation of US students. Some of the comments raised include:

- *Biggest problem for student mobility in this sector is foreign language competency. Few American engineering students have the language skills that allow them to enroll directly in a Mexican or French Canadian university. This will continue to be an impediment to semester/year-long program exchanges in the future.*
- *US schools have a difficult time finding students with adequate language skills to study abroad and have struggled to interest students in taking a foreign language course prior to participation in the project.*
- *Difficulties finding participants from native English students – attempts are being made to resolve this, including greater faculty involvement, language training courses, and continuing interaction between the partners.*

A second obstacle US institutions encountered in their efforts to recruit US students revolved around a variety of institutional-related barriers. Some of the projects discussed significant institutional barriers that have been very difficult for them to overcome. This issue was often further exacerbated in many situations by the differences between the academic calendars and timing of school terms among US partners, and between US partners and their Canadian and Mexican partners. As a result, students have often been forced to choose between the value and/or benefits to be gained from a study-abroad experience and/or delaying their scheduled graduation date. Some of their comments include:

- *The level of support from various schools was uneven and reflects the uneven capacities of the schools. Plus the expectations on language training were unrealistic and there is no way that any training could prepare students for graduate-level studies and an internship in Spanish within a one-year period.*
- *It was difficult to arrange internships in advance because many agencies prefer to meet with the candidates personally. In some cases it took too much time for students to get engaged in the work given the brevity of their visit and the amount of supervision needed.*
- *Because students in food and agriculture tend to come heavily from rural backgrounds, it was concluded that agriculture students might come from social backgrounds are under-represented in the study-abroad population. Agriculture and food students are more likely to participate if additional funding and work experience can be assured during their stay abroad.*
- *Three main factors contributed to lower student exchange rates: delays in the receipt of continuation awards, delays in the receipt of funding by partner institutions in Mexico, and visa-related issues regarding work/internship experiences.*
- *We have built a foundation for student mobility by resolving basic issues such as admission requirements, recruitment, course development, communication, web sites, etc. However, we still continue to have a paucity of student participants.*
- *A big problem that arose centered around the low number of students that participated from the US – the problem is recruiting US students to attend the Canadian and Mexican schools when they are required to pay the tuition of their US private school. Other problems included medical insurance, visa applications, and differences in housing/meal costs.*

A final obstacle US institutions have encountered in their efforts to recruit US students is related to the situational and unique circumstances of students themselves. Participants commented that students have been reluctant to get involved with the North American Mobility Program for a number of reasons, some of which include the general disinterest of some US students to study abroad and their family/home-life issues and priorities. Some of their comments include:

- *Many US community college students are reluctant to spend the additional time and fees without academic coursework acquisition as an integral piece of their program. Community college students just can't afford to take an entire semester of work to complete a study-abroad program.*
- *Consortium partners have had difficulty recruiting full semester student exchanges. This is due primarily to financial constraints and home, family, and work commitments.*
- *Students have many commitments such as family, jobs, academic requirements, and financial limitations that interfere with participation. It has also proved difficult to recruit students for Mexico due to frequent and graphic stories about violence in Mexico.*
- *We are a small program with many working students and more mature students with families who can't easily get away for a full semester. Some of our other partners also provide*

students with other opportunities to travel/study to Asia, Africa, and Latin America – makes Canada and Mexico look much less appealing.

- *Students found it difficult to squeeze in a semester abroad during law school because of the many activities involved in the recruitment process at their home school. US law students participating in the fall semester invariably missed out on on-campus interviews with prospective employers – many students expressed interest in an exchange but were usually not willing to sacrifice recruitment opportunities.*

Language Preparation

Project Directors also discussed the kinds of language preparation provided to students who do not speak the language of instruction at their host institution and the methods they use to assess the readiness of US students to take instruction abroad in a second language. In general, the levels/types of language preparation for students varied greatly across the institutions, ranging from those with no language preparation components to those with less formal, voluntary “refresher-style” types of programs to those with highly structured components to those with mandatory fluency requirements.

Some projects, that had no language preparation components, indicated that proficiency in a second language did not apply to their situation because the student exchange was primarily research-based, or because the project was comprised of partners already comfortable communicating in English, or because the instruction was in English.

For the projects with less formal language preparation components, students can voluntarily get involved with private tutoring, CD-Rom study/courses, optional evening courses, Berlitz-style courses, brief conversational introductory language courses, etc. In most of these situations, the level and type of language preparation needed is determined by the student him/herself. For the projects with more structured language preparation components, students typically take intensive language courses prior to studying abroad and then continue their language instruction at the host institution concurrent with their other coursework.

When asked to discuss the evaluation methods used to assess the language proficiency of students preparing to study abroad, the range of methods used across institutions varied greatly from the use of formal testing methods/procedures to informal review. Formal testing methods and procedures have included the use of written/oral exams, written essays, formal oral interviews, and standardized tests such as the TOEFL and SOPI. Less formal techniques have included such things as discussions with partner institutions and prospective students, personal interviews conducted by a faculty member, and individually arranged testing.

Preparation for Studying Abroad

Project Directors also discussed the academic coursework that US students have taken abroad, the involvement of US students in internships and/or work placements, and the housing arrangements US students have had while living abroad. As discussed earlier, 432 US students, 403 Canadian students, and 370 Mexican students have traveled to and/or studied at a partner institution outside of their home country. Approximately 88% of the 432 US students that have studied abroad have enrolled in courses at a Canadian or Mexican institution that has earned them credit upon their return to their home US institutions, and approximately 88% of these students have received credit equivalent to what they would have received for taking the same coursework at their home US institution.

Approximately 75% the projects reported that some of their students have also participated in internships or work placements when they have studied abroad. Of this number, approximately 11% students participating in an internship or work placement have been paid for their participation. While approximately half of the projects reported that students' internships and work placements take place during the regular academic term concurrent with students' other academic studies, other projects indicated that student internships and work placements for their students take place either before or after the regular academic term.

Approximately three-quarters of the time, the host institution has been the party primarily responsible for finding/setting up student internships and work placements. However, the home institution and students themselves have also been involved in finding/setting up student internships and work placements part of the time.

In terms of the types of housing arrangements that students have while living abroad, projects indicated that the bulk of their students living at a host institution have done so in both on/off-campus student housing facilities mixed in with all of the other students at the institution. However, several of the projects conveyed that some of their students have lived in student housing facilities limited primarily to just other US students, or made other living arrangements, e.g., lived with a family.

Once again, the host institution (faculty/staff) has been the party primarily responsible for organizing the housing arrangements for students living abroad approximately three-quarters of the time. Home institution faculty/staff and students themselves have been equally involved with organizing student housing arrangements roughly 20% of the time, and approximately 10% of the projects indicated that the "Office of International Students" at their institution has helped organize the housing arrangements for students living abroad.

Dynamics of the Relationship Between Program Officers and the Projects

As a part of their survey, Project Directors were asked to rate their satisfaction with various aspects of their Program Officers. As discussed earlier, 83% of Project Directors reported that they were satisfied with the performance and involvement of their FIPSE Program Officer, and 78% indicated they were satisfied with the availability and helpfulness of their Program Officer throughout their project's planning and implementation activities.

Roughly three-quarters of Project Directors also indicated that they were satisfied with the guidance provided by their Program Officer regarding the steps their project/consortia must take, and with the availability and helpfulness of their Program Officer throughout their project's annual report activities. These levels of satisfaction are quite significant given the higher level of interaction that typically occurs between the Project Director of a project and their FIPSE Program Officer.

Project Directors were also asked to discuss the ways in which their FIPSE Program Officer has been of greatest help to them as well as ways in which their FIPSE Program Officer could have been of more help to them. For the most part, they characterized the relationships between themselves and their Program Officers as both positive and constructive.

Ways in Which the Program Officers Have Been of Greatest Help to Projects

When asked to discuss the ways in which the Program Officers have been of greatest help to them and their projects, they identified three general areas: grant support and administrative assistance, their flexibility and willingness to adapt to the needs of their projects, and their general availability/responsiveness.

Grant Support and Administrative Assistance. A first way in which Project Directors reported that their FIPSE Program Officers have been of greatest help to them revolves around the basic grant support and administrative assistance they have received from the Program Officers. Within this area, they relayed examples of how their Program Officers had been especially helpful during the earlier phases of their projects in terms of: clarifying the rules/regulations of the grant, ensuring that their projects were operating within the parameters of the grant, dealing with “problem” partners, and providing assistance with the planning and implementation of their projects. Some of their comments include:

- *The flexibility and insight offered by our Program Officer has been greatly beneficial and appreciated.*
- *The Program Officer has been most supportive and creative, always trying to think of new possibilities for enhancing and expanding the program.*
- *Very supportive of all our efforts. Most important, he listens to issues and concerns, offers ideas and solutions. Also, he is willing to accept program changes that permit us to adapt to changing conditions.*
- *Provides clear information regarding policies and procedures and expectations of Project directors. In addition, the Program Officers have been in direct contact through the duration of the project, clearly understands the challenges it poses.*

Flexibility and Willingness to Adapt to the Needs of Projects. A second way in which the Project Directors reported their Program Officers have been of greatest help involves the extent to which Program Officers have been both flexible and willing to adapt to the needs of the individual projects. Several respondents had been both very supportive and flexible in accommodating the natural evolution of their project. Other respondents indicated that they appreciate the extent to which the Program Officers really seem to understand the unique nature of the individual projects, actively helping them to fit the goals, objectives, and activities of their projects into the scope of the overall grant. Some of their comments include:

- *Assistance in FIPSE policy and procedures.*
- *Program officer facilitated two project extensions. Program Officer was willing to listen to concerns and problems and make useful suggestions. Since this project began in 1995, it was one of the earliest projects of this type.*
- *Provided quality answers and allowed flexibility in allowing us to create our own solutions... once we were convinced we had the freedom to solve things ourselves... we did... with the support of our Program Officer(s)... they were great! ...*
- *Answering questions about and allowing us to make changes to our program such as no-cost time extensions, reallocating student mobility stipends, etc.*

Availability/Responsiveness. The third way in which the Program Officers have been of greatest help to Project Directors revolves around their basic availability and responsiveness to the needs, issues, and concerns of the projects. Some of their comments include:

- *Being available and responsive in a timely manner; organizing opportunities for project officers to share experiences with other funded program officers.*
- *Was always available for questions and encouraged us during the three-year grant period.*
- *Being accessible, willing to work with us in developing the appropriate response to a problem, understanding about how community colleges operate, and trusting our judgment on how the project should work.*

Ways in Which the Program Officers Could Be of More Help to Projects

Project Directors were also asked in their surveys to identify ways in which their FIPSE Program Officer could have been of more help to them. As is evident from the following comments, no clear themes emerged in their comments:

- *It would be helpful if Program Officers were able to get to know the "actors" at the lead or partner schools at one or more of their institutions.*
- *Assistance and advice regarding budget and financial responsibilities of partners.*
- *Our Program Officer has been excellent.*
- *Maybe if they could have traveled outside the U.S.... we would have been able to make a bit better use of their expertise...*
- *Not applicable since always helpful.*
- *Answering phone calls, emails in a more timely manner.*
- *Some items that were supposed to be on the FIPSE website either were not there or were out of date (e.g., the final report guidelines) – I guess I would say keeping the website more up to date would have been helpful.*
- *Would have welcomed more time at annual meetings to discuss project but felt if there was an emergency we could have gotten help. Early on in the project perhaps more direction in terms of resources but we did not actively seek this out.*

Aspects of Program Development/Implementation Going Well

As a part of their interviews, Project Directors were asked to discuss the aspects of developing or implementing their projects and their North American Mobility experience that have gone well. Overall, they identified several aspects of the North American Mobility Program and their North American Mobility experience that have gone well for them: (1) the student exchange experience, (2) the basic administration and organization of the Program, and (3) the degree of cooperation and collaboration among partner institutions.

The Student Exchange Experience

The majority of Project Directors reported that the student exchange experience has been an aspect of the North American Mobility Program and their projects that has gone well, describing a plethora of international and multi-cultural opportunities including coursework, research opportunities, internships, and work placements that students have been given access to as a result of the Program. While some participants defined success in terms of the number of US students that have physically studied in either Canada or Mexico, others defined it in terms of the total number of students that have studied outside of their home country. Others defined success as the total number of students “touched by the program” whether they had actually had a mobile experience or not. Still yet, others defined success in this area in terms of the number of international-related learning opportunities themselves that had been generated for students. Numbers and types of opportunities aside, as a direct result of the exchange component of the Program, many students have been able to meet their peers across the three countries, develop a professional rapport with the leaders/experts in their fields, and enhance their (international) career opportunities for the future.

Basic Administration of the North American Mobility Program by FIPSE

The basic administration and organization of the North American Mobility Program by FIPSE is another aspect of the North American Mobility Program to receive high marks from Project Directors. Participants commented on the value of implementing this type of a project in the context of the non-threatening environment that FIPSE has created for the projects to operate in, and it was very clear throughout the interviews, annual reports, and surveys that the participants felt free to approach their Program Officer with almost any issue/topic without fear of recrimination or retaliation. Many were in agreement that the annual conferences/meetings have been an aspect of the program that has had tremendous value to them in implementing their projects. Individuals relayed the extent to which the conferences have been a time for face-to-face planning and design activities, developing project materials jointly as a team, meeting as a team with their North American Mobility Program Officers, and in developing a personal rapport with their colleagues involved in the project.

Degree of Commitment, Cooperation, and Collaboration Among Partner Institutions

Many Project Directors highlighted the degree of cooperation and collaboration that has taken place among their partners – among US institutions and among US/Canadian/Mexican institutions. In particular, they highlighted the degree of communication that has occurred among faculty and administrators across institutions, the joint events and activities that have been developed and coordinated, and the participation of both students and faculty in each other's activities. Clearly, the bulk of the Project Directors, Faculty Partners, administrative staff, and students involved with the individual North American Mobility programs have worked very hard and negotiated their way through significant obstacles/barriers that could have easily derailed their programs.

Aspects of Program Development/Implementation in Need of Change

Project Directors were also asked to discuss aspects of developing or implementing their projects and their North American Mobility experience that haven't gone well for them and/or that need to be changed. They identified the following areas/aspects of the Program and/or their North American Mobility experience that hadn't gone well for them: institutional and administrative-related barriers, organizational/implementation-related barriers, student recruitment-related barriers, and partner performance-related barriers,

Institutional and Administrative-Related Barriers

A first area of significant frustration and/or barriers for a number of projects revolved around a variety of institutional/administrative barriers. A primary barrier within this area was the funding-related problems (i.e., funding delays) that many of the Mexican partners encountered as well in some specific cases the upheaval created by the student strike at UNAM that lasted nine months, in effect, closing the university – some of the Project Directors from some of the projects in which UNAM was a partner went so far as to say that their projects had never really recovered from the setback.

Various government and visa-related restrictions also complicated the projects efforts to implement student exchanges. According to the Immigration and Naturalization Service (INS), an institution cannot issue an I-20 visa application to a student unless the student pays out-of-state tuition – a policy that the INS said could not be changed under any circumstances. This factor proved extremely problematic for host US institutions as the intent of the grant was to

have each student pay tuition at his/her home institution thereby ensuring the best possible tuition rate. Similarly, mandatory health insurance, tuition rates, and visa requirements also created problems for some of the US projects when placing students in Canada and Mexico.

Scheduling and coordinating internships across the three countries also posed problems for some of the projects. In some situations, it was difficult to arrange internships in advance because many agencies prefer to meet with the candidates personally prior to making a selection. In some cases, it took students too much time to get engaged in the work given the brevity of their visit and the amount of supervision needed. Likewise, graduate students with assistantships usually receive a tuition waiver as a form of payment – a condition that usually requires the student to remain on their home campus.

Likewise, some of the basic differences in program/degree requirements across the three countries generated problems that the projects sometimes found very difficult to overcome. For example, students seeking professional degrees (such as law and medicine) in civil law countries such as Mexico typically earn their degree either at the undergraduate level or in conjunction with what would be the equivalent of their undergraduate and graduate studies combined. In the US and Canada, law students generally earn an undergraduate degree prior to enrolling in a law school or medical school. Likewise, the courses required for many of Mexican professional degrees are structured in such a way that there are a limited number of elective courses available to students. When Mexican students participate in an exchange program, they get behind in their course progress at their home institution, sometimes losing an entire semester. Based on these basic differences in educational systems, many of the North American Mobility projects had to limit student exchanges to a maximum of one semester and/or at the exclusion of undergraduates. In addition, many US law school students were unfamiliar with the level of formality that exists within Mexican law schools – informing US students in advance of these differences in protocol could have avoided embarrassing mistakes.

A final institutional/administrative barrier revolved around the basic economic inequalities between the three countries. The cost-of-living expenses for Mexican and Canadian students and faculty coming to the US was invariably much greater than for US students and faculty going to either Canada or Mexico. The budget commitments by each of the three governments could also be very different and sometimes worked to exacerbate the situation, e.g., in one situation, the US partners received \$114,000, the Canadian partners received 80% of that amount, and the Mexican partners one-half of that amount. Exchange rates were particularly “irritable issues” for Canadian and Mexican students and faculty and further exaggerated the funding differences.

Organizational/Implementation-Related Barriers

A second area of frustration and/or barriers for a number of projects revolved around a variety of organization/implementation-related barriers. A number of projects indicated that the level of support and/or the level of commitment from the different institutions hadn't always been the same, sometimes also reflecting the “uneven capacities” of the different institutions. These initial “inequities” were frequently exacerbated by turnovers in key project staff which dramatically affected the continuity of the project in some cases. In at least situations, the Project Director responsible for generating the final project reports had had virtually no involvement with the program itself. However, not all of the turnover in staff was unanticipated – School of Nursing Deans in many Mexico are rotated every two-to-four years.

Host families were another issue that impacted the effectiveness of several projects. In addition to meeting specified living accommodations, host family placement required a certain amount of training prior to the arrival of the foreign students. However, in some circumstances, students

often did not know who their host family was until they had arrived in the country – largely due to the difficulties involved with recruiting/finding host families with previous/suitable experience. In a number of situations, project faculty actually played the host family role in order to ensure that incoming foreign students had a place to stay. Closely related, transportation costs exceeded original estimates for a number of projects – many projects had based their projected airfare expenses on excursion and exchange rates which ultimately could not be used for stays abroad longer than 30 to 60 days.

Student Recruitment-Related Issues

Student recruitment proved to be a challenging obstacle for a number of the projects to overcome. In general, many of the projects seemed to have difficulty recruiting full-semester student exchanges. In short, many students found it difficult to “squeeze in” a semester abroad due primarily to financial constraints, home and family obligations, and work commitments. In some situations, participating in an exchange meant missing out on career-related opportunities such as on-campus interviews. Other students, such as community college students can’t afford to take an entire semester off from work to complete a study-abroad program. Language barriers also posed problems for recruiting students for the exchanges. US institutions had a difficult time finding students with adequate language skills to study abroad in a second language, often having to find ways to get students interested enough in an exchange to enroll in language preparation courses prior to the exchange.

Partner Performance-Related Barriers

A few Project Directors indicated that a major impediment to their projects had been lack of commitment of some of their partners and/or poor communication among some of the partnering institutions. In some of these situations, they indicated that other partner institutions had “picked up the slack” or worked around an unproductive partner, indicating that the progress and success of an entire project could be affected if the key players were not fully committed. A couple of individuals went on to say that some of their project expectations and goals had not been realized because of problems in this area.

Aspects of the North American Mobility Program That Have Been the Most/ Least Helpful

As a part of both their survey and interview activities, Project Directors were asked to discuss the aspects of the North American Mobility Program that have been the most and least helpful to their projects and institutions. In general, their comments revolved around the value of the study-abroad experience for students and the capacity of the North American Mobility Program to promote relationships and greater awareness.

Aspects of the North American Mobility Program That Have Been the Most Helpful

Value of the Study-Abroad Experience for Students. A primary aspect of the North American Mobility Program that has been helpful to projects and institutions involves the value of the study-abroad experience for students. Elaborating on this point, a number of Project Directors commented that the study-abroad opportunities of the North American Mobility Program had been a “life altering experience” for many students. Some of their comments include:

- *The opportunity to engage in work with students and faculty in Mexican universities.*
- *Students’ exposure with two different cultures.*

- *The opportunity to provide undergraduate nursing students with international experiences, to provide place bound nursing students with an opportunity to interact with students from Mexico and Canada.*

Capacity of the North American Mobility Program to Promote Relationships. A second aspect of the Program that has been helpful to projects and institutions has been the capacity of the program to develop, enhance, and solidify relationships, friendships, and mutual awareness among the US, Canadian, and Mexican partners through such activities as the joint planning activities/meetings, international planning symposiums, and day-to-day working arrangements. Some of their comments include:

- *Developing a base at this institution for international exchanges in agriculture. Have a multilateral agreement among the six schools for exchange of students that continues.*
- *The human aspects of interacting with the faculty and students from the other countries. The tangible benefits derived from the development of close relations with government agencies in Mexico and Canada.*
- *Working with colleagues abroad and seeing the benefits the program provides to students.*
- *The relationships with our partners were truly a gift. Even though the project has ended, communication continues. For our students, the exchange experiences enhanced their learning and motivated them to continue to think beyond our borders.*
- *The opportunity to work closely with some wonderful colleagues at schools in Canada and Mexico.*
- *The educational relationships of both student exchange and faculty cooperation. Much has been learned by this experience in both educating young students and critical approaches to delivering academic information.*
- *Dealing with the students, faculty and staff of my own institution and our partner institutions, understanding the importance of the international experience of our students, developing the connections and linkages with our partner institutions.*
- *Cultural exchange and very strong prospects for long-term partnerships with corporations and universities.*

Aspects of the North American Mobility Program That Have Been the Least Helpful

Project Directors also discussed aspects of the North American Mobility program that they feel have been the least worthwhile. In general, their comments revolved around institutional, bureaucratic, and administrative barriers and the mandatory annual conferences/meetings.

Institutional/Bureaucratic/Administrative Barriers. A first aspect of the program that has been least helpful to projects and institutions revolved around a variety of institutional, bureaucratic, and/or administrative obstacles encountered within their own institutions, a partner institution, or with FIPSE. While some participants targeted referenced general difficulties and bureaucratic hurdles erected by their own home institutions, others discussed the “complicated nature” of coordinating and integrating administrative aspects among multiple and partner institutions. Some of their comments include:

- *The occasional lack of interest from some of the US partners.*
- *The emphasis on portability of credit and on joint programs where not relevant to our programs. That may be critical in engineering, nursing and medicine. Expecting joint programs is for the most part to ambitious given the amount of resources available.*

- *The original agreement of equal exchanges among the six universities has proven quite difficult, i.e. the system of "send one student, receive one student." Cannot predict how many students will actually take advantage and in fact at one point, a particular*
- *The short timeline for the grant and low funding. Another two years and a slight increase in funding would have had an impact that would have helped continue the program more efficiently within the partner institutions.*
- *The time commitment has been tremendous. Many of the early issues have been taken care of in terms of forms for annual reports, etc. We did not ask for funding to allow for any faculty release time - that would certainly be a recommendation.*

Mandatory Annual Conferences/Meetings. A second aspect of the Program that has been least helpful to projects and institutions focused on the value of the mandatory annual conferences and/or meetings. Some of their comments include:

- *The annual meetings. These meetings do have some value (particularly affording opportunities to interact with the FIPSE administrative team) but they tend to be too long and the topics covered are often not useful to each consortium.*

The “One Thing” About the Program People Would Like Changed

In a related follow-up question, Project Directors were asked to discuss the one thing they would like to change about the North American Mobility Program at their institution. As is evident from the following comments, no clear themes emerged in their comments:

- *Reduce the requirement for the number of participating institutions in order to be more effective in the implementation of the program.*
- *Continued funding, with the ability to change the number and participating partnerships from time-to-time.*
- *To have a year of planning before the project is initiated.*
- *I do not know because the program has change a lot since 1995. That was a huge learning experience for all.*
- *Perhaps have the resources to meet more often with Canadian and Mexican partner institutions... and that they have more resources to meet with us more often...*
- *Enduring support and involvement for the value of international perspectives in the educational experience.*
- *Our program was for 3 years and non-renewable. Initial programs should be for 4 years and should be renewable on a 2- or 3-year basis.*
- *Discontinue the equal numbers going and coming that must be met during the granting period.*
- *More upper administration support and acknowledgment of the value of such a great program.*
- *Probably to have it a bit more streamlined, although that seems to be happening.*
- *Extend to a full five-year program.*
- *Would like more administrative support for international education. More recognition of the need for this type of program.*

Extent to Which the North American Mobility Program Fulfills a Critical Need

Project Directors were asked to rate the extent to which the North American Mobility Program fulfills a critical need/interest for US institutions, US students, and US business/industry. Overall, while they conveyed that the North American Mobility Program fulfills a critical need/interest for both US institutions and US students, they were somewhat less sure that the Program has fulfilled the critical needs/interest of US business/industry. Table 3 provides a detailed breakdown of their responses.

Table 3 - Extent to Which the NAMP Program Fulfills a Critical Need/Interest			
Extent to which the NAMP Program fulfills a critical need/interest for . . .	Project Directors		
	Percent Dissatisfied	Percent Neutral	Percent Satisfied
US Institutions	0	13	87
US Students	0	9	91
US Business/Industry	14	14	71

US Institutions

Project Directors were also asked to explain their ratings for each of the three preceding questions. With regards to whether the North American Mobility Program has fulfilled a critical need/interest for US institutions, their responses revolved around two general themes: the capacity of the Program to help their institution or consortia tap into an increasingly global/international world environment, and the capacity of the Program to initiate activities that would otherwise have been unavailable to them.

Some of their comments related to the capacity of the Program to help their institution or consortia tap into an increasingly global/international world environment include:

- *American students, especially American students in areas other than humanities and certain social sciences, are not prepared for the new global economy, etc. For being the leader of the world, our people are terribly inexperienced outside our borders.*
- *It is very important for our students to become more cosmopolitan and to understand other countries and other political systems.*
- *Considering that we are neighbor countries sharing similar problematic about the coastal and marine zones this FIPSE program provides institutions with first hand opportunities to fulfill their academic and research needs.*
- *Fosters internationalization that this university recognizes as a priority.*
- *It was extremely beneficial to develop relationships with our partners in Canada and Mexico. Not only did we learn from their programs but a deep bond was formed that enhanced the learning of all students and faculty who participated.*

Some of their comments related to the capacity of the Program to initiate activities that would otherwise have been unavailable to them include:

- *For academic institutions, the North American Mobility Program is a fantastic opportunity to exchange ideas and consider foreign pedagogical methods.*
- *The FIPSE program produced the capacity building for more sustainable international educational efforts, and will alert many to the difficulties and limits of such programs in the future.*
- *The profession of architecture is progressing toward a policy of license portability between Canada, U.S., and Mexico. It is critical that the professional education systems move toward more comparability. This program fostered better understanding.*
- *No other program creates this type of understanding of our neighboring countries... and that perspective goes right into the classroom.*
- *In our area (environmental studies) the program provides opportunities for students to study abroad in their field of study; currently there is not a great deal of opportunity in this area for students. Also, environmental problems are becoming more global.*

US Students

With regards to whether the North American Mobility Program has fulfilled a critical need/interest for US students, their responses revolved around two general themes: the extent to which the Program has expanded the academic, professional, and cultural horizons of students, and the extent to which the Program has expanded the academic and business opportunities available to students.

Some of their comments related to the extent to which the Program has expanded the academic, professional, and cultural horizons of students include:

- *The North American Mobility Program provides students with an opportunity for expanding their perspective on the region.*
- *US students became far more aware of the Mexican culture. They acquired a deep friendship with Mexican faculty and students. Opinions were drastically changed and a positive understanding resulted.*
- *It helps to build institutions to facilitate student exchanges in nontraditional areas of exchange.*
- *Considering that we are neighbor countries sharing similar problems about the coastal and marine zones, this FIPSE program provides students with first hand opportunities to fulfill their academic needs.*
- *US Students tend to be isolated from international issues and this project has opened the door for more critical thinking and the development of a global perspective.*
- *Particularly, for U.S. students, it gives them an opportunity to learn Mexican culture and education.*

Some of their comments related to the extent to which the Program has expanded the academic and business opportunities available to students include:

- *If the students, when professionals, will seek professional practice mobility through free trade mechanisms, they must understand the cultures, and technical and professional systems in each country. This program exposes students to the values.*

- *Provided undergraduate nursing students an opportunity for international education and exposure to students, faculty, and health care systems in Mexico & Canada. For place bound students, it provided an opportunity to work with students from another culture.*

US Business/Industry

With regards to whether the North American Mobility Program has fulfilled a critical need/interest for US business and industry, their responses revolved around two general themes: the capacity of the Program to produce a global work force and labor market, and the capacity of the Program to expand the general awareness and understanding of global issues in business and industry.

Their comments related to the capacity of the Program to produce a global work force and labor market generally revolved around the ability of international students to function effectively in foreign languages, cultures, and social settings. Some of their comments include:

- *The region's economies gain from the knowledge acquired and later applied by students participants of the program.*
- *Our program didn't deal with business, therefore I really can't answer this question. However, given the global economy, certainly it is important for US business/industry to have workers who have knowledge of other countries*
- *The extent to which business/industry uses student participants, for example in internships, is one that should be greatly increased in order that more benefit is derived.*
- *This program assists businesses to become more aware of the issues that face our neighbors and that through partnership and collaboration, these issues can be dealt with in a positive light.*
- *It has the potential of providing business and industry with students who are familiar with the way business is done with two of our most important trading partners.*

Some of their comments related to the capacity of the Program to expand the general awareness and understanding of global issues in business and industry include:

- *US business and industry on both sides of the border are in critical need of human resources that are international in their thinking and in doing business.*
- *In a global economy, business in our region are expecting to engage in future trade with partners in Central and South America.*
- *Nursing and health care have a critical need to be more responsive to diverse populations. There is a critical need to increase the percent of nurses who are: bilingual, represent underserved or underrepresented populations, and who are culturally responsive.*

Findings Related to Program Impact

This section focuses on the extent to which the North American Mobility Program has met its stated objectives; the outcomes (direct and indirect) that have occurred for US institutions, US students, and US business/industry participating in the North American Mobility Program; and the extent to which North American Mobility Program projects have become institutionalized at US institutions. The information presented in this section is based on survey and interview information collected from Project Directors as well as from available program records/materials.

Extent to Which the North American Mobility Program Has Met Its Stated Objectives

Project Directors were asked rate the extent (using a scale of 1=To No Extent at All and 7=To a Great Extent) to which they perceive the North American Mobility Program to have met its stated objectives across the five areas outlined above. The vast majority of Project Directors indicated that they perceive the North American Mobility Program to have enhanced student learning (91%), encouraged international cooperation (91%), developed student exchanges among higher education institutions (96%), developed partnership among higher education institutions (87%), and helped to prepare students for work in an international context (96%). These ratings are extremely high. Table 4 provides a detailed breakdown of their ratings.

<i>Extent to which the North American Mobility Program has met its stated objectives regarding . . .</i>	Project Directors		
	Percent To No Extent at All	Percent Neutral	Percent To a Great Extent
enhanced student learning	0	9	91
encouraged international cooperation	0	9	91
developed student exchanges among higher educations institutions	0	4	96
developed partnerships among higher education institutions	0	13	87
helped to prepare students for work in an international context	0	4	96

Enhanced Student Learning

The vast majority of Project Directors (91%) indicated that they perceive the North American Mobility Program to have enhanced student learning both in terms of what students have learned as a direct result of their involvement in the Program, as well as the basic range of learning opportunities now available to students.

In terms of having stimulated an international education setting that has promoted/enhanced student learning, Project Directors were quick to report that the student exchange experience has been an aspect of the North American Mobility Program that has gone well. A number of Project Directors commented on the capacity of the student study-abroad experience to foster

personal and professional relationships, increase student awareness and understanding of global issues, and provide students with a life-changing experience. Project Directors also highlighted the extent to which students have benefited from the cross-national, cross-cultural exchanges that occur when students study abroad. Some of their comments include:

- *The cross-cultural experience added to the employment prospects of participating students by making them more attractive to national and multi-national bodies. The Program provided a medium through which students from each of the countries could experience and learn from the cultural diversity of each other.*
- *There was a noticeably enhanced knowledge about the social policies and procedures about North American practices, and students completed much research in a variety of fields.*
- *Being immersed in a foreign language is the only way to truly reach fluency. Being immersed in the foreign culture and to observe work while on exchange was crucial to their understanding and appreciate of what happens in other countries.*
- *Leading edge field projects were developed and student theses and publications produced.*
- *A multidisciplinary elective course was developed soon after receiving our grant. It presents the cultural literacy and language instruction within the context of international veterinary medicine and is required of all students interested in participating in FIPSE-sponsored internships.*
- *By participating, students have experienced instructional and classroom perspectives which have in some instances been diametrically opposed to prevailing Canadian attitudes. This experience has help them to gain a new appreciation for the diversity of thought and approaches to solving common problems.*

Encouraged International Cooperation

An equal number of Project Directors (91%) conveyed the extent to which they feel the North American Mobility Program has encouraged international cooperation between US, Canadian, and Mexican institutions. Many individuals discussed the high degree of cooperation and collaboration that has taken place among institutions. In particular, they highlighted the communication that has occurred among faculty and administrators across institutions, the joint events and activities that have been developed and coordinated across institutions, and the numbers of students and faculty that have participated in each other's activities. Some of their comments include:

- *Mexican veterinary students that return are excited and energized by their experiences at TAMU and other universities. The same is true of TAMU and UGA students when they return from Mexico. But, there is a difference. The Mexican students have been comparing their educational experience with that at the US universities. As a result, curriculum changes have been made.*
- *Student field projects formed the basis for theses (undergraduate and graduate) and their conclusions are reported at professional conferences so that students can share their experiences with a wider audience.*
- *Students agreed that the opportunity to attend an institution in another country was an experience that benefited them and inspired their interests in collaborative work. Students gain a better understanding of the functioning of the different centers of research and graduate education, preparation for work in higher education, and administration within the three countries.*

- *Students gained a better understanding of the functioning of the different centers of research and graduate study, promoting mutual recognition, joint efforts in graduate education, and preparation for work in higher education policy and administration across the three countries.*

Developed Student Exchanges Among Higher Education Institutions

The majority of Project Directors (96%) also indicated that they feel the North American Mobility Program has been effective at developing student exchanges among higher education institutions. As discussed earlier, 29 of the 30 1995-1997 projects indicated that their projects were either developed far enough and/or had been implemented to the point that students have been recruited for and/or engaged in project-related activities.

While some Project Directors clearly perceived the success of the student exchange component of the Program related to the actual number of US, Canadian, and Mexican students that have studied abroad. Similarly, others defined success in this area as the total number of students “touched by the program” whether they had actually studied abroad or not. Still yet, others defined success in this area in terms of the number of international-related learning opportunities that have been generated for students.

Overall, 432 US students, 403 Canadian students, and 370 Mexican students have traveled to and/or studied at a partner institution outside of their home country. Table 4 provides a detailed breakdown of their survey responses.

Developed Partnerships Among Higher Education Institutions

Once again, the majority of Project Directors (87%) indicated that they believe the North American Mobility Program has been effective towards developing partnerships among higher education institutions. As discussed earlier, participants had highlighted the capacity of the North American Mobility Program to develop, enhance, and solidify relationships/friendships among their US, Canadian, and Mexican partners. Table 4 provides a detailed breakdown of their survey responses.

In general, many of the Project Directors conveyed the extent (positive impact) to which the North American Mobility program has been instrumental in the development of student exchange programs at their institutions as well as other related partnerships with other institutions. Others discussed the networks that the Program has fostered and the extent to which the Program has laid the groundwork for further/additional international exchanges and partnerships.

Still yet, others discussed the extent to which formal networks of key academics and professionals in their respective fields across the three countries have formed as a result of their North American Mobility activities, in essence, strategic “partnerships” that go well beyond the scope and duration of the FIPSE project. Some of their comments include:

- *The North American Mobility Program has been key in strengthening our university and environmental studies – extended our international reach – used the previous relationships of those involved in the project to expand our scope of activity.*
- *Each country specializes in a different aspect of the curriculum for the degree. Canadian schools focus on public health management, management engineering, international management, and innovation management with an academic concentration in the areas of international marketing, finance, and management. The Mexican schools focus on international management practices, development issues, policy, financial management,*

international business, and auditing. The US schools focus on international marketing and manufacturing, instructional technology and telecommunications, and international accounting with academic concentrations in operations management, engineering technology, information management, environmental tax policy, economics, supply chain management, and legal systems.

- *Our faculty was originally not very supportive of this grant. Now they like the influence it has had on our field, our students, and our institution. We've developed an International Institute on Rehabilitation Research via this project.*
- *A continuous and long-lasting relationship among the participating institutions has been forged and all of these institutions will benefit from sharing their international expertise in years to come.*
- *We've been able to dramatically increase the amount of additional funds available to us, engaged many new agencies, published many papers and articles as a group – students and faculty working together from across all three countries.*
- *The trilateral program not only provided unique learning experiences to students, faculty, and advisors, it also forged friendships and alliances across the North American continent.*
- *Students now enrolling in a joint program to earn a joint US, Canadian, and Mexican degree.*

Helped to Prepare Students for Work in an International Context

Overall, the majority of Project Directors (96%) indicated that they feel the North American Mobility Program has helped to prepare students for work in an international context. As discussed earlier, Project Directors frequently emphasized the capacity of programs like the North American Mobility Program to produce a global work force and labor market, to expand the general awareness and understanding of global issues in business and industry among students and faculty, and to identify key industry needs. Their comments often revolved around the capacity of programs like to North American Mobility Program to produce a global work force and the ability of international students to function effectively in foreign languages, cultures, and social settings. Table 4 provides a detailed breakdown of their survey responses. Some of their comments include:

- *The experience has been valuable both to the students and the staff at the agencies. The students gained knowledge and skills to help them in post-graduation careers or in further academic pursuits, and the agency staff benefited from having had the students there to assist them with ongoing large-scale projects as well as work on smaller individual new projects.*
- *Students feel better prepared to deal with engineering and business issues within the context of NAFTA.*
- *Graduates who participated demonstrated the ability to work across North American borders. Two US students are now working in Canada, two students from UNB applied for jobs in the US, three students from OHSU are employed in a migrant health clinic because of their experiences, and other students have pursued additional language training – there is increased interest international opportunities.*
- *Student who participate are given practical hands-on experience and are made familiar with the conditions and job opportunities available outside of their country of origin.*
- *Using this trilateral partnership as a vehicle for learning, students are able to become key employees in industry. After spending six months living another country, these students have developed the cultural insight they global businesses require for the new employees.*

Study abroad during college has become essential to a young person's resume and almost always assures them of success in global marketplace employment.

Outcomes That Have Occurred for US Projects

This section focuses on the outcomes (direct and indirect) that have occurred for US institutions, US students, and US business/industry partners participating in the North American Mobility Program. The information presented in this section is based on survey and interview information collected from Project Directors as well as from available program records/materials.

Outcomes for US Institutions

Familiarity with Aspects of Their US Partners. Project Directors were asked to indicate their familiarity (using a scale of 1=Not at all Familiar; 4=Somewhat Familiar; 7=Extremely Familiar) with a number of aspects regarding their US, Canadian, and Mexican Partners. Project Directors indicated that they were quite familiar with the relevant degree requirements (74%) and the course requirements for common courses (74%) of their US partners. They also indicated that they were less familiar with the academic schedules (65%) and academic grading systems (65%) of their US Partners. Table 5 provides a detailed breakdown of their responses.

Table 5 - Familiarity of US Partners with Their NAMP Partners			
Familiarity of US Partners with aspects of their US Partners in terms of . . .	Project Directors		
	Percent Not at all Familiar	Percent Somewhat Familiar	Percent Very Familiar
academic grading systems	4	30	65
academic schedules	4	30	65
course requirements for common courses	4	22	74
relevant degree requirements	4	22	74
Familiarity of US Partners with aspects of their Canadian and Mexican Partners in terms of . . .	Project Directors		
	Percent Not at all Familiar	Percent Somewhat Familiar	Percent Very Familiar
academic grading systems	0	48	52
academic schedules	0	43	57
course requirements for common courses	4	52	43
relevant degree requirements	0	50	50

Familiarity of US Partners with Aspects of Their Canadian and Mexican Partners. The extent to which US Partners are very familiar with the same aspects of their Canadian and Mexican Partners was substantially lower. Approximately half of Project Directors indicated that they were very familiar with the academic schedules, the academic grading systems of their Canadian and Mexican Partners, and their relevant degree requirements. They were clearly less

familiar with the course requirements for common courses (43%) of their Canadian and Mexican Partners.

Satisfaction with Their US Partners. Using a similar scale (1=Very Dissatisfied; 7=Very Satisfied), Project Directors were asked to rate their satisfaction with a variety of aspects of their US, Canadian, and Mexican Partners. Overall, Project Directors were the most satisfied with their US Partners in terms of negotiating course content for common courses (79%), providing a quality experience for students/faculty when they are abroad (76%), sufficiently preparing their students to study in the program (67%), negotiating schedules for exchanges (64%), and sharing resources, expertise, and technology for the purposes of their North American Mobility project (64%). They were the least satisfied with their US Partners in terms of recruiting qualified students from their institutions to attend exchanges at their institutions (55%). Table 6 provides a detailed breakdown of their responses.

Table 6 - Satisfaction of US Partners with Their NAMP Partners

<i>Satisfaction of US Partners Across the Following Aspects of Their US Partners in terms of . . .</i>	Project Directors		
	Percent Dissatisfied	Percent Neutral	Percent Satisfied
negotiating course content for common courses	0	21	79
negotiating schedules for exchanges	9	27	64
providing a quality experience for students/faculty when they are abroad	5	19	76
recruiting qualified students from their institutions	14	32	55
sufficiently preparing their students to study in the program	5	29	67
communicating with you in a timely way about consortia changes	19	24	57
sharing resources, expertise, and technology for the project	9	27	64
<i>Satisfaction of US Partners Across the Following Aspects of Their Canadian and Mexican Partners in terms of . . .</i>	Project Directors		
	Percent Dissatisfied	Percent Neutral	Percent Satisfied
negotiating academic credit transfers for courses	0	19	81
establishing procedures for evaluating your students' work done abroad	0	10	90
negotiating course content for common courses	0	32	68
negotiating schedules for exchanges	5	9	86
securing housing for students/faculty when abroad	10	14	76
providing a quality experience for students/faculty when they are abroad	0	10	90
recruiting qualified students from their institutions	5	19	76
sufficiently preparing their students to enroll at your institution	0	33	67
communicating with you in a timely way about consortia changes	10	25	65
sharing resources, expertise, and technology for the project	5	24	71

Satisfaction of US Partners with Their Canadian and Mexican Partners. Project Directors were also asked to rate their satisfaction across the same aspects of their Canadian and Mexican Partners. Overall, they were the most satisfied with their Canadian and Mexican Partners in terms of establishing procedures for evaluating students' work done abroad (90%), providing a quality experience for students/faculty when they are abroad (90%), negotiating schedules for exchanges (86%), and negotiating academic credit transfers for courses (81%). They were the

least satisfied with their Canadian and Mexican Partners in terms of communicating in a timely manner about consortia changes (65%), negotiating course content for common courses (68%), and sharing resources, expertise, and technology for the purposes of their North American Mobility project (71%).

Extent to Which US, Canadian, and Mexican Partners Have Collaborated. Project Directors were also asked to rate (using a scale of 1=Collaborated Very Little; 7=Collaborated Greatly) the extent to which their US, Canadian, and Mexican Partners have collaborated with one another throughout their projects. Project Directors reported that their US, Canadian, and Mexican Partners have “collaborated greatly” in developing tuition agreements (mean = 6.5), student exchanges (mean = 6.3), and credit recognition agreements (mean = 5.8).

They also agreed that they have “collaborated somewhat” in developing common web site(s) (mean = 5.2), common courses (mean = 5.0), faculty/staff exchanges (mean = 5.0), distance learning courses (mean = 4.9), joint teams teaching ventures (mean = 4.9), and partnerships with business/industry (mean = 4.8). They also agreed that they have collaborated least in developing course materials (mean = 4.7), common certificate programs (mean =4.5), and joint degree programs (mean = 4.5). Tables 7 and 8 provide a detail breakdown of their responses.

Table 7 - Extent to Which US, Canadian, and Mexican Partners Have Collaborated			
Extent to which US, Canadian, and Mexican Partners have collaborated in developing . . .	Project Directors		
	Percent Collaborated Very Little	Percent Collaborated Somewhat	Percent Collaborated Greatly
course materials	24	33	43
common courses	21	37	42
common certificate programs	35	47	18
joint degree programs	38	50	13
distance learning courses	31	56	13
joint team teaching ventures	29	41	29
faculty/staff exchanges	15	50	35
partnerships with business/industry	38	44	19
credit recognition agreements	10	29	62
common web site(s)	17	56	28
tuition agreements	0	19	81
student exchanges	5	19	76

Table 8 - Extent to Which US, Canadian, and Mexican Partners Have Collaborated with One Another

<i>Extent to which US, Canadian, and Mexican Partners have collaborated in developing . . .</i>	Project Directors
	Mean Rating
course materials	4.7
common courses	5.0
common certificate programs	4.5
joint degree programs	4.5
distance learning courses	4.9
joint team teaching ventures	4.9
faculty/staff exchanges	5.0
partnerships with business/industry	4.8
credit recognition agreements	5.8
common web site(s)	5.2
tuition agreements	6.5
student exchanges	6.3

Project Directors were also asked to discuss the various outcomes that have occurred at their institutions as a result of the North American Mobility Program. In general, their comments revolved around several themes: the increased development of new global/international curriculum and programs, the creation and expansion of formal institutional networks and associations, and the professional and personal development of faculty and administrative staff at their institutions. Some of their comments include:

- *The participating students and faculty were directly affected by new cultural experiences and new professional exposures. Indirectly, the entire architectural profession in North America has been impacted by a successful demonstration of the project.*
- *We have developed dual-degree programs with both countries and a triple-degree program also.*
- *In the area of agriculture and agribusiness, there is more emphasis on international exchanges. Now have an international option in the agribusiness curriculum that includes an international experience of some type.*
- *The students and faculty have benefited significantly from the presence of the exchange students who have enriched our curriculum and our lives. Through the exchanges, we have developed a close relationship with the government agencies of Mexico and Canada.*
- *Externally supported collaborative research programs involving faculty, undergraduate and graduate students in Mexico, the US and Canada.*
- *Has paved the way for future academic relationships, particularly with Mexican universities.*
- *Greater awareness and support for international education.*
- *Relationships between the three lead institutions have been strengthened and enhanced. Many students had the opportunity to get academic and field experience abroad. We (the US lead) have developed other international projects as a result of this project.*

- *Students were able to learn a great deal about disability-related issues in Canada and Mexico that will assist them with their careers. The project assisted the business school to collaborate with a variety of departments on campus that they had not previously worked with.*
- *We have improved our procedures to receive and send students through a formal program, we continue to improve our ability to work with overseas partners, and the credibility of international programs at the college have been enhanced by our participation in the North American Mobility Program.*
- *Opened doors with key universities and multi-national corporations.*
- *The establishment of the Office of Global Education as a permanent unit within the college, and Tri-Lateral Master Degree in Business Administration with a focus on NAFTA, joint teaching, research, and other collaborative initiatives among faculty.*
- *Has greatly increased students exposure to students from other countries and has provided undergraduate nursing students the first opportunity on this campus to have an international nursing education experience.*

Outcomes for US Students

As discussed earlier, 432 US students, 403 Canadian students, and 370 Mexican students have traveled to and/or studied at a partner institution outside of their home country. Approximately 88% of the 432 US students that have studied abroad have enrolled in courses at a Canadian or Mexican institution that has earned them credit upon their return to their home US institutions, and approximately 88% of these students have received credit equivalent to what they would have received for taking the same coursework at their home US institution.

Approximately 75% the projects reported that some of their students have also participated in internships or work placements when they have studied abroad. Of this number, approximately 11% students participating in an internship or work placement have been paid for their participation. While approximately half of the projects reported that students' internships and work placements take place during the regular academic term concurrent with students' other academic studies, other projects indicated that student internships and work placements for their students take place either before or after the regular academic term.

During the interviews, Project Directors discussed some of the primary outcomes that have occurred for students involved in the North American Mobility Program. Overall, they identified three types of outcomes that have occurred for students: increased/expanded employment opportunities, increased awareness and understanding of global values and perspectives, and an enriched understanding of their discipline/specialty area. Project Directors indicated that a primary outcome for students who have participated in the North American Mobility Program is both their increased employability and an increase in the number and types of employment options available to them upon graduation. Some of their comments include:

- *Students really gain skills and experience which is useful for them getting work whether that is actual employment out in the real world or in pursuing an advanced degree. The Program really provides an opportunity for students to get international experience in their field as well as work experience in general.*
- *Some of our students have gone from having been just a student on an exchange to being a professional in the field – the Program really gets students involved and motivated in the field.*

- *Long-term bonds – the relationships that many of the students form will go with them throughout their lives – tremendous networking opportunities.*
- *We have seen the exchanges become the launch of significant career opportunities for many of our students.*
- *Students have reported positive experiences regarding their North American Mobility exchange and characterize the overall experience an eye-opening opportunity that has opened many doors after graduation.*

A second outcome that Project Directors indicated has occurred for students is the increased awareness and understanding of global values and perspectives they take with them from their exchange experience. Project Directors discussed some of the dynamic changes they have witnessed during a student's involvement in the Program:

- *It gives students the opportunity to gain knowledge and hands-on experience in sustainable community development and environmental planning.*
- *Many students reported that this [the North American Mobility Program] was the best learning experience they have ever had. North American Mobility gives students first-hand exposure to different methods of research, different regulatory regimes, and different types of public administration systems.*
- *Students now have a more mature understanding of other cultures, deeper knowledge of Canada and Mexico.*
- *The final reports that students submit at the conclusion of their exchange experience strongly confirms the wealth of knowledge and experience they have acquired while doing their internships.*

Project Directors also discussed the extent to which the North American Mobility Program has enriched students' understanding of their discipline/specialty area. Their comments were often focused on the capacity of a study-abroad experience to add a whole new dimension to a student's insight into other ways of doing many of the same things. Some of their comments include:

- *Although not intentional, our program has really promoted the development of “career” students – students who have gotten their start in the field (perhaps somewhat half-heartedly in the beginning) by getting involved with an exchange experience, and then suddenly find themselves set on their overall career choice.*
- *The North American Mobility Program has helped our field gear up to many of the issues we've always known were there, but just didn't want to get into.*
- *A lot of additional funding and networking have taken place as a result of North American Mobility within our field – students, faculty, and non-academic professionals have all been influenced by these changes.*
- *Students often don't perceive themselves to be as international as they really are – our field is really starting to see the increased presence and influence of international travelers.*

When asked to discuss their experiences with North American Mobility, students indicated that their overall awareness and sensitivity to global issues has increased, some of their thoughts about their future schooling plans have changed, some of their thoughts about their career goals have changed, and some of their thoughts about their future jobs have changed. Some of their comments include:

- *Living outside your own country, especially in another country where so many different races are together, different ways of thinking and talking to people, and reading makes you think about the actual world situation with a more open mind.*
- *I have a better understanding of life in Mexico. A basic understanding of their political problems. A much better understanding of how veterinary medicine and animal care works in Mexico.*
- *Every international experience gives me the chance to learn more about different people and their cultures. I never want to stop having such experiences.*
- *I got a better idea of how Canadians see Americans. I also met a lot of other students from Europe which was also a very edifying experience. The experience has broadened my knowledge and acceptance of other cultures.*
- *I wanted to come back to the US for a Master's degree program or even for a PhD program.*
- *In addition to pursuing additional post-doc training, I am planning on being involved with organizations providing veterinary services to rural areas world wide.*
- *Prior to several international experiences involving wildlife, I had considered a career in avian medicine/small animal practice. Now I am much more focused on international and wildlife medicine issues.*
- *I am now considering a variety of careers.*
- *I worked at a Canadian animal shelter. I learned that no country is immune to the problem of animal overpopulation.*
- *I'm looking for an international organization, where I can work with people of different countries, cultures, minds...like in the United Nations or at the FAO.*
- *There is so much more out there to do that I never knew existed!*

Outcomes for US Business/Industry

As discussed previously, 96% of Project Directors (Table 4) also indicated that they feel the North American Mobility Program has helped to prepare students for work in an international context. Project Directors frequently emphasized the capacity of programs like the North American Mobility Program to produce a global work force and labor market, to expand the general awareness and understanding of global issues in business and industry among students and faculty, and to identify key industry needs. In addition, approximately three-quarters of the projects reported that at least some of their students had also participated in either an internship or work placement while studying abroad. Of this number, approximately 11% of the students were paid for their participation. Some of their comments include:

- *The extent to which business/industry uses student participants, for example in internships, is one that should be greatly increased in order that more benefit is derived.*
- *Businesses have sought out student participants because of their exposure to a foreign language and culture.*
- *This program assists businesses to become more aware of the issues that face our neighbors and that through partnership and collaboration, these issues can be dealt with in a positive light.*

Extent to Which the North American Mobility Program Has Become Institutionalized

This section focuses on the likelihood of US institutions continuing the funding for the North American Mobility Program after the initial funding period provided by FIPSE has expired. The information presented in this section is based on survey and interview information collected from Project Directors as well as from available program records/materials.

Analysis of the Annual Report Materials

In an analysis of the annual and final reports submitted by the projects, the projects reveal a substantial amount of interest and/or intent in continuing at least some component(s) of their North American Mobility project after the initial FIPSE funding for the project has expired:

- *The consortium has definitely spawned long-term bi-lateral, and even tri-lateral exchange partnerships that have every indication of ongoing financial support. Some of these partnerships are more one-sided than we would prefer, but the corporate intention can add significantly to the “will” to continue and the “incentive” to continue.*
- *The Consortium expanded from a small network of faculty members to a large network of faculty, students, and community organizations. Seven of the nine schools have agreed to continue the Consortium with their own funds and are preparing a proposal for joint research.*
- *A very important outcome of this program has been the fact that it has provided the participating community colleges with an opportunity to gain experience in dealing with housing, transportation, student life, and other issues that will support the sustainability of the project and other international exchanges after completion of this grant.*
- *Independent of this project, the Dean of College of Agriculture negotiated an agreement with Cargill to support short-term visits of students and faculty between Kansas State and ITESM (Mexico).*
- *UAT initiated a doctoral program in International Higher Education and recruited students from 5 campuses, 14 students in total. Other institutions have incorporated an international component in their curriculum and new courses dealing with the internationalization of the program in Higher Education. The University of Arizona will also offer a specialization in international education as part of the current PhD program. This will include participating in exchange programs within the group.*
- *Because the outcomes of this exchange experience have been so positive in so many arenas, the partners decided to develop a memorandum of understanding that will continue their relationship as a consortium offering exchange opportunities with students. Even though student funding is not available at this time, this will be researched and, hopefully, obtained in the future. In the meantime, students will be expected to fund their own travel, tuition, and living expenses.*
- *PVCC currently has no plans to pursue long-term student exchanges of this magnitude, and is looking to establish a sister college relationship.*

Survey Feedback

Project Directors were asked to rate the likelihood (using a scale of 1=Not at all Likely; 7=Very Likely) that their institution would continue the funding for the North American Mobility Program after the initial funding period provided by FIPSE has expired. Overall, only 47% of Project Directors indicated that it was “likely” that their institution would continue the funding for the

North American Mobility Program after the initial funding period provided by FIPSE has expired. On the other hand, almost the same amount of Project Directors (42%) indicated that it was “unlikely” that their institution would continue the funding for their North American Mobility project.

Project Directors were also given the opportunity to discuss their ratings in greater detail. Clearly, the primary factor affecting an institution’s decision to continue funding the Program beyond the initial funding period provided by FIPSE was related to financial reasons. Some of their comments include:

- *Lack of available resources to continue efforts.*
- *We are currently applying for new funding from AID to continue the collaborative activities with one of the partners.*
- *There is an extreme budget shortfall in our state which has impacted all academic support.*

A second group of individuals indicated that their institution either hoped to and/or was looking for ways to continue to the Program (at least in some form) beyond the initial funding provided by FIPSE. Although limited by a lack of financial resources available to them, they were strongly committed in their efforts/intent to continue the Program. Some of their comments include:

- *While students continue to be able to participate in exchanges, it was decided that each institution would determine whether or not to issue stipends for participation.*
- *None of the six partner institutions were in a position to continue the exact program. However, some semester-by-semester exchanges have continued for a limited number of students, especially from the Mexican partners to the Canadian and US partners.*
- *The funding has not continued but the exchange between Mexico, Arizona, and Canada has continued very successfully. Many of us are serving on doctoral committees, exchange of faculty is still ongoing as well as students visits.*
- *The multilateral exchange agreement remains and students may have been placed since the project expired. But there is a lack of funds to go beyond that.*
- *We are now 3 years post-FIPSE and are still engaged in students exchanges with our Canadian and Mexican partner institutions, although on a more limited basis.*
- *We have already continued projects with one of the Mexican universities and continue to communicate with our Canadian partners searching for potential new projects.*
- *The state is currently in a Budget crisis - programs are being cut. We have worked on some bilateral agreements but there are no extra funds available. Will not know the outcome until there are budget hearings.*

A third group of individuals seemed to report basic disinterest in the Program as the reason their project was not going to be continued. Some of their comments include:

- *Institutional commitment and support needs to be involved as leadership changes occur over time.*
- *Our institution is in flux about the project, direction and "control" of international programs.*
- *The degree program at the University of San Francisco which was involved with the project has been discontinued.*
- *Strictly a local and personal matter. My colleagues are not very interested in the program and I have developed other commitments.*

Role That FIPSE Has Played in the Success of the North American Mobility Program

It should be noted here that almost all Project Directors involved in the evaluation demonstrated a great deal of interest in and support for the North American Mobility Program. The vast majority of projects also expressed very positive feelings about FIPSE throughout the evaluation data collection activities and/or within the context of the annual reporting requirements. It's very clear from the breadth and scope of these comments that FIPSE has played in the success of the North American Mobility Program on several fundamental levels.

A first way in which FIPSE has contributed to the overall success of the North American Mobility Program has been the manner in which the Program was incorporated into the overall infrastructure of FIPSE within the US Department of Education. While all of the basic systems, mechanisms, and resources needed to implement the North American Mobility Program were well seasoned and established, FIPSE provided a credible, stable, and recognizable framework in which to launch the North American Mobility Program.

A second way in which FIPSE has contributed to the overall success of the North American Mobility Program has been the flexibility and willingness of both FIPSE and the Program Officers to adapt to the changing and evolving needs of the individual projects. It was also evident throughout the evaluation that the non-threatening environment that FIPSE and the Program Officers created for the projects promoted greater levels of creativity and a greater willingness to explore and experiment with some of the "high-risk" aspects of implementing their projects. It was also clear throughout the interviews that Project Directors have felt free to approach their Program Officer with a variety of issues/topics without fear of recrimination.

The following comments have been taken from the survey feedback, interview discussions, and/or the annual reports and are presented, without prejudice:

- *FIPSE has been a unique agency with which to work. Without exception, I have been able to receive timely assistance whenever I sought it out. The people in the FIPSE office have been easy to work with and have proven useful time-after-time – and in a helpful, easy-going manner. This has made it easy to bring problems and issues to the main office, and this ease of communication has aided this grant time and again. It should be a point of pride to FIPSE that an exchange continued in spite of the host program dissolving – FIPSE was very helpful in solving problems and in finding alternatives.*
- *Over the course of our project, we found the FIPSE staff to be very helpful, friendly, and accommodating. We encountered several problems that delayed implementation of our project (no extra money was involved). There was also flexibility in the way we allocated our student stipends between two partners. When it became apparent that our partner would not be able to mobilize as many students as we had planned, the staff at FIPSE did not have any problems with us sending more students from the lead institution.*
- *Thanks to the US Office of Education and their Canadian and Mexican counterparts. We all learned a great deal about one another as we determined the likelihood, ways, and means of bi-lateral as well as multi-lateral partnerships. Our hats off to FIPSE for having originated the NAFTA consortia with our Canadian and Mexican neighbors.*
- *The Program on North American Mobility in Higher Education is an extraordinary project that has received mixed government support and has been doubtless difficult to administer. But if the results of this project are typical, every efforts must be made to ensure its continuity. The educational benefits have been enormous and could not have otherwise been achieved without FIPSE.*
- *We do not feel that we would have been able to provide these types of experiences to students without the support offered by FIPSE. The grant allowed us to develop an*

infrastructure that will facilitate ties with partners and continue to explore opportunities to develop joint proposals.

- *The members of the NAFTA [Consortium] wish to thank the governments of Canada, Mexico, and the United States for the remarkable opportunities presented by these grant awards. Special thanks to the Fund for the Improvement of Postsecondary Education.*
- *Without the support of FIPSE, our project would never have been possible. It has been our experience that students, especially those in public institutions lacking full resources, are in desperate need of financial support in order to study in a foreign country. The scholarships make all the difference.*

APPENDICES:

Appendix A: Detailed Data Collection Plan

Evaluation Objective	Information Needed	Information Source	Collection Method
<p>Objective #1: The degree to which international education and cooperation has been promoted through the NAMP Program.</p>	<p>The kinds of joint programs which have evolved since the inception of the NAMP Program. Any new trends in program development; determining defining characteristics of programs supported by the NAMP grants, and outlining similarities or differences these programs may have from other international programs.</p> <p>number of students sent abroad; length of time students spend abroad; number and type of new joint academic/professional programs and consortia developed; number and type of partnerships developed among higher education, vocational education, or training institutions, professional associations, business and industry; degree to which academic experience is portable and transferable between Mexico, the U.S. and Canada; number and type of new international degrees or certification; existence of new international program recognition/accreditation; degree to which the exchange of information and expertise is enhanced.</p>	<p><u>US Institutions</u> Project Directors Project Partners/Faculty Students Records/Materials <u>Canadian/Mexican Institutions</u> Project Directors Project Partners/Faculty Students Records/Materials <u>FIPSE / NAMP</u> Program Officers/Staff Program Records/Materials <u>FIPSE Online Grant Database</u> Program Information Student & Faculty Mobility Information</p>	<p><u>US Institutions</u>² SI, IN, FG SI, IN, FG SI, IN RA <u>Canadian/Mexican Institutions</u> IN, FG IN, FG SI, IN RA <u>FIPSE / NAMP</u> IN RA <u>FIPSE Online Grant Database</u> Program Information Student & Faculty Mobility Information</p>

² SI = Web-Based Survey; IN = In-Depth Phone Interview; FG = Web-based Focus Group; RA = Records Analysis.

Evaluation Objective	Information Needed	Information Source	Collection Method
<p>Objective #2: The degree to which the NAMP Program has impacted students.</p>	<p>The evaluation will examine specific ways in which students have been affected by these programs including how participation in these programs has impacted students differently from participation in other international exchange programs. Indicators might include:</p> <ul style="list-style-type: none"> enhanced language skills; level of preparation of students from U.S. institutions to work in international contexts; enhanced knowledge about Mexico and Canada and social policies, and/or cultural and business practices; increased number of placements of students in careers which are international in nature; change in planned time to degree; increased interest in learning in internationally-oriented disciplines or professions; enhanced understanding of a discipline or program from an international perspective; enhanced capacity of Canadian and Mexican students who have studied in the US to work in an international context; and increased personal interest in international topics. 	<p><u>US Institutions</u> Project Directors Project Partners/Faculty Students Records/Materials</p> <p><u>Canadian/Mexican Institutions</u> Project Directors Project Partners/Faculty Students Records/Materials</p> <p><u>FIPSE Online Grant Database</u> Program Information Student & Faculty Mobility Information</p>	<p><u>US Institutions</u> SI, IN, FG SI, IN, FG SI, IN RA</p> <p><u>Canadian/Mexican Institutions</u> IN, FG IN, FG SI, IN RA</p> <p><u>FIPSE Online Grant Database</u> Program Information Student & Faculty Mobility Information</p>

Evaluation Objective	Information Needed	Information Source	Collection Method
<p>Objective #3: The degree to which programs supported by the NAMP Program have become institutionalized at U.S. and their partner institutions.</p>	<p>The evaluation will examine the sustainability of consortia and joint efforts developed at U.S. and their Mexican and Canadian partners. Indicators of success might be the development of sustainable new courses, programs, curricula, degrees or certification developed as a result of this program. Other important indicators might be a continued commitment on the part of the institution to attract and recruit students for study abroad and the sustainability of funding to academic and professional programs over the long term.</p>	<p><u>US Institutions</u> Project Directors Project Partners/Faculty Records/Materials <u>Canadian/Mexican Institutions</u> Project Directors Project Partners/Faculty Records/Materials <u>FIPSE Online Grant Database</u> Program Information Student & Faculty Mobility Information</p>	<p><u>US Institutions</u> SI, IN, FG SI, IN, FG RA <u>Canadian/Mexican Institutions</u> IN, FG IN, FG RA <u>FIPSE Online Grant Database</u> Program Information Student & Faculty Mobility Information</p>

Evaluation Objective	Information Needed	Information Source	Collection Method
<p>Objective #4: The degree to which the level of funding from FIPSE and the participating institutions is appropriate to develop viable programs.</p>	<p>The evaluation will examine the appropriateness of the level of funding to promote the goals and objectives of the Program. It shall examine the cost effectiveness of joint programs at the <i>institutional level</i> as well as compare costs of these programs to those of other campus-based international programs.</p>	<p><u>US Institutions</u> Project Directors Project Partners/Faculty Records/Materials</p> <p><u>Canadian/Mexican Institutions</u> Project Directors Project Partners/Faculty Records/Materials</p> <p><u>FIPSE / NAMP</u> Program Officers/Staff Program Records/Materials</p> <p><u>FIPSE Online Grant Database</u> Program Information Student & Faculty Mobility Information</p>	<p><u>US Institutions</u> IN, FG IN, FG RA</p> <p><u>Canadian/Mexican Institutions</u> IN, FG IN, FG RA</p> <p><u>FIPSE / NAMP</u> IN RA</p> <p><u>FIPSE Online Grant Database</u> Program Information Student & Faculty Mobility Information</p>

Evaluation Objective	Information Needed	Information Source	Collection Method
<p>Objective #5: The degree to which the NAMP Program offers added value to international efforts in American higher education.</p>	<p>The evaluation will examine what the NAMP Program adds to international efforts in American higher education not already available through other programs.</p>	<p><u>US Institutions</u> Project Directors Project Partners/Faculty Students Records/Materials</p> <p><u>Canadian/Mexican Institutions</u> Project Directors Project Partners/Faculty Students Records/Materials</p> <p><u>FIPSE / NAMP</u> Program Officers/Staff Program Records/Materials</p> <p><u>FIPSE Online Grant Database</u> Program Information Student & Faculty Mobility Information</p>	<p><u>US Institutions</u> IN, FG IN, FG IN RA</p> <p><u>Canadian/Mexican Institutions</u> IN, FG IN, FG IN RA</p> <p><u>FIPSE / NAMP</u> IN RA</p> <p><u>FIPSE Online Grant Database</u> Program Information Student & Faculty Mobility Information</p>

Evaluation Objective	Information Needed	Information Source	Collection Method
<p>Objective #6: The degree to which the NAMP Program is cost effective.</p>	<p>The evaluate will examine how cost effective the NAMP Program is on the whole. In doing so, it shall examine how the costs of joint efforts supported by the NAMP Program compare to those of other cross-national programs?</p>	<p><u>US Institutions</u> Project Directors Project Partners/Faculty Records/Materials <u>Canadian/Mexican Institutions</u> Project Directors Project Partners/Faculty Records/Materials <u>FIPSE / NAMP</u> Program Officers/Staff Program Records/Materials <u>FIPSE Online Grant Database</u> Program Information Student & Faculty Mobility Information</p>	<p><u>US Institutions</u> IN, FG IN, FG RA <u>Canadian/Mexican Institutions</u> IN, FG IN, FG RA <u>FIPSE / NAMP</u> IN RA <u>FIPSE Online Grant Database</u> Program Information Student & Faculty Mobility Information</p>

Evaluation Objective	Information Needed	Information Source	Collection Method
<p>Objective #7: The degree to which innovations funded by the NAMP Program have successfully influenced educational practices at other U.S. higher education institutions.</p>	<p>The program will examine what educational practices developed as a result of NAMP Program have become more mainstream in American higher education. This should include and examination of any by-products, intended or unintended, which have developed (new curricula, new distance learning practices or technology, new alliances, etc.).</p>	<p><u>US Institutions</u> Project Directors Project Partners/Faculty Records/Materials <u>Canadian/Mexican Institutions</u> Project Directors Project Partners/Faculty Records/Materials <u>FIPSE / NAMP</u> Program Officers/Staff Program Records/Materials <u>FIPSE Online Grant Database</u> Program Information Student & Faculty Mobility Information</p>	<p><u>US Institutions</u> IN, FG IN, FG RA <u>Canadian/Mexican Institutions</u> IN, FG IN, FG RA <u>FIPSE / NAMP</u> IN RA <u>FIPSE Online Grant Database</u> Program Information Student & Faculty Mobility Information</p>

Appendix B: Project Summaries

Appendix B provides a content analysis of individual projects across the scope of the primary evaluation objectives set forth under Purpose of the Evaluation. Due to its length, this section of the report has been organized as a separate document.