

**AMERICA'S NEW POLICY GOAL OF SENDING ONE MILLION  
STUDENTS ABROAD: STRATEGIES FOR THAILAND TO  
BECOME A COMPETITIVE HOST DESTINATION**

**MISS TATPICHA NUNTA**

**A THESIS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY  
KHON KAEN UNIVERSITY**

**2011**

**AMERICA'S NEW POLICY GOAL OF SENDING ONE MILLION  
STUDENTS ABROAD: STRATEGIES FOR THAILAND TO  
BECOME A COMPETITIVE HOST DESTINATION**

**MISS TATPICHA NUNTA**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF DOCTOR OF PHYLOSOPHY  
IN EDUCATIONAL ADMINISTRATION  
GRADUATE SCHOOL KHON KAEN UNIVERSITY**

**2011**

ทัตพิชา นันทา. 2554. นโยบายหนึ่งล้านนักศึกษาในต่างแดนของอเมริกา: ยุทธศาสตร์เพื่อการเป็นประเทศ  
เจ้าภาพเชิงแข่งขันของไทย. วิทยานิพนธ์ปริญญาศึกษาศาสตรดุษฎีบัณฑิต สาขาวิชาการบริหารศึกษา  
บัณฑิตวิทยาลัย มหาวิทยาลัยขอนแก่น.

อาจารย์ที่ปรึกษาวิทยานิพนธ์: รศ.ดร.วิโรจน์ สารรัตนะ, Prof. Dr. Gerald W. Fry

## บทคัดย่อ

จุดมุ่งหมายของการศึกษาค้นคว้าครั้งนี้เพื่อศึกษาบทบาท ขอบเขต และ ทิศทางของการที่ประเทศไทยเป็นแหล่ง  
การศึกษาของชาวอเมริกันจากอดีตจนถึงปัจจุบัน ตลอดจนวิเคราะห์ ปัญหา อุปสรรคและความท้าทายที่ประเทศ  
ไทยต้องเผชิญในการดึงดูดนักศึกษาชาวอเมริกาให้เลือกเข้ามาศึกษาในประเทศไทย ทั้งนี้ยังได้นำเสนอตัวอย่าง  
กรณีศึกษาของสาม โปรแกรมที่ได้รับการยอมรับว่าประสบความสำเร็จในการจัดการเรียนการสอน การบริหาร  
จัดการและบริการตามโครงการศึกษาต่างประเทศของชาวอเมริกันในประเทศไทย ทั้งนี้เพื่อค้นหาปัจจัยและ  
องค์ประกอบที่สำคัญต่อความสำเร็จเหล่านั้นและสามารถใช้เป็นแนวทางในการจัดการศึกษาแก่นักศึกษาอเมริกัน  
โดยสถาบันการศึกษาของไทยทั้งรัฐและเอกชน รวมทั้ง หน่วยงานที่ให้บริการทางการศึกษาอื่นๆที่สนใจ

ท้ายสุดเพื่อนำเสนอข้อเสนอแนะเชิงนโยบายในด้านยุทธศาสตร์และวิธีการในการพัฒนา ส่งเสริม  
และดึงดูดนักศึกษาชาวอเมริกันให้เลือกเข้ามาศึกษาในประเทศไทยมากขึ้น

กรอบแนวคิดและทฤษฎีที่ใช้คือ Inter group Contact Theory (Allport, 1954; Pettigrew, 1998), Human  
Capital Theory (Becker, 1964; Schultz, 1975), และ Push-Pull Factors (Mazzarol, 1998; Mazzarol and Soutar,  
2002) การศึกษาเป็นการศึกษาเชิงนโยบาย(Majchrzak,1984)ใช้วิธีการแบบผสมผสาน(Mixed-Methods;  
Creswell and Plano Clark, 2007; Creswell, 2009) วิจัยเชิงนโยบายประกอบด้วยสองขั้นตอนคือร่างข้อเสนอทาง  
นโยบายจากข้อมูลที่ได้วิเคราะห์และสังเคราะห์ จากแหล่งข้อมูล 1) การศึกษาเอกสาร 2) การสัมภาษณ์ผู้เชี่ยวชาญ  
4) การสัมภาษณ์ผู้มีส่วนได้ส่วนเสียอื่นๆ เช่น ผู้จัดการศึกษา และนักศึกษา และ สถาบันการศึกษาต่างประเทศ  
5) การประชุมเชิงปฏิบัติการ (workshop) 6) การศึกษาพหุกรณี 7) การสำรวจข้อมูลทางอิเล็กทรอนิกส์ ขั้นตอน  
ที่สอง นำร่างข้อเสนอที่ได้มาวิเคราะห์และตรวจสอบข้อมูลจากการสัมภาษณ์เชิงลึกผู้เชี่ยวชาญและผู้ทรงคุณวุฒิ  
แล้วสังเคราะห์เพื่อได้คำตอบของการวิจัย และข้อเสนอแนะทางนโยบายที่เป็นไปได้

จากการศึกษาพบว่าประเทศไทยมีศักยภาพที่ดีพอที่จะรองรับนักศึกษาชาวอเมริกันหากแต่ยังไม่ได้ใช้  
โอกาสนั้นอย่างเต็มที่แต่มีอุปสรรคที่ต้องปรับปรุงแก้ไขคือเรื่องของความชัดเจนทางนโยบายของการอุดมศึกษา  
และการดึงดูดนักศึกษาชาวอเมริกันคุณภาพและมาตรฐานการศึกษาและการบริหารจัดการของโปรแกรม  
นานาชาติ และสถาบันการศึกษาไทย ระบบการบริหารจัดการที่ล่าช้า (Bureaucratic System) ความสามารถในการ  
ใช้ภาษาอังกฤษของบุคลากร ความสามารถทางการสื่อสารระหว่างวัฒนธรรม และ การที่การศึกษาไทยยังไม่เป็น  
ที่รู้จัก (Visibility) ในกลุ่มการศึกษาของชาวอเมริกัน สิ่งเหล่านี้ต้องได้รับความสำคัญและใส่ใจในการปรับปรุง  
แก้ไข และส่งเสริมเพื่อสร้างความพึงพอใจและดึงดูดแก่นักศึกษาให้มาเข้ามามากขึ้น

นอกจากนี้ การศึกษาเชิงสำรวจ(เครื่องมือที่ใช้มีค่า  $\alpha = .91$ ) สอดคล้องกับการสัมภาษณ์พบว่านักศึกษา  
ส่วนใหญ่มีความพึงพอใจระดับมาก ถึงมากที่สุด ต่อประสบการณ์ในการศึกษาในประเทศไทย โดยเฉพาะ

ประสบการณ์นั้นส่งผลต่อการพัฒนาตนเอง และการเปลี่ยนแปลงทัศนคติในการมองโลกและการดำเนินชีวิต ชื่อเสียงโปรแกรม จากสถาบันที่มีชื่อเสียง และในองค์ประกอบของ โปรแกรมที่ให้นักศึกษาได้มีโอกาสทำ กิจกรรมและสัมผัสกับวัฒนธรรมท้องถิ่น ในระยะเวลาที่เหมาะสม เหล่านี้คือปัจจัยสำคัญ ตัวอย่างการนำเสนอ ของพหุกรณีพบว่าความสำเร็จของโปรแกรมขึ้นอยู่กับคุณภาพและความสอดคล้องของเนื้อหาทางวิชาการ (Academic aspect) วิธีการจัดการเรียนการสอน (learning pedagogy, experiential learning) และองค์ประกอบ ที่เอื้อต่อการเรียนรู้ (Engel & Engel, 2004) และ ระบบการบริหารจัดการที่พร้อมและเอื้อต่อการดำเนินกิจกรรม (support system infrastructures) โมเดลการทำนายความพึงพอใจ (R square =0.48) ของประสบการณ์การศึกษา ในประเทศไทยประกอบด้วย 1) ประสบการณ์ในประเทศไทยมีความเป็นพิเศษ(Unique) 2) โปรแกรมที่จัดนอก เขตกรุงเทพมหานคร 3) ความสะดวกในการจัดการกิจกรรมและดำเนินงาน 4) ความสนใจในการเรียนวัฒนธรรม ไทย 5) ที่ตั้งที่เป็นศูนย์กลางของประเทศไทย “gateway to Asia” 6) ความคาดหวังด้านโอกาสทางอาชีพ 7) โครงสร้างและสิ่งอำนวยความสะดวก(Infrastructure and facilities) 8) ชื่อเสียงและคุณภาพของบุคลากรที่สอน 9) ชื่อชาติ ไทย-อเมริกัน 10) ความปลอดภัย 11) ความสอดคล้องทางวิชาการ 12) สาขาวิชา Natural and Physical Science 13) การเตรียมความพร้อมก่อนเดินทาง 14) อรรถาศัยของคนไทย

ข้อเสนอแนะหลักทางนโยบายคือ 1) รัฐบาลควรจัดตั้งหน่วยงาน (Public Organization) ที่รับผิดชอบ โดยตรงต่อการจัดการศึกษา ต่างประเทศ (Thai Association for International Education) 2) จัดตั้งหน่วยงาน (Professional Organization) ในการสนับสนุน ส่งเสริมและให้คำปรึกษา และ พัฒนา บุคลากร เพื่อการจัดการ การศึกษาและให้บริการแก่นักศึกษาต่างชาติ 3) เลือกลงสาขาและด้านที่ไทยต้องการพัฒนาและส่งเสริมและ ขณะเดียวกันสอดคล้องกับความสนใจกลุ่มนักศึกษาเป้าหมาย 4) ศึกษาลักษณะความต้องการของกลุ่มเป้าหมาย

เมื่อพิจารณาประโยชน์และทิศทางของนโยบายในการพัฒนาประเทศโครงการนี้น่าสนใจและควรมี โครงการนำร่อง ทั้งนี้เป็นโอกาสที่ไทยได้สร้างสานต่อความสัมพันธ์กับอเมริกาและได้แลกเปลี่ยนเรียนรู้ อีกทั้งยัง ส่งเสริมนโยบายการเป็นศูนย์กลางทางการศึกษาในกลุ่มอาเซียนและส่งเสริมการเป็นนานาชาติของการศึกษาอีก ด้วย ดังนั้นผู้นำการศึกษาและผู้นำทางนโยบายควรใช้ยุทธศาสตร์เชิงรุกในการส่งเสริมการศึกษานานาชาติเช่นนี้ ผู้นำทางการศึกษาควรเป็นผู้กำหนดทิศทาง วางแผน(Positioning) ว่าการศึกษาไทยจะมีบทบาทในเวทีโลกอย่างไร ไม่ใช่เพียงแค่อบสนองต่อผลของการเปลี่ยนของกระแสโลกาภิวัตน์เท่านั้น

Tatpicha Nunta. 2011. **America's New Policy Goal of Sending One Million**

**Students Abroad: Strategies for Thailand to Become a Competitive Host**

**Destination.** Doctor of Philosophy Thesis in Educational Administration,  
Graduate School, Khon Kaen University.

**Thesis Advisors:** Assoc. Prof. Dr. Wirot Sanrattana,  
Prof. Dr. Gerald W. Fry

**ABSTRACT**

The purpose of this research was to find ways to increase the number of U.S. study choosing Thailand as a study abroad destination and to articulate strategies Thailand could pursue to enhance the attractiveness of study abroad programs in Thailand to U.S. students. Theoretical frameworks underlying this study were inter-group contact theory (Allport, 1954; Pettigrew, 1998), human capital theory (Becker, 1964; Schultz, 1975), and push-pull factors (Mazzarol, 1998; Mazzarol and Soutar, 2002). A policy research (Majchrzak, 1984) mixed-methods approach (Creswell and Plano Clark, 2007; Creswell, 2009) was used to guide this research consisting of: 1) extensive analysis of related documents; 2) in-depth interviews of experts in the field and of relevant stakeholders; 3) Workshop; 4) multiple case studies of three successful study abroad programs in Thailand and; 5) an electronic survey of the reflections of students (alumni), who participated in these three programs in Thailand.

A valid, psychometrically sound scale ( $\alpha = .91$ ) was developed to assess the degree to which U.S. American individuals were satisfied with their study experience in Thailand. Ten aspects of study abroad programs to be maintained or improved were identified. The regression model for predicting of satisfaction with the study abroad experience in Thailand had good explanatory power ( $R^2 = 47.5\%$ ). Based on an extensive electronic survey of 874 alumni with a 48 percent response rate, going back five decades, it was found that for the most part these students had highly positive and often transformative experiences in Thailand. They shared many attractive aspects of living and studying in Thailand, particularly the warm, welcoming attitude of Thais toward them, the exposure to another, quite different way of life, the abundance of

tasty and high quality food, the generally low cost of living, and the ease of travel to neighboring Southeast and East Asian countries. However, Thai language study was not found to be an important consideration in deciding to study in Thailand.

The study found serious inconsistencies of data on U.S. students in Thailand between Ministry of Education (MOE) and IIE statistics. There is clearly significant unrealized potential as a destination for U.S. study abroad due to Thailand's strategic location in the middle of Southeast Asia and its being sandwiched between economically dynamic Chindia (Engardo, 2007). It is relatively low cost compared to competitors such as Japan, Korea, Hong Kong, and Singapore, and its quality physical infrastructures give it comparative advantages. The issues and challenges as barriers facing Thailand are identified. Characteristics of successful programs and their key elements are explored and presented.

With the U.S. initiative to increase dramatically the number of Americans studying abroad (Lincoln Commission, 2004; Simon Act, 2009), Thailand now has a special opportunity to increase significantly the numbers of Americans choosing Thailand as a destination for their study abroad. Proactive approaches and competitive strategies are suggested by experts. A tetrahedral model highlights the four key strategies that could enhance the flow of students to Thailand.

**This Present Thesis is dedicated to My Grand Father, Parents,  
My Family, and My Life Long Mentor and My Teachers**

## ACKNOWLEDGEMENTS

I would like to express my deepest appreciation and sincere gratitude to the kindness of many important people who have giving me their valuable time and support, encouragement, guidance, cooperation and insights into my research project. First of all, I would like to express my gratitude to The Office of Commission on Higher Education that has given me the opportunity to advance my academic pursuits through awarding me a Fellowship for Doctoral Study. Without this funding, my research in the United States would have been impossible.

I would like to express my deepest appreciation to my life-long mentor Professor Fritz H. Guldner for his never ending, kind support, and encouragement. A special thanks and deepest gratitude also go to my Advisors, Assoc. Professor Dr. Wirot Sanrattana and Professor Dr. Gerald W. Fry for their mentorship, and for guiding me through my research project with infinite patience, offering his insights and in-depth knowledge with hands-on experience and his warm support during my first experiences as a visiting scholar at the University of Minnesota in the United States. I feel extremely lucky to have received such detailed and dedicated guidance from my mentors in so many respects.

I would like to express my sincere gratitude to experts who opened their doors for me with a smile, and willingly gave me their insights into the issues understudy :Dr. Wiwat Munkandi, Professor Dr. Paitoon Silarat, Assoc. Professor Varaporn Bovornsiri, Dr. Suchart Muangkaew, Dr. Sirot Ponpanthin, Ajarn Aporn Kaenvong, Ajarn Martha Butt, Dr. Chalintorn Burian, and participants of the IIE Workshop in Bangkok, Dr. David B.J. Adams, Dr. Jennifer X. Wu, Dr. Helena Kaufman, Professor Robert J. Bickner, Assoc. Professor Fred Finley, Professor John L. Romano, Jonathan E. Akeley, Patricia Chow, Robert Gutierrez, Dr. Michael Vande Berg, Kathy Tuma, Professor Dr. Richard F. Vaz, Dr. Natalie A. Mello, Assist. Professor Dr. Chrysanthe Demetry and Dr. David Streckfuss. Finally, I would like to give my deep-felt thanks to my parents for their love and support. I feel extremely lucky and very grateful to have such wonderful parents, professors, friends, and colleagues in my life.

Tatpicha Nunta



## TABLE OF CONTENTS

	<b>Page</b>
ABSTRACT (IN THAI)	i
ABSTRACT (IN ENGUSH)	iii
DEDICATION	v
ACKNOWLEDGEMENT	vi
LIST OF TABLES	x
LIST OF FIGURES	xv
LIST OF ABBREVIATIONS	xvii
CHAPTER I INTRODUCTION	1
1.1 Background and Significance of Study Abroad	1
1.2 Research Purposes.	18
1.3 Research Questions	18
1.4 Scope of This Study	18
1.5 Definition of Terms	19
1.6 Limitations	21
1.7 Significance of the Study	22
1.8 Summary	22
CHAPTER II LITERATURE REVIEW	23
2.1 The United States of America Policies and History of Study Abroad	23
2.2 A Brief Overview of the System of Higher Education in the United States	29
2.3 Study Abroad Programs and Definitions	34
2.4 Current Trends of American Study Abroad Worldwide	64 79
2.5 Trends of United States Students Study Abroad in Thailand	84
2.6 Understanding the U.S. Study Abroad Programs: Opportunities, Issues and Challenges	94

2.7 Exploring Host Institutions' Capacity for U.S. Study  
Abroad Students

**TABLE OF CONTENTS (Cont).**

	<b>Page</b>
2.8 Thailand as a Destination of Choices for Study Abroad	107 115
2.9 What Factors Influences Students' Decision to Study Abroad?	121 124
2.10 An Overview Process of Study Abroad Program Participation	127 128
2.11 The Determinants of Study Abroad Costs:	133
2.12 Strategic Management and SWOT Analysis (Hubbard, 2000).	134
2.13 Theoretical and Conceptual Frameworks	135
2.14 Conceptual Framework	
2.15 Summarized Characteristics of Demand of U.S. Study Abroad Program	
2.16 CONCLUSION	
<b>CHAPTER III RESEARCH METHODOLOGY</b>	<b>137</b>
3.1 Overview and Purposes of the Policy Study	137
3.2 Policy Research: Definition, Characteristics, Processes	138 143
3.3 Research design: Research Structure, Process and Procedure	143
3.4 Phase I: Contextual Study and development of tentative	147

recommendations:	159
3.5 Qualitative Data Collection	167
3.6 Quantitative Data Collection	
3.7 Phase II: Analysis of Recommendations/ Final Recommendations	168 169
3.8 Ethical Issues	
3.9 Conclusion	
<b>CHAPTER IV RESULTS</b>	<b>171</b>
4.1 Results: Survey Results (Quantitative)	172
4.2 Prediction Model of Satisfaction on Study Abroad Experience in Thailand.	212
4.3 Open-ended Survey Analysis and Individual Interviews	219
<b>TABLE OF CONTENTS (Cont).</b>	
	<b>Page</b>
4.4 Answering Research Questions	221
4.5 Suggestions on Program Management of Study Abroad in Thailand	291 294
4.6 Conclusion	
<b>CHAPTER V DISSCUSSION AND RECOMMENDATIONS</b>	<b>295</b>
5.1 Relevance to Theory	295
5.2 Does Thailand have the Capacity to Become the U.S. Study Abroad Destination?	296 301
5.3 Barriers and Obstacles:	304
5.4 Relevance to Policy and Practice	329

5.5	Recommendations for Future Research	329
5.6	Concluding Thoughts	
	REFERENCES	331
	APPENDICES	373
	APPENDIX A SURVEY'S INSTRUMENT	375
	APPENDIX B Interview Protocol	387
	APPENDIX C IRB APPROVAL	393
	APPENDIX D Survey's Launch Notice	397
	APPENDIX E Survey's Reminder	401
	APPENDIX F Conferences and Publications	405
	VITAE	423

## LIST OF TABLES

		<b>Page</b>
Table 1	Seven components of overseas programs for level classification	41
Table 2	These seven components interact in complex ways; the different blends of these components constitute	42

	different levels	
Table 3	Study-abroad and program types at California State University, Fresno, 2005	45
Table 4	Non-Traditional Study Abroad Destination: Benefits	56
Table 5	Host regions of the U.S. study- abroad students, 1996/97 - 2008/09	70
Table 6	Top 20 Destinations of U.S. Study Abroad, 2005/06 to 2008/09	71
Table 7	Top 10 destinations of U.S. students study abroad, 1985/86, 1994/95, 2004/05, 2005/06, 2006/07, 2007/08, and 2008/09.	72
Table 8	Trends of U.S. students study abroad of destination countries in Asia from 2003/04 to 2008/09	73
Table 9	Fields of study of U.S. Study-abroad students, 1996/97-2008/09	77
Table 10	Profile of U.S. students study-abroad, 1996/97 - 2008/09	78
Table 11	Scholarly/Student Flows in various fields between Thailand and the United States, 1955-1974	81
Table 12	Number of higher education institutions classified by type of institutions in academic years, 2004, 2008	100
Table 13	International students classified by gender	102
Table 14	International students classified by level of education	102
Table 15	Number of International Students in Exchange Program 2007to 2009	103

**LIST OF TABLES (Cont).**

	<b>Page</b>
Table 17 International students classified by university from 2007 to 2009	104
Table 16 Numbers of international students classified by sources of funding 2007 to 2009	103
Table 18 International students study in Thailand classified by country from 2004/05 to 2008/09	105
Table 19 Trends of U.S. study abroad students in Thailand from 1995/96 to 2008/09	105
Table 20 International students studied in Thailand, by field of study 2005 -2009	106
Table 21 Thailand Capacity and SWOT Analysis	128
Table 22 Lists of Thai Experts	150
Table 23 Lists of United States Experts	152
Table 24 Survey's Participant from each Institution	163
Table 25 survey participants from Other Home Institutions	163
Table 26 Survey's Participants from Each Institution	173
Table 27 Gender and Home Institution(s)	173
Table 28 Home Institutions [CIEE Program]	174
Table 29 Gender	176
Table 30 Ethnicity	176
Table 31 Major(s) of Studied	177
Table 32 Major (s) and Home Institutions	178
Table 33 Year when Studied Abroad	179
Table 34 Year and Home Institutions	180

Table 35	Number of Courses Taken about Asia before Departure	181
Table 36	Number of Courses Taken about Asia by Each Home Institution(s)	191

### **LIST OF TABLES (Cont).**

	<b>Page</b>	
Table 37	Number of Asian Language Classes Prior to Studying Abroad in Thailand	182
Table 38	Asian Language Classes and Home institution(s)	183
Table 39	Number of Thai Language Classes prior to Studying Abroad in Thailand	184
Table 40	Number of Thai Language Classes and Home institution(s)	184
Table 41	Direct Enrollment Model	185
Table 42	Customized/Island Program Model	185
Table 43	Program Hybrid Model	185
Table 44	Faculty-Led Program	185
Table 45	Service learning/ Internship Model	186
Table 46	Number of Hours/Week on Thai Language Study in the Program	186
Table 47	Home Institution and Hours of Thai Language Study as Part of the Program	187
Table 48	Program Providers	187
Table 49	Duration(s)	188

Table 50	Duration and Home Institution(s)	188
Table 51	Decades of Study Abroad in Thailand	189
Table 52	Bangkok Province	190
Table 53	Khon Kaen Province	190
Table 54	Chiang Mai Province	191
Table 55	Bangkok and Home Institution	191
Table	Khon Kaen and Home Institution	191
56		
Table 57	Chiang Mai and Home Institution(s)	191
Table 58	Other Location(s) and Home Institution	192
Table 59	Dormitory Provided by Host Institution	193

**LIST OF TABLES (Cont).**

		<b>Page</b>
Table 60	Host Family	193
Table 61	Private Rental	193
Table 62	Roommate [American) and Home Institution(s)	194
Table 63	Host family and Home Institution(s)	194
Table 64	Roommate [Thai roommate] and Home Institution(s)	194
Table 67	Roommate [Single room] and Home Institution(s)	195
Table 68	Private Rental and Home Institution(s)	195
Table 69	Self Funding	196
Table 70	Scholarship	196
Table 71	Study Loan	196
Table 72	Waiver of Fees	196
Table 73	Time (s) of Study Abroad	197



Table 74	Destination(s)	198
Table 75	Website(s)	199
Table 76	Alumni Network	199
Table 77	Friends	199
Table 78	Words of Mouth	199
Table 79	Professor/Faculty	200
Table 80	Study Abroad Office	200
Table 81	Travel after Study Abroad by Home Institution(s)	200
Table 82	Travel to Other Countries after Thailand	201
Table 83	Travel to other Destination after Study by Institutions	202
Table 84	Maintain Contacts with Friends	202
Table 85	Maintaining Contacts with by Letters	202
Table 86	Maintaining Contact by Telephone	203
Table 87	Maintaining Contact by Facebook	203
Table 88	Maintaining Contact by Skype	203

#### **LIST OF TABLES (Cont).**

	<b>Page</b>	
Table 89	Contact through E-mail	203
Table 90	Contact in Person	203
Table 91	Return to Thailand After Study abroad	204
Table 92	Number of Times Returned to Thailand	204
Table 93	Purposes of Return	205
Table 94	Other Purposes	205
Table 95	Factors of Consideration to Study Abroad in Thailand	207

Table 96	Levels of Satisfaction on the Aspects of the Study Abroad Experience in Thailand Descriptive Statistics	211
Table 97	Prediction Model of Satisfaction on Study Abroad Experience in Thailand	213
Table 98	Fields of Studies and Research Assignments	222
Table 99	Scholarly/Student flows in various fields between Thailand and the	231
Table 100	Estimated Costs of Program Out of Pocket Expenses	261
Table 101	CIEE- Ranges of Projects / Issues and Themes	281
Table 102	Comparative aspects on Elements of Program, Three Successful Cases	287

## **LIST OF FIGURES**

	<b>Page</b>	
Figure 1	Overview on current American students study abroad: profiles and characteristics.	66
Figure 2	U.S. Students study abroad destination in Asia, 2007/08	73
Figure 3	Duration of Study- Abroad by Institutional Type 2006/07	74
Figure 4	Scholarly/Student Flows between Thailand and the United States, 1955-1974	81
Figure 5	Pattern of Study Abroad in Thailand over Time from 1992/93 to 2007/08	82
Figure 6	Study in Thailand, 2004-2009 as reported by CHE and IIE	83
Figure 7	Number of international programs classified by level of study	100
Figure 8	Number of international programs classified by type of institution	101
Figure 9	Number of international programs during 2004-2008	101
Figure 10	Students's Decision Making Process in Choosing Study Abroad Destination by Mazzarol and Soutar (2002)	119
Figure 11	Three Stages Process of Choosing to participate in Study Abroad by Hossler and Gallanher (1987)	119
Figure 12	Integration of Push –Pull Factors of Home and Host Country Porter's five forces model for promoting studyabroad in Thailand as host destination for United	133

	States Students.	
Figure 13	How globalization affects the nation and institutions, and the roles / benefits of Study- abroad as response to globalization forces	134
Figure 14	Policy Research Process	141
Figure 15	Policy research processes and mixed methods	142
Figure 16	Major(s) of Studied	178
Figure 17	Year(s) When Studied Abroad	179
Figure 18	Decades of Study Abroad in Thailand	189

### **LIST OF FIGURES (Cont).**

		<b>Page</b>
Figure 19	Number of Times Study Abroad	197
Figure 20	Number of students Studied Abroad for The First time	198
Figure 22	Scholarly/Student Flows between Thailand and the United States, 1955-1974	230
Figure 23	Pattern of Study Abroad in Thailand over Time	231
Figure	Study in Thailand, 2004-2009 as reported by CHE and	231

24	IIE	
Figure	Tetrahedral model of Interrelationships between	325
25	Public Organization, Professional Organization, Industrial Policies, U.S. Target Market.	

ACE	American Council on Education
AIT	Asian Institute of Technology
ASAIHL	Association of Southeast Asian Institutes of Higher Learning of Thailand
AUAP	Association of Universities of Asia and Pacific
AUN	ASEAN University Networks
CIEE	Council of International Education Exchange
CIES	Council of International Exchange of Students
CSA	The Center of Study abroad
CIS	Center for International Studies
EQA	External Quality Assurance
GMS	Greater Mekong Sub region
HEIs	Higher Education Institutions
IDI	Intercultural Development Inventory
IGSD	Interdisciplinary Global Study Department
IIE	Institute of International Education
ISO	International Students Office
ITD	The International Institute of Trade and Development
IQA	Internal Quality Assurance
IQPs	Interdisciplinary Qualifying Programs
MOE	Ministry of Education

MOC	Ministry of Commerce
NCES	National Center for Education Statistics
OCHE	Office of The Commission on Higher Education
ONESQA	The Office of the National Education Standards and Quality Assessment
SEAMEO	Southeast Asian Ministers of Education Organization
STEM	Science Technology Engineering and Mathematics
USAC	Universities Studies Abroad Consortium

# CHAPTER I

## INTRODUCTION

### 1.1 Background and Significance of Study Abroad

Study abroad is the United States' educational program as part of foreign policy and international education policy. A study abroad program encompasses educational programs and activities of study, work, research, or internship that are conducted outside the United States and that award academic credits (Abraham Lincoln Study Abroad Fellowships program, 2004). It provides significant benefits to students, academic institutions, and the nation (Knight, 2009). A study abroad is considered as an important instrument of promoting peace as part of foreign policy where students who study in other countries are not only earn academic credits, but also serves as ambassadors of their nations. Also, as regards the U.S. economic competitiveness in an ever increasing integrated world, having a workforce with international knowledge and cross cultural skills is vital ( Lincoln Commission, 2005; NAFSA, 2008). Emerging in the 1920s and evolving through the end of twentieth century, study abroad has become an important part of U.S. higher education (Hoffa, 2007). In 2000, 65 percent of American campuses had study abroad programs jumping up to 91 percent in 2006 (Hoffa and De Paul, 2010). The Senator Paul Simon Study Abroad Foundation Act 2009 is a bipartisan effort supporting a rapidly increasing number of undergraduate students to participate in study abroad to reach the target of "one million American students study abroad" by 2017, increasing diverse profiles of participants, also expanding to non-traditional, developing countries, and learning their languages.

Currently, only 260,327 students, just above 1 percent of all U.S. undergraduate students are studying abroad, which is an increase of more than 150 percent in two decades (IIE, 2010 Open Door Report, 2010). This trend is continuously increasing and so is the choice of non- traditional destinations (Wells, 2006). The U.S. economic downturn caused reduction of funding for all public universities(Zusman,2005), the devaluation of the Dollar (Fischer, 2007, 2008, 2009),



increasing costs of education, and rising study abroad programs costs (Cressey and Stubbs, 2010), the need to increase the diversity of participants (i.e. students of color, minorities, community college- and non-traditional students), the need for diversification of geographic location (Ogden, Soneson and Weting, 2010), and the need for creating meaningful and potentially high impact programs for students' overall development in learning in less familiar destinations (Che, Spearman, and Manizade, 2009). Finally, non-traditional destinations and developing countries as well as emerging continent are parts of the world which cannot be ignored, if United States wish to maintain a leadership position, and national security (Simon, 1980; NAFSA, 2009).

Searching for new partnerships and innovative programs that enhance academic quality and save costs of providing education to students is important motivation for most administrators. Thailand also has been promoting internationalization of higher education since the 1990s. This policy has been given high priority from governments as indicated in the 8th (The Eight National Economic and Social Development Plan 1997-2001:1996), 9th (The Ninth National Economic and Social Development Plan 2002-2006:2001). National Economic and Social Development Plans (1992-2007) on the belief that human development is the key to economic competitiveness and the country's productivity. Moreover, Thailand has been planning to become an Education hub for the region (Fry, 2010). International students bring with them the diversity, language and cultural differences into the classroom. In some aspect they can be considered as long-term tourists (Sumka, 1999), which contributes income to the country. International programs in Thailand at both, school and higher education levels, have been generating more than 1.52 billion Baht annually. Thai students choosing to study in Thailand also prevent money flowing out of the country. U.S. students enrolling into Thai institutions also raise the institutional profile and foster future collaboration. Therefore, this is the opportunity to discover what would be the ways Thailand and U.S.A. can mutually benefit from the U.S. study abroad initiative.

This study seeks to understand and appreciate the conceptual and theoretical frameworks underlying study abroad programs, including their significance, and to seek answers to the research questions on issues of U.S. study abroad program

initiatives, their trends, characteristics, program types, development, and principles; also barriers, mutual benefits, and, finally, the capacity of Thailand as a competitive destination for U.S. study abroad students.

### **1.1.1 Globalization Challenges and driving Forces for Internationalization of Universities**

Globalization and evolution of the knowledge-based economy have caused drastic changes to the character and functions of higher education around the world (Mok, 2007). Globalization forces have accelerated the pace of internationalization of higher education, as universities are increasingly influenced by diversification, expansion, privatization, marketization, and other trends (Altbach and Teichler, 2001; Mok, 2006; Altbach, 2004; Knight, 2009). Moreover, in the past few decades massification and marketization of higher education have led to severe competition for funds as well as for students and faculties (Chan, 2004; Altbach, 2008). Due to the demand for improving the global competence of university graduates, national governments across the different parts of the world have to expand higher education enrollments and maintain / increase high quality teaching and research in order to make sure that their higher education systems are internationally and globally competitive (Varghese, 2004). Thus, these forces have affected education systems and educational policies as well as organizational and management aspects (Dale, 1999; Davis and Guppy, 1997; Pedro, 1998; Mok and James, 2005; Yang, 2005).

According to Levin (1999), there are at least 12 aspects of globalization that have affected institutions of higher education: 1) internationalization (students, curriculum, delivery); 2) public sector funding constraints; 3) private sector interaction; 4) electronic technology, real-time communication; 5) productivity and efficiency; 6) external competition; 7) restructuring; 8) labor alterations (e.g. additional work); 9) state intervention; 10) partnerships; 11) workforce training; 12) commodification.

In order to cope with such pressures, higher education has to shift focus toward a more international outlook. Thus, globalization provides a “push” for universities to internationalize, as the external environment of a rapidly integrating world economic order is pushing universities to adopt internationalization ideologies, strategies and approaches (Altbach and Knight, 2007).

Proactively responding to globalization challenges, governments in different parts of the world have started to make “international understanding and cooperation” more central to university teaching, research, and service. Increasing student and staff mobility, and calls for internationalization of universities have become increasingly popular in influencing not only the way university curricula are designed, but also the way university research and management is organized (de Wit, 2006).

Moreover, international dimensions such as perspective, activities or programs which introduce or integrate an “international/ intercultural/global outlook into the major functions of a university or college” (Knight and de Wit, 1995). Knight (2004) defined this process as internationalization in higher education which refers to “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education”.

The top ten of most common elements of internationalization policy and strategies employed by most universities as reported by the 2005 IAU(International Association of Universities) Global Survey Report are: International institutional agreements and networks; outgoing mobility opportunities for students; international research collaboration; outgoing mobility opportunity for staff/faculty; visiting international scholars; international dimension of curriculum; Area studies, foreign language, internationally focus courses; international development projects; recruiting of fee-paying foreign students; joint/double/dual degree(Knight,2006).

### **1.1.2 Globalization Forces and Thai Educational Reform**

Thailand is also affected by the forces of globalization in various industries, most importantly in Higher Education, as it has important roles as a foundation for national development in producing graduates with desirable characteristics to fulfill the need for national, and socio- economic development. According to Fry (2002), Thailand has embarked on educational reforms in four major phases, starting in 1868 in the Fifth Reign, when the visionary reforms of King Chulalongkorn (King Rama V) were introduced due to his insight that human resources development is critical to a nation’s economic success and prosperity as well as to survival and maintenance of independence and cultural identity (Wyatt, 1969, cited in Fry, 2002).

The education reform in the Third Phase, 1990-1995, was on the premise of Thailand's economic recovery, to make the country internationally competitive. The purpose was to prepare the graduates for the society and the world in an increasingly intercultural, global era. In that period of economic success, Thailand was able to provide educational assistance to neighbors such as Laos, Cambodia, Vietnam, and Myanmar as a part of the globalization driving force. The commission on Thailand Education in the Era of Globalization - chaired by Dr. Sippanondha Ketudat, who expressed the keys of the reform agenda on the following issues: 1) movement toward a learning society; 2) reform of learning; 3) increased diversity of educational options; 4) enhanced skills and knowledge of the labor force to strengthen international competitiveness; 5) reform of the educational management system; 6) decentralization; 7) enhanced private sector role in education; 8) reform of higher education; 9) quality assurance; 10) mobilizing greater resources in support of education (Fry, 2002).

These themes are actually in the Phase III reform initiatives as well as the need for an integrated holistic approach to realize educational reform, i.e. participation of all stakeholders such as parents, community and religious leaders, business enterprises, industrialists, and other segments of society that are capable of supporting the reform to become new partners in education. The last phase of education reform, Phase IV, 1997-present, came at a time when Thailand faced economic crisis, and when the reform of the educational system became urgent and important for economic recovery and a sustainable society. It was realized that Thai education had failed to produce enough graduates that have matching skills and knowledge to supply the labor market, negatively affecting the country's competitiveness, position and future survival. The need to develop human capital with global skills is urgent, and so is the overhaul of the entire education system.

Knight (2004) stated that internationalization is not a new phenomenon, which Qiang (2003) has classified in four approaches to describe the concept, which has sometimes overlapping elements, i.e. 1) activity approach; 2) competency approach; 3) ethos approach and 4) process approach. These approaches provide guidelines for institutions to develop their internationalization strategies such as : 1) students and staff exchange programs; 2) curriculum internationalization (study- abroad programs, language and culture programs, cross-cultural

communication and understanding programs, incorporating an international dimension in existing programs); 3) collaborative international research; and 4) cross-border higher education (Maringe and Gibbs, 2009).

There are various rationales for internationalization, i.e. 1) promoting world peace; 2) economic rationales; 3) political rationales; 4) academic rationales; 5) socio-cultural rationales (Aigner et al., 1992; Scott, 1992; Warner, 1992; Davies 2004; Johnston and Edelstein, 1993; Knight, 1995, 1997; Blumenthal et al., 1996; cited in Maringe and Gibbs, 2009).

In Thailand, rationales of internationalization are for social, economic and national development in a competitive and interconnected world through dynamic changes, and many Thai universities have adopted internationalization strategies as a means for institutional development (Srisa-an, 1998). The Commission on Higher Education (CHE) has given priority to international cooperation as an effective means to enhance quality through the sharing of experiences and knowledge within the region (Thong-ngok, 2005). Bilateral and multilateral agreements have been made with international institutions and agencies in countries such as Austria, Australia, Canada, China, France, Singapore, Korea, United Kingdom, and the U.S.A. (Navarat, 2006). Higher education contributes to social and economic development of the nation. There were four major reforms in response to the global forces of change toward Thai society (Fry, 2002).

In spite of the crisis in 1997, there was an “international education boom” as the Commission places emphasis on Thailand’s internationalization and regionalization. The aim is to produce human capital with global competencies, which will enhance the country’s competitiveness as well as the economic and social recovery and development (Vicharn, 2009; CHE, 2008). This was also emphasized by the Thai government in the 7th, 8th, 9th National Higher Education Development Plans (Chisuthipakorn, 2004; CHE, 2009) with the following tasks: 1) to promote staff and curricula which have international standards; 2) to promote Thai graduates from international programs who have global vision and keep abreast with the world community; 3) to reduce money flowing out of the country as Thai students can obtain good education inside Thailand. It currently costs at least 75 billion Baht a year spent on overseas studies by Thai students (M.L. Pairyada Diskul, cited in Fry, 2002).

In 2004, the Thai Ministry of Commerce (MOC) published a report of the income earned from international students at all levels for the year 2003. 9.7 trillion Baht were earned from a total of 19,560 students, with 5,860 students enrolled in higher education (MOC, cited in Chalapati, 2007). In 2005, there were 63,744 international students enrolled in Thai institutions at all educational levels, contributing more than 10 billion Baht to the national Thai economy (Department of Export and Promotion (DEP), press release, 2007). This phenomenon is not only generating financial return to Thai institutions but it also creates greater cultural diversity for Thailand's students. International students also contribute to the economy as alternative tourists (Sumka, 1999).

### **1.1.3 International Students in Thailand and Higher Education**

Currently (2006-2007), there are 981 international programs offered to students (see also Study in Thailand, 2008-2009 by CHE, 2009) which consist of Bachelor degree with 342 programs, Master degree with 389 programs, Doctorate degree with 225 programs and "others" with 25 programs (The Commission on Higher education-CHE, 2011). There were increasing trends of international students studying in Thailand by 5,601, 8,534, 11,021, 16,361, and 19,052 international students in years 2005 to 2009, respectively (OCHE, 2010).

There are more male than female participants; the number has increased nearly four fold from 2005 to 2009. In 2009, Assumption University had the highest number of students (3,023), followed by Mahachulalongkorn Rajavidaya University (1,354), Mahidol University (1,311), Ramkhamhaeng (632), Chiang Rai Ratchabhat University (349), Chulalongkorn University (508), Chiang Mai University (434), Khon Kaen University (444), Asia Pacific International University (423), and Bangkok University (413) (OCHE, 2010). Fields of study range from Business Management, International Business, Marketing English Language, and Thai Language and Culture Studies. In 2009, Thai Language was the most popular field selected by international students (OCHE, 2010). The trends in the fast five years indicated that the fields of Thai language and businesses, both management and international, were top choices of international students.

The United States are ranked as the fifth student-sending country to Thailand after China, Vietnam, Myanmar, and Laos (Varaporn, 2008). There were 527 U.S. students studying in various universities: Chulalongkorn University(104), Thammasart University(99), Assumption University (91),Mahidol University(59), Payab University (39),Bangkok University(30), Webster University (26), and King Mongkut's University of Technology in Thonburi (18) (CHE, 2008). 981 international programs have been offered to serve both, Thai students, who wish to have international education and to international students. Fry (2002, 2010) asserted that Thailand has the potential for becoming a major “regional hub” for international students.

At present, Jurin Lasanawisit, Education Minister, said that the ministry planned to spend 3 billion Bath to turn Thailand into an educational center by increasing the number of international students at home, and by promoting international schools and colleges to bring the quality of Thai institutions up to international standards. The underling objectives are to improve the quality of the learning experience of Thai students by creating an international environment with more exposure to international students, which will inspire local students to learn and to think globally (The Nation, Editorial, June 24, 2009).

#### **1.1.4 What about Thailand’s Outlook for U.S. Study Abroad Program?**

Thailand, the “land of smiles”, is blessed with natural beauty, rich culture and traditions, people who are welcoming, helpful and friendly, and with low costs of living, which makes the study abroad experience more affordable for U.S. students. The concern of ever increasing costs for education known as the “Baumol’s cost disease” by Baumol and Bowen (1966), can be reduced through finding new sources of knowledge providers and institutions that offer less costly services. Moreover, finding new ways to improve productivity in learning and education through the use of innovative methods (experiential learning, service learning, and cooperative learning), and new technology-ICT (Fry, 2002), would make Thailand an attractive and competitive option for U.S.A. in addressing these issues, as costs have been one of the major barriers for students and providers alike (IIE, 2007, 2008, 2009).

Consistent with the authors cited above, Chisuthipakorn (2004) and Chang (n.d.) stated the strengths of Thailand becoming a regional hub are: 1) the perfect location; 2) the beautiful environment; 3) the multicultural society; 4) the friendliness of people; 5) the good infrastructure; 6) The low costs of living; 7) the democratic government; 8) the variety of international programs; and 9) safety and security. In addition, Thailand has been host to SEAMEO RIHED (Southeast Asian Ministers of Education Organization Regional Center for Higher Education and Development), and is a founding member of UMAP (University Mobility in Asia and The Pacific), having supported staff and student exchanges since 1995 (Navarat, 2006).

These are good indicators of Thailand's ability to receive U.S. students, while U.S. study abroad programs are searching for just what Thailand appears as an ideal destination. It is described as non-traditional destination, in a good and safe environment with lower costs, and a variety of courses and programs taught in English, providing more possibilities for creation of programs by U.S. institutions. One of the important elements of internationalization and international programs beside international curricula and English language instruction is the diverse profile of international students (Alfonso, 1990; Wongsothorn, 1997).

According to Sinlarat (1991), the internationalization index is classified into 3 categories, i.e. 1) curricula; 2) activities; and 3) institutions. The strategies for internationalization development in higher education can be conducted in three ways: 1) by the higher education institutions; 2) by network and collaboration with international institutions; and 3) by joint ventures of international institutions.

There are substantial benefits in social and economic aspects of having U.S. students in Thai institutions. As stated above their presence in Thailand as tourists contributes to the economy by providing income to stimulate the economy which is known as "Multiplier effect" (Mak, 2004). Furthermore, whoever is coming into contact with U.S. students has a cross-cultural experience, i.e. host family, faculty, friends, local communities etc. (Sumka, 1999). These will impact on mutual understanding and change of attitude as well as reduce prejudice and promote friendships (Allport, 1954; Pettigrew, 1998). It fosters relationships of the right



attitude toward one another by understanding other cultures and perspectives, and it finally strengthens the connection between nations.

### **1.1.5 Study Abroad and United States' National Policies and Expansion**

Study abroad in the United States traces its roots back to early colonial times. The concept of spending a semester or year abroad during the undergraduate degree program is not a new one. However, greater emphasis has been placed upon the need for acquiring a global education to cope with the demands of an ever increasing in the world today (NAFSA, 2008). The late Senator Paul Simon put forward a vision to open the doors wide to study-abroad for all U.S. undergraduate students with the belief that more internationally educated citizens would make the United States “more understanding of the rest of the world” (Lincoln Commission, 2004), and prepare them for global leadership, as more than 95 percent of the world population growth in the next 50 years will occur outside of Western Europe, the report from “Securing America’s Future: Global Education for Global Age” (NAFSA, 2003). This shows that study abroad in non- traditional destinations / developing countries is crucial.

### **1.1.6 Opportunities and Rationales**

The traditional destination for American undergraduates who chose to study- abroad has always been and continues to be Western Europe, where the culture is similar to that of the United States. However, academic and intercultural learning with emphasis on non-traditional locations has been increasing (Wells, 2006). Choosing non-traditional destinations does not only effectively enhance student learning compared with Western destinations, but it is also beneficial as regards saving costs for the U.S., especially in times of economic recession. Thus, the aim to significantly increase the number of U.S. students with more diverse profiles in Thailand appears feasible (Gutierrez,Bhandari, and Obst,2008;Gutierrez,Auerbach,and Bhandari,2009).

Thailand should promote this as an opportunity to enhance the internationalization goals by attracting more U.S. students, as we have a variety of factors that are of considerable advantage over other host destinations. Study abroad has great benefits for host and home countries alike (Crowther, 2000) and is the aim of recent Thai governments. The goal of the United States is to send one million undergraduates abroad with preference toward non-traditional destinations

(as Thailand), especially for short-term duration, and non-degree purpose, and greater participation of minority groups (community college) which are in high demand and with growth potential. This can be seen as an opportunity to promote Thailand, also indirectly promoting its tourism industry, thus increasing the number of visitors. Even though the purposes of study abroad and tourism are different, it would ignite interest in the destination, with Thailand a possible task of all relevant Thai industries and stakeholders. Moreover, the collaboration between Thai and U.S. in study abroad programs enhances and strengthens not only academic relationships, but also social and cultural understanding between the two countries. It supports the Thai government's plan to turn the country into an international and regional educational center as well as developing human capital resources (the Nation, June 24, 2009).

A substantial number of study abroad programs have shown their great value with many benefits contributing to social contacts (Allport, 1954; Pettigrew and Tropp, 2005), to intercultural sensitivity development (Bennett, Hummer, and Wiseman, 2003), as well as to academic, intellectual, and personal growth, and Development (Dwyer, 2004; Ingram and Peterson, 2004), which influences participants' lives long after the actual experience, especially in non-traditional destinations. The greater the difference of the environment between the home and the host countries, the greater is the impact of the intercultural learning experience (Wells, 2006; Vande Berg, Balkcum, and Whalen, 2006).

Even though longer periods of study abroad provide greater cultural immersion (Fantini, 1995; Erwin and Coleman, 1998; Dwyer, 2004; Engle and Engle, 2004; Ingram and Peterson, 2004; Van de Berg et al., 2004), short-term sojourns (Chieffo and Griffins, 2003; Anderson et al., 2006; Redden, 2007) are recognized as a valuable, eyes' opening experience, especially, when programs are well designed and implemented (Bennett, 2008). The increasing availability of short-term programs boosts the number of participants, which contributes to achieving the goal of one million students by 2017 (IIE, 2008a). Short-term duration addresses the urgent need to increase the number of participants through support of more diverse student profiles, such as underrepresented minority groups, and students in community colleges. Currently, there are 1200 regionally accredited two-year-colleges and technical institutions, which enroll over 11 million students annually. Community

colleges account for 46 percent of all undergraduate students, and 52 percent of those who continue education in the United States (IIE, 2008b).

This represents another potential growth area for attracting U.S. students to Thailand. It is necessary to understand U.S. study abroad students' needs and demand's so that Thailand can host and provide programs to accommodate these needs optimally. There are strong potential opportunities for attracting US students that Thailand can explore and pursue as a provider, such as in the area of short-term programs, experiential programs or initiatives of some kinds of projects and collaboration to integrate with existing curricula or as separate programs (extra curricular).

Therefore, understanding the characteristics of study abroad programs in Thailand and the important elements that contributed to their success, need to be ascertained in order to learn from those programs on how to organize them successfully. These possibilities need to be explored further in the current context of Thailand on its capacity as a country, the national higher education policies, and facilitating infrastructures to accommodate international education. Furthermore, having U.S. students on our campuses will not only enhance institution status and reputation, it would also provide another source of income and further future collaboration as well as networks for mutual benefits and development for achieving the goal of internationalization.

In addition, it provides students, who have no opportunity to study abroad, the chance to learn other languages and cultures at home institutions, which are known as "Internationalization at Home", gaining cross-cultural experience and enhancing student growth and socio-cultural development. Study abroad benefits home and host countries alike (Crowther, 2000) at all levels, i.e. at social and economic dimensions to the nation, institutions, and individuals. Cognizance of these benefits stresses the importance of study abroad initiatives.

### **1.1.7 Exploring Possibilities**

There have been quite a few authors who conducted research on the topic related to the Thai internationalization in higher education, who provided / suggestions / models / strategies in promoting Thailand as a regional hub (Navarat, 2006); development of strategies for management of the Thai international programs

(Chitsuthipakorn, 2004), how to enhance Thai Education to become a center of education and research in the region (Aporn,Luckhana,and Sudaporn, 2008), and on recommendations international cooperative strategies on higher education for preparing Thailand as a future education hub (Palapan, 2010). These studies have pointed out several strengths and challenges of Thai education and potential of becoming a hub in Asia. There have been studies on U.S. study abroad programs in several countries, but there have not yet been any studies on U.S. study abroad programs in Thailand. Since the purpose of Thai internationalization of higher education and national policy is to turn Thai education into an education hub for the region, as an important vehicle to develop human capital that can compete in an intensive world economy.

The purpose of this study is to explore the characteristics of American undergraduate students, coming for study abroad programs in Thailand, their motivation and purposes, including the factors that influenced the decision to choose Thailand as their destination, and the factors that contribute to their satisfaction of the experience. Three successful study abroad programs will be explored in order to appreciate the types and elements of programs which have contributed to the programs' success. This will provide insights on how to organize a successful program to prospective study abroad program providers.

In addition, issues and challenges related to U.S. study abroad program from both Thailand and U.S. sides will be ascertained and recommendations and strategies on how to increase the numbers of U.S. study abroad students in Thailand, and outreach strategies will be presented to policy makers and all stakeholders.

Therefore, it is important to find out the demands of study abroad programs, and to explore the capacity of Thai institutions. In addition, investigating the characteristics of successful study abroad programs in Thailand will give us (Thailand as a Nation, Institution) important information on how to create and customize suitable programs to satisfy the U.S. undergraduates' needs, and enhance Thai internationalization goals / objectives.

### **1.1.8 Example of Successful Study Abroad Programs: Cases Studies**

The following are examples of three successful study abroad programs in Thailand from different institutions. The characteristics of these programs will be explored and investigated. Comparative aspects of the organizations and their operation will be analyzed and presented in Chapter IV.

#### **Case I: Worcester Polytechnic Institutes (WPI): Worcester, Massachusetts, USA**

Since 1970, WPI has had a new curriculum called WPI Plan, which replaced a traditional, course- based curriculum with a project- based program, emphasizing teamwork, communication, and the integration of technical and societal concerns. There are three major projects required for degree completion. First, a project in humanities and arts; second, a project related to the major of their study and third, the exploration of the relationships between society and technology (Mello, 2001).

In 1989, the Worcester Polytechnic Institute (WPI) had begun the program in Thailand. WPI is ranked 7th in sending students to Thailand, offering undergraduate programs in the important STEM areas of engineering and science. The program called “Global Perspective Program” responded to the need for globalization of engineering education.

The “Global Perspective Program” is a faculty-led experiential model, which incorporates global perspectives into the disciplines of science and engineering as part of degree requirements. It is organized by home institutions with some kind of assistance from local links and networks in the form of logistics, facilities, and other aspects of program operations. The home U.S. institution receives tuition and is primarily responsible for the academic content of the program and the students’ learning activities and experiences. The accompanying faculty may teach a few courses, and may also hire local lecturers to teach or assist in courses. The program provides students with the opportunity to develop an understanding of how to apply engineering solutions in a global and intercultural context, preparing students with the ability and skills for working in multidisciplinary and multinational teams and providing them with important competencies beyond their technical knowledge (DiBiasio and Mello, 2004).

The Interdisciplinary and Global study division administers all aspects of the program, 24 junior year students and 2 faculties spent 2 months at the sites, working full time on the project. Students will be working in a multidiscipline team to address problems related to technology, society, and human needs. The program involves the team process, research project, working together with local NGOs and local agencies, communities and rural sites where the projects were based. Aims at helping students to understand how their careers in technology can impact and affect social structure and values as well as to comprehend the social and cultural contexts of technology and science (R.Vaz, personal communication, July 2, 2010). Living arrangement was sometimes by the sites. It has elements of service –learning and faculty – led, with on-site supervision by the faculty. The program works closely with Chulalongkorn University, local agency and non- profit organizations (NGOs).

Theoretical and conceptual frameworks: global competence, experiential learning pedagogy with element of service learning, it is a faculty led model of the project- based approach. Students carry out research projects addressing issues based on community’s needs, and are at the same time also serving the community as part of the research results.

### **Case II: St. Olaf. College Study Abroad Program**

St.Olaf College is a four-year, private Liberal art college in Northfield, Minnesota. It was founded in 1874. Part of the mission of the International Studies “St. Olaf College strives to be an inclusive community, respecting those of differing backgrounds and beliefs. Through its curriculum, campus life, and off-campus programs, it stimulates students' critical thinking and heightens their moral sensitivity; it encourages them to be seekers of truth, leading lives of unselfish service to others; and it challenges them to be responsible and knowledgeable citizens of the world.” St.Olaf College has a long tradition in study abroad since 1960s, “Term in the Far East”, later known as “Term in Asia”, started in Thailand in 1967. More than two-thirds of all St. Olaf students study abroad at least once before graduating.

According to the Institute of International Education's Open Doors 2009 Report on International Educational Exchange, St. Olaf College ranked 1st among baccalaureate institutions in the total number of students studying abroad for the 2008–09 academic year. This was the second year in a row that St. Olaf earned the

distinction. Today, St. Olaf offers 110 off-campus programs on virtually every continent of the globe. They vary in educational approach (from courses taught by St. Olaf faculty to enrollment in a foreign university), in numbers (from large groups to single students embarking on their own), and in accommodations (from village homestays to urban hostels).

### **Term in the Far East/ Term in Asia: Thailand**

Term in Asia started in 1966 with the concept that students combine cross-cultural experience with academic study while travelling through four countries, Japan, China, Thailand, and Vietnam. These programs focus on the cultural traditions, contemporary life of Japanese, Thai, Chinese, and Vietnamese people. It is designed of several sites as to give comparative perspectives of issues in different contexts of countries in the East Asia.

In Thailand the program is more than forty years old, established since fall 1968, St. Olaf College students came to study at Chiang Mai University as part of the Global Seminar program, later, in 1971, the program Term in Asia (Term in the Far East) was introduced. Students spend two and a half months in Thailand and enrolled in two courses into CMU program and study with Thai students. The two courses are Thai language and Thai culture and society with the CMU professors as instructors. They are housed by Thai host families to give students the cross-cultural experience through interactions and immersion into the real life setting, thus enhancing their language learning skills. The program gives credits toward majoring in Sociology/ Anthropology 232: Thailand: Culture, Institutions and Interactions.

Theoretical framework: Global citizenship, comparative education, experiential learning pedagogy. St. Olaf College creates study abroad programs, which are characterized by the integration of academic and experiential education.

### **Case III: Council of International Education Exchange (CIEE): Globalization and Development**

*“to help people gain understanding, acquire knowledge, and develop skills for living in a globally interdependent and culturally diverse world.”*

The mission statement of CIEE since 1947, in 1991, the CIEE sought to establish an alternative study abroad program in Thailand that would differ substantially from traditional programs centered in major tourist destinations such as

Bangkok and Chiang Mai. They commissioned Professor Charles Keyes (University of Washington), Professor A. Thomas Kirsch (Cornell University) and Professors Kathie Carpenter and Gerald Fry (University of Oregon) to design a new program for Thailand. This group - after several days of discussions at the University of Washington - decided to recommend that a program be established at Khon Kaen University in the center of Thailand's remote, disadvantaged northeast (Isaan region, Fry and Kempner, 1996). Isaan region is rich in terms of traditional Laos-Thai culture and provides a valuable natural laboratory to examine complex developments and environmental issues. It was suggested that the program emphasize the serious civic engagement with local development issues. The program at Khon Kaen is a semester-long program and utilizes the infrastructure of Khon Kaen University, Thailand's major institution of higher education in Isaan. The program has been one of CIEE's most successful and has won several major awards.

In 1994, the program focus on development was established. Even though the Council of International Education Exchange-CIEE, Khon Kaen, is an island program, the program has been well connected with Khon Kaen University, Thailand's major institution of higher education. Since its inception this program has been crafted and continuously improved and developed through participants' feedback in order to ensure satisfaction, and the most effective impact on students' needs and learning outcomes. Now, the CIEE program has developed a dynamic model that provides the experience with transforming students becoming engaged global citizens.

The program "Development and Globalization" has been one of the CIEE's most successful programs. It focuses on global issues, i.e. environment, human rights, and sustainable development. It puts strong emphasis on group process and experiential learning components combined academic with various field trips and opportunities for participants to immerse into the host cultures through housing arrangements, such as home stays with host family in communities during the field trips and in dormitories with Thai roommates near by the CIEE office. Recently, in spring 2010, it launched a new program on "Community Public Health".

Theoretical and Conceptual: (intergroup contact theory; group process/transformational learning; experiential learning pedagogy. The program began



the process of developing the community- based, experiential study abroad program since 1995. It seems to have a significant impact on transforming participants into engaged global citizens.

## **1.2 Research Purposes.**

The purposes of this study are: 1) to explore trends concerning U.S. study abroad students in Thailand, issues, challenges, and characteristics of successful study abroad programs in Thailand; 2) to identify the GAP (knowledge and strategic), and to offer suggestions for more effective organization of the U.S. study abroad programs in Thailand; 3) to identify niches of U.S. study abroad in Thailand; 4) to propose recommendations to Thai and U.S. policy makers for enhancing the number of U.S. study abroad students in Thailand. In order to satisfy these purposes, five major research questions were established as guidelines for the investigation.

## **1.3 Research Questions**

This study is conducted in order to answer the following research questions: 1) to what extent has Thailand been a destination for U.S. study abroad students?; 2) what has been the trend over time?; 3) what are major obstacles facing Thailand in attracting more U.S. students?; 4) what are examples of successful programs in Thailand, and what factors have contributed to their success?; how have they achieved their success?; 5) What policies could Thailand pursue to enhance its attractiveness to U.S. students?

## **1.4 Scope of This Study**

The study will be limited to study abroad programs as initiatives between U.S.A. and Thailand, which are conducted outside U.S. for degree and non-degree granting purpose in all durations (short-term, medium-term, long-term) at undergraduate and graduate levels, which includes two-year community college ,four-year colleges and universities. This study was undertaken between February 2010 and September 2011.

## 1.5 Definition of Terms

“**One million Americans Study Abroad**” is the visionary proposal of the late Senator Paul Simon, i.e. the “Paul Simon Study Abroad Foundation Act 2009”. This legislation, which follows the excellent work of the congressionally and federally appointed “Commission on the Abraham Lincoln Study Abroad Fellowship Program”, that sets the goal of having one million undergraduate students studying abroad annually within the year 2016/2017, and establishes a structure to achieve that goal. The program will enable students from all backgrounds to have a quality study-abroad experience and expands study abroad opportunities to non-traditional, but critical destinations, with a special emphasis on developing countries.

**Study Abroad:** is one of the American “exceptionalisms”. It is defined as educational program activities, such as study, work, research, or internship etc., which are undertaken outside the United States, awarding credits toward a degree at the U.S. home institutions, most of them are short-term and for non-degree purpose. However, from Thailand’s perspective, study abroad typically means students enroll into overseas institutions and travelling to study there and generally are long- term and for a degree purpose. In this study, .U.S. study abroad is defined as any educational activity conducted by U.S. students/scholars in Thailand, which includes both, for credits toward the degree at their home institutions and/or for a degree granted in Thailand.

**Capacity:** The “capacity” is broadly defined as the ability to receive or to host U.S. students, which includes physical facilities (e.g., infrastructure , classrooms and housing/dormitory space), and availability of accredited courses taught in English, availability of programs of varying duration, and existing challenges, and effective strategies associated with hosting rapidly increasing numbers of U.S. students (IIE, 2008). In addition, administration infrastructure, language ability, pedagogical ability to create a dynamic, innovative curriculum, financial as well as other conditions such as safety, costs, heat, cleanliness, and social aspects (friendly)(Fry, personal communication, June, 2009).

**Experiential Education:** Learning that involves increasing one’s overall knowledge by applying what has been learned in the classroom in real life. Study

abroad is one of the most popular examples of this type of learning; other examples include field trips, internships, and living and learning communities.

**International Education:** all educational activities of any kind, (i.e., teaching, studying, doing research or providing technical assistance. It encompasses 7 learning domains i.e. 1) international studies/relations, 2) area studies, 3) foreign languages, 4) international dimensions of academic disciplines, 5) educational exchanges of students and scholars, 6) development contracts and inter-university agreements, and 7) organization, administration, policy, governance, and financing (Mestenhauser, 2002).

**Globalization:** an increasing worldwide movement toward economic, financial, trade, and communication integration, “the emergence of an international knowledge network, the role of the English language and other forces beyond the control of academic institutions (Altbach, 2007).It implies opening up beyond local and national -istic perspectives to a broader outlook of an interconnected and interdependent world.

**Internationalization:** refers to the variety of Thai national policies/programs, which governments or institutions created and implemented in responds to the national needs (social, economic, development, security) in order to counteract the globalization forces. Such as the Senator Paul Simon Study Abroad Foundation Act, 2009; Thailand Higher Education Development Plans (1992-2007), which coincides with the National Economic and Social Development Plans (VII, VIII, and IX); aimed at transforming education to become more relevant to the human needs for socio-economic development.

**Non- Traditional Destination:** any destination outside Western regions; not limited to developing nations.

**Short-Term Program:** study abroad program activities of any models, i.e. faculty-led, global seminar, study tour, or through consortia etc. conducted outside United States with periods of 8 weeks or less during an academic year, such as summer, January term.

**Medium-Term Program:** study abroad program activities or any models of organization (faculty-led, direct enrollment, independent project etc.), which are con-

ducted outside United States for periods of one or two quarters, or one semester during the academic year.

**Long-Term Program:** study abroad program activities or any models of organization (faculty-led, direct enrollment, independent project, reciprocal exchanges etc.) which are conducted outside United States with periods of an academic or calendar year.

**Traditional Students Defined:** Historically, in the United States, the age of the traditional college students ranges from 18 to 24 years. They are financially dependent on parents, and typically attend college full time, directly after completing high school.

**Non-Traditional Students Defined:** These students have at least one or more of the following characteristics: they are not entering postsecondary enrollment in the same year after completing high school; attend studies part-time for at least part of the academic year; work full time; are financially independent from a legal guardian; have dependents other than a spouse; are a single parent; do not have a high school diploma, but a General Educational Development (GED) test.

## 1.6 Limitations

Due to the nature of qualitative research, the researcher is an instrument in collecting data; it is of a self-reporting nature (Creswell, 2008) with the potential bias in interpreting data. The weakness of data, which are obtained through qualitative methods, may be that they are too generalized by nature. Triangulation of data from different sources enhances validity and credibility of the researcher's findings (Creswell and Plano Clark, 2007). Answering research questions by obtaining data from a variety of sources employing mixed methods, both qualitative and quantitative measures (Bogdan and Bicklen, 2007; Creswell, 2009) in data collection i.e. interviews, case studies, survey, documentary study, and workshop provide validity and reliability to the research results. This is because the findings were derived from investigations from different perspectives and approaches to answer the research questions.

### **1.7 Significance of the Study**

The researcher hopes that the information gained from these findings contributes to the body of knowledge on study abroad, international education, and international experience through study abroad. This study also provides useful information for all stakeholders who are interested in seeking to receive or to provide international experience through this method, i.e. policy makers, students, parents, program providers, administrators and faculty. Exploring current study abroad models, expectation of outcomes, mutual benefits, barriers and challenges as well as issues related to study abroad programs from the perspectives of the United States and Thailand will facilitate effective collaboration. Thailand's capacity as to attract and host greater numbers of American students is explored. Furthermore, valuable information to Thai institutions is provided on the possibility of offering customized, innovative programs. The United States will find Thailand as an alternative, attractive, and competitive destination for U.S. study abroad students, with mutual benefits assured.

### **1.8 Summary**

Chapter I serve as an introduction to the study, providing a brief history of study abroad programs and background, significance, benefits and expected outcome of the study of U.S. study abroad program and presenting Thailand as a competitive host destination for U.S .undergraduate students as well as the possibility of collaboration and customization of programs for U.S. niche target groups.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **Introduction**

This chapter presents the review of literatures with regard to study abroad programs of the United States, the perspectives, and relevant issues related to policies from both Thailand and United States. The evolution of U.S. study abroad and trends, characteristics of study abroad programs, and models, as well as challenges and barriers for successful organization of study abroad programs in Thailand, the exploration of mutual benefits of study abroad for sending and receiving countries. In addition, Thailand's context and the capacity for being an attractive and competitive host destination to U.S. students. Finally, theoretical and conceptual frameworks underline the study.

#### **2.1 The United States of America Policies and History of Study Abroad**

Study abroad is one of the activity- based approaches to internationalization (Qiang, 2003; Knight, 2007). Study abroad is defined as an educational program of study, work, research, or internship that is conducted outside the United States and that awards academic credit (Lincoln Fellowships Commission, 2004). Study abroad is one of the vehicles to prepare students for effectively and successfully equipping themselves in the world of the 21<sup>st</sup> century (Fry, 2010; Mestenhauser and King, 2010). U.S. study abroad programs have been promoted in the U.S. higher education since the 1920s, and they expanded after World War II in order to promote international understanding through languages and cultures (Simon, 1980; Hoffa, 2007) and to address national needs that are critical for national security, public diplomacy, economic competitiveness, and global leadership (NAFSA, 2008; Simon, 1980; Comp, 2010). It is also a form of expanding soft power (Nye, 2004). The U.S. has formulated several policies and laws such as the Fulbright Act of 1951; the National Defense Education Act of 1958; the Mutual Educational and Cultural Exchange Act of 1961, which was signed into law by President Kennedy focusing on education in

foreign languages and area studies; the National Security Act of 1991, which established the Boren National Security Education Program trust fund to provide scholarships for students and scholars to study abroad, and for universities to create or improve foreign language and area studies programs; the International Academic Opportunities Act of year 2000, which established the Gilman International Scholarship Program providing scholarships for undergraduates who are awarded Pell grants to study abroad. Presently, the “Senator Paul Simon Study Abroad Foundation Act 2009” aims at enabling one million American undergraduate students to study abroad annually by the year 2017. Emphasis is placed on increased participation of students who come from diverse backgrounds (i.e. non-traditional students and minorities), and fields of study in non-traditional (Comp, 2010). This Act has bipartisan support and was approved by the House of Representatives in June 2009 (NAFSA, 2009).

### **2.1.1 The Senator Paul Simon Study Abroad Foundation Act of 2009**

The Senator Paul Simon Study Abroad Foundation Act 2009 was approved by the U.S. House of Representatives as part of the Foreign Relations Authorization Act for Fiscal Years 2010 and 2011 (H.R. 2410). This legislation, which follows the excellent work of the congressionally and federally appointed Commission on the Abraham Lincoln Study Abroad Fellowship Program, sets the goal of having one million students studying abroad annually from the year 2017 onwards, and establishes a structure to achieve that goal. The foundation would be directed to provide grants to students, non-governmental organizations, and educational institutions, reporting annually to the Congress. It will enable students from all backgrounds to have a quality study abroad experience and to expand study abroad opportunities to non-traditional but critical destinations, with specific emphasis on developing countries.

The visionary Act recognizes that today’s global demands for global skills challenge every sector of the economy. U.S. leadership, economic competitiveness, diplomatic strategies and security efforts continue to rely on the ability to understand and communicate with the rest of the world. However, only about 1 percent of U.S. undergraduate students have currently the opportunity to study abroad each year. There is urgent need to prepare the next generation of college

graduates with critical language skills, cross-cultural competencies, transnational competence and international knowledge. Thus, the Act aims at sending one million U.S. undergraduates study abroad annually in quality programs across the globe. To accomplish this mandate, the legislation would create an independent entity to administer the program focusing attention on ensured access to study abroad across the college demographics, and encouraging study abroad in the developing world. In addition, to provide direct scholarships, the program would use a unique approach to leverage private sector support for study abroad participation as well as encourage higher education institutions to address on-campus factors that have heaviest impact on study abroad participation, i.e. curricula, faculty involvement, institutional leadership, and programming by making an institutional commitment to advance study abroad as a prerequisite for access to federal funds.

In summary, there are four components to the legislation: 1) increased participation in high quality study abroad programs; 2) ensure diversity in student participation in study abroad; 3) diversify locations of study abroad, particularly in developing countries; 4) make study abroad a cornerstone of today's higher education (Senator Paul Simon Study Abroad Foundation Act, 2009).

### **2.1.2 Background and Purpose for Study Abroad Legislation**

The Act seeks to enhance the national security and global competitiveness of the United States by establishing the Senator Paul Simon Study Abroad Foundation, which will work to dramatically increase the number and diversity of U.S. students studying abroad. The Act is responsive to the proposals of two bipartisan, congressionally mandated bodies: First, it follows the recommendation of the National Commission on Terrorist Attacks on the United States (The 9/11 Commission) and its successor "9/11 Public Discourse Project," which urged increased support for scholarships and exchange programs as "our most powerful tool to shape attitudes over the course of a generation." Second, it effects key recommendations of the Commission on the Abraham Lincoln Study Abroad Fellowship Program (established pursuant to section 104 of the Miscellaneous Appropriations and Offsets Act, 2004 (division H of Public Law 108-199)), which was created, in part, to examine a concept championed for years by the late Senator Paul Simon (D-IL), who had worked with the international education community and



with congressional leaders to explore how the U.S. government could collaborate with institutions of higher education to dramatically increase the numbers of American college students studying abroad.

The desperate search for American speakers of Arabic, Farsi, and Pashto after the terrorist attacks of September 11, 2001 was a dramatic demonstration of the need for study abroad by U.S. students in places other than traditional destinations in Western Europe. In the words of the Lincoln Commission: “in today’s world, study abroad is simply essential to the nation’s security”. Furthermore, American business leaders recognize “that they must be able to draw on people with global skills if their corporations are to succeed in a world in which one American job in six is tied to international trade”. (Report of the Commission on the Abraham Lincoln Study Abroad Fellowship Program, November, 2005).

The Act is intended to dramatically increase study abroad participation of at least one million college students annually within ten years of the date of enactment. One million students studying abroad represent almost fifty percent of the number of degrees (associates and bachelor’s) awarded annually by accredited American colleges and universities. As part of its unique approach, the Act establishes the Senator Paul Simon Study Abroad Foundation as a separate U.S. Government corporation that is free from the bureaucracies and short term political agendas of other U.S. agencies, and that can raise private sector funds to supplement its work. The Foundation, intended to be a lean and entrepreneurial organization, will leverage broader interest in study abroad by offering competitive grants (to universities, consortia, and individuals) based on priorities identified by its Board.

The Act will also attempt to transform the demographic composition of participation in study abroad programs in order to more accurately reflect the demographics of the U.S. undergraduate population, including students enrolled in community colleges, minority-serving institutions, and institutions serving large numbers of low income and first generation students.

Finally, the objective of the program will be to ensure that an increasing portion of study abroad will take place in nontraditional study abroad destinations, with a substantial portion of such increases taking place in developing countries. The realization of these objectives will significantly enhance the depth and

diversity of cultural knowledge that will be integral to continued global leadership by the U.S. It will increase the availability of language and cultural expertise needed by United States foreign affairs agencies, corporations, educational institutions, and non-governmental organizations.

### **2.1.3 Importance and Relevance of Study Abroad: American's Perspectives**

Today's global challenges demand international competence. Study abroad is an important means to better prepare Americans for the twenty-first century. The rapidly evolving changes in global economic, technology and security issues are altering the way that most nations go about their business, life and work. In order to succeed in this new development, it is required that U.S. citizen to have expertise which are importance with regards to global content, including foreign language skills and specific country expertise at all U.S. educational institutions (NAFSA, 2007). Study abroad has been a tool used to promote international understandings since the beginning of 1920s and expanded after the World War II (Simon, 1980; Hoffa, 2007).

According to the report "Securing America's Future: Global Education for a Global Age" (NAFSA, 2003), the late U.S. Senator Paul Simon had stated that "The nation learned on the 9/11 in 2001, that we must become much more sensitive to the rest of the world". Consistent with the former President William J. Clinton, "Today, the defense of the United States interests, the effective management of global issues, and even an understanding of our Nation's diversity require ever greater contact with, understanding of, people and cultures beyond our borders." In agreement with former President George W. Bush, "American's leadership and national security rest on our commitment to educate and prepare our youth for active engagement in the international community". The tragedy on the 9/11, 2001 made the U.S. to re-evaluate its position in relation to the rest of the world and to pay national attention to events outside the U.S. boundaries. It impacts on the nation's future, specifically on education (Green, 2003). Even though there were several reports and commissions having condemned the lack of global awareness, knowledge and foreign language ability in the past 25 years, there is but little effort being done to foster the cause of internationalization of education.

According to the Institute of International Education (IIE), the Open Doors Reports 2010 for the academic year 2009/10, there are only 260,327 students who studied abroad which the Senator Study Abroad Foundation Act has set as the target to reach one million within 2016-17 (Open Doors report 2010-IIE, 2010). However, there is only one percent of all students enrolled in U.S. institutions of higher education study abroad with less than ten percent of the students who graduate from U.S. institutions of higher education with bachelor degrees having studied abroad (Senator Paul Simon Study Abroad Foundation Act of 2009). Several policies and initiatives aim at enhancing the number of students to have experience abroad such as the Fulbright Act of 1946; the U.S. Information and Education Exchange Act of 1958; the Mutual Educational and Cultural Exchange Act of 1961 (Peace Corps), the National Security Act of 1991 (established the Boren National Security Program); the International Academic Opportunity Act of 2000 (established the Gilman International Scholarship Program) (Comp, 2010). Thus, improvement and expansion in the field of internationalization within the U.S. system of education is vital.

Study abroad is important for national security, economic competitiveness, U.S. leadership, research and academic development, foreign policy, public diplomacy (NAFSA, 2003; Lincoln Fellowships Commission, 2004; Senator Paul Simon Study Abroad Foundation Act 2009). The U.S. is recognizing that knowledge and understanding of other languages and cultures is essential for their continued existence. The nation is facing the demand for graduates who can perform in an ever-changing, increasingly interrelated global environment. The need for sensitivity and understanding of other cultures and races is becoming more apparent to many of today's leaders. Realizing the importance to learn and appreciate other cultures, the rapid and ever-changing advent of multiple technologies, the increase in international trade, and the interdependence of global economies have changed the demands of the workplace and of the educator and student. Increasing numbers of companies are expanding internationally and demand that workers can perform in the international arena. As a result, colleges and universities are being called upon to expand their curricula and train students and faculty to operate in such a new environment (Burkart, Hexter, and Thompson, 2001). Many educational researchers agree (Altbach and Teichler, 2001; Burkart, Hexter, and Thompson, 2001) that with

the advent of the internet and other global technologies, becoming a member of the global village is inevitable and that the focus in the educational arena should reflect these needs by preparing students for a world in which global competencies are commonplace (Fantini, Arias-Galicia, and Guay, 2001; Vicharn, 2007).

## **2.2 A Brief Overview of the System of Higher Education in the United States**

In order to put the concept of study abroad into its correct context within the American educational system, understanding the higher education system is vital. Education in America is governed by the states, rather than at the federal level. However, federal control of education in general and tertiary education in particular does exist in a limited way in the following areas: 1) the use of federal funding allocated to tertiary institutions and to students attending those institutions; 2) implementation of legislation affecting tertiary education; 3) program development in fields like foreign languages and area studies programs; 4) special programs that make tertiary education more accessible to disabled persons; 5) federal funding for research (American Council on Education- ACE, 2002).

The higher education system is characterized by accessibility, diversity, and autonomy and is known for both its size and quality. The federal government has no jurisdiction or authority over the recognition of educational institutions, members of the academic professions, programs or curricula, or degrees or other qualifications. Nearly all U.S. postsecondary institutions are licensed, or chartered, by a state or municipal government to operate under the ownership of either a government (if public) or a private corporation (if independent), and may be for-profit or not-for-profit enterprises. Religious institutions are considered independent, or private. Quality assurance is achieved via state requirements, voluntary accreditation, and the reputation of institutions, and among their academic peers and employers of graduates. Accreditation is a self-regulating process of quality control engaged in by the U.S. postsecondary [education](#) community to ensure minimum standards of [academic](#) capability, administrative competence, and to promote mutual recognition of qualifications within the system. Six regional accreditation associations set minimum standards for institutions chartered in the states of their respective jurisdictions. In addition, other recognized accrediting associations set and regulate

minimum standards for individual subjects or related subjects, particularly in professional fields, and for specialized institutions

The academic year runs from late August or early September to the end of May or early June. It may be divided into two terms of 18 weeks called semesters. Alternatively, the university may have "quarters" or "trimesters", which are about 12 weeks in length that is to divide the year into three terms. Others use the quarter system, or four terms. There are at least two main holidays during the academic year: a two to four week break over Christmas and a one week spring break sometime between early March and mid April. The months of June to August are referred to as summer session offering optional summer terms for students who want to complete their programs quicker (EducationUSA, 2011). The majority of American study abroad participants either commence their studies abroad in January or in August, thus completing a full semester of study.

Currently, there are 2,819 institutions offering a Bachelor or higher degree with another 2,657 institutions offering an Associate's degree, and with another 4,927 institutions offering shorter non-degree programs of less than two years' duration. United States institutions are classified as follows: 1) Research universities are doctorate-granting institutions operating extensively theoretical and applied research programs in a wide variety of disciplines; 2) Doctorate-granting universities are institutions that offer comprehensive studies in a wide variety of disciplines, but award the Doctorate in lesser fields compared to research universities; 3) Master's (comprehensive) Universities and Colleges are institutions which offer academic and professional programs at the Bachelor's and Master's degree levels, and first-professional degrees only; 4) Baccalaureate (Liberal Arts) colleges are institutions which offer academic and professional programs at the Bachelor's degree level, but not higher degrees; 5) Associate of Arts Colleges are institutions which offer academic and professional or occupational studies at the Associate degree level such as public community colleges and public and private junior colleges; 6) Professional schools and other specialized institutions offer instruction in only one or a few related subjects, either professional or academic, and thus are not comprehensive enough to fit into other classifications. The degree levels range from the Associate degree through the research Doctorate (e.g. independent medicine, engineering, dentistry, and

law, schools for the visual and performing arts, theological seminaries, etc.); 7) Post-Secondary Vocational and Technical Schools are institutions that offer short, non-degree training programs of less than two years duration, leading to certificates or diplomas in occupational specialties

Higher education in the United States is offered through two systems: the two-year community college system and the four year college and university system. The study abroad system of community colleges differs from that of four year institutions. Understanding the distinction between the two systems is necessary in order to optimally suit students' needs (Gutierrez et al. 2008).

### **2.2.1 Two-Years Community and Junior Colleges**

According to Lundquist and Hunter (2000), these colleges are unique to the United States as they offer academic programs that are comparable to the first two-years of university work and can be applied toward a four-year college degree. Also, two-year community colleges offer general education courses, technical education and vocational training courses, preparing students for immediate employment.

Community colleges have three aims: 1) to provide academic liberal arts and science courses preparing students for further study in four-year institutions; 2) to offer school-to-work training in vocational, technical and occupational subjects for mid level labor markets; 3) to promote life-long education through community service, remedial education and English as second language (Institute of International Education, 2008). Therefore, the curriculum at community colleges is designed to accommodate the diverse needs of students, i.e. of the group that aims at transfer to four-year institutions; of the group that directly transfers to vocational, technical and professional skills in the job market; and of the group that seeks personal enrichment.

Community colleges are composed of 73 percent non-traditional students, 50 percent first-generation college attendees, 40 percent over the age of 25, and 64 percent enrolled part-time (Cohen, 2009). This group has been historically underprivileged as regards educational opportunities (Frost and Raby, 2009). Admission requirements are usually non-competitive, allowing students who meet basic requirements to enter college and offering a wide array of options at relatively low tuition costs, as its purpose is to provide education for all segments of the

community, including returning students mostly older than 28 years, as well as part-time learners who work 20 hours per week on average (Falcetta, 2004).

Community and junior colleges award “associate degree” after successful completion of a two-year program of study. The Associate of Arts (A.A.) and the Associate of Science (A.S.) degrees are offered in a wide variety of liberal arts and science subjects designed to meet the requirements of the first two-years of the four-year bachelor degree, being able to transfer for their final two- years of a four-year college or university degree (Two Year Colleges, 2001).

At present, the community college system consists of almost 1,200 regionally-accredited two-years-colleges and technical institutions with about 11 million students enrolling each year. In 2007, the community colleges enrolled 46 percent of all undergraduate students and 52 percent of that continue education in the United States. Fifty-one percent of students transferred to four-year institutions from community colleges (Raby, 2008).

Community college students made up almost half of all undergraduate students in the United States, offering education abroad since 1967, but less than 15 percent of colleges were interested in participating. According to IIE Open Doors report, (2002), there were 143 community colleges listed, of which 94 had programs that sent a total of 4,085 students abroad. Whereas in 2007, 151 colleges listed 114 programs, sending a total of 6,957 students abroad. It is observable that the number of students has increased by 41 percent, but the number of programs has grown only by 7 percent in the same period. This indicates that there is more demand for programs (Frost and Raby, 2009). Study abroad participation levels from this segment are underrepresented, which is less than 3 percent of total U.S. study abroad students were from community colleges in 2005/2006. This signals that the demand is there when the opportunity exists and reveals significant unmet needs (Raby, 2008).

### **2.2.2 Four Years Colleges and Universities**

Although strictly not identical in terms, “college”, “university” as well as “school” are often used synonymously in the United States referring to tertiary education (Barnes, 1991). There is no legal or official control over the institutions’ choice of a particular designation as part of its name (United States Information Agency, 1991).

A college offers a four-year program of study leading to a bachelor degree. Most colleges in the United States fall into the “Liberal Arts College” definition (Four- Year Colleges, 2001) with emphasis on the humanities. A college or school may be independent or a part of university with focus on a specific faculty such as architecture, business, or education.

Universities emphasize research and often include professional schools such as law and medicine, undergraduate colleges of arts and sciences, and graduate schools which offer master’s as well as doctoral programs, and post-graduate studies which offer pre-doctoral, professional and post-doctoral study programs (Rodenhouse, 2002). Colleges and universities in the United States and each of these institutions determine their own goals, emphases and admission standards (Carnegie Foundation, 2000). Liberal arts colleges, for example, emphasize excellence in teaching basic subjects such as humanities, natural sciences, social sciences and languages.

Historically, some colleges have been admitting only male, only female or only Black or American Indian students; however, most are open to all academically qualified students who apply. Other colleges have a particular religious emphasis and some may focus only on particular fields of study such as the arts or sciences, while others, referred to as “institutes”, such as Massachusetts Institute of Technology, specialize in a broad field of study such as science or the arts, offering both bachelor and graduate degrees (Gernand and Tuller, 2001).

Colleges and universities may be public or private. Institutions of high quality are found equally among public and private institutions; the main difference is one of funding (Lundquist and Hunter, 2000). Public institutions are funded partially by the government of the state in which the institution is located and partially by students’ tuition payments, and by private donations. Private institutions are funded mostly by private endowments, donations and student fees. State governments support public institutions, giving preference in enrolment and tuition charges to students from that state. The total cost, however, is usually lower at most state institutions than at private institutions, even for those who are not residents of the state (United States Information Agency, 1991). The majority of American undergraduate study abroad participants originate from four-year institutions (IIE, 2008).



### **2.2.3 American Undergraduate Students Two Categories:**

Traditional and non-traditional, over time, the typical “traditional” students have decreased in number: only 27 percent of the country’s college students now belong to this group (Green, 2003). The remaining students form the group which Green(2003) refers to as “the nontraditional” college students, even though they make up more than two thirds (73 percent) of all students enrolled in undergraduate programs. Currently, 39 percent of all undergraduate students are 25 years or older (National Center for Education Statistics - NCES, 2007; Green, 2003).

#### **Traditional Students Defined:**

Historically, in the United States of America, the age of the traditional college students ranges from 18 to 24 years. They are financially dependent on parents, and typically attend college full time directly after completing high school.

#### **Non-Traditional Students Defined:**

Students who have one or more of these characteristics, i.e. not entering postsecondary enrollment in the same year after completing high school; attend part-time study; work full time; are financially independent from a legal guardian; have dependents other than a spouse; are a single parent; do not have a high school diploma but a General Educational Development (GED) test (NCES, 2007).

This indicates that non-traditional students cannot be classified by age or any specific characteristic. Instead, the term represents a person’s life and educational experiences. This description makes it close to impossible to pin point one target non-traditional group for marketing and recruiting purposes. Therefore, institutions must consider a more comprehensive view of which a potential student might be.

## **2.3 Study Abroad Programs and Definitions**

Study abroad is defined as “the international movement of students and scholars” (Harari, 1992) which US students take part in any study abroad programs by traveling to a foreign host country (Wells, 2006) outside the U.S. or Canada for educational purposes regardless of sponsorship of the programs and duration of the sojourns which includes internships and work for educational enrichment (English, 1995).In addition, it is an educational program for undergraduate study, work,

research, or a credit bearing internship that is conducted outside the United States and that awards academic credits toward a college degree (The Lincoln Fellowships Commission, 2005).

This study focusses on study abroad programs for U.S. students who travel outside U.S. (not Canada). Further definition was described by the participants of the IIE's workshop in Bangkok on (February 24-26, 2010), as education programs that provide academic content relevant to students' degree program with the opportunity for cultural immersion and (optional) language acquisition, also providing opportunities for faculty and institutional cooperation. The educational programs are occurring outside the participants' home country, but generate credits toward their academic degree at U.S. institutions (Chalintorn, Michalac, Tatpicha, and Tejasen, 2010). The workshop was hosted by the Institute of International Education in cooperation with the Public Affairs Section of the U.S. embassy in Thailand and by Mahidol University International College on the topic "Expanding U.S. study abroad in Thailand: Assessments Guidelines for Partners" with the aims to explore possibilities for enhancing the collaboration between Thai and U.S. institutions on attracting more US students into more diverse institutions.

In this workshop the definition of study abroad was not limited to undergraduate levels of the IIE's Open Door report, but to all levels of higher education. However, for this study the definition of study abroad is placed within the scope of education programs or courses (direct enrollment, faculty- led, experiential learning, island programs, and research project) that provide credits for degree requirements for undergraduate or graduate studies including work, research, or internship. The programs may be organized by U.S. or Thai institutions or both or third party providers, in Thailand, whether as part of the degree toward the home U.S. institutions, or of the entire degree that is obtained in Thailand by U.S. students.

### **2.3.1 Nature and Scope of Study Abroad Programs**

The emerging importance placed upon international education has been an area of focus for the U.S. government as well as higher education institutions in the U.S. since the 1920s. During this period, there were three primary types of study abroad in the form of: 1) the Junior Year Abroad, 2) faculty led study tours, and 3) short-term study programs (Hoffa, 2007). The development of study abroad programs

in the United States can be traced back to colonial times. The study of the effects of study abroad programs and the evaluations of such programs began in the 1960's (Abrams and Heller, 1978). Traditionally, study abroad is associated with two-discipline areas, i.e. foreign language acquisition and intercultural learning (Vande Berg, Balkum, Schieid, Whalen, 2006).

Currently there is growth in diversity and range of programs and courses offering a wide range of terms of locations, types, models, lengths, subject matter, and pedagogy. In 1966, aims of study-abroad were expressed by Ivan Stone of Beloit College at the conference on "the Role of Undergraduate Study Abroad in American Education" as follows: 1) "to enlarge horizons"; 2) "to prepare students to live in a small world"; 3) "to help students to master at least one foreign language"; 4) "to help the future leaders of American society "to understand the nature of the world and of the forces at work in it"(Euwema, 1966). The realization that a need exists for standardization and goal orientated outcomes within the study abroad field was the subject of the first conference taking place in 1960 in Chicago.

The National Conference on study abroad programs was organized and sponsored by: The Association of American Colleges, the Council on Student Travel which later known as the Council on International Educational Exchanges), the Experiment in International Living and the Institute of International Education (Bowman, 1987). The issues of study abroad programs were summarized by Stephen Freeman: 1) academic statements must be clearly defined and relevant to the objectives of the home institution; 2) the program must be a well-designed curriculum that enables achievement of these objectives; 3) there should be cooperation among American colleges to avoid duplication of programs; 4) there should be a clearing house of information about programs abroad; 5) there must be careful selection and preparation of students; 6) part of the preparation must be the acquisition of an adequate knowledge of the language; 7) immersion in the culture of the host country to the greatest extent possible is an essential part of any program; 8) while underclassmen may benefit from study abroad, arrangements are difficult, and the experience is more valuable if postponed until the junior year or as part of graduate study; 9) achievement of substantial credit toward the A.B. degree is essential; 10) the careful selection of a director is of major importance; 11) costs must be low and

scholarships must be available to avoid limiting the programs to those with greater financial means; 12) there must be evaluation of the results for the student, the institution and for the nation (Bowman, 1987).

### **2.3.2 Study Abroad Program and Quality Evaluation**

For the study abroad program to be accredited, the principles of accreditation involve the following procedure; 1) the establishment of standards (objectives/goals); 2) the institutional self-study and assessment of its performance whether or not the standards have been reached; 3) on-site evaluation by the team appointed by accrediting agencies; 4) publication of successful performance of the program; 5) periodic re-evaluation of the institution's programs (Sjogren, 1986). Thus, in order for the program to receive academic accreditation, regardless of types of program design, duration, destination or subject matter, it has to have learning objectives, opportunities for instruction, guidance, student reflection, and assessment, testing of whether learning objectives have been achieved (Norfles, 2004).

Recently, the Forum on Education Abroad has established the framework of the nine "Standards of Good Practice for Education Abroad" and a more specific set of standards that apply to short-term programs called the "Standards of Good Practice for Short-Term Education Abroad Programs" to be used as a tool or guidelines for evaluating the quality as well as for assessing and improving the programs. Those nine aspects in the framework for assessing and evaluating study abroad programs are : 1) mission, objectives and purpose; 2) student learning and development; 3) academic framework; 4) extra- academic framework; 5) preparation for the learning environment abroad; 6) student selection and code of conduct; 7) organizational and program resources; 8) health, safety and security; 9) ethics and integrity (The Forum on Education Abroad, 2009), similar to the framework and scope of the review of the programs from the CIEE Academic Consortium Board (ABC) (CIEE, <http://www.ciee.org/study/academic-consortium/principles.aspx>, 2009). Moreover, Williamson (2010) pointed out 7 signs of successful study abroad programs as follows: 1) support from both administrative and faculties; 2) availability of program options; 3) preparation for risks, i.e. health insurance, contingency plans, crisis management, protocols, policies, procedure training and orientate-on designed to promote health and safety throughout the international experience; 4) fair

values and fair pricing, 5) every department has the option to integrate study abroad into students' experiences; 6) students must be able to earn credits from their study abroad experience; 7) commitment to go green, encourage awareness of the impact of inter-national visitors toward environment.

This study uses a combination of the above points to review the study abroad programs. In addition to using Engle and Engle (2003) classification as guidelines for ascertaining and examining each aspect of the U.S. study abroad programs in Thailand.

### **2.3.3 Study Abroad Program Characteristics**

Study abroad programs differ significantly in the various institutions (Pearson, 1981). It is not just the countries that differ, but also rather the various aspects of the programs. This means that any attempt to understand students' learning and development must consider and account for the diversity of the programs. Aspects of study abroad programs can be generally placed into three categories, i.e. academic, residential, and social (Wells, 2006). Within each of these components several options exist.

In terms of "academic", students can be taught by American professors in English, by foreign professors in English, or by American or foreign professors in the host country's language. Additionally, students may take classes together with students from their own universities, with students from other American universities, with students from foreign universities, and with students from the host country.

The "residential" situations also vary significantly. The main options are dormitories where students live with fellow nationals, and / or with host nationals, homes of host nationals with fellow nationals, with other foreign students, and with host families.

In "social" aspect, students may work or participate in community activities, and travel. Working or interning while abroad gives students insight into the local culture and values of the host country. Participating in community activities also allows students to play sports or learn further aspects of the host culture, such as music and crafts. Travelling gives students additional experiences in new environments and the possibility to explore places that they may have only had the opportunity to read about.

### 2.3.4 Types of Study Abroad Programs and Requirements

Understanding the characteristics of various programs and their requirements will help to appreciate the types of program that have been set up to accommodate United States students abroad and how they operate. Generalizations of program types are misleading as study abroad programs have different characteristics and standards. Classifications enable assessment and evaluation of programs for management and administration as well as for students (parents) who wish to participate in the program used as guidelines for selecting the right program that suits their needs and expectations (Engle and Engle, 2003; Vande Berg et al., 2004).

There are many types and classification criteria for various study-abroad programs. Euwema (1966) classified four principal types: 1) branch campus program; 2) half-way house; 3) complete integration; 4) independent study program.

These programs are described as follow:

*Branch campus program* is known as “American Ghetto” or “Golden Ghetto”. This term is used when American institutions transplant program abroad, buying or leasing buildings and facilities as well as organizing staff from the home country or involving some staff in the host country to teach its regular course or newly designed courses in a foreign setting in order to provide students with valuable academic and cultural experience. The advantages of this type of arrangement are that it eliminates delay in completing the degree as the time spent abroad is part of the study and as it awards credits. This accommodates students in science, pre-medical, and engineering. In the Stanford Program, the branch campus serves as an extension in general education. In addition, it allows students with limited host language proficiency the opportunity to participate in the program abroad which otherwise is not possible without host language competency. Moreover, branch campus programs vary in designs and in standards, thus, it can eliminate some concerns of US students’ isolation from learning valuable lessons while being abroad, as the programs can range from duplicate the home campus to “extreme permissiveness”, such as through independent study (Euwema,1966).

*Half-wayhouse programs*: provide opportunity for students to live abroad and study in a foreign university to some extent. The courses they enroll in are from their home institution but are taught by foreign staff and are graded by both

institutions. It is believed that this type of program causes students to become more acquainted with foreign institutions gaining more international experience than in branch campus programs. The advantages of this program are the same as branch campus being practical and flexible due to the ability to arrange and accommodate them to the foreign institution's calendar. However, short duration programs must inevitably be adjusted simply because of disparity between the calendars of American and foreign universities where "semester", "term" and "quarter-breaks" do not coincide (Euwema, 1966).

*Complete integration programs:* (similar to immersion program, Hanouille and Leuner, 2001). In this program, students become and are treated like those of the foreign (host) university in almost all aspects. However, they are not required to sit academic examinations. The reason is that students need some time to become accustomed to foreign procedures, practices and to the local language. The duration for such a program is usually one year or more. This program is perceived as academically less valuable.

*Independent study programs:* students work together with their advisors before departure, planning the issues of study-abroad program, and setting out the goals that they wish to achieve and the program types from prospectuses and destinations. After returning home they again work with their advisors and discuss their learning experience. A good example is Antioch College which encourages independent study on a broad scale as it believes in its usefulness and practicality.

According to Hanouille and Leuner (2001) have categorized three main types of study-abroad programs in which most American undergraduates participate. These are: 1) *immersion programs* involve direct enrolment into a host country's indigenous system of higher education; 2) *island programs* that are self-contained micro-campus of U.S. institutions in foreign countries; 3) *hybrid programs* that are U.S. accredited offshore universities offering U.S. style programs. Regardless of any type of programs, the process of applying to take part in a study abroad program remains more or less the same. Some criticism for "island program" is a lack of cultural integration on both academic and social levels. It has been called "ghetto" and microcosm of American academic staff and students, and thus makes it difficult to have extensive interactions with host culture and community.

There are more different classifications with regards to types and models of programs, e.g. Sumka (1999) categorized study abroad into two broad program types: 1) traditional study abroad programs often focussing on language. Students spend a semester or a year at a foreign university living in a dormitory, an apartment or with a host family; 2) experiential field-based study abroad which shifts focus to non-classroom based learning with emphasis on social justice, gender, development, environmental, social change, and the arts as well as on multicultural societies and indigenous studies.

The best type of program that is most suitable for institution depends on the objective of that program, the duration which students can spend abroad, the financial budget, the kind of students recruited, and the availability of educational facilities and infrastructures, i.e. suitable academic courses, library, internet, classrooms, accommodations, transportation etc. at the host country.

Engle and Engle (2003) classified study abroad programs into five types according to the level of incorporating the seven components of the study abroad programs which they call “level-based classification system”. The types of programs and levels of classification are shown below (Table 1).

**Table 1** Seven components of overseas programs for level classification

Seven components of Overseas programs	Classification levels
1. Length of sojourn	Level one :study-tour
2. Entry target language competence	Level two: short-term study
3. Language used in course work	Level Three: cross-cultural contact program
4. Context of academic work	Level Four: cross-cultural- encounter program
5. Type of student housing	Level Five: cross-cultural immersion program
6. Provisions for guided/structured cultural interaction and experiential learning	
7. Guided reflection cultural experience	



**Table 2** These seven components interact in complex ways; the different blends of these components constitute different levels

Program components	Level one Study Tour	Level Two Short-Term Study	Level Three: Cross-Cultural Contact Program	Level Four: Cross-Cultural Encounter- Program	Level Five: Cross-Cultural Immersion Program
Duration	Several Days to few weeks	3 to 8 weeks, Summer Programs	Semester	Semester to Academic year	Semester to academic year
Entry target- language competence	Elementary to Intermediate	Elementary to intermediate	Elementary to intermediate	Pre-advance to advance	Advance
Language use in course work	English	English and Target Language	English and Target Language	Predominately target language	Target- language in all curricular and extracurricular activities
Academic work context	Home institution faculty	In-House or Institute for foreign students	Student group or with other international students	In-house students group	Local norms, partial or complete direct enrollment
Housing	Collective	Collective and /or home stay	Collective, home stay visit, home stay rental	Home stay rental or integration home stay	Individual integration home stay
Provision for cultural interaction, experiential Learning	None	None	None or limited	Optional participation in occasional integration activities	Retired regular participation in cultural integration program, extensive direct cultural contact via service learning, working internship

Source: Engle, L. and Engle, J. (2003).

Engle and Engle (2003) included salient factors into their study abroad program types classification which is very useful for administrators and educators as well as for students and parents to decide on what types of programs design will be most suitable for them and their purposes. In agreement, Levinson (2006) also suggests a way to classify study abroad for program assessment purposes through grouped in relation to, program length or duration, program types (enclave, direct enrollment), initial language competence, course work taught in host language, housing types, presence of structure, cultural learning, presence of “on-site mentoring”. Even though traditional classification systems are used by most professionals to describe program types such as “island”, “direct enrollment”, “faculty-led”, “exchange”, “short-term”, “experiential” and other program “types”.

These types generally overlap in practice, for example, faculty-led programs may enroll some or all courses at the host institution and provide reciprocity in student exchange programs or incorporate internships, service-learning or some other types of experiential work. This conventional approach does not consider certain salient program characteristics which arguably influence and shape student learning such as student housing or experiential activities (Vande Berg et al, 2006).

In agreement with Engle and Engle’s (2003) program types classification system, Vande Berg et al. (2006), have selected these types of study-abroad program classifications for studying the impact of the above seven variables on students’ three learning domains, i.e. second language acquisition, intercultural sensitivity, and learning in a disciplinary context. Through this method of classification individual programs are defined in correspondence with programs’ characteristics consisting of seven pre-identified components (see Table 1). It establishes parameters for student learning in each program, allowing outcomes to be measured as well as providing the basis for comparisons across programs to be made.

The Study Abroad for Global Engagement organization (known as SAGE), classified the types of study abroad programs into 6 types as follows: 1) classes designed for study-abroad students ; 2) significant mixture of two or more types; 3) regular courses alongside host country students ; 4) travel seminar or shipboard education program; 5) field-study: research and/or internship; and

6) campus of U.S.institution in another country. Moreover, the authors provide description of these study programs into: 1) language instruction (45.8 percent); 2) area studies (56.0 percent); 3) theme-based (52.6percent); 4) research (14.5 percent); 5) internship (5.1 percent); 6) work abroad (2.9percent); 7) service learning (10.4 percent) (Paige, R.M., Fry, G.W., LaBrack, B., Stallman, E.M., Josic, J. and Jon, Jae-Eun, 2009).

From SAGE's information, it can be concluded that most U.S. institutions are having study abroad programs through classes designed for studyabroad students which are similar to faculty-led programs (Norfle, 2006), regardless of providing sources, i.e. by institution, third party providers/agencies, host institutions. A significant mix of two or more program types followsnext. Regular courses alongside host country students,are similar to direct enrollment (Brockington, 2004 cited in Paola, 2004)/ or complete integration (Euwema, 1966)/ immersion programs (Hanouille and Leuner, 2001) are the third place, followed by travel seminar or shipboard education program, and lastly, campus of U.S. institution in another country (similar to offshore/ branch campus types), respectively. At the IIE Workshop in Bangkok on February 24-26, 2010, study abroad was categorized into 4 program models: 1) direct enrollment model; 2) custom designed model; 3) hybrid model, and 4) faculty-led model (Chalintorn et al., 2010). The following three examples of study program available at California State University, Fresno, Purdue University, and Georgia State University (GSU) illustrate how the study abroad program types are described and organized.

**Table 3** Study-abroad and program types at California State University, Fresno, 2005

	Program Types	Characteristics	Example
1	Semester Abroad Programs	<p>A. Regular credit model</p> <ul style="list-style-type: none"> <li>• General Education based</li> <li>• Open to all students</li> <li>• Instruction by Fresno State faculty</li> <li>• Limited scholarships available</li> <li>• Financial aid applies if eligible</li> </ul>	<p>A: London semester</p> <ul style="list-style-type: none"> <li>•number of participants about 20</li> <li>•Cost estimate: \$ 7,100 (covers Fresno fees/tuition, flight, room/board) plus textbooks, and personal costs including any independent travel during the program</li> </ul>
		<p>B. Extension credit model</p> <ul style="list-style-type: none"> <li>• Leave of absence required</li> <li>• Open to all students</li> <li>• Instruction by Fresno State faculty and/or host institution</li> <li>• Limited scholarships available</li> <li>• No financial aid</li> </ul>	<p>B: Armenia semester (new)</p>
		<p>C. Transfer credit model</p> <ul style="list-style-type: none"> <li>• Leave of absence required</li> <li>• Open to all students</li> <li>• Instruction by Fresno State faculty and/or host institution</li> <li>• Limited scholarships available</li> <li>• No financial aid</li> </ul>	<p>Greek Semester at the American College of Thessaloniki (new)</p>
2	Partner University Exchanges	<ul style="list-style-type: none"> <li>• Transfer credit</li> <li>• Semester or academic year abroad programs open to all students but most successful in specific majors</li> <li>• Based on agreement between international institutions and Fresno State</li> <li>• One-on-one exchanges with no additional tuition cost to students or institutions</li> <li>• Primarily upper division courses sometimes articulated</li> <li>• Instruction by faculty at partner institution</li> </ul>	<p>A: Tokyo University of Foreign Studies</p> <ul style="list-style-type: none"> <li>•Number of participants: 1 or 2</li> <li>•Cost estimate; Fresno State fees for academic year (\$ 2,704) plus food, minimal cost for textbooks/copies, and personal costs including any independent travel during the program (airfare to and from Japan and housing in Japan are provided)</li> </ul>

**Table 3** Study-abroad and program types at California State University, Fresno, 2005  
(Cont).

	Program Types	Characteristics	Example
		<ul style="list-style-type: none"> <li>• Limited scholarships available</li> <li>• Financial aid applies</li> </ul>	<p>B:Jonkoping International Business School at Sweden</p> <ul style="list-style-type: none"> <li>•number of participants since Spring 2002 - 21 incoming students from Sweden and 18 outgoing students to Sweden from Craig School of Business.</li> <li>•Cost estimate - Fresno State Fees for one semester(\$1,352) plus food, minimal cost for textbooks/copies, personal costs including any independent travel during the program, and round trip air fare.</li> </ul>
1	Semester Abroad Programs	<p>A. Regular credit model</p> <ul style="list-style-type: none"> <li>• General Education based</li> <li>• Open to all students</li> <li>• Instruction by Fresno State faculty</li> <li>• Limited scholarships available</li> <li>• Financial aid applies if eligible</li> </ul>	<p>A: London semester</p> <ul style="list-style-type: none"> <li>•number of participants about 20</li> <li>•Cost estimate: \$ 7,100 (covers Fresno fees/tuition, flight, room/board) plus textbooks, and personal costs including any independent travel during the program</li> </ul>
		<p>B. Extension credit model</p> <ul style="list-style-type: none"> <li>• Leave of absence required</li> <li>• Open to all students</li> <li>• Instruction by Fresno State faculty and/or host institution</li> <li>• Limited scholarships available</li> <li>• No financial aid</li> </ul>	<p>B: Armenia semester (new)</p>
		<p>C. Transfer credit model</p> <ul style="list-style-type: none"> <li>• Leave of absence required</li> <li>• Open to all students</li> <li>• Instruction by Fresno State faculty and/or host institution</li> <li>• Limited scholarships available</li> <li>• No financial aid</li> </ul>	<p>Greek Semester at the American College of Thessaloniki (new)</p>

**Table 3** Study-abroad and program types at California State University, Fresno, 2005  
(Cont).

	Program Types	Characteristics	Example
2	Partner University Exchanges	<ul style="list-style-type: none"> <li>• Transfer credit</li> <li>• Semester or academic year abroad programs open to all students but most successful in specific majors</li> <li>• Based on agreement between international institutions and Fresno State</li> <li>• One-on-one exchanges with no additional tuition cost to students or institutions</li> <li>• Primarily upper division courses sometimes articulated</li> <li>• Instruction by faculty at partner institution</li> <li>• Limited scholarships available</li> <li>• Financial aid applies</li> </ul>	<p>A: Tokyo University of Foreign Studies</p> <ul style="list-style-type: none"> <li>•Number of participants: 1 or 2</li> <li>•Cost estimate; Fresno State fees for academic year (\$ 2,704) plus food, minimal cost for textbooks/copies, and personal costs including any independent travel during the program (airfare to and from Japan and housing in Japan are provided)</li> </ul> <p>B:Jonkoping International Business School at Sweden</p> <ul style="list-style-type: none"> <li>•number of participants since Spring 2002 - 21 incoming students from Sweden and 18 outgoing students to Sweden from Craig School of Business.</li> <li>•Cost estimate - Fresno State Fees for one semester (\$1,352) plus food, minimal cost for textbooks/copies, personal costs including any independent travel during the program, and round trip air fare.</li> </ul>
3	Short-term Travel/Study Programs	<ul style="list-style-type: none"> <li>• Extension credit</li> <li>• Open to all students</li> <li>• Summer or Winter breaks</li> <li>• Instruction by Fresno State faculty or partner institution</li> <li>• Limited scholarships available</li> <li>• No financial aid</li> </ul>	<p>A: Guanajuato, Mexico</p> <ul style="list-style-type: none"> <li>•number of participants:12-15</li> <li>•Cost estimate: \$ 1,700 (covers 6 units of tuition, tours, room and board for one month, airfare from Leon to Guanajuato) plus textbooks, airfare to Leon, and any independent travel during the program</li> </ul>

**Table 3** Study-abroad and program types at California State University, Fresno, 2005  
(Cont).

	Program Types	Characteristics	Example
			B: other short-term programs include; Egypt, Ghana, South Africa, Italy, Ireland, Thailand, Spain and Greece
4	University Studies Abroad Consortium:	The University Studies Abroad Consortium (USAC) is a consortium of nine American universities including CSU, Fresno and CSU, Chico and universities in Idaho, Iowa, Nevada, and Ohio, offering fully accredited summer, semester and year-long programs in 23 countries	
		<ul style="list-style-type: none"> <li>• Regular credit</li> <li>• Case-by-case articulation of courses</li> <li>• Additional cost to students</li> <li>• Open to all students</li> <li>• Open to faculty participation</li> <li>• Semester, academic year or summer programs</li> <li>• Limited scholarships available</li> <li>• Financial aid applies if eligible</li> </ul>	<p>A: Semester in Bangkok, Thailand</p> <ul style="list-style-type: none"> <li>• Cost estimate - Fresno State fees for the semester or AY (\$1,352/semester), USAC program fees \$3,000 plus \$700 room and board per semester, textbooks \$120/semester, airfare to Thailand \$1,000), personal expenses &amp; any independent travel during the program</li> </ul>
			<p>B: semester in Madrid, Spain</p> <ul style="list-style-type: none"> <li>• Cost estimate - Fresno State fees for the semester or AY(\$1,352/semester), USAC Program fees \$7,500 plus \$2,800 room and board per semester, textbooks (\$160/semester), airfare to Spain (\$1,200), personal expenses &amp; any independent travel during the program.</li> </ul>

**Table 3** Study-abroad and program types at California State University, Fresno, 2005  
(Cont).

	Program Types	Characteristics	Example
			Notes: average number of participants from Fresno for all USAC locations is 15 for semester and/or academic year and 7 for summer programs. Cost estimates depends on locations
5	California State University International Programs (CSU-IP)	The California State University-International Programs (CSU-IP), which operates from the Chancellor's Office, offers students at all CSU campuses a chance to pursue full-time study at a host university or specialstudy center in 18 countries. Students earn resident credit at their home CSU campuses.	
		<ul style="list-style-type: none"> <li>• Regular credit; articulated with courses in major</li> <li>• Open to all students</li> <li>• Academic year commitment</li> <li>• Registered here but enrolled in designated CSU courses</li> <li>• Cost to students slightly reduced since there are no campusfees</li> <li>• No institutional cost</li> <li>• Limited scholarships available</li> <li>• Financial aid applies if eligible</li> </ul>	<p>A: Seoul Korea</p> <ul style="list-style-type: none"> <li>•Cost estimate - \$ 11,900 and any independent travel during the program.</li> </ul> <p>B: Madrid, Spain</p> <ul style="list-style-type: none"> <li>•Cost estimate - \$ 15,400 and any independent travel during the program.</li> </ul> <p>Notes: average number of participants from Fresno for CSU-IP locations is 4.</p> <ul style="list-style-type: none"> <li>•Cost estimates vary with location</li> </ul>
6	Student Initiated Study Abroad	<ul style="list-style-type: none"> <li>• Individual student initiatives</li> <li>• Educational leave of absence</li> <li>• External scholarship sources (e.g. Rotary)</li> <li>• Special approval needed for academic year program</li> <li>• Limited scholarships available</li> <li>• No financial aid</li> </ul>	<p>Notes: number of participants is unknown (International Programs is aware of 2-4 each year)</p> <p>Cost estimates vary with program</p>



**Table 3** Study-abroad and program types at California State University, Fresno, 2005  
(Cont).

	Program Types	Characteristics	Example
7	Others International strategies and partnership at California State University, Fresno	<ul style="list-style-type: none"> <li>•In-Bound International Students</li> <li>•Programs primarily delivered on-line</li> <li>:international students</li> <li>• in-bound visiting scholar programs</li> <li>•International opportunities for faculty</li> <li>•Curriculum with international content</li> <li>•External grants for International education</li> <li>•Non-credit study tour programs</li> <li>•International contract training</li> </ul>	

(International Programs Advisory Board, 2005)

Purdue University programs are classified as follows: 1) exchange program; 2) direct enrollments .The main differences are that the duration and expense tend to cost more, and do not bring overseas students to Purdue; 3) co-sponsored programs such as CIIE, IES, IFSA, DIS, Arcadia. Students enrolling to co-sponsor/grades are directly transferred to Purdue University. The programs provide services on the price/ costs assistance, living accommodation, classes, registration, and travel arrangement

Georgia State University (GSU) offers 5 types of study abroad programs: 1) GSU internship program; 2) non- GSU accredited internship, work, or volunteer programs; 3) faculty support for a project; 4) GSU faculty-led program; 5) exchange program ([http:// www.gsu.edu/study\\_abroad\\_programs.html](http://www.gsu.edu/study_abroad_programs.html), 2009).

### **2.3.5 Study Abroad Programs and Models in Thailand**

US study abroad students in Thailand have been found in four different types of programs, organized and offered through different institutions and providers (Chalintorn et al., 2010). The first model is direct enrollment. US students directly enroll into the programs or courses in Thai institutions for a semester or an academic year or for an entire degree program. Examples would be international programs in Thammasat University, the highly successful International College at Mahidol University, and the interdisciplinary Southeast Asian Studies Program at Chulalongkorn

University. Second, there is the faculty- led model, organized by home institutions with some kind of assistance from local links and networks in the form of logistics, facilities, and other aspects of program operations. The Minnesota Global Seminar in Thailand described and assessed in this study is that genre of program. The home U.S. institution receives tuition and is primarily responsible for the academic content of the programs and students' learning activities and experiences. The accompanying faculty may teach a few courses, and may also hire local lecturers to teach or assist in courses. For example, Worcester Polytechnic Institute-(WPI), ranked 7th in sending students to Thailand, offers undergraduate programs in the important STEM area of engineering and science. Their program provides students the opportunity to develop an understanding of how to apply engineering solutions in a global and intercultural context, preparing students with the ability and skills for working in multidisciplinary and multinational teams, providing them important competencies beyond their technical knowledge (DiBiasio and Mello, 2004). The Interdisciplinary and Global Study Division at WPI administers all aspects of the program. Approximately 25 junior year students accompanied by two faculty members spend two months at the sites working full time on the project. The program works closely with Chulalongkorn University, local non-profit organizations, and NGOs. St.Olaf's Term in Asia, and the Advanced Study of Thai (AST) offering an eight weeks summer program at Chiang Mai University. The program includes traveling to visit diverse hill peoples with excursions to historical sites in Sukhothai and Ayutthaya, and finally time in Bangkok. A third model is the custom- designed program, often known as "island program" in which the course of learning activities is designed specifically for the group of American students. These programs are usually managed by a director or faculty member and/or staff member, sometimes work with a foreign institution, and sometimes exist as free standing programs organized as part of the U.S. University. An example for this model is the CIEE-KhonKaen program in Thailand.

Fourth is a hybrid model described as a mix of direct enrollment and custom designed models. It has special advantages over other models for students and program administrators. It provides flexibility for students' constraints and requirements such as having lower levels of host language proficiency able to participate in study abroad program. In addition to those models, there is the

independent study model: before students depart they work together with their advisors on setting goals and plan their study abroad experience. After their return, students will meet with their advisors again to discuss their learning experiences. An example of this model is a student who spent a summer doing independent research involving a comparative study of villages in Laos and Vietnam. She spent six weeks in each country and wrote a paper of approximately 100 pages reporting her results. This approach is extremely cost-effective but requires that students be mature. This approach also has risks because of students basically being on their own. Students need not pay for a US institution's infrastructure to organize and oversee the students' study experiences (Fry, 2010).

### **2.3.6 Organization of Study Abroad Programs in the United States**

**Through participants' university:** These types of program can fall under any of the following categories: a) reciprocal exchange, this is a one-for-one direct exchange between an American and a student from a foreign institution; b) direct enrollment, the American student organizes direct enrollment into a foreign institution through his/ her own home institution; c) faculty-led, this type of program, as its name implies, is a study abroad option where an American faculty member takes a group of American students to a foreign country. The faculty member can be an instructor, observer or counselor, or a combination of all these roles; d) combination programs, these programs have one or more of the above characteristics.

**Provider program:** This type of program can be done through either independent and/or proprietary programs. Various foreign institutions have set up Study Abroad programs within their own institutions to provide study abroad experience for American undergraduates. There are also various American colleges that have campuses outside the United States, profit and non-profit establishments that run organizations, foundations and businesses, facilitating study abroad programs for American undergraduates. These providers also offer direct enrollment or the "island" type program of study or a combination of both types.

**Direct enrollment:** Under this scheme students organize their study-abroad program directly with the foreign university, without assistance of the home institution.

In addition, **Consortia** is another popular form which many American colleges and universities provide programs in conjunction with other universities through cooperative and consortia agreements. Institutions in the United States have formed cooperative agreements/consortia amongst themselves in order to offer the widest possible choices to students, to facilitate academic goals, and to avoid unnecessary operational and financial duplication. These programs are then available to any student within the cooperatives or consortia.

Similar to Brockington (2004), Norfles (2004) stated that study abroad can be conducted through: 1) faculty members of home institution; 2) an approved third party provider; 3) students enrolled directly in the host institution. He described that study and learning abroad now occur in classrooms and research settings at the work place or community service programs in other settings.

Consistent with the above authors of the Association of Department of Foreign Languages (2008), study abroad program operations of U.S. colleges and universities fall into two broad categories: 1) institution-operated, in which schools run support services and send faculty members to manage and teach courses, or work in conjunction with foreign universities, their faculties, and facilities; 2) outsourced programs in which schools send faculty members abroad, relying on an agent to provide lodging, support services, and sometimes all instructions. In the former, overhead costs are high unless there is a continuous program with sufficient numbers of students. However, the institution has more direct control of all aspects of the program. The latter may offer liability protection, a variety of services, tailored elements. Often, directors run the program where academics matter less than bottom line.

In conclusion, categorizing studyabroad programs into groups and types is useful for prospective participants, advisors, and international education professionals to choose the optimal program as classification systems providing greater precision and guidelines through understanding the differences that characterize each type of study abroad program. This study deals with U.S. students who participated in any of the above types of credit bearing study abroad programs in Thailand.

### 2.3.7 Objectives and Expected Outcomes of Study Abroad

The variety of different types of studyabroad programs and courses leads to expectations of learning outcomes and objectives that are mostly related to: 1) gaining cross-cultural understanding; 2) improving interpersonal skills and personal growth; 3) acquiring proficiency in foreign language(s); 4) gaining experience by living and working in another country with different culture and customs; 5) gaining new perspectives, acquiring global knowledge,skills (especially, communication skills) and abilities (Norfles, 2004). Wells (2006) stated rationales according to three groups: students, social, and institutions.

The dmand for global skills of industries, global knowledge and skills are among the top traits sought by employers, but are perceived as the least skills developed by recent graduates (Hart, 2008). The demand for international education opportunities for preparing students' future career in business and public sector will increase in the forth coming century (Goodman, 2007). This is due to employers placing greater value on adaptability; flexibility and the ability to communicate well with people from different cultures, skills which students who have spent time working or studying overseas usually develop (McLoughlin, 2008).

Study abroad provides career definition (Juhasz and Walker 1988; Sutton and Rubin, 2004), enhances global competence, which is important for future leaders in multinational corporations, especially in a complex world that is filled with challenges (Farrell and Suvidu, 2003; Hansel and Grove, 1986 cited in Sutton, 2008). Such competencies are identified by McCall and Hollenbeck (2002): 1) open-mindedness, flexibility and tactfulness; 2) cultural interest and sensitivity; 3) ability to deal with complexities; 4) resilience, resourcefulness, optimistic and energetic attitude; 5) honesty and integrity; 6) a stable personal life; and 7) value-added technical and business skills.

Various studies found that innovative and well-organized study abroad programs enhance these competencies. Thus, studying overseas, whether for long term periods (Fantini,1995; Erwin and Coleman, 1998; Dwyer, 2004; Engle and Engle, 2004; Ingraham and Peterson, 2004; Van de Berg et. al., 2004), or for short term periods, i.e. service projects, home stays, internship, and other forms of experiential learning, has a great impact on career goals, choices, and other

dimensions of participants' lives (Hansel and Grove, 1986; Chieffo and Griffins, 2003; Dwyer, (2004); Dwyer and Peters, 2004; Anderson, 2006; Anderson, Lawton, Rexeisen, and Hubbard, 2006; Hulstrand, 2006; Redden, 2007; Vande Berg, 2007).

Consistent with Sutton (2008), study abroad constitutes a powerful pedagogy that is not only to learn about other worlds, but also for self-realization. Students who have study abroad experience possess greater maturity, confidence, and greater ability to make successful, fulfilling career choices, greater awareness of surroundings, adaptability and flexibility when encountering ambiguity or frustration. The experience increases awareness of their place in the world, and understanding and skills useful for negotiating the diverse communities and global interactions that positively affect their lives (Marion, 1980; Sell 1983; Hansel and Grove 1986; Carlson et al. 1990; Farrell and Suvedi 2003; Dwyer 2004).

The United States' expectation of study abroad are tools for political and economic agenda (NAFSA, 2008), to prepare U.S. undergraduate students to become globally engaged (Paige, Fry, Stallman, Josic, Jon, and LaBrack, 2009); globally aware (Bellamy and Weinberg, 2006); inter-culturally sensitive and competent (Bennett, 1993; Hammer and Bennett and Wiseman, 2003); knowing their place and position in a global society as well as becoming vehicles to acquire global skills and languages which are important for them to succeed in their future career that demands more global and transnational competence (Koehn and Rosenau, 2002) in order to sustain the economic competitiveness and the political standing of the country (NAFSA, 2008).

### **2.3.8 Impact and Benefits of Study Abroad**

The most commonly cited benefits (e.g. Steglitz, 1993; Akande and Slawson, 2000; Chao, 2000) are broadened perspective and knowledge, improved foreign language proficiency, improved cross-cultural understanding and communication skills, greater ability to live and work effectively in other cultures, openness to diversity, and enhanced career choices. Studies also show that study abroad is the most effective way for teaching students how to learn, live, and work in another culture, including multicultural U.S. environments (Hudzik and Harrin, 2004).

Wells (2006) classified the benefits of study abroad into three levels comparing benefits with non-traditional destinations as follows (see Table 4).

**Table 4** Non-Traditional Study Abroad Destination: Benefits

Level of study abroad	Common Rationales for Study Abroad	Potential benefits of Non-Traditional Destinations
Institution	<ul style="list-style-type: none"> <li>- Institutional competitiveness</li> <li>- Marketing potential</li> <li>- Intellectual pedagogical rigor</li> <li>- Increasing learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>- Expanded offerings and increased competitiveness,</li> <li>- Niche market possibilities</li> </ul>
Society	<ul style="list-style-type: none"> <li>- International and cultural understanding</li> <li>- International cooperation</li> <li>- National security</li> <li>- Economic advantage</li> </ul>	<ul style="list-style-type: none"> <li>- increased firsthand experience with global issues and problems</li> <li>- broader societal knowledge concerning emerging markets</li> <li>- more globally aware and sensitive citizenry</li> </ul>
Students	<ul style="list-style-type: none"> <li>- workforce preparedness</li> <li>- transnational competence</li> <li>- global citizenship</li> <li>- personal growth</li> </ul>	<ul style="list-style-type: none"> <li>- greater understanding of global economy and employment issues</li> <li>- greater flexibility</li> <li>- greater problem solving skills</li> <li>- improved language skills</li> <li>- a greater “stretch” of beliefs, values and opinions</li> </ul>

Source: Wells, R. (2006) Non-traditional destination analysis and trends in: *Frontiers: The Interdisciplinary Journal of Study-Abroad*

### 2.3.8.1 Benefits at National Level

The benefits at national level are revolving around four strands, i.e. political, economic, academic and social / cultural for both, sending country and host country. Consistent with Knight (2007), study abroad is one type of cross-border education with benefits at national level being: human resources development; strategic alliances; income generation; nation building and capacity building; social/cultural development and international understanding (Knight, 2007).

#### a) Thailand's Perspectives

According to a survey of Stephenson (1998), the impact of study abroad does not only affect the visiting students, but also creates a “cross-cultural experience” for all those members of the host society that have contact with them. The benefits of having international students in Thailand is generating income

to the economy, and providing opportunities for Thai students' cross-cultural experience at home, enhancing the relationship between Thailand and U.S. (personal communication P.Sinlarat, February 11, 2010; W.Mungkandi, personal communication, May 10, 2011) preventing money flowing out of the country as well as raising the country's profile which enhances the competitive position in the international education market (personal communication, G.W.Fry, February 24, 2010). Moreover, it responds and supports the Thai government's aim of creating Thailand to become an "International Educational Center" (Jurin Laksanavisit, 2009, *The Nation*, Editorial, June 24, 2009).

Therefore, Thailand will equally benefit from hosting international students by not only promoting Thai culture and social understanding but also gaining another source of income as well as creating more employment and having a greater impact on the economy as a whole. This is because educational travel in the form of study abroad programs appears to offer models for tourism, generally defined as temporary stays of people traveling primarily for pleasure or recreational purposes (Sumka, 1999).

Sumka (1999) stated that study abroad programs generate benefits to host communities as an economic boost, as every dollar spent by tourists has a positive impact on the economy. This is also explained by James Mak (2004), Professor of Economics at the University of Hawaii at Manoa, in his book "Understanding the Economics of Tourism" discussing the so-called "multiplier effect" referring to the idea that an initial rise in spending can lead to an even greater increase in national income. Therefore, the money spent by study abroad participants (long term tourists) on services or amenities with multiplier effect, will create further wealth and other positive effects to the community such as creating jobs, businesses, and extra money to spend on other services.

#### **b) United States' Perspectives**

The benefits at national level are addressed in the legislation named after the late U.S.Senator Paul Simon (D-IL) who was a strong proponent of international education. His efforts led to the creation of the bipartisan Commission on the Abraham Lincoln Study Abroad Fellowship Program. Recommendations are contained in the Commission's 2005 report "Global



competence and national needs: One million students studying abroad” (Commission on the Abraham Lincoln Study Abroad Fellowship Program, 2005). The benefits for the U.S. are related to the areas of politics, national security, U.S. leadership, globalization and economic competitiveness (Lincoln Fellowship Commission, 2004). Study abroad helps to build mutual understanding among nations and serves to promote national leadership, international effectiveness, diplomacy, economic competitiveness, and a globally literate citizenry (NAFSA, 2008).

**Foreign Policy.** Study abroad and international exchanges are often cited as an effective public diplomacy tool, as international experiences enhance understanding of other cultures, values and beliefs becoming culturally aware and sensitive to others that are different from their own, leading to change in attitudes and reducing prejudice (Allport, 1954; Pettigrew and Troop, 2005; Pettigrew, 2008). Study abroad helps reducing negative attitudes toward Americans and the United States. Anti-Americanism has been increasing in recent years, as indicated by the Gallup International Poll in 29 countries stating that Washington’s policies have a negative effect on their view of the U.S. (Nye, 2004). By February 2009, the BBC world public opinion poll indicated 40 percent of the respondents had a negative attitude toward Americans ([www.bbc.co.uk](http://www.bbc.co.uk)).

As regards globalization and **economic competitiveness** in the U.S., one in six jobs is currently tied to international trade; U.S. companies loss an estimated \$2 billion annually to insufficient cross-cultural guidance for their employees in multi-cultural positions (NAFSA, 2008), which is due to a lack in global knowhow to advance in the world economy. The workforce requires a greater depth of international expertise and language skills. Students living in countries and cultures other than their own learn important skills enabling them to acclimatize and adapt in today's constantly changing global workplace.

**National security.** Study abroad puts emphasis on learning foreign languages. The difficulties finding Americans who speak Arabic, Farsi and Pashto during the dramatic event around the 9/11 catastrophe in 2001 is an important case in point. There is a great demand for foreign language speakers from more than 65 U.S. federal agencies that need to fill 34,000 positions annually (Commission on the Abraham Lincoln Study Abroad Fellowship Program, 2005). Moreover, U.S.

leadership, active engagement in the international communities as goodwill ambassadors as well as the educational value of study abroad are essential benefits.

### **2.3.8.2 Institutions and Study Abroad Benefits**

Higher education institutions gain benefits in the areas of student, staff and teacher development; teaching and learning/ rigor curricula; academic research, collaboration and strategic alliances; competitiveness; networks; cultural awareness; standards and quality enhancement (Knight, 2003), as well as income generation, international profile and reputation (Knight, 2007; IIE, 2008).

Sutton (2008) stated that an active study abroad program brings knowledge and experience of distant places back into classrooms at home. It builds global networks of collaboration that extend to other students, faculty, staff, and local communities, which is essential for the universities that thrive to function at the highest levels of scientific and scholarly pursuits, as all of these are now international in scope.

Study abroad is one dimension of internationalization strategies widely used in higher institutions. It is an experiential dimension of global learning (Montrose, 2002). Study abroad is not only increasing numbers of international students on campus but also enhancing the host institution's profile, creating an international atmosphere, facilitating students' intercultural learning as they come into contact with others from different cultures speaking different languages, which is known as "Internationalize at Home" (Crowther, 2000).

Thai students have the opportunity to learn and practice English and to learn about other cultures and customs. It also increases diversity of international students' profiles, which is one of the desirable characteristics of internationalization of programs and curricula, which is required for at least 10 percent of international students who participated in international programs (Office of the National Economic and Social Development Board, 2005: p41- 42). This will help solving the concerns of not enough international students enrolling in international programs offered by Thai institutions.

Furthermore, increased enrollment of international students means financial benefits from tuition fees as well as the opportunity for academic exchange. Increasing student profiles is augmenting the reputation of the campus and

its attractiveness, which leads to a competitive position of the university. According to above benefits, having American students is advantageous for Thai institutions. This also holds for U.S. institutions having study abroad programs, influencing parents and students in deciding and choosing a particular college or university (Commission on the Abraham Lincoln Study Abroad Fellowship program, 2005; Fry et al, 2009).

### **2.3.8.3 Students and Study Abroad Benefits**

Duval and Harrin (2004) stated the benefits of study-abroad as follows:

#### **a) Language Competence Gained**

Researchers and teachers of foreign languages share the assessment by Freed (1995) that students who participate in study abroad programs are “those who make the most progress in the language of choice and are most likely to become fluent.”

#### **b) Intellectual Growth and Learning**

Study abroad contributes to students’ professional development by facilitating awareness of how their intended profession may be viewed / practiced differently in different cultural contexts and by encouraging the development of skills required by employers (such as self- reliance, cultural awareness, and cross-cultural communication skills); by developing students’ skills for relating to culturally different individuals in various situations, such as academic settings, social venues, and professional environments; and by enhancing students’ self awareness and understanding of their own culture (Ingraham and Peterson, 2004).

#### **c) Cultural Competence Gained**

The first studies on the relationship between study-abroad and increased intercultural competence (Drews and Meyer, 1996) found that those who study abroad are more likely to gain cultural competence than those who do not conceive of other national groups in terms associated with characters of individuals, as opposed to food, historical events, geographical characteristics and other non-personal factors. The authors conclude that a significant impact of study- abroad is a more “personalized” view of other cultures.

A four-campuses- study, led by Georgetown University, has been exploring aspects of cultural competence and cross-cultural learning to

determine the comparative difference in crosscultural sophistication gained through studyabroad. Early data in this study suggest that study abroad participants across disciplines make measurable cross-cultural competency gains that exceed those of students who remain on a U.S. campus (Vande Berg, Balkcum, and Whalen, 2006).

The Michigan State University study also found evidence of students' increased intercultural awareness with enhanced understanding of international issues, other cultures, their host country's culture, and their own culture, also increasing their curiosity about other cultures and appreciation of human differences (Duval and Herrin, 2004).

#### **d) Personal Growth and Development**

Students who participated in study abroad will develop and grow confident in traveling abroad, personal independence, understanding of life in the host culture, desire to travel overseas, appreciation of other cultures, and the ability to cope with new and different surroundings (Thomlinson, 1991).

#### **e) Career Preparation**

Study Abroad Aids U.S. Students to be Competitive as Professions Globalize Study abroad has a profound effect on shaping future academic and professional career decisions and successes of study abroad participants. Wallace (1999) examined the long -term impact of study abroad on alumni's careers, volunteer activities, and world and personal perspectives 10 years after that experience, and found that most participants viewed their studyabroad experience positively. The alumni reported that it had influenced their career selection, and enhanced their awareness and appreciation of other cultures and international issues.

Furthermore, increasing awareness of self and others, increasing appreciation of foreign culture and maturity have been reported as the research outcomes of studyabroad over the past 15 years. Similarly, a study from St. Mary's College in Indiana, which surveyed American participants in study abroad programs, reported the greatest amount of growth to be in an appreciation of different cultures, followed by increased independence and maturity, and greater self-awareness (Cash, 1993).

Reviews of previous research on study abroad describe longterm impact on various aspects of participants' lives. Dwyer and Peters (2004)

stated the benefits of study abroad through a longitudinal study of a large scale survey of the Institute for the International Education of Students (IES, 2002). This study was conducted with alumni from 1950 to 1999, with the conclusion that study abroad is a defining moment of students' lives and that it continued to have an impact on their lives for years after their experience regardless of destination and length of duration. Returning students demonstrated the ability to pursue their education with maturity, focus and persistence toward graduation (Carson, Burn, Useem, and Yachimowicz, 1990; Dwyer, 2004b). It influences career paths, world view, and self confidence (Dwyer and Peter, 2004).

In addition, stepping into other cultures and studying in other countries do not only influence career paths and educational choices or even increased academic achievements, but also increase awareness of their place in global society, cultural tolerance as well as obtaining lasting friendships (Farrell and Suvedi, 2003; McMillan and Opem, 2004).

The IES study categorized the impacts of study abroad into four dimensions with various elements, i.e. 1) *personal development* which consists of "increase in self confidence", "served as catalyst for increased maturity", "has had a lasting impact on world view"; 2) *professional and career development* which consists of "acquired skills that influenced career path", "ignited an interest in a career direction pursued after the experience"; 3) *intercultural development* consists of "helped me to better understand my own culture values and biases" , "influenced me to seek out a greater diversity of friends" and "continues to influence interactions with people from different cultures"; 4) *academic commitment* consists of "enhanced interest in academic study", "influenced subsequent educational experiences" and "reinforced commitment to foreign language study".

According to Fry et.al. (2009), Study Abroad and its Transformative Power, study abroad has impact and long- term outcomes on participants' lives influencing educational choices, occupational choices, changing life styles and perspectives, life enhancement skills, and the development and enhancement of their openness and tolerance. The duration of study programs may be a full year, fall semester, spring semester, and summer. The results indicated that longer stays provide greater benefits. However, short term programs can also

effectively create significant impact on academic, inter-personal, career, and on intercultural development outcomes (IES, 2002, cited in Dwyer and Peters, 2004). In addition, consistent with Nam (2009), it was found that even short- term study abroad had positive impact on participants' professional and personal development, which includes career goals and educational aspiration, self awareness, world view change, global engagement, and motivation related to international affairs.

Hoffa (1998) stated that study abroad provides the opportunity for college undergraduates to enrich and diversify their education through offering courses, programs, and academic learning, which are not available at home. It also provides the students with a global outlook and emphasizes ties between nations and cultures which enhance the understanding and appreciation of differences in cultures, human values, and the necessity of harmony and cooperation. Furthermore, it enhances global competence skills and career preparation in today's diverse working environments. On a personal level, study abroad experience deepens intellectual and personal maturity and promotes independent thinking and self-confidence. Thus, similar to IES (2002), Hoffa (1998) concluded that there are four categories of benefits: academic performance, global outlook, career preparation, and personal growth.

The Center for Global Education (2011) pointed out top ten reasons/benefits to study abroad: 1) see the world and broadening life experience; 2) gain perspective on their own country; 3) explore the family heritage; 4) learn the language within that environment; 5) improve professional and financial potential; 6) become a full time learner; 7) gain new insight and outlooks through new relationships; 8) fighting stereotypes; 9) reduce their own stereotypes; 10) take control of their own future ([http://allabroad.us/top\\_ten\\_reason.php](http://allabroad.us/top_ten_reason.php), 2011).

In short, from literature, the following terms were most often found associated with the description of the impact and benefits of the study abroad experience: gaining global awareness, global competence and global mindedness, gaining intercultural experience, intercultural sensitivity and competence, appreciation of other cultures and beliefs, reduction of biases and prejudices, acquisition of foreign language competence, development of social skills, intellectual growth, global engagement, personal growth and development, self confidence and personal

maturity, and life-long impact of study abroad in all aspects of personal life, decision making, even including friendships.

### **2.3.9 Participants and Non-Participants in Study Abroad Programs**

#### **The Typical Study Abroad Participants**

The typical U.S. students who participate in a study abroad program, the profile since 1985/86 up to 2006/09 are quite stable with slight changes. The typical students demographic can be describes as follows: 1) caucasian female; 2) junior year (third-year) year of college; 3) who chooses to study in Europe, United Kingdom had been top receiving country of US students ; 4) for one semester; 5) in the field of social sciences.

#### **Non-Participants in Study Abroad Program**

The underrepresented American students in study abroad programs belong to the non-traditional student population pool, which makes up 73 percent of American college students (NAFSA, 2003).

## **2.4 Current Trends of American Study Abroad Worldwide**

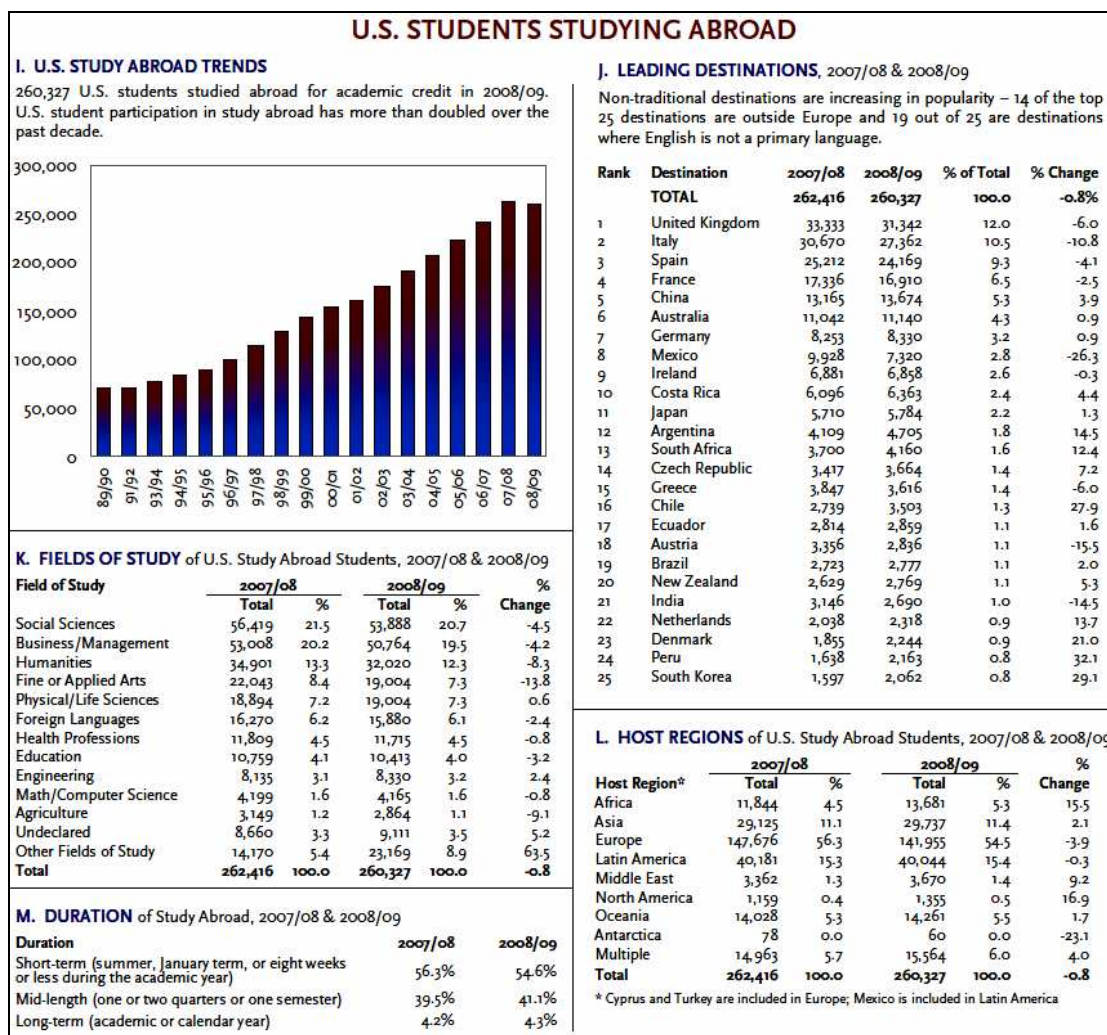
Open Doors 2009 reports that the number of Americans studying abroad increased by 8.5 percent to 262,416 in the 2007/08 academic year. This number has increased four fold in the past two decades since 1987/88. There is a strong rise in nontraditional destinations such as China, India, Japan, South Africa, and Argentina. However, the IIE Open Doors report for 2010 shows a decline of study abroad students of 0.8 percent from 262,416 students of the previous year down to 260,327 students of the academic year 2008/2009; also see Figure 1, (Opendoors 2010- IIE, 2010).

The four countries that are perennial leaders in hosting U.S. students are in Western Europe, i.e. United Kingdom, Italy, Spain and France. However, Open Doors 2009 and 2010 reported that fifteen of the top 25 destinations are located outside of Western Europe, and nineteen are countries where English is not the primary language (IIE, 2009, 2010). The trends of study abroad have been continuing toward less expensive destinations and shorter stays, which reflects the effects of the economy. Despite the financial challenges that might keep students from participating in study abroad, students' interest to participate in study abroad programs remains

high in the past year. Study in Africa increased by 18 percent, Asia increased by 17 percent, and Latin America increased by 11 percent. This is because of the availability of new programs and opportunities, strategic partnerships between higher education institutions in the U.S. and abroad, and a range of fields and program durations that have expanded to accommodate the needs of an increasingly diverse study abroad population.

Short-term programs serve the largest number of Americans studying abroad, with 56 percent in 2009 down to 54.6 percent in 2010 (including summer, January term and any program of 2 to 8 weeks during the academic year). This also includes community college students and others whose financial or academic needs preclude a longer stay; 68 percent of students at Associate degree granting institutions who studied abroad did so for 8 weeks or less. Mid-length programs (one semester, one quarter or two quarters) allow for deeper immersion into host cultures and provide increased opportunity for language acquisition. About 41 percent of students studying abroad do so through mid-length programs, A little more than 4 percent of study abroad students spend a full academic or calendar year. The leading fields of study of Americans studying abroad are the social sciences (20.7 percent), business and management (19.5 percent), humanities (12.3 percent), fine or applied arts (7.3 percent), physical/life sciences (7.3 percent), foreign languages (6.1 percent), health sciences (4.5 percent), education (4 percent), engineering (3.2 percent), math/computer science (1.6 percent) and agriculture (1.1 percent)(IIE,OpenDoor report, 2010). (also see figure 1 below).





Sources: Open-Doors report 2008/09 "Fast Facts" (IIE, 2010)

**Figure 1** Overview on current American students study abroad: profiles and characteristics. U.S. study-abroad: A Snapshot- Students profiles 2008/09 (IIE, 2010).

According to Open Doors 2010, the number of United States students studying in Thailand for academic credit was 1,555. It declined by 1.8 percent from previous year (IIE, 2010). Since the typical American undergraduate participant in study abroad programs does not come from the largest population pool of American undergraduates, it would appear that there are certain constraints that limit the participation of the majority of American undergraduate students. These challenges are examined in details.

### **2.4.1 Growth and Trends in Study Abroad Participation**

Information on students study abroad from IIE (IIE, 2006, 2007, 2008, 2009, 2010) indicates that the number of students participating in study abroad programs has increased drastically, accounting for four folds in the past two decades (data obtained from 1987/88 to 2007/08). The latest available number for 2008/09 is 260,327 U.S. students. In academic year 2007/08, there was a marked growth of 8.5 percent from the previous year. In 2009/2010, there was a modest decline of 0.8 percent from the previous year (IIE, 2010). Students increasingly choose more diverse destinations, particularly in nontraditional countries, e.g., China, Argentina, South Africa, Ecuador and India with record increase in each country (IIE, 2009, 2010).

This growth is created by 1) the increase in new program opportunities; 2) partnerships between higher education institutions; and 3) a range of fields and program durations to accommodate the needs of diverse study abroad populations. An annual growth rate of 9 to 10 percent is statistically more difficult to maintain at a constant rate of increase as the total number of study abroad students is getting larger. (U.S. students studying abroad, 1985-2007, see Figure 1).

With 20 years of sustained growth in U.S. international education, the study abroad experience has moved beyond the typical “junior year abroad”. Students seek educational experiences of various durations, at different points and sometimes more than once during their study. Also, there is increasing interest in studying in nontraditional, non-English speaking destinations, as shown in Figure 1.

### **2.4.2 Growth in Study Abroad Program Offerings**

The number of study abroad programs has also increased substantially (IIE’s study abroad directories, IIE Passport: Academic Year Abroad and IIE Passport: short term study abroad) having provided U.S. students and advisors with study abroad program listings since 1950. In 1986, the directories listed 2,005 programs. This number increased to 6,514 in 2006 and to 7500 listings in 2007 (IIE Passport study abroad directories 2007 edition: [www.iiepassport.org](http://www.iiepassport.org)). These do not include the many campus-based initiatives open only to their own students, nor does it include the growing numbers of students enrolling directly in foreign university degree programs

In Thailand, Thai public and private institutions are offering a wide range of international programs in many disciplines both for degrees and certificates

in order to accommodate the needs of both Thai and foreign students. A number of 981 international programs are offered at the levels of Bachelor, Master and Doctoral degrees as well as other certificates, using English as medium of instruction. There are 342 programs at undergraduate level, 389 programs at master degree level and 225 programs at doctoral level, and 25 other degree programs (OHEC, 2010).

According to “Study in Thailand” website at [www.studyinthailand.org](http://www.studyinthailand.org), there are international programs offered by institutions in Thailand. Those programs are for degrees in a variety of disciplines at all levels. The website provides the lists of programs and institutions as well as detailed descriptions of courses offered including information on their prices. In IIEPassport.org, there are 53 listed study abroad programs in Thailand in 2010 from various providers, both, U.S. University, Thai university (Mahidol University), Thai-US in collaboration, and third party providers as well as Consortia (iiepassport.org). Degree granting institutions expect further growth in short term and semester programs, and also in faculty led programs and other services, with learning and internship programs (IIE, 2009).

### **2.4.3 Factors that Fueled Participants’ Growth Rate**

According to the Institute of International Education IIE’s whitepaper (IIE, 2009) the factors that influence the increase of participants’ rate are as follow:

- 1) American institutions are offering a variety of study abroad types and ranges of activities to broadly attract a wider range of students and their interests as well as to provide more opportunities for obtaining international experience;
- 2) Government programs sponsor a number of activities for students to gain access to international experience, i.e. the Fulbright U.S. Student Program, the Gilman Scholarships for undergraduates with financial need, the National Security Education Program Boren Scholarships and Fellowships, and the new National Security Language Initiative;
- 3) increasing interests of foundations and corporations’ in encouraging students to study abroad offering a variety of scholarship programs such as IIE’s Freeman Awards for Study in Asia of Freeman Foundation (<http://www.iie.org/freeman-asia/>), the Global Engineering Education Exchange consortium (<http://www.globale3.org>), and the Whitaker International Fellows and Scholars Program of Whitaker Foundation (<http://www.whitakerawards.org>), to conduct biomedical engineering;
- 4) increasing marketing and outreach efforts from foreign governments and institutions aiming at

attracting U.S. students, either as degree seeking students or as study abroad students; 5) availability of more programs with English instructions at institutions around the world has also helped to attract U.S. students; 6) increasing recognition of the value of study abroad by students and parents to prepare for leadership roles in the global economy and an increasingly interconnected world. Studying abroad gives students a career “skills set” that is increasingly valued by employers.

Thailand has offered many courses in English in a variety of fields at all levels of education (also see above on growth in study abroad offering). This makes more options available for U.S. students who choose to study abroad in Thailand (CHE, 2009). In addition, Thai government policies have been focussing on Thailand becoming an “education hub” for the region and for the whole of Southeast Asia. Moreover, the U.S. policies specifically support “the Senator Paul Simon Study Abroad Foundation Act, 2009”, which encourage more undergraduate students to have experience abroad with the focus toward non- traditional destinations. The number of one million students study abroad should be reached by the year 2016/17. The costs of education have risen, and this -combined with the recession of the U.S. economy- makes seeking alternative destinations in developing countries more favorable and reasonable (Fischer, 2009).

#### **2.4.4 Analysis of Current Trends of U.S. Students Study Abroad**

##### **2.4.4.1 Leading Destinations**

A majority of students continues to go to traditional destinations. Europe continues to host the largest proportion (54.5 percent) of U.S. students studying abroad in 2008/09 (declining trends), followed by Latin America (15.4 percent, slightly increased from previous year), Asia (11.4 percent, increasing trend), and Oceania (5.5 percent, slightly increased). Five percent studied in Africa (increasing trend), and 1.4 percent in the Middle East (slightly increased) (Open Doors, 2010).

**Table 5** Host regions of the U.S. study- abroad students, 1996/97 - 2008/09

PERCENT OF U.S. STUDY ABROAD STUDENTS													
Host Region	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
Africa	2.6	2.7	2.8	2.8	2.9	2.9	2.8	3.0	3.5	3.8	4.2	4.5	5.3
Asia	6.1	6.0	6.0	6.2	6.0	6.8	5.6	6.9	8.0	9.3	10.3	11.1	11.4
Europe*	64.5	63.7	62.7	62.4	63.1	62.6	62.9	60.9	60.3	58.3	57.4	56.3	54.5
Latin America	15.3	15.6	15.0	14.0	14.5	14.5	15.3	15.2	14.4	15.2	15.0	15.3	15.4
Middle East	1.9	2.0	2.8	2.9	1.1	0.8	0.4	0.5	1.0	1.2	1.2	1.3	1.4
North America**	0.7	0.9	0.7	0.9	0.7	0.8	0.7	0.6	0.5	0.5	0.6	0.4	0.5
Oceania	4.4	4.4	4.9	5.0	6.0	6.8	7.3	7.4	6.7	6.3	5.7	5.3	5.5
Multiple Destinations	4.6	4.8	5.2	5.8	5.6	4.9	5.1	5.5	5.6	5.5	5.6	5.7	06.0
Total	99,448	113,959	129,770	143,590	154,168	160,920	174,629	191,321	205,983	223,534	241,791	262,416	260,327

\*Cyprus and Turkey were previously classified in the Middle East category, but were moved to the Europe category in 2004/05. \*\* Includes Antarctica from 2002/03 onward. Source: Institute of International Education. (2010). "Host Regions of U.S. Study Abroad Students, 1999/00-2008/09." *Open Doors Report on International Educational Exchange*.

54.5 percent of U.S. students (141,955) studied abroad in Western Europe, i.e. United Kingdom, Italy, Spain, and France respectively. Fifteen of the top 25 destinations were outside Western Europe and nineteen were countries where English is not a primary language. China is now the 5<sup>th</sup> leading host destination and the only country from Asia in the top 10. Even though the number of students going to other non-traditional destinations has increased, overall numbers headed to the developing world still remain low (IIE, 2009). Comparatively large percentage increases occur in three countries out of the top 20: Chile, Argentina, and South Africa. Large percentage declines have occurred in Mexico, Austria, India and Italy (see Table 5).

**Table 6** Top 20 Destinations of U.S. Study Abroad, 2005/06 to 2008/09

Rank	Destination	2005/06	2006/07	2007/08	2008/09	Latest % change(2007/08 vs.2008/09)
	World total	223,534	241,791	262,416	260,327	-0.8
1	United Kingdom	32,109	32,705	33,333	31,342	-6.0
2	Italy	26,078	27,831	30,670	27,362	-10.8
3	Spain	21,881	24,005	25,212	24,169	-4.1
4	France	15,602	17,233	17,336	16,910	-2.5
5	China	8,830	11,064	13,165	13,674	3.9
6	Australia	10,980	10,747	11,042	11,140	0.9
7	Mexico	10,022	9,461	9,928	7,320	-26.3
8	Germany	6,858	7,355	8,253	8,330	0.9
9	Ireland	5,499	5,785	6,881	6,858	-0.3
10	Costa Rica	5,518	5,383	6,096	6,363	4.4
11	Japan	4,411	5,012	5,710	5,784	1.3
12	Argentina	2,865	3,617	4,109	4,705	14.5
13	Greece	3,227	3,417	3,847	3,616	-6.0
14	South Africa	2,512	3,216	3,700	4,160	12.4
15	Czech Republic	2,846	3,145	3,417	3,664	7.2
16	Chile	2,578	2,824	2,739	3,503	27.9
17	Ecuador	2,171	2,813	2,814	2,859	1.6
18	Austria	2,792	2,810	3,356	2,836	-15.5
19	New Zealand	2,542	2,718	2,629	2,769	5.3
20	India	2,115	2,627	3,146	2,690	-14.5
*	Thailand	1,305	1,584	1,555	1,462	-0.6

Sources

The Top 4 leading destinations from 1985/86 to 2008/09 have been the same host countries, i.e. United Kingdom, Italy, Spain, and France. Non-traditional destinations increase in popularity. Looking at destination trends over the past 24 years, there are few changes in the top 10 destinations, as Table 6 illustrates.

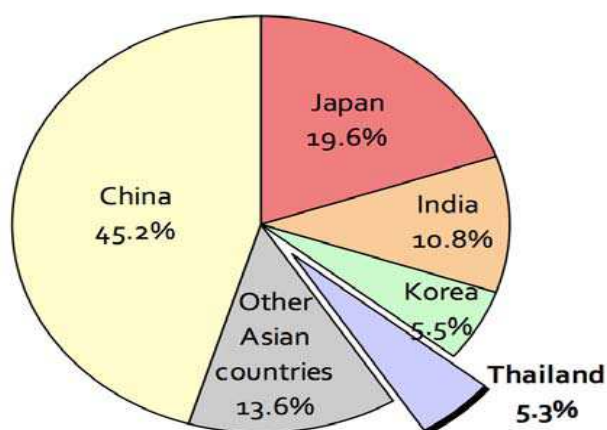
**Table 7** Top 10 destinations of U.S. students study abroad, 1985/86, 1994/95, 2004/05, 2005/06, 2006/07, 2007/08, and 2008/09.

Rank	1985/86	1994/95	2004/05	2005/06	2006/07	2007/08	2008/09
1	United Kingdom	United Kingdom	United Kingdom	United Kingdom	United Kingdom	United Kingdom	United Kingdom
2	France	France	Italy	Italy	Italy	Italy	Italy
3	Spain	Spain	Spain	Spain	Spain	Spain	Spain
4	Italy	Italy	France	France	France	France	France
5	Germany	Mexico	Australia	China	China	China	China
6	Mexico	Germany	Mexico	Australia	Australia	Australia	Australia
7	Israel	Australia	Germany	Mexico	Mexico	Mexico	Germany
8	Austria	Israel	China	Germany	Germany	Germany	Mexico
9	Japan	Costa Rica	Ireland	Ireland	Ireland	Ireland	Ireland
10	China	Japan	Costa Rica	Costa Rica	Costa Rica	Costa Rica	Costa Rica

Source: Institutes of International Education “Meeting American’s global education challenge”, Issue I, May 2007.

#### 2.4.4.2 U.S. Study Abroad Destinations in Asia

Although overall U.S. students still choose to study abroad in Europe, numbers are continuously declining. There is growing interest in non-traditional destinations. This is consistent with Chalintorn et al. (2010), who reported that Asia shows rapid growth in a short period of time, as the region hosted a total of 7,781 students (6 percent) in 1998/99, compared to 29,125 students (11 percent) in 2007/08. China is the most popular destination in the region, followed by Japan, India, and South Korea. Thailand has captured 5.3 percent out of the total number of U.S. students who studied in Asia. Nevertheless; the number of U.S. students studying in Thailand has more than tripled over the past decade, from less than 500 U.S. students in 1998/99 to 1,469 in 2008/09.



**Figure 2** U.S. Students study abroad destination in Asia, 2007/08

Source: Chalintorn et al. (2010)

**Table 8** Trends of U.S. students study abroad of destination countries in Asia from 2003/04 to 2008/09

Year \ Destinations	Year						Latest % changes 2007/08 vs.2008/09
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	
1.China	4,737	6,389	8,830	11,064	13,165	13,674	3.9
2.Japan	3,707	4,100	4,411	5,012	5,710	5,784	1.3
3.Hong Kong	487	748	915	1,059	1,093	1,155	5.7
4.South Korea	881	962	1,267	1,312	1,597	2,062	29.1
5.Taiwan	195	194	367	467	578	597	3.3
6.Thailand	948	1,128	1,305	1,584	1,555	1,462	-0.6
7.Malaysia	43	77	108	121	105	137	30.5
8.Indonesia	24	28	57	132	74	176	137.8
9.India	1,157	1,767	2,115	2,627	3,146	2,690	-14.5
10.Singapore	263	377	423	437	568	612	7.7
11.Vietnam	283	346	390	550	652	672	3.1
12.Laos	1	2	22	38	14	23	64.3
13.Cambodia	43	63	79	158	221	183	-17.2
14.Myanmar	2	2	26	27	4	3	-25.0

\*1 to 5 destinations are located in East Asia; \*6 to 14, except 9 are located in Southeast Asia; \*9 is located in South and Central Asia.

Source: Open Doors Data on U.S.



The highest growth of study abroad programs is found in Indonesia (37.8%), followed by Malaysia (30.5%) and South Korea (29.1%). Although there are higher percentages of growth of study abroad programs in these three countries, the actual numbers are still very low. Currently, the country which has received the highest number of U.S. students is China (13,674 students), followed by Japan (5,784 students), India (2,690 students), South Korea (2,062 students), Thailand (1,462 students), and Hong Kong (1,155 students).

There are strategic funding initiatives aiming at encouraging students to study abroad in non- traditional countries and regions, such as the Gilman and Boren scholarship. There is also the Freeman Awards for Study in Asia (Freeman-ASIA), a foundation-funded effort to expand U.S. study in East and Southeast Asia, for semester or academic-year terms. A total of 3,096 U.S. students received the award to Asia. The awards which were given from 2000 to 2007 are as follows: study abroad location in Japan (1,209); China (995); Hong Kong (219); Thailand (207); Korea (151); Vietnam (66); Taiwan (64); Singapore (63); other Asian countries (122).

The above statistics indicate the popularity of programs in Japan and China, and the growing numbers of students going to other countries in the region. Hong Kong, Thailand, Korea and other places, such as Vietnam, Singapore and Taiwan, are gaining in popularity (IIE, 2007). However, Japan has very few study abroad programs, which are all carried in English, and costs of living are higher than in other countries in the same region. Japan is followed by Singapore, which may have some issues on the capacity to accommodate more international students, as well U.S. study abroad students.

#### **2.4.4.3 Types of Institutions sending most U.S. Students Abroad?**

Open Doors 2010 reports that 52 U.S. campuses, primarily large research institutions, awarded academic credits for study abroad last year to more than 1,000 students. New York University remained the leading sending institution(3,524 students), followed by Michigan State University (2,610), University of California- Los Angeles (2,371), University of Washington (2,349), University of Southern California (2,348), University of Minnesota, Twin Cities (2,347), University of Texas- Austin (2,322), University of Wisconsin-Madison (2,230), Penn State- University Park (2,181), University of Michigan-Ann Arbor (2,116)(IIE, 2010).

Although large institutions dominate in terms of absolute numbers of students study abroad, there are 29 smaller institutions that reported sending a higher proportion, i.e. more than 70 percent of their students to go abroad at some point during their undergraduate years. These institutions are: Arcadia University, Austin College, Carleton College, Centre College, Colorado College, Davidson College, Drew University, Earlham College, Elon College, Goshen College, Goucher College, Hartwick College, Hobart and William Smith College, Kalamazoo College, Lee University, Lewis and Clark College, Linfield College, Luther College, Macalester College, Messiah College, Oberlin College, Oklahoma Christian University, University of Dallas and Wofford College (Open Doors, 2010 U.S. study abroad)

Considering that community colleges now enroll well over 50 percent of all students in higher education, the still very low participation in study abroad by community college students reveals a huge, untapped potential pool, although they are facing significant obstacles (IIE, 2007), which are 1) program costs; 2) work and family obligations; 3) cultural capital; 4) institutional funding and program availability (Raby, 2011: at <http://www.iienetwork.org/page/91081/>).

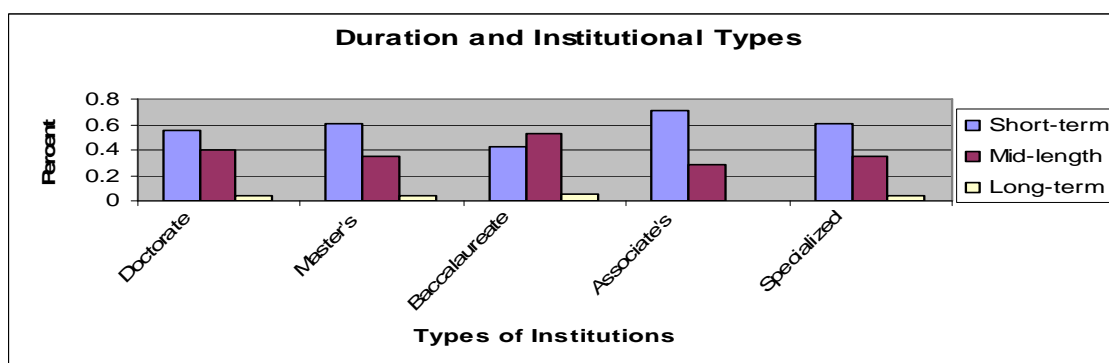
#### **2.4.4.4 Duration of Study Abroad: How Long Do Students Study Abroad?**

Short term programs (summer, January term, 8 weeks or less) have become major choices for students since 1998/99. In the years 2004/05, 2005/06, 2006/07, 2007/2008, and 2008/09 short-term sojourns remained popular choices showing an increasing trend of students' participation in 2005/06 of 52.8 percent; 55.4 percent for the year 2006/07, 56 percent for the year 2007/2008, and 54.6 percent for the year 2008/09 (Open Doors, 2010).

Although long term programs (academic or calendar year) have attracted consistent numbers of students over the past ten years (ranging from 11,300 to 12,770 students per year), overall numbers have declined in comparison with short and mid-length programs. The longer time study abroad is the greater the benefits for students in terms of immersion into the cultures and languages of host countries. However, the "semester abroad" model attracts 40 percent of students (relatively unchanged since 1985), whereas only 4 percent of students studied abroad for a full academic year in 2008/2009 (Open Doors 2010).

#### 2.4.4.5 Duration of Study Abroad Varies by Types of Institution

Three quarters of study abroad students from Associate degree institutions participated in short term programs. Baccalaureate institutions are most likely to send students abroad for mid-term sojourns. Master's institutions and Doctoral/Research institutions are sending the largest number of students abroad, which reflects the national pattern of over 50 percent short-term stays (IIE, Open Doors, 2008). There is no change over time in the relationship between institutional type and the duration of study abroad.



**Figure 3** Duration of Study- Abroad by Institutional Type 2006/07

Source: IIE, Open Doors International Educational Exchanges, 2008.

#### 2.4.4.6 Fields of study

The top three leading fields of study of Americans studying abroad are the social sciences (20.7 percent of those studying abroad), business and management (19.5 percent), humanities (12.3 percent), fine or applied arts (7.3 percent), physical/life sciences (7.3 percent), foreign languages (6.1 percent), health sciences (4.5 percent), education (4.0 percent), engineering (3.2 percent), math/computer science (1.6 percent) and agriculture (1.1 percent), and other fields of study of 8.9 percent (Open Doors 2010). Social science and humanities still accounted for the largest portion of study abroad even though the relative share compared with other fields of study has declined over the past 15 years. Business and management, mathematics, sciences and engineering have all seen increases over the same period which indicates that students in these fields increasingly realize the contribution that study abroad can make to their future careers. The fine and applied arts and all other fields have remained fairly stable, while the proportion majoring in foreign languages has declined (see Table 9).

**Table 9** Fields of study of U.S. Study-abroad students, 1996/97-2008/09

Field of study	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
Social Sciences	-	-	20.3	20.1	20.3	21.9	21.3	22.6	22.6	21.7	21.4	21.5
Business & Management	14.6	15.6	17.7	17.7	18.1	17.6	17.7	17.5	17.5	17.7	19.1	20.2
Humanities	-	-	14.6	14.5	14.5	13.8	13.3	13.3	13.3	14.2	13.2	13.3
Fine or Applied Arts	7.1	7.7	8.0	8.6	8.5	8.5	9.0	7.6	7.6	7.5	7.7	8.4
Physical or Life Sciences	6.8	7.0	7.4	7.4	7.1	7.6	7.1	7.1	7.1	6.9	7.3	7.2
Foreign Languages	9.3	8.0	8.1	8.2	8.2	8.5	7.9	7.5	7.5	7.8	7.2	6.2
Education	4.3	4.5	4.2	4.2	4.4	3.9	4.1	4.1	4.1	4.1	4.2	4.5
Health Sciences	2.7	3.2	3.8	2.8	3.2	3.0	3.1	3.4	3.4	3.8	4.1	4.1
Engineering	1.9	2.7	2.8	2.9	2.7	2.9	2.9	2.9	2.9	2.9	3.1	3.1
Math or Computer Sciences	1.6	1.6	1.8	2.0	2.0	2.2	2.4	1.7	1.7	1.5	1.5	1.6
Agriculture	1.2	1.5	1.4	1.4	1.6	1.1	1.5	1.2	1.2	1.3	1.5	1.2
Other	7.8	4.8	5.6	5.1	4.9	5.2	6.4	7.8	7.8	7.2	6.6	3.3
Undeclared	3.9	4.2	4.3	5.1	4.5	3.8	3.5	3.4	3.4	3.4	3.1	5.4
Social Sciences & Humanities *	34.0	34.8	-	-	-	-	-	-	-	-	-	-
Dual Major	4.9	4.3	-	-	-	-	-	-	-	-	-	-
Total	99,448	113,959	129,770	143,590	154,168	160,920	174,629	191,321	205,983	223,534	241.791	262,416

Institutes of International Education (2010). "Field of Study of U.S. Study Abroad Students, 1999/00-2008/09" Open Doors Report on International Educational Exchange.

### 2.4.4.7 Race and Ethnicity

Profiles of U.S. study abroad regarding race and ethnicity remain largely unchanged. Predominantly Caucasian makes up 80.5 percent, while students of color comprise only 16.3 percent of American students who study abroad. Hispanic Americans make up 6.0 percent, followed by African-Americans averaging 4.2 percent; multiracial students make up 1.6 percent, followed by Native-American students with 0.5 percent. Table 10 indicates how little has changed in the past 10 years (IIE, 2010).

**Table 10** Profile of U.S. students study-abroad, 1996/97 - 2008/09

Characteristics	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
<b>Academic level</b>													
Junior	41.3	42.2	40.3	39.8	38.9	40.7	38.0	34.7	35.8	34.2	36.6	35.9	36.8
Senior	18.3	17.7	19.0	17.7	20.0	20.4	20.2	19.3	19.6	19.8	21.3	21.3	21.6
Sophomore	12.8	13.4	13.2	13.6	14.0	13.6	11.8	12.0	12.2	12.8	12.9	13.1	13.9
Bachelor's, Unspecified	14.7	13.2	13.3	15.6	13.5	11.0	15.3	16.3	15.2	14.9	12.5	13.4	11.3
Master's	4.2	5.1	4.5	5.0	4.5	4.7	4.8	4.1	3.4	4.8	5.9	6.3	6.6
Freshman	2.4	2.7	2.5	3.2	3.1	3.2	2.9	3.0	3.1	3.7	3.3	3.5	3.4
Associate's	1.9	2.3	2.5	0.9	0.9	1.5	2.1	1.6	2.7	2.7	2.7	2.0	2.6
Graduate, Unspecified	3.3	2.6	3.2	2.7	3.1	3.3	3.4	2.4	3.4	3.0	2.6	1.9	2.2
Graduate, Professional *	-	-	-	-	-	-	-	1.6	1.7	1.8	1.6	2.2	1.1
Doctoral	0.3	0.4	0.5	0.6	0.7	0.7	0.9	0.5	0.4	0.4	0.4	0.3	0.4
<b>Gender</b>													
Female	64.9	64.8	65.2	64.6	65.0	64.9	64.7	65.6	65.5	65.5	65.1	65.1	64.2
Male	35.1	35.2	34.8	35.4	35.0	35.1	35.3	34.4	34.5	34.5	34.9	34.9	35.8
<b>Race/Ethnicity</b>													
Caucasian	83.9	84.5	85.0	83.7	84.3	82.9	83.2	83.7	83.0	83.0	81.9	81.8	80.5
Asian/Pacific Islander	5.0	4.8	4.4	4.8	5.4	5.8	6.0	6.1	6.3	6.3	6.7	6.6	7.3
Hispanic	5.1	5.5	5.2	5.0	5.4	5.4	5.1	5.0	5.6	5.4	6.0	5.9	6.0
African-American	3.5	3.8	3.3	3.5	3.5	3.5	3.4	3.4	3.5	3.5	3.8	4.0	4.2
Multiracial	2.1	0.8	1.2	0.9	0.9	2.0	1.8	1.3	1.2	1.2	1.2	1.2	1.6

**Table 10** Profile of U.S. students study-abroad, 1996/97 - 2008/09 (Cont).

Characteristics	1996 /97	1997 /98	1998 /99	1999 /00	2000 /01	2001 /02	2002 /03	2003 /04	2004 /05	2005 /06	2006 /07	2007 /08	2008 /09
Native American/Alaskan Native	0.3	0.6	0.9	0.5	0.5	0.4	0.5	0.5	0.4	0.6	0.5	0.5	0.5
Visa Students**	-	-	-	1.6	-	-	-	-	-	-	-	-	-
Total	99,4 48	113, 959	129, 770	143,5 90	154,1 68	160,9 20	174,6 29	191,2 31	205,9 83	223,5 34	241,7 91	262,4 16	260,3 27

\* Captured for the first time in 2003/04

\*\* Separate data on visa students was collected in 1999/00.

Source :Institute of International Education. (2010). "Profile of U.S. Study Abroad Students, 1999/00-2008/09." *Open Doors Report on International Educational Exchange*.

## 2.5 Trends of United States Students Study Abroad in Thailand

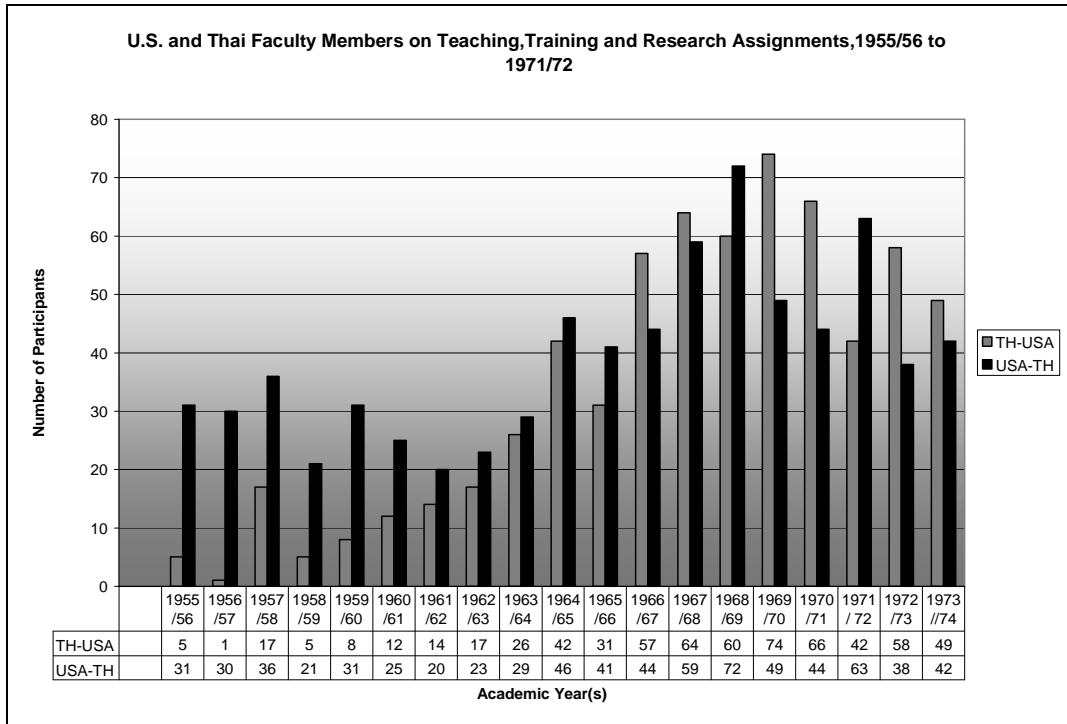
There is a long history of Thai- American relationship since 1821, when the first American ships landed in Thailand. Siam was the first country in Asia to establish diplomatic relations with the United States (Neher and Wiwat, 1990). Newcomers at that time were fascinated by this unique, exotic destination. The visitors were merchants and businessmen, missionaries and voluntary agencies, soldiers, government officials and their families, English teachers, and scholars (Cleveland, 1960; Hollinger, 1965; Comeaux, 2002; Anek, 2006; Clift, 2007). Among the most famous of those visitors to Thailand were Anna Leonowens and Dr. William Bradley (Loard, 1969).

In the 1960s and 1970s, U.S. Peace Corps volunteers and Fulbright exchange scholars began coming to Thailand in large numbers. They found Thailand to be a warm and welcoming destination with a rich and fascinating culture (Garrett, 1986). According to the records obtained from CIES for the period of 1998/99 to 2010/11, 100 Fulbright awardees had carried out research projects for periods of 4-6 months with host universities in Thailand. Medical science was the preferred field of selected projects, followed by biological science, agriculture, engineering, sociology & anthropology and education (D.B.J Adams, personal communication, June 22, 2010). Initially, the study of Thai language and culture were the primary areas of interest. Later, studies abroad in Thailand have gradually evolved from area studies to

a focus on global issues such as sustainable development and human rights (R.J.Bicker, personal communication, October 29, 2010).

According to 1955/56's Open Doors record, two U.S. students studied at Chulalongkorn University in the field of Social Science. In 1956/1957, one US student studied Language and Literature. In 1961, one student studied medicine at the University of Medical Science, Dhonburi (IIE, 2010). In 1960, two U.S. students studied Medical Science, one of them being enrolled at the University of Medical Science in Bangkok (IIE, 1966), while the other student was enrolled at the University of Medical Science at Chiang Mai University (IIE, 1967). Later, in 1969/70, four U.S. students were reported by Thai institutions with one student studying at Demonstration School and the other three being enrolled at Mahidol University, Bangkok, in the field of Medical Sciences (IIE, 1971). In 1970/71, two more students were reported studying at Mahidol University in the same field. The last report in 1971/72 mentioned only one U.S. student (IIE, 1973). It should be acknowledged that gaps and inaccuracies of data were obtained and reported at times when IIE had not yet developed mechanisms and strategies for effective data collection (IIE, 1986/87). It is very possible that the actual number of US students and scholars who came to Thailand was higher than reported (Fry, Nam, and Nunta, 2010).

In contrast to the small number of US students having studied in Thailand, there are records of many Thai students having traveled to USA to study in a variety of fields as recorded by the IIE Open Doors Reports from 1954 to 2008. There were also reports of significant numbers of U.S. professors, faculty members, lecturers, and researchers who came to Thailand for teaching or research assignments from 1955/56 to 1973/74 as shown in Figure 3. During that period, a total of 744 American researchers and scholars arrived to do fieldwork in Thailand, and 648 Thais went to study in the U.S. (IIE, 2010). Table 11 shows the flow of such individuals in various fields over time). In addition, there were 100 Fulbright grantees that carried out research projects at host universities in Thailand from 1998/99 to 2010/11 (CIES, 2010).



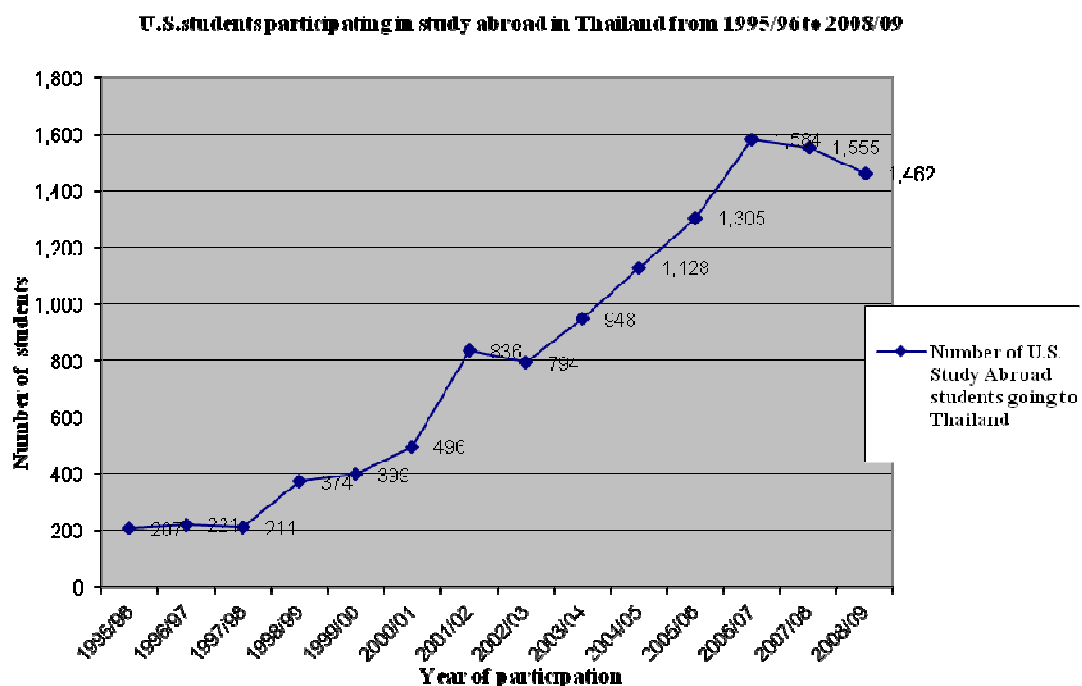
**Figure 4** Scholarly/Student Flows between Thailand and the United States, 1955-1974

**Table 11** Scholarly/Student Flows in various fields between Thailand and the United States, 1955-1974

US Faculty Members to Thailand as the country of assignment, fields of major interest																			
Fields			Agriculture	Business Management	Education	Engineering	Humanities	Medical Sciences	Physical Sciences	Social Sciences	Others								
Country	TH-USA	USA-TH																	
Academic Year																			
1955/56	5	31	-	4	n/a	n/a	-	2	-	3	4	-	-	6	1	8	-	8	
1956/57	1	30	-	3	-	1	-	6	-	1	-	5	1	1	-	5	-	6	n/a
1957/58	17	36	5	6	-	1	1	10	2	3	-	1	2	4	4	4	3	7	n/a
1958/59	5	21	-	-	-	-	-	4	1	-	-	1	2	2	2	5	-	9	n/a
1959/60	8	31	-	3	-	-	-	7	-	6	-	-	7	2	-	2	1	11	
1960/61	12	25	1	-	-	-	1	9	-	5	-	2	10	3	-	2	-	4	
1961/62	14	20	-	1	-	1	-	7	-	3	-	1	13	4	-	-	-	3	
1962/63	17	23	-	1	-	1	-	1	-	2	-	13	-	3	-	-	-	11	
1963/64	26	29	1	2	-	-	1	6	-	3	3	4	14	1	4	6	1	7	
1964/65	42	46	-	3	-	-	2	7	-	6	2	7	27	4	10	7	1	10	
1965/66	31	41	-	-	-	-	2	7	3	5	2	5	17	4	5	8	2	12	
1966/67	57	44	1	1	-	4	19	12	-	4	1	2	18	8	10	4	7	9	1
1967/68	64	59	1	7	2	4	16	13	2	5	5	3	27	3	7	11	4	8	-
1968/69	60	72	-	9	-	5	1	6	1	9	7	9	36	1	13	14	1	20	-
1969/70	74	49	1	7	1	3	1	9	5	9	5	2	42	4	13	-	4	15	2
1970/71	66	44	2	5	-	1	-	3	4	5	-	6	41	1	13	3	6	20	-
1971/72	42	63	3	11	-	3	2	10	-	11	4	3	30	11	6	4	2	9	2
1972/73	58	38	2	8	2	1	1	8	2	1	2	4	38	4	8	3	1	7	2
1973//74	49	42	2	7	2	1	6	7	-	1	1	6	28	4	4	5	4	8	2



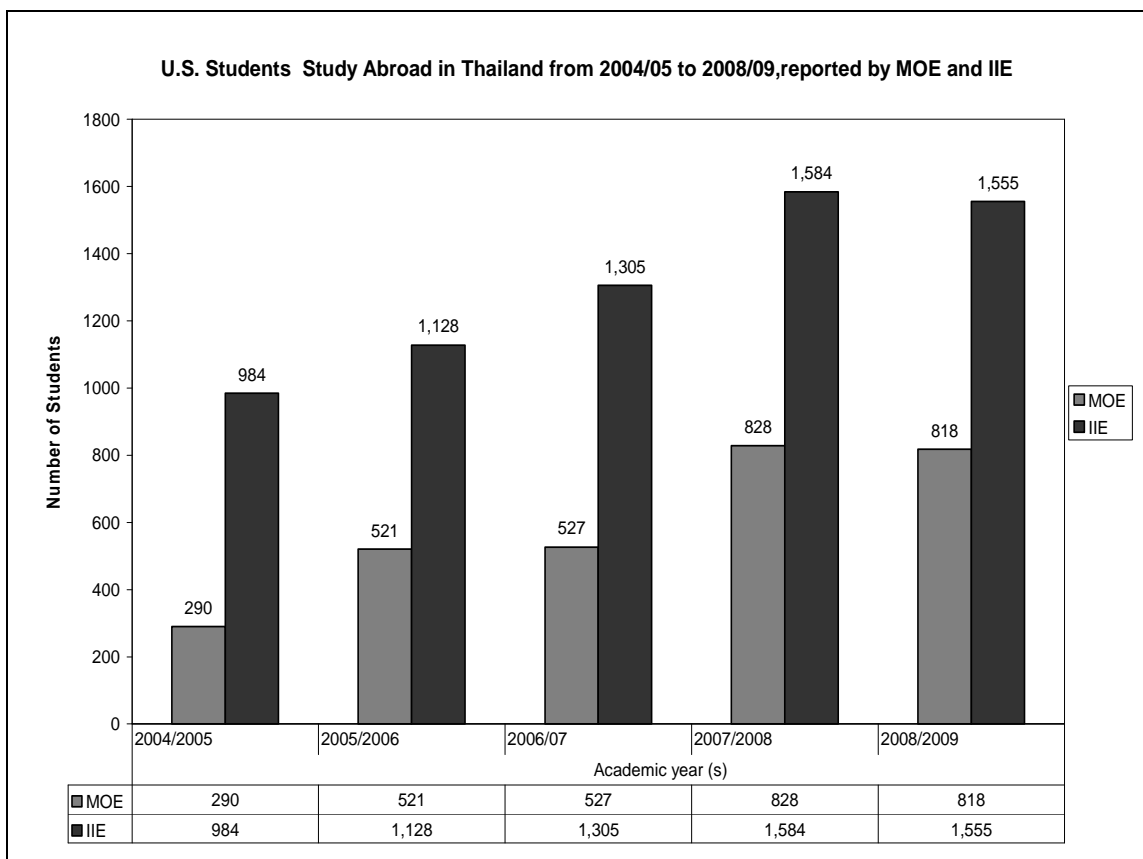
However, there were no records of U.S. students studying abroad in Thailand from 1973 to 1990 (IIE, 2010). Thereafter, in the beginning of the 1990s, reports from IIE Open Doors have become more consistent and reliable, with extensive, detailed information on study abroad programs, numbers and characteristics of participants, fields of study, types and lengths of sojourns, and destinations. Figure 3, shows an increasing trend of U.S. students studying abroad in Thailand with a dramatic growth in study abroad since the year 2000. However, absolute numbers remain low (1,555 students in 2007/2008).



**Figure 5** Pattern of Study Abroad in Thailand over Time from 1992/93 to 2007/08

According to the Commission on Higher Education, which began collecting data in 2002 on international students coming to Thailand, the trends show a continuous increase in number of US students enrolled in Thai institutions over the past five years, from 290 students in the year 2004/2005 up to 818 in 2008/2009, an increase of more than 65 percent (CHE, 2010). Out of 818 US students, 382 studied through exchange programs. In 2009, Thai and U.S. institutions signed a total of 508 agreements on Memoranda of Understanding, 35 from private universities and 58 from public universities. Most international students financed their study through self funding. U.S. students are mostly funded by foreign scholarships (CHE, 2010).

The number of U.S. students reported by the Thai Commission on Higher Education is lower than the actual number of students who study abroad in Thailand, as reported by IIE Open Doors. For example, in the academic year 2007/08, while IIE reported 1,555 US students, only 828 students were counted in the OCHE's report. This is because the large numbers of US students who participated in short-term programs, and who did not formally enroll in Thai institutions, were not counted by the OCHE. For example, the students partaking in the Thai Global Seminar, a customized program of the University of Minnesota led by Professor Gerald Fry, are not included in the OCHE data. These students were not formally enrolled at KhonKaen University. Thus, the numbers of US study abroad students reported in IIE Open Doors are higher than those of the Thai commission on Higher Education as shown in Figure 6.



**Figure 6** Study in Thailand, 2004-2009 as reported by CHE and IIE

Although the IIE's records have shown that US students studying abroad have clearly favored European destinations, there has been an observable trend of increasing study abroad participation in non-traditional destinations (Wells, 2006; IIE, 2010; Hoffa and DePaul, 2010). The trend of study abroad in Thailand is likely to increase due to increasing interest in study abroad among U.S. institutions of higher education, and positive signals of potential growth through participants' institutions of the February IIE workshop in Bangkok sponsored by the U.S. Embassy, IIE Bangkok, and Mahidol University, International College (Chalintorn et al., 2010). The focus of this workshop was to think strategically about how to increase the number of students choosing Thailand as a destination as a way to help the U.S. to diversify study abroad destinations, and for Thailand to enhance its internationalization of higher education.

## **2.6 Understanding the U.S. Study Abroad Programs: Opportunities, Issues and Challenges**

From previous analyses we find the current trends and characteristics of U.S. study abroad programs. Even though there have been increasing trends over the past decades the number of participants is still small (IIE, 2010). It is important to ascertain the issues underlying U.S. study abroad initiatives and study abroad programs in order to understand what the barriers and obstacles are and what their impact and influence is on success and failures of the current programs (in this study 3 cases of successful study abroad programs in Thailand will be explored). Knowing such issues provides important information for all relevant shareholders in home and host country, enabling them to identify their own key operational areas and to strategically address those issues for effective management, whether to increase the capacity of the institutions, to encourage/attract participants or to prevent real and potential problems that might occur (IIE, 2008).

### **2.6.1 Overview of U.S. Study Abroad, Issues and Challenges**

Since the 1920s when U.S.A. had emphasized international education and the end of nineteenth century study abroad become possible due to American colleges and universities having adopted the modular credit system, defining what constituted qualification for students to earn degrees, which consisted of courses that were listed in unit hour. This system was led by Harvard University in 1869 and

Michigan University in 1970s (Hoffa, 2007). Study abroad has been rapidly growing since the 1970s and 1980s, and many colleges and universities began to operate their own study abroad offices. In the academic year 2008/09, there were 260,327 U.S. students studying abroad for academic credits, and the number has more than doubled over the past decade (IIE, 2010). However, this number is just above a quarter of the desired target, which is one million students annually to be achieved by 2016/2017 (Senator Paul Simon Study Abroad Foundation Act 2009). Even before the commission issued its report, many U.S. campuses had already adopted their own ambitious goals of dramatically expanding their study abroad programs, diversifying the destinations, and making them accessible to a wider cross-section of their student body. Thus, how to increase the number of U.S. students studying abroad is an issue which has been receiving considerable attention within the U.S. academic community and among policy makers (Clinton, Obama, Powell, get this from policy page!!!to add here). Thus, Federal initiatives, such as the Fulbright U.S. student program, the Benjamin A. Gilman international scholarship program, the David L. Boren scholarships and fellowships, and the Language flagship fellowships have expanded the available resources, and have encouraged students of diverse background and with financial needs to undertake studies in areas of the world not previously considered. Many challenges are being intensely discussed at campus level, and by policy makers at every level. National and media attention to study abroad issues has been highlighting the importance of study abroad, aiming at expanding participants to more diverse profiles such as minority and race as well as students in community colleges (IIE, 2008; 2009; Frost and Raby, 2009; Picard, Bernardino, and Ehigiator, 2009; Stallman, Woodruff, Kasravi and Comp, 2010).

In 2006, 91 percent of American campuses had study abroad programs offered to students, which had jumped from 65 percent in the year 2000 (Hoffa and DePaul, 2010). Resource allocations and scholarships augment the ethnic diversity of participants, geographic destinations, fields, and lengths of study (IIE, 2007). To begin addressing the national challenge of increasing and diversifying U.S. study abroad, multiple perspectives of the challenges and opportunities of sending more U.S. students overseas need to be investigated in order to provide information for both, home and host country to address these issues, and to create specific program

models that facilitate more diverse groups of students participating in study abroad (IIE, 2007, 2008, 2009). One example is the February 24-26, 2010, IIE workshop in Bangkok sponsored by the U.S. Embassy, IIE Bangkok, and Mahidol University International College (Chalintorn et al., 2010). The focus of this workshop was to think strategically about how to increase students choosing Thailand as a destination and to find ways and help the U.S. to diversify study abroad destinations, and for Thailand to enhance its internationalization of higher education.

According to ACE (2008), fifty-five percent of incoming freshmen indicate strong interest in studying abroad, but only 1 percent of all enrolled American undergraduates study abroad. Thus, dramatic capacity expansion is required to respond to this demand, not just by the U.S. institutions that send students overseas, but equally so by the host institutions (IIE, 2008). There are several barriers that prevent students' participation: 1) lack of awareness/ access to opportunity; 2) cost factor; 3) institutional culture; 4) curriculum constraints; 5) language skills; 6) safety concerns; and 7) family support (Abraham Lincoln, Study Abroad Fellowship Program, 2004).

For community colleges, Raby and Rhodes (2004) have identified two major barriers: 1) costs, and 2) institutional limitations that prevent education abroad. Additional barriers such as 1) administrative and stakeholders' considerations; 2) staffing; 3) finance and budgeting; 4) program logistics and choice of program options; 5) curriculum; 6) program quality and assessment; 7) student access and student funding were also identified (Frost and Raby, 2009). Regardless of race and ethnicity, a majority of students cited finances as a primary barrier preventing them from study abroad (Stallman, Woodruff, Kasravi and Comp, 2010). This barrier is larger for students of Color than for White students (Hambroff and Rusz, 1993).

For students of Color, barriers are: 1) the concern whether study abroad will fit in with their academic program; 2) fear of the unknown; 3) perceived racism overseas; 4) limitation of host language; 5) lack of institutional support and outreach (CIEE, 1991; Fels, 1993; Hambroff and Rusz, 1993; Van Der Meid, 2003).

Strikingly, students from the STEM field (science, technology, engineering and mathematic), which is considered as a core of advanced societies has a very low study abroad participation rate (Hoffa, 2010; DeWinter and Rumbly,

2010). The obstacles of this field for study abroad are due to: 1) lack of support by engineering faculty, 2) lack of foreign language, 3) rigid curricular design. A highly sequencing and demanding nature of the curriculum; 4) rigid academic calendar; 5) credits transfer policies, 6) costs and lack of funding to develop appropriate programs; 7) students' misconceptions of study abroad (DeWinter, 1997; Klahr, 1998). However, recently there were reports from several colleges and universities that have managed to find ways to appropriately incorporate study abroad into their curriculum, e.g. University of Maryland College Park (UMD) - the East Asia Science and Technology (EAST) program, the Massachusetts Institute of Technology (MIT), Boston University Science Program in Germany, and Worcester Polytechnic Institute of Technology (WPI)-Global Perspective Program (DeWinter and Rumbly, 2010; Parkinson, 2007).

Other potential barriers to participate in study abroad programs which are identified by other study abroad advocates and scholars are increased costs, lack of awareness, perceived unimportance, complexity of the application and preparation process, social and familial obligations or constraints, inflexibly sequenced curricular requirements, e.g. nursing, architecture, engineering), academic calendars of home and host institution do not fit, doubt whether credits at host institution will be acknowledged at home, fear of discrimination or racism abroad (Carlson, Burn, Useem, and Yachimowicz, 1990; Carter, 1991; Cole, 1991; Dessoiff, 2006; Lincoln Commission, 2005; NAFSA, 2003; Spiering and Erickson, 2006).

In addition, structural barriers within institutions, such as absence of an office that provides information and advice, absence of clearly stated faculty commitment education abroad, a stated policy that institutional financial aid cannot be used to study abroad on programs administered by other institutions, and permission to study abroad granted for only a few programs.

Unintentional barriers include transfer credits may be possible, but is a difficult process, federal financial aid may be difficult to use, faculty maybe indifferent to education abroad, international office may have minimal staffing with few institutional expectations to increase the numbers of students studying abroad, and study abroad maybe viewed as a fun thing to do, therefore not worthy of full support. Moreover, high crime rates in host country, political problems, social

instability and civil unrest, war and problems with climate such as heat, humidity and pollution.

United States is seeking out new potential host destinations as one of the strategies to increase the number of students to study abroad. The rising costs of higher education in public (634%) and private (760%) institutions alike as well as the costs of study abroad (449%) program from 1976 to 2007 which were higher when the CPI(264%) for that period (Cressey and Stubbs, 2010). In addition, the economic recession and weak dollar makes destinations such as Western countries less attractive, as students also become more cost conscious (stated by de Wit, cited in Redden, 2009; Fischer, 2010) that “cost conscious is very important and will be an increasingly important aspect of the decision students make”, particularly so with community college students who are the “most price-sensitive” group in the study abroad market (Peggy Blumenthal, executive vice president of the Institute of International Education, cited by Fischer, 2010).

The community college group is representing higher potential demand for study abroad (IIE, 2008). There was 151 colleges, of which had 114 study abroad programs offered in 2007. Even though the number of programs grew by 7 percent from 94 programs in 2002, the number of participants grew by 41 percent in the same period. This indicates that the demand for study abroad is there when the opportunity is provided (Frost and Raby, 2009). Other groups are the heritage seekers such as Asian- American, African- American, and the like who wish to study abroad with the purpose to connect with their roots or finding out more about their own heritage.

According to the U.S. Census Bureau, the Asian population in the U.S. is projected to grow by more than 200 percent in the next fifty years, from 3.8 percent to 8 percent. By the year 2100, ethnic minority groups in the United States will make up 60 percent of the country’s population, with a significant number being of Asian origin. Getting in touch with family’s heritage can be another strong motivation to study abroad. Many Asian/Pacific Islander Americans report tremendous educational and personal benefits from exploring countries where their families have roots, regardless whether their families have recently immigrated to the United States or have already lived there for generations.

### **2.6.2 The Opportunities**

Seeking out new, non-traditional destinations offering shorter study abroad programs (less than 8 weeks) that are affordable and meet the academic requirements is desirable (Go, 2007; Tosto, 2008; Fisher, 2009, 2010; Redden, 2009). Thus, Thailand, a non-traditional and exotic destination offers such conditions and becomes highly attractive and competitive, especially for non-traditional students with different needs and constraints, i.e. time limitations, costs, employment, commitments, and other responsibilities (Wells, 2006; IIE, 2008; Nam, 2009; Fry, Nam, and Nunta, 2010 ). The massively increased demand for going abroad is a window of opportunity for Thailand to promote itself as a desirable and competitive host destination for U.S. students. (“exotic”, “ unique”, “cheap” “ lots of potential for learning and program innovation, gateway to Asia).

As for Thailand as a host country, International Education has been a source of income and export estimated of many million Baht in recent years. International programs in Thailand have offered alternative routes for Thai students who could not afford to study overseas, but wish to study in a quality program in English inside the country. The important role of English language, which is one of the globalization forces (Altbach, 2010) has been recognized by the Thai government since the beginning of modernization of Thai education (Fry, 2002). In the 7<sup>th</sup> National Development Plan (1992-1996; 1990- 2007) emphasis has been put on raising the quality of the workforce by increasing the level of English language proficiency to supply the needs for skilled labor especially in the industrial sector. Successful implementation of this Plan is essential for national and economic development and for Thailand becoming an Education Hub for the whole region.

International higher institutions were encouraged to participate in providing international programs in Thailand with the condition that they must adhere to the Private Higher Education Act for quality and consumer protection (Kanjaniyot, 2003). Currently, according to the Commission on Higher Education Report (2009), there are 884 international programs, which have increased more than 8 times since 1992 when only 100 programs were offered. International education do not only generate income to the country, but also provide alternatives for Thai students who can not study overseas. Thus, Mr Rashane stated that today Thailand’s



higher education market is ready for international students as it has a variety of quality programs, a wide range of courses that are offered in English, beautiful campuses, advanced ICT, good health care, facilities and infrastructure. The country offers many attractions, the beauty of country, diverse cultures and traditions, and Thai people are very welcoming to foreigners.

The Thai higher education policy has been promoting internationalization and regionalization since the 1990s through the National Higher Education Development Plans (1992-2007) that had been developed in line with the 7th, 8th and 9th National Economic and Social Development Plans. The aims were to produce a high quality skilled workforce that can supply labor market needs of the 21st century (Kamolmas, 1999; Fry, 2002; Chalapati, 2007), where “the world is flat” (Freeman, 2005). The world economy becomes increasingly interconnected, and the role of English language is heightened, and competition in this era is no longer domestic but international. In order to be internationally competitive the country must have quality human resources possessing global competency, which is reflected in their attitudes, knowledge and skills. Graduates need to be aware of the world around them and have a global view and competency.

Internationalization of higher education is vital for the world in the 21<sup>st</sup> century. It has been given greater emphasis in international, national and institutional documents and mission statements than ever before (Altbach, Reisberg, and Rumbley, 2010). The results from a survey conducted by the International Association of Universities in 2006 found that 73 percent of participant institutions gave a high priority to internationalization, 23 percent medium priority and 2 percent low priority (de Wit, 2009). Internationalization is defined as “the process of integrating an international, intercultural or global dimension (e.g. perspective, activity or program) into the purpose, functions or delivery of past secondary education” (Knight, 2004). There are two main driving forces of internationalization identified by Qiang (2003), which are: 1) academic and professional requirements and, 2) the level of specialization in research and size of investment in certain fields that need collaboration efforts and international cooperation. In addition, increasing development of international dimension in higher education is also an important trend, and recruiting international students has become an important source of institutional income, receiving national economic interest.

However, Knight (2009) found that even though there is a trend toward income generation as stated by Qiang (2004) for a small group of countries, These rationales and motivations were not true for the majority of institutions around the globe. Instead, the focus on enhancing international knowledge, and intercultural skills of students and faculties, along with other goals which include the creation of international profiles of the brand, improving quality, increasing national competitiveness, strengthening research capacity, developing human resources, and diversifying the sources of students and faculties (Knight, 2008).

Similarly, Hudzik and Stohl (2009) stated that an important motivator for internationalization includes enhancement of the institutions' reputation, students' learning outcomes, revenues and markets, research and scholarship, service and engagements, and global bridge building. Consistent with the survey results from IIE (200) most institutions (81%) were motivated to attract more U.S. students or international enrollment because of their goals to internationalize the institution, while 78 percent indicated as part of their institutional mission or goals. Only 37 percent indicated tuitions and financial incentives, and 37 percent given on national and federal policy (Gutierrez, Bhandari, and Obst, 2008).

There was some concern on adopting western knowledge into the Thai higher education system (Sinlarat, 2005). Dr. Paitoon Sinlarat stated that Thai educational leaders should carefully adopt the global trend of internationalization into the Thai educational system while developing learning and teaching approaches that are suitable in the Thai context (Sinlarat, 2007). Similarly, Mok (2007) stated that internationalization does contribute to the development and improvement of program quality and standard, but must not necessarily copy what has been popular practice in Western world. Instead, an important essence is to promote intercultural understanding and international cooperation (Mok, 2007; Sangpikul, 2009) recommended that Thai academics should recognize the mutual benefits of internationalization, as it provides opportunities for Thais to learn from others in order to improve ourselves, while there are opportunities for others to learn about Thai ways, which leads to intercultural understanding and further development. Sangpikul identified 4 important key elements and approaches of internationalization for each aspect; 1) faculty; 2) students; 3) curriculum development; and 4) international

alliances. Study abroad is one of the approaches used for internationalization in institutions and their curricula (Qiang, 2003; Knight, 2004; Sangpikul, 2009).

Thus, U.S. study abroad programs are a suitable initiative, which can enhance Thailand's educational directions at the level of national development policies "to become an educational hub", and institutional policies "mission on internationalization". At any rate, internationalization of higher education is an unavoidable worldwide trend.

### **2.6.3 The Benefits of U.S. Study Abroad Students**

Why should Thailand consider the initiative of the late Senator Paul Simon for "one million American students study abroad"? As referred to in the previous section with regards to Thailand's policy on becoming an "Education Hub", increasing diverse students' profiles in Thai international programs are a part of internationalization requirements. International programs are required to have at least 10 percent of international students made up of all students in that program (Office of the National Economics and Social Development Board, 2005). Moreover, according to (Office of the Commission on Higher Education, 2008), Thailand has the capacity and infrastructures to accommodate U.S. and international students.

Currently, Thai institutions offer 981 international programs taught in English in a variety of fields (CHE, 2010). In addition, there are 53 study abroad programs provided by U.S. institutions and third party providers listed in [www.iiepassport.org](http://www.iiepassport.org) (IIE, 2011). Thailand has also several research centers which are located in different parts of the country (OCHE, 2008). Having international students in institutions enhances the atmosphere in the classrooms and on campus. Thai students can significantly improve their English when they have the opportunity to have close, continuous contact with U.S. students. Both groups can learn from each other, especially when they share accommodation. In economic terms, U.S. students can be considered as long-term tourists (Sumka, 2000).

A survey of 553 institutions worldwide exploring the potential capacity to host U.S. students found the following: 1) 81 percent of all institutions indicated the benefits of hosting U.S. students leading to exchange of knowledge, culture, and language through personal interaction between U.S. and domestic students; 2) the host institution becomes more globally competitive (67 percent); 3) it

helps promoting research and academic collaboration between sending and receiving institutions (66 percent); 4) U.S. partner institutions offer places and tuition waivers for our own students in return (59 percent); 5) it helps for exposing U.S. students to a broader world view and recognition of another culture (54 percent); 6) U.S. students provide a financial incentive/ additional revenue for host institutions (41 percent); 7) raise host institution's profile with the U.S. faculties (36 percent).

Establishing partnership with U.S. institutions will not only enhance the host's position to be more globally competitive, but will also - through either in the form of exchange agreements, joint or dual/double degrees, etc.- leverage these relationships to build and expand their own global network. In addition, attracting more U.S. students would bring in more revenue. Some institutions place an even greater value on the financial incentives that their own students might receive in the U.S. through a "tuition swap" basis with a U.S. partner institution. However, some institutions reported no interest in attracting more U.S. students, reasoning that they did not place a specific priority on U.S. students; others cited a lack of resources and infrastructure (such as facilities and space,) and limited English-medium instruction (IIE, 2008).

Development of innovative study abroad programs for U.S. students are a great opportunity for Thailand's efforts to internationalize higher education, establishing a specialtype of collaboration, improving/re-designing existing programs and creating new ones that serve this market niche by contributing directly to institutions,enhancing their profiles, reputation, income, language, internationalization at home as well as in direct toward social and economy to Thailand etc. (also see Benefits).

U.S. study abroad programs are a great opportunity for Thailand's higher education institutions as they embrace the above benefits. Thus, giving attention and finding out more about the US study abroad characteristics and requirements are strategies for mutual benefit .Thailand wishes to attract more U.S. study abroad students. It must therefore understand the demands and requirements of the U.S. study abroad participants and also be able to identify the local issues as regards the capacity to host U.S. study abroad students.

## **2.7 Exploring Host Institutions' Capacity for U.S. Study Abroad Students**

The latest number of U.S. students studying abroad for credits for the year 2008/09 is 260,327 students compared to 262,416 the previous year. This is a modest decline by 0.8 percent. It differs from the year 2007/2008, when we saw an 8.5 percent increase from the prior year which accounts for four fold increases over the past two decades (Open Doors, 2010). If we want to reach the goal of one million American undergraduates study abroad annually by 2017, an important question is where would another 300,000-700,000 Americans go to study abroad? Which universities, especially the non-traditional destinations, have the capacity to host such large increases when countries like India, China, Egypt, Turkey and Brazil are struggling to accommodate the demand for higher education of their own citizens? (Gutierrez, Bhandari and Obst, 2008).

### **Capacity Defined**

Capacity in general is defined as “ specific ability of an entity (person or organization) or resource, measured in quantity and level of quality, over an extended period. According to dictionary.com it is defined as “the ability or power to contain, absorb, or hold” For this study, the “capacity” is broadly defined as the ability to receive or to host U.S. students which is not just physical (e.g., infrastructure, classroom and dormitory space) but also concerns availability of accredited courses taught in English, availability of programs of varying duration, and existing challenges and effective strategies associated with hosting more U.S. students (IIE, 2008). Professor Gerald W. Fry explained the host capacity of study abroad concerns housing, administration, infrastructure, language ability, pedagogical ability to create a dynamic, innovative curriculum, financial as well as other conditions such as safety, costs, heat, cleanliness, social aspects (friendly) ( Fry, personal communication, June 10, 2009).

#### **2.7.1 Overview of International Institutions' Capacity Worldwide**

When aiming at hosting U.S. students, it is important for Thai institutions to have an overview of an international institution's capacity in terms of their issues and challenges, as it provides a critical snapshot and insight into the types of internationalization strategies which are adopted by other institutions overseas, and how they seek to address these challenges. It is important to understand what issues

the U.S. institutions are likely to encounter as they attempt to send their students abroad. An on-line survey was conducted between September and December 2007 by IIE (2008), producing the second White Paper in IIE's study abroad capacity research series. The focus was on the efforts by higher education institutions in host countries abroad to receive and absorb a significantly larger number of U.S. students; the challenges they face; their motivations and strategic plans to undertake this effort. Altogether, 533 higher education institutions from different world regions partook in this survey.

The respondents' profiles were study abroad professionals, practitioners, managers, and directors of study abroad offices, deans and vice presidents of study abroad offices and registrars. Sixty-four percent of respondents came from European regions, and 11 percent were from Asia, with 79 percent of respondents coming from public institutions, and 82 percent from comprehensive institutions. Undergraduate level was the largest international enrollment (33 percent), followed by graduate level (24 percent), and non-degree study at most institutions. More than half of respondents reported hosting not more than 25 U.S. students, while 25 percent reported of hosting no U.S. students, and another quarter hosting above 25 U.S. students for degree and non degree study (Gutierrez, Bhandari, and Daniel Obst, 2008). U.S. study abroad programs are characterized as non-degree-granting with short term duration (summer, January term, eight weeks or less), while the majority of responding host institutions offer longer term programs or mid length duration (one or two quarters or one semester) for non-degree seeking international students (85 percent). Only 38 percent of the responding institutions offer short term programs, i.e. two months or shorter for non-degree purpose students. This suggests a potential supply-demand conflict, as the majority of students study abroad for shorter duration. Large overseas institutions may have the requisite academic and support service to host U.S. students for shorter duration while a majority may find this to be a challenge. The findings also indicated the limitation on desire and capacity to expand short term study abroad programs in some countries by overriding national level internationalization policies to attract full degree international students. This is the same for small institutions. On the other hand, there are a potential market opportunities for institutions that wish to attract U.S. students by developing customized summer programs or other high impact short term programs, i.e. Global Seminar Program at the University of Minnesota (Fry, Nam, and Nunta, 2010).

Ninety-eight percent of responding institutions indicated their plans to increase international enrollment, with 68 percent having set specific targets with annual growth range of 10 to 20 percent. Ninety-nine percent of all institutions expressed interest in attracting more U.S. students. Growth areas are found in exchange programs as the largest growth area (81 percent of institutions), followed by degree study (75 percent of institutions), and dual and joint degree programs (73 percent of institutions), this area has potential growth in attracting international students, followed by non degree study (45 percent), tuition swaps (21 percent) and branch campus (12 percent). Hosting U.S. students often provides an academic incentive to receiving institutions by enabling them to increase their global competitiveness, and to expand their joint research opportunities with U.S. sending institutions. Key challenges in hosting U.S. students are space limitation (32 percent), and language which continues to be a barrier, both in terms of the foreign language deficiencies of U.S. students (26 percent) and the shortage of courses offered in English in host countries where English is not the primary language (29 percent). Nevertheless, there is an increasing number of overseas institutions offering courses taught in English in a wide range of academic fields. Limited staff and resources (21 percent), and cost of housing U.S. students. In addition, from the perspective of overseas institutions a) increasing stature and visibility of host institutions in the U.S.; and b) making available more funding and scholarships to enable a larger group of students to go abroad (Gutierrez, Bhandari, and Obst, 2008).

### **2.7.2 Thailand as Host Destination: Thailand's Capacity Explored**

Thailand is to be a destination of choice for U.S. study abroad students. Thailand's capacity is not only explored in academic terms, such as the variety of interesting courses (Thai Language, traditional healing medicine, arts etc.) or courses taught in English, but also in terms of facilities, infrastructure, surroundings and environment (culture, people). Thailand is an alternative destination of choice for U.S. students study abroad, as it has various positive characteristics that can facilitate and address the needs of U.S. students. This section will describe an overview of Thailand's higher education and examine relevant issues concerning Thailand as a host destination for U.S. students.

### **2.7.2.1 Historical Background and Context**

The Kingdom of Thailand, known as “the land of smiles,” has a long and rich history and is the only country in Southeast Asia that was never colonized by an outside power. This fact contributes to the uniqueness of Thai culture and history. The country was known as Siam until 1939 and again from 1945-1949; however, its current official name is Thailand, which literally means “Land of the Free”. Since 1932, Thailand has been a constitutional monarchy, with the current monarch of Thailand being King Rama IX, Bhumibol Adulyadej, who ascended the throne in 1946 and is the longest-reigning monarch in the world. While the King may have little direct formal power, he is “a center of harmony” for the Thai people. As a “gateway to Asia,” Thailand is situated in the center of Southeast Asia and is in close proximity to major Asian nations such as India, China, and Indonesia, which are three of the world’s four largest countries and two of the world’s most dynamic economies (Engardio, 2007).

### **2.7.2.2 Thailand Policy and Internationalization of Higher Education**

Globalization forces and the evolution of the knowledge-based economy have had dramatic impact on the role of higher education across the globe (Altbach, 2008, 2010; de Wit, 2009; Knight, 2004, 2009; Yavaphabhas, 2009; Mok, 2007; Soutarand Turner, 2001; Chang; n.d.).

It has influenced the Thai educational system going all the way back to the period 1851-1868 (Rama IV) when Thailand established closer relations with Western countries. As a result, great interest developed in learning other languages and studying English for the purpose of understanding Western culture and politics. Siam even established diplomatic relations with the United States in 1833, considerably earlier than the U.S.’s relations with either China or Japan (NeherandWiwat, 1990). In the subsequent fifth reign of King Chulalongkorn-Rama V, a major education reform was initiated in order to centralize and secularize Siamese education (OEC, 2010; Watson, 1982; Harold and Adams, 1970; Wyatt, 1969).

This reform initiative was the first of three major phases of Thai educational reforms (Fry, 2011) that responded to local, national, and global challenges. The earlier reform phase recognized that human resource development is



critical to a nation's economic success and prosperity, as well as to maintaining independence and cultural identity. Subsequent reforms, beginning in the 1990s, have had internationalization and regionalization as a high priority on the government policy agenda, which is seen as a key to the economic and social development and competitiveness of the country. This was witnessed through the national higher education development plans (1992-2007), which had been developed in line with the 7th (1992-1996), 8th (1997-2001), and 9th (2002-2007) National Economic and Social Development Plans. The ultimate aim of these plans was to develop quality human resources, which are directly relevant to the national and economic development needs because they contribute to a quality, skilled workforce for the labor market, thereby enhancing the country's competitive position both regionally and internationally (see Porter, 1990).

However, the economic crisis of 1997 revealed the country's weaknesses to meet the demands of the market and industry, especially in terms of skilled labor shortages and limited English language proficiency (Meyer, Mar, Richter, and Williamson, 2005). This crisis has led to a new focus on the importance of "human development" (Siltragool, 2003). As the government re-thought strategies to turn the country around and to make education relevant to the national recovery and social and economic development in the era of globalization, a major reform occurred in 1999 that called for a major restructuring of the entire educational system at all levels (Supaporn, 2007; Navarat, 2006; Fry, 2002; ONEC, 1999; Kamolmas, 1999).

Similar to global higher education trends, Thai higher education is moving toward commercialization and more competition beyond institutions and national boundaries (de Wit, 2009; Altbach, 2008; Yavaprabhas, 2008; Altbach and Knight, 2006). Although universities are being pushed to have more autonomy and academic freedom so that they can become globally competitive (The World Bank, 2010; Marginson, 2007), in reality, only a few public universities have become autonomous, semi-privatized, or semi-independent, which would allow the management to have more flexibility in their finances and the administration of their own internal affairs. For example, Suranaree University of Technology was the first institution to become an autonomous university in 1990, and it was followed by Walailak University in 1992. Later, Mae FahLuang University and KingMongkut's

University of Technology in Thonburi became autonomous institutions in 1998 (Kanjananiyot, 2002; Atagi, 1998).

Currently Thailand has 13 autonomous universities (The World Bank, 2010). It is also important to recognize that market-driven forces fuel competition among universities. A more entrepreneurial approach has been adopted in management and administrative affairs, with various marketing strategies and tactics having been employed as universities have become free to offer programs and charge fees according to the demands of the market and industry. International cooperation was encouraged as an effective means of enhancing the institutional profile and the quality of higher education through knowledge-sharing and experience (Kanjananiyot, 2003). Internationalization is thus an important vehicle for both financial survival and the recognition of internal quality (Supaporn, 2007). These developments have also contributed to a continuous and dramatic rise in the number of international programs that are offered by Thai universities and taught in English. Such programs have increased from 100 programs in 1992 to 465 programs in 2003, and currently already 884 programs (The Commission on Higher Education, 2009).

### **2.7.2.3 Thailand Higher Education and Capacity**

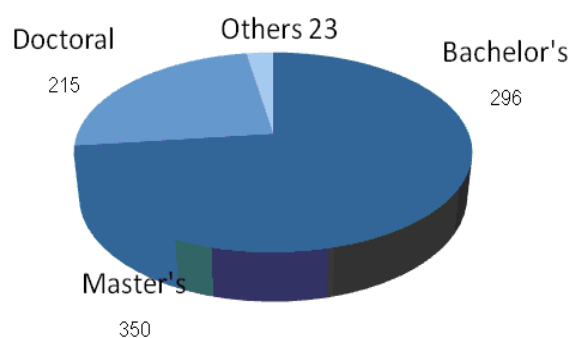
Higher education in Thailand has expanded dramatically during the past century. Chulalongkorn University is the first university of the country, established in 1917 by the amalgamation of the School of Civil Servants, the Royal Medical College, and the Engineering School. As of July 2008, there are 164 higher education institutions consisting of 78 public institutions, 67 private universities and colleges, and 19 community colleges. These institutions are under the supervision of the CHE, Ministry of Education (see Table 12).

**Table 12** Number of higher education institutions classified by type of institutions in academic years, 2004, 2008

Type of Institution	2004	2008
1. Public Higher Education Institutions	67	78
2. Private Higher Education Institutions	56	67
3. Community Colleges	-	19
Grand Total	123	164

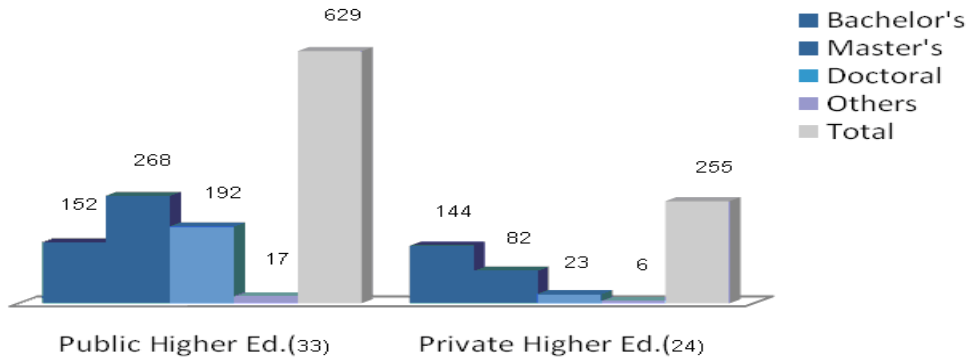
Source: Information Centre, OHEC

Currently, both, Thai public and private universities offer a total of 884 international programs using English as the medium of instruction at undergraduate and graduate levels, i.e. 296 undergraduate programs; 350 master's degree programs; and 215 doctoral degree programs, and 23 other degree programs. Foreign and Thai students can take courses for credits from such programs (OHEC, 2009).



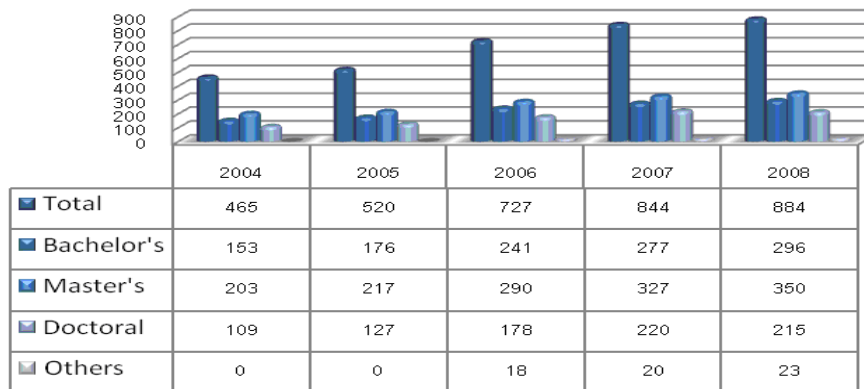
**Figure 7** Number of international programs classified by level of study

Source: Bureau of International Cooperation Strategy, Office of the Higher Education Commission, 2009



**Figure 8** Number of international programs classified by type of institution

Source: Bureau of International Cooperation Strategy, Office of the Higher Education Commission, 2009



**Figure 9** Number of international programs during 2004-2008

Source: Bureau of International Cooperation Strategy, Office of the Higher Education Commission, 2009

According to the surveys conducted by the Bureau of International Cooperation Strategy-Office of the Higher Education Commission (OHEC), there were 5,601, 8,534, 11,021 and 16,361 international students in 2005, 2006, 2007 and 2008 respectively. The numbers of international students classified by gender and by level of education are shown in Tables 13 and 14.

**Table 13** International students classified by gender

Year	Male	Female	Total
2005	3,298	2,303	5,601
2006	4,693	3,841	8,534
2007	6,040	4,981	11,021
2008	8,685	7,676	16,361
2009	9,985	9,067	19,052

Source: Bureau of International Cooperation Strategy, Office of the Higher Education Commission, 2010

Table 13 shows that there were 3,298 male students in 2005, rising to 6,040 in 2007, and further to 8,685 in 2008. As for female students, there were 2,303 students in 2005, rising to 4,981 in 2007 and to 7,676 in 2008. Both genders show continuous increasing trends.

**Table 14** International students classified by level of education

Year	Certificate	Bachelor	Graduate Diploma	Master	Doctorate	N/A	Total
2005	120	3,902	98	1,297	161	23	5,601
2006	786	5,490	8	1,827	249	174	8,534
2007	798	7,184	152	2,486	295	106	11,021
2008	2,242	10,663	66	2,679	364	347	16,361
2009	2,613	12,465	192	3,141	459	182	19,052

Source: Bureau of International Cooperation Strategy, Office of the Higher Education Commission, 2010

Table 14 shows there were 2,613 international students who studied at the certificate level, 12,465 at the bachelor's degree level, 66 at the graduate diploma level, 3,141 at the master's degree level, and 459 at the doctoral level in 2009.

**Table 15** Number of International Students in Exchange Program 2007 to 2009

Rank	Y2007/ Country	# of students	Y2008/ Country	# of students	Y2009/ Country	# of Students
1	U.S.A.	187	China	866	China	1,537
2	Japan	75	U.S.A.	372	U.S.A.	382
3	India	71	Japan	104	Japan	148
4	China	69	Germany	60	Vietnam	88
5	Vietnam	56	Finland	40	Germany	85

Sources: Bureau of International Cooperation Strategy, OHEC, 2010

From a total of all international students(19,052) in 2009, there were 2,815 exchange students, which accounts for 14.77 percent of all international enrollments, where the highest numbers are from China with 1,537 students, followed by United States of America with 382 students, Japan with 148 students, Vietnam with 88 students, and Germany with 85 students (see also Table 15).

**Table 16** Numbers of international students classified by sources of funding 2007 to 2009

Ranks	Sources of Funds	Year 2007 Number of students	Year 2008 Number of students	Year 2009 Number of students
1	Self Funding	8,658 (78.58 %)	13,451 (82.21%)	13,428(70.48%)
2	Thai Scholarship	1,022 (9.27 %)	1,232 (7.53 %)	2,306 (12.10%)
3	Overseas scholarships	838 (7.60 %)	1,234 (7.54 %)	1,476 (7.75%)
4	Not specify	503 (4.56 %)	444 (2.71%)	1,842 (9.67%)

Source: Bureau of International Cooperation Strategy, Office of the Higher Education Commission, 2010

Table 16 shows, in 2009, the sources of funds to finance the international education of most students are self-funding of 70.48 percent; Thai scholarships have increased by 4.57 percent, accounting for 12.10 percent; overseas scholarship of 7.75 percentve slightly increased; and finally, unspecified sources of 9.67 percent increased by 6.96 percent from the previous year.

**Table 17** International students classified by university from 2007 to 2009

No.	2006		2007		2008		2009	
	Institutions	Total	Institutions	Total	Institutions	Total	Institutions	Total
1	Assumption University	2,406	Assumption University	2,838	Assumption University	2,558	Assumption University	3,023
2	Mahidol University	734	Mahidol University	860	MahachulalongkornRajavidyalaya University	1,329	Mahachulalongkorn Rajavidyalaya	1,354
3	Chulalongkorn University	419	Chulalongkorn University	651	Mahidol University	1,069	Mahidol University	1,311
4	Thammasat University	397	Mission University	422	Burapa University	591	Ramkhamhaeng University	632
5	Mission College	365	Tammasat University	308	Rungsit University	487	Chiang RaiRajabhat University	549
6	Siam University	250	SuanDusitRajabhat University	305	Mission University	430	Chulalongkorn University	508
7	Rangsit University	219	Rankamheang University	270	KhonKaen University	425	Chiang Mai University	484
8	University of the ThaiChamber Commerce	186	Rangsit University	262	SuanDusitRajabhat University	421	KhonKaen University	444
9	Bangkok University	177	ChiangRaiRajabhat University	209	Chiang Mai University	380	Asia Pacific International University	423
10	Stamford International University	173	Maharakham University	206	Chulalongkorn University	373	Bangkok University	413

Source: Bureau of International Cooperation Strategy, Office of the Higher Education Commission, 2010

Table 17 shows the top 10 rankings of universities that enrolled the highest number of international students between 2006 and 2009. In 2009, Assumption University, MahachulalongkornRajavidyalaya University, Mahidol University ranked first, second, and third, respectively, in terms of having the highest number of international students.

**Table 18** International students study in Thailand classified by country from

## 2004/05 to 2008/09

No.	2004/05		2005/06		2006/07		2007/08		2008/09	
	Country	Total	Country	Total	Country	Total	Country	Total	Country	Total
1	China	1,615	China	2,698	China	4,028	China	7,301	China	8,993
2	Myanmar	489	Myanmar	631	Vietnam	751	Laos	1,30	Laos	1,254
3	Laos	436	Vietnam	599	Myanmar	741	Myanmar	999	Myanmar	1,205
4	Vietnam	409	USA	521	Laos	664	Cambodia	984	Vietnam	1,141
5	Japan	307	Laos	493	USA	527	Vietnam	985	Cambodia	1,009
6	USA	290	Japan	449	India	494	USA	828	USA	818
7	India	246	India	401	Cambodia	469	Japan	403	Korea	404
8	Taiwan	180	Cambodia	364	Japan	403	India	344	Japan	402
9	Cambodia	166	Korea	213	Korea	290	Korea	340	Bangladesh	394
10	Bangladesh	164	Bangladesh	209	Taiwan	237	Bangladesh	328	India	357

Source: Bureau of International Cooperation Strategy, OHEC, 2010

**Table 19** Trends of U.S. study abroad students in Thailand from 1995/96 to 2008/09

Year	Number of US Study Abroad students going to Thailand
2008/09	1,462
2007/08	1,555
2006/2007	1,584
2005/2006	1,305
2004/2005	1,128
2003/2004	948
2002/2003	794
2001/2002	836
2000/2001	496
1999/2000	399
1998/1999	374
1997/1998	211
1996/1997	221
1995/1996	207

Note: Study abroad in 2006/07 will be reported in the 2007/08 Open Doors, once credit is awarded by the home campus.

Source: Open Doors, 2010: Institute of International Education, 2010.

The top 10 ranking international students by country are shown



in Table 18. It is noticeable that international students from the People's Republic of China ranked first, United States ranked fifth in 2007. There were 527 U.S. students studying in Thailand in various universities such as Chulalongkorn University (104), Thammasat University (99), Assumption University (91), Mahidol University (59), Payab University (39), Bangkok University (30), Webster University (26), King Mongkut's University of Technology Thonburi (18), and others (the Commission on Higher Education (2007)).

**Table 20** International students studied in Thailand, by field of study 2005 -2009

	2005		2006		2007		2008		2009	
	Field of Study	Total	Field of Study	Total	Field of Study	Total	Filed of Study	Total	Field of study	Total
1	Business Administration	279	Business Administration	1,148	Business Administration	1,575	Business Language	1,927	Thai Language	3,075
2	Marketing	267	Thai Language	832	Thai Language	1,101	Business	1,739	Business	2,376
3	Thai Language	214	International Business	414	Marketing	517	English Language	717	International Business	960
4	Business French	159	Thai Studies	241	International Business	412	International Business	656	English language	801
5	Business	134	Business	230	Business English	308	Marketing	521	Marketing	589
6	Business Administration	130	Business English	179	Thai Language Thai Cultural	276	International Business	497	Thai studies	517
7	International Business Management	127	Management	168	English Language	248	Thai Studies	389	Thai Language & Culture	456
8	Computer Science	101	International Business	139	Tourism Industry	241	Business English	352	Business English	427
9	Information Technology	95	Business	126	Management	201	Thai Language	331	International Business	330
10	General Management	93	Accounting	116	General Management	196	Tourism	297	Tourism Industry	244

Source: Bureau of International Cooperation Strategy, Office of the Higher Education Commission, 2010

The top 10 rankings of international students by field of

study are shown in Table 20, Business administration, Thai language, marketing, international business, business English, Thai language and Thai cultural studies, English language, tourism industry, management, and general management ranked the highest, respectively, in 2007.

#### **2.7.2.4 National Qualifications Framework**

The Office of the Commission on Higher Education has been engaged in the process of developing and implementing a National Qualifications Framework (NQF) for the Thai higher education system. The NQF emphasizes the quality of graduates by developing standards for learning outcomes. However, standards for learning outcomes are not only for the ability and knowledge in graduates' fields of study, but for developing skills and traits of ethical and moral development, cognitive skills, interpersonal skills and responsibility, analytical skills, and communication skills, as necessary for each field of study.

The eight fields of study that are currently in process are science, computer and information technology, nursing, education, agro-industry, biotechnology, logistics, and hotel and tourism. Other fields of study will be developed subsequently. The NQF will assist in developing common understanding within society, community, and higher education institutions at home and abroad concerning expected standards of graduates' learning outcomes and strengthening the confidence in learning quality.

## **2.8 Thailand as a Destination of Choices for Study Abroad**

### **2.8.1 Background on Thailand**

The Kingdom of Thailand known as “the land of smiles” has a long, interesting history and is the only country in Southeast Asia that was never colonized by a foreign power. This contributes to the uniqueness of Thai culture and history. The country was known as “Siam” until 1939 and again from 1945-1949. Its current official name is “Thailand” which means “Land of the Free”. Thailand has been a constitutional monarchy since 1932. The current King of Thailand is Rama IX, Bhumibol Adulyadej, who ascended the throne in 1946. He is the longest-reigning monarch in the world. While the King may have little direct power, he is “a center of harmony” for the Thai people. Thailand, a “Gateway to Asia”, is situated in the center

of Southeast Asia and is in close proximity to major Asian nations such as India, China, and Indonesia (three of the world's four largest countries and two of the world's most dynamic economies, Engardio, 2007).

Thailand is a part of Southeast Asia, neighboring Myanmar in the West, Laos in the North and East, Cambodia in the East, and Malaysia in the South (Study in Thailand, CHE, 2009). It is "a rich tapestry of traditional and modern culture, located in southeastern Asia, bordering the Andaman Sea and the Gulf of Thailand, southeast of Myanmar" (Sanrattana and Oaks, 2007). Thailand is a founding member of the Association of 10 South-East Asian Nations (ASEAN). With a population of 65 million, Thailand is the fourth most populous country after Indonesia, the Philippines, and Vietnam. With a current GDP of about \$550 billion, Thailand is second only to Indonesia, yet the GDP/capita ranks fourth after Brunei, Singapore, and Malaysia. Thailand is also fourth on the Human Happiness Scale, above Brunei, Singapore, and Malaysia, having the lowest unemployment rate and the second lowest percentage of people below the poverty line. Thailand is also a member of the Asian Pacific Economic Cooperation (APEC), and the World Trade Organization (WTO) (see Fry, 2002).

### **2.8.2 Background on Thailand's Educational System**

Institutions of Higher Education have changed dramatically responding to demands for increased quality and student participation. After the passage of the National Education Act B.E. 2542 (1999) and the Amendments in B.E. 2545 (2002) in July 2003, the Office of the National Education Commission (ONEC) merged with the Ministry of University Affairs to create the newly established Ministry of Education (MOE). The National Education Act is central to all educational reforms in Thailand. To monitor and ensure quality improvement in higher education, the MOE created an internal and an external quality assurance system. The establishment of an Office for National Education Standards and Quality Assessment (ONESQA) serves to develop criteria and methods of external evaluation, to evaluate educational achievements and to assess the quality of institutions at least once every five years (ONESQA, 2003).

The newly formed Commission on Higher Education (CHE) has the authority to manage and promote higher education on the basis of academic freedom

and excellence, namely: 1) formulate policy recommendations, develop plans, standards, and coordinate international cooperation in higher education; 2) mobilize resources; 3) coordinate and promote the development of human resources and capacity of all students; 4) recommend the establishment, dissolution, amalgamation, upgrading, and elimination of higher education institutions and community colleges; 5) monitor, inspect, and evaluate outcomes of higher education management; 6) compile data and information on higher education; 7) act as the Secretariat to the CHE (CHE, 2006).

### **2.8.2.1 Access to Higher Education**

The percentage of students transiting from upper secondary education to higher education (new entrants in open universities excluded) rose from 76 in 1999 to 81 in 2003. Student enrolment in higher education institutions, including those in open universities, rose from 1,643,447 in 1999 to 1,928,608 students in 2003 (Education in Thailand by CHE, 2004). The total number of graduates in higher education increased from 471,002 in 2003 to 473,452 in 2005. The average years of educational attainment remain relatively low, but the number of year is gradually increasing. In the 15-39 year age group, the average years increased from 9.3 to 10.1 years. In the 40-59 age groups, the average years went from 6.3 to 6.9 years. Thailand's population in this age group totals approximately 45 million people, i.e. 70.5 percent of the total population. Thailand's percentage of total level of educational attainment in higher education increased from 13.3 percent of the population in 2005 to 13.9 percent in 2006.

As Thailand becomes more industrialized, a greater percentage of the population will require a higher level of educational attainment. The proportion of the projected labor force in tertiary education is expected to nearly double from 12.9 percent in 2005 to 23.0 percent in 2025. As for those who participated in the labor force in the years 2005 and 2006, the highest percentage of participants was from those who completed a higher academic education. With Thailand becoming more competitive internationally, there is increased focus on the level of education attained as well as on the percentage of the population with a higher level of education, which becomes essential for the growth of human capital in the country.

### **2.8.2.2 Changes in University Governance and Management**

The Thai government now delegates more functions to university councils such as designing new curricula, setting up their own systems for teaching staff and employees, setting up autonomous units, and managing university assets overall. This newly created autonomy serves to enhance the university's productivity and responsiveness to national and local needs, to provide more performance-related rewards, to eliminate the system of lifelong employment, to reduce the financial burden on the state, and to support public higher education. Universities now place a greater emphasis on a free flow of communication among administrators, staff and students, as well as other stakeholders, such as related agencies, parents, business and local communities.

The Thai government and public universities plan transition of all universities to autonomous universities. As of 2006, there were nine public universities (not including the two Buddhist universities). In 2007, nine additional public universities became autonomous. The remaining universities will become autonomous in subsequent years (Bovornsiri, 2006).

### **2.8.2.3 Quality Assurance Mechanisms**

The quality assurance system in Thailand is divided into Internal Quality Assurance (IQA) and External Quality Assurance (EQA). The IQA system consists of quality control, quality audit, and quality assessment. Institutions take full responsibility to set up and operate their own IQA, conducting it on a regular basis as part of education administration. The results are published in an annual report to parent organizations, relevant agencies, and - more importantly - to the public. The CHE has established standard criteria for IQA with nine quality factors: 1) philosophies, commitment and objectives; 2) teaching and learning; 3) student development activities; 4) research; 5) academic services; 6) preservation of art and culture; 7) administration and management; 8) finance and budgeting; and 9) internal quality assurance system and mechanisms. EQA is conducted for all educational institutions by a public, independent body, i.e. the Office of the National Education Standards and Quality Assessment (ONESQA), established in 2000. Institutions need to receive EQA evaluation at least once in five years. Institutions have to submit data, self-review report, and any information requested by ONESQA or by external

reviewers certified by ONESQA.

Under the Ministry of Education Regulatory Act 2003, the CHE was given responsibility for higher education. The CHE, directed by the Board, administers the public HEIs and oversees the private HEIs. The Board is authorized to formulate policies and issues regulations based on the National Economic and Social Development Plan, and the National Education Plan. The main duties of the CHE are provision of resources and support, assurance of equity, and monitoring educational outcomes. On the basis of the National Education Act, the CHE developed the Higher Education Plan. The main goal of the Ninth Higher Education Plan (2002-2006) is to produce highly capable citizens in order to raise the nation's competitiveness. This plan further emphasizes the principle of autonomous university which encourages every HEI to manage independently. Recently, CHE has finalized the drafting of Thailand long-term development plan for higher education (2008-2022), which was approved by the Board in October 2007. The plan covers the periods of the 10th (2007-2011), 11th (2012- 2016), and 12th (2017 - 2021) Higher Education Plans.

### **2.8.3 Thai Culture and Higher Education**

Following the triangle model, Thai values and perspectives are combined with Western values/perspectives creating a mixture of Thai and Western values/perspectives (Bovornsiri, Porlend, and Fry, 1996). The authors state "A major challenge to Thai institutions of higher education is to encourage an appreciation of indigenous culture while at the same time giving students the capacity to critically assess and selectively choose external values from the West, Japan, and elsewhere". And: "Thais remain highly loyal to old friends and classmates and will do much for them in later employment or occupational contexts". And also: "The 'hidden' curriculum of elite, Thai higher education is the powerful socialization for assuming elite roles after leaving the university. Proper socialization is a key element for success in Thai culture and society. The Thai university setting actively cultivates values and behaviors that are critical to success in Thailand's corporate and bureaucratic world".

According to Bovornsiri et al. (1996) the following values and behaviors are prominent in the Thai university: "Respect and deference to superiors, knowledge of etiquette for interacting with royalty and those of highly elite status,

development of high levels of politeness and related polite Thai language forms, knowledge of foreign languages and cultures to facilitate interaction with international residents and visitors to Thailand and the ability to work well in cooperative group situations”. Thai culture emphasizes the creation of harmony in education (Sippanondha and Textor, 1990). This harmony is based on the adaptiveness of Thai culture through openness, freedom, tolerance and selective borrowing. These factors – among others – have protected Thailand from European colonialism. One important guideline in the philosophy of education in Thailand has been that technology ought to have but minimum impact to the natural and cultural environment. Furthermore, technology should be used only for sufficiency, not for luxury. Just as everywhere else, there is also an urgent need to reduce the yawning gap of inequity between the elite and the less privileged Thais. As Sippanondha also suggests, Thais must find a response to the needs of the rural and urban Thai cultures, which will help to significantly reduce the gap of inequity. While development is desirable, it should be gradual, Finally, leaders are needed who are not only experts but are also concerned with making moral and ethical decisions (Sippanondha and Textor, 1990)

#### **2.8.4 Country Summary of Higher Education**

The tertiary education sector: in Thailand has been growing steadily since the late 1980s. The Gross Enrollment Rates (GERs) of both, higher and secondary education were low until the late 1980s, as the government’s primary interest had focused on elementary education. Then, in the 1990s, Thailand experienced a substantial improvement in secondary education, as higher education enrollment began to grow. Thus, the GER of Higher Education Institutions (HEIs) rose from 7 percent in 1987 to 56 percent in 2005. It is projected that growth of the higher education sector will continue, after the introduction of the 9-years compulsory education and the 12-years free basic education resulting from the 1999 National Education Act.

##### **2.8.4.1 Thai Tertiary Education System and Administration Aspects**

The higher education system in Thailand consists of public and private HEIs. 76 (these include 4 autonomous universities and two Buddhist

universities for monks)-being autonomous out of 78 public universities, categorized as Limited Admission Universities, where entering students are required to pass the National Standard Test, while Open-Universities and Autonomous Universities have more flexible admission systems. Since 2001, 19 community colleges have been established to generate opportunities for local people to improve their quality of life and develop their communities in social and economic aspects. Also, 67 private HEIs have been established since the Private College Act became effective in 1969.

There are three semesters in an academic year: First semester (June- October); Second semester (November-March); and the summer semester (April- May). In some universities, the academic year starts in September-(September - December and January – May), while several others have adopted a trimester academic year (CHE, 2009).

### **Registration**

Students mostly enroll for at least 9 credits per hour, but not more than 22 credits per hour per semester for undergraduate programs. Graduate students have to take between 9 to 15 credits per hour. The registration process must be completed before the classes commence. The Bachelor degree requires successful completion of a minimum of 120-150 credits with a GPA of at least 2.00. The Master's degree must be completed with a minimum of 36 credits with a GPA of at least 3.00 on the scale of 4 points. For the doctoral degree a minimum of 48 credits are required for candidates holding a master degree, and 72 credits must be completed by candidates with a Bachelor degree (Hons.).

**Tuition fees:** Tuition fees vary between the tertiary institutions. Undergraduate study in public institutions are between USD 25 to 50 per credit hour. Other fees such as for student activities are between 100-250 USD. Further expenses include student registration, ID cards, and graduation fees ranging between 25 to 150 USD. At Graduate levels, tuition fees are about USD 1,000 -2,000 per year for Master degree and USD 5,000 for Doctoral degree (CHE, 2009). Private universities/institutions, tuition fees range from 1,000 to 3,000 USD per year. Tuition fees for master degree is USD 75-125 per credit hour, other fees are approximately 250 USD per year.

**Room and Board:** Accommodation is provided by dormitories and halls of



residence close to the campus. There are also private providers of own studios, or single/double bedrooms at prices between USD 85 to 251 per month.

### **How to apply for visa**

International students who are required to obtain a visa for study in Thailand (to be issued in category “ED”) must submit the following documents: 1) visa application form; 2) passport or travel document which is valid for more than 6 months; 3) 4x6 cm full-faced photos (taken not longer than 6 months); 4) a transcript/letter of acceptance from the host university; 5) an official note certifying the purpose of traveling from embassy / agency and consulate /international organization/states enterprise in Thailand; and 7) evidence of sufficient finance. Students can apply for visa at Royal Thai Embassies and Consulates-General.

Visa fee: 2,000 Bath for single entry (valid for three months) and 5,000 Bath for multiple entries (valid for 1 year).

Visa extension in Thailand: International students need to extend their visa before the expiry date by submitting documentation as follows: 1) a letter of acceptance from university; 2) photo copy of passport (dated and signed); 3) one recent photo (4x6 cm.). For more information students / applicants can contact the Office of Immigration Bureau, SoiSuanPlu, Sathorn, Bangkok, 10120. Website: [www.immigration.go.th](http://www.immigration.go.th).

**Climate:** Thailand is a warm and rather humid tropical country with a monsoonal climate. Temperatures are highest in March and April with temperatures ranging from 26 degrees Celsius to 38 degrees Celsius and humidity around 80 percent.

**Seasons:** Dry in March-May; rainy in June - October; cool in November - February.

**Population:** The population in Thailand is approximately 67 million, of which around 8 million live in the capital city, Bangkok (Thailand in Brief, 2009).

**Business hours:** Government and business offices are open from 08.30 to 16.30, Monday to Friday.

**Language:** The national and official language is Thai while English is widely spoken and understood in major cities, particularly in Bangkok and in business circles.

**Foreign currency declaration:** as from 24 February 2008, under the relevant

Thai law, any foreigner who brings foreign currency exceeding USD 20,000 or its equivalent into or out of the Thailand must declare the amount to a Custom officer.

**Banks:** The Bank of Thailand is the country's central bank. Thai commercial banks are: Bangkok Bank, SiamCommercial bank, Krung Thai Bank, Thai FarmersBank, Military Bank, Business hours are from 08.00 to 15.30 hours, Monday to Friday.

**Health and medical facilities:** Bangkok has numerous clinics and hospitals catering to a great variety of needs. Major public and private hospitals are equipped with the latest medical technology and internationally qualified specialists. Almost all pharmaceuticals are widely available.

**Emergency calls:** Mobile police: 191; Fire and bridge: 199; Ambulance (BBK):+ 66 (0) 225 22171-5; Tourist information head office: + 66(0) 22505500; Tourist information (Airport office): Terminal I : + 66(0) 2523 8972-3; Terminal II: +66 (0) 2523 2669; Tourist police: 1155; Tourist service center: 1155.

## **2.9 What Factors Influences Students' Decision to Study Abroad?**

This is to understand how students make study abroad decision and how they are going through the process of application. The information on issues which they are required in order to make their choice is reviewed. This will provide relevant information to interested stakeholders.

### **2.9.1 Internationalization, higher education and marketing**

Internationalization is "the process of integrating an international/ intercultural dimension into the teaching, research and service functions of the institution" (Knight, 1999). Study abroad is one of the ways to internationalization of institutions. De Wit (2002) identified four approaches to internationalization, namely, activity, rationale, competency, and process. The most commonly used are 1) activity based approach, a series of activities, programs, and services (Harari, 1989, 1992; Arum and Van de Water, 1992), research, scholarly, and international organization collaboration (Beerkens and Derwende, 2007), export of knowledge and education (Harman, 2001; Mazarol and Soutar, 2002); 2) The process approach that involves policies (Callan, 1998; Enders, 2004) and moves the higher educational institutions in an international direction (Schoorman, 1999).

In applying marketing concepts to education, Kotler and Fox (1985) defined Marketing as “the analysis, planning, implementation, and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets, to achieve institutional objectives. Marketing involves designing the institution’s offerings to meet the target market’s needs and desires, and using effective pricing, communication, and distribution to inform, motivate, and service the markets”. Various studies (College Entrance Examination Board, 1976; Krampf and Heinlein, 1981; Brooker and Noble, 1985) used the marketing model, which applies marketing principles, such as marketing mix, segmentation, positioning, and marketing research, to study student choice and to address decreasing enrollments. Much of the research in marketing education to international students is carried out in Australia and the United Kingdom. The focus is on strategic marketing, differentiation, and competitiveness (Mazzarol and Hosie, 1996; Mazzarol and Soutar, 2002; Binsardi and Ekwulugo, 2003; Hemsley-Brown and Oplatka, 2006) at the institutional and national level.

This study will not examine those factors in detail, but the Push- Pull model instead, using the model to provide good ground and guidelines on understanding how students’ decisions are made as well as the determinants factors. Push-Pull model’s roles are as factors influencing international students’ choice, which is useful for identifying pertinent strategies for attracting and recruiting international students.

### **2.9.2 Pull- Push Model and Decision Making Process**

Strategies and approaches to attract international students can be created through understanding the push and pull factors that influence the students’ choice of destination, institution and study program, and the decision making process when students intend to study abroad.

A push and pull model was originally used in the theory of migration (Lee, 1966) to explain the factors influencing the movement of people, and to understand international students’ flows (Cumming, 1984; Lee and Tan, 1984; Sirowy and Inkeles, 1984; Agarwal and Winkler, 1985; Cummings and So, 1985; McMahon, 1992; Mazzarol and Soutar, 2001; Altbach, 1998; 2004), and the decision or motivation to study abroad (Glaser, 1978; Altbach, Kelly, and Lulat, 1985).

According to Sirowy and Inkeles (1984), the decision, motivation, and flow of international students are “a function of the combined “pull factors and push factors influenced by intervening obstacles”. Push factors are associated with the home country, pull factors are associated with the potential host country, which make the latter comparatively more attractive to international students ( Mazzarol and Soutar, 2002). In other words, the push factors influence the initial decision to undertake overseas education while the pull factors influence the choice of destination country and institution (Neice and Braun (1977; Davis, 1995). Push factors can be both, positive and negative in nature, but pull factors are generally positive in order to attract students.

Lee and Tan (1984) studied the demands of international education in USA with students from 15 developing countries. They found that historical or colonial links between home and host countries, commonality of language, geographic proximity between the countries, availability of interesting programs, the perceived quality of the education system in the home country, the relative wealth per capita of the home country population influenced the selection of a host country. Moreover, Agarwal and Winkler (1985) stated that rising costs of education in the host country, improvement of higher education opportunities in the home country, per capita income in the home country, and the expected benefits of study abroad are key drivers for international students’ flow.

Later, McMahon (1992) examined international students’ flow during the 1960s and 1970s in 18 developing and developed countries. Results from the push model (outbound students) suggested that students’ flow was influenced by the level of economic wealth, the degree of involvement of the developing countries in the world economy, the government’s priority on education in developing countries, and by educational opportunities in the home countries. Results from the pull model (inbound) suggested that students’ selected study destinations were influenced by the relative size of the economy between the home and host country, by the economic links, and by political interests of the host country toward the home country offering assistance and support via scholarships or other kinds of assistance through foreign and cultural links. The two studies above were conducted with international students

who choose to study in USA, but this study examines how US students make the decision to study abroad outside USA, that is Thailand.

According to Bourke (2000), when undergraduate students are considering to study abroad, they are more likely to choose the country first, before they select the institution. The ‘pull’ model varies from country to country. It depends on the **capacity of institution /country** as defined by Gutierrez, Bhandari and Obst (2008), and by Fry (2010), on the ability to attract and accommodate international students, including the institution’s reputation for quality, market profile, variety of courses, alliances, offshore teaching programs, staff expertise, degree of innovation, use of information technology, resources, size of alumni base and promotion and marketing efforts, such as the use of agencies and advertising (Lee and Tan, 1984; Mazzarol, 1998; AEI International Education Network, 2003; Lindgren, Gatfield, and Hyde, 2005), and various aspects related to living in the host country, such as safety, university environs, quality of life, climate and temperature, cultural activities, facilities and infrastructures (Cubillo et al., 2009; Fry, 2010). These studies also reflect the complexity and interaction of factors in students’ decision making about country, institution and study program. It is important that the host country and host institution have the ability to design strategies that enhance their capacity through appropriate pull factors in order to attract and increase the number of international students (Mazzarol&Soutar, 2002).

**2.9.3 Decision making process** Thus, it is important to understand student’s decision making process and what they consider important to have an influence on their decision. This information will support marketing and advertising efforts, and be useful to design effective outreach strategies to communicate and attract prospective students throughout each stage of the decision making process. Literature on study abroad regularly describes the length of time for the decision making process to study abroad in terms of months and years and emphasizes the importance of planning ahead (Williamson, 2004; Peterson, 2008). Mazzarol and Soutar (2002) observed that student’s decision-making process in choosing study abroad destination is involved 3 stages. First stage is the decision **to go study abroad**, which can be influenced by “push” factors from home country. Second stage is the decision on the selection of **host country** which at this stage “pull” factors have influenced on making host

destination more attractive than another. Final stage is the **decision on the choices of institution**. In addition, pull factors that make institution a better option than its competitors were identified (Mazzarol, 1998).



**Figure 10** Students’s Decision Making Process in Choosing Study Abroad Destination by Mazzarol and Soutar (2002)

According to (Salisbury, Umbach,Paulsen,and Pascarella,2009) cited that the process of choosing to participate in a study abroad programis comprised of three stages of decision making which identical to the process of “college choice theory” as described by Hossler and Gallanher(1987). First is the development of the intent to study abroad, occur as part of a broader context within which students develop tentative plans or aspirations regarding possible educational and career goals. Second is the search for a suitable study abroad program, a process during which students examine the options and requirements of various colleges or study abroad programs and evaluate them with respect to their perceived needs, expectations, and preferences. Third is selection of the program, enrollment and departure for study at the destination.



**Figure 11** Three Stages Process of Choosing to participate inStudy Abroad by Hossler and Gallanher (1987).

Decisions to participate in study abroad program are based on affordability, cultural accessibility, intellectual and professional applicability, and curricular viability (Leeburger, 1987; Peterson’s, 2008; Sullivan, 2004; Williamson,

2004). These decisions shape to the potential options in subsequent decisions. For example, when selecting the program that suitable to budget, the consideration will be on the expected costs both direct and indirect costs compared with expected benefits from the experience, level of family income, and other financial capital. Other example is when students select the program that suitable with their career goals, the consideration will be on the academic ability, achievement, educational and career aspirations and the perceived study abroad experience to enhance their ability in reaching those career goals.

For the intent to study abroad, these following elements influence a students' decisions: the availability of information about study abroad, its perceived educational importance, social or family constraints, comfort in negotiating multicultural environments, awareness of and interest in international events and issues, previous travel abroad, and second language proficiency(Salisbury et.al.,2009). Mazzarol and Soutar (2002) identified 6 broad categories which have influence on international student destination's choice: 1) knowledge and awareness of host country 2) personal recommendations 3) cost issues 4) environment 5) geographic 6) social links. For the preference toward specific institution, Soutar and Turner (2002) found that the course suitability, academic reputation, job prospects, and teaching quality have influence of preference toward particular institution. where Mazzarol (1998) stated the factor that make institution become more attractive are institution's reputation for quality, market profile, range of courses, alliances or coalitions, offshore teaching programs, expertise of staff, innovation, resources, Alumni base, promotion and marketing effort. Cubillo, Sanchez, Cervino (2006) identified 4 broad categories that influence student's decision making process, in understanding the choice process of the intent to study abroad, 1) personal reasons; 2) country image; 3) institutional image; 4) program evaluation. Naffziger,Bott, and Mueller (2008) identified 6 factors that influence study abroad decisions among college of business students: 1) Curricular/career issues; 2) Fear of unknown and travel; 3) Financial considerations; 4) Incompatibilities in lifestyle and goals; 5) Previous travel experience and exposure; 6) Social obligations and concerns.

## **2.10 An Overview Process of Study Abroad Program Participation**

According to three main facilitators of study-abroad program, students can choose to participate in the program organized by their institution, or through an independent and/or proprietary program, or through direct enrolment in the foreign institution.

### **2.10.1 Choosing a program**

Deciding which credit bearing program to participate in must be one of the most difficult parts of the process. Students can search through the internet websites such as The IIEPassport Study Abroad Directories and the online search engine [www.IIEPassport.org](http://www.IIEPassport.org), getting detailed information on more than 7,500 study abroad programs worldwide; the American Institute For Foreign Study (AIFS), founded in 1964, has more than 40 years of experience in organizing study abroad programs, international education and cultural exchange. AIFS provides study abroad programs in 17 countries: Australia, Austria, Brazil, China, Costa Rica, Czech Republic, England, France, Germany, India, Ireland, Italy, New Zealand, Peru, Russia, South Africa and Spain.; CIEE: The Council on International Educational Exchange is the leading U.S. non-governmental international education organization; it creates and administers programs that allow high school and university students and educators to study and teach abroad, urges that the setting of academic goals be the first consideration when choosing a study-abroad program (CIEE 2010:Online), followed by determination of self-sufficiency and personal requirements for independence, as various programs require different levels of independence. It is important to realize that the selection of an appropriate program should be made in conjunction with personal interests, career and study goals as well as language interests (Alt, 2003). CIEE administers approximately 118 study- abroad programs in over 40 host countries and teaching programs in Chile, China, Spain, and Thailand, Educators. Students can choose to participate in 24 summer seminars in 27 countries.

Many institutions provide user- friendly data base search programs for study-abroad options. Their search program is designed to assist students with the decision making process, including-amongst others- the variables of subject, language and country choices, which makes it easier to narrow down the resulting selection



choices. By inputting various parameters, an appropriate list of study-abroad destinations will be shown.

Early planning is essential and students should begin considering which programs would be appropriate for them as early as their last year in high school as it might affect which college they will attend. Students also need to look seriously at what type of experience they would like to have. Do they want to participate in a program that offers home-stays, dormitory living on-campus, traditional classes or real world experience? The application process is a lengthy one and that there is so much paperwork involved that only the truly dedicated stay with the process (Vaccaro, 2002).

### **2.10.2 The Application**

Once a student has a study-abroad destination in mind, he or she must fill in the appropriate application, and supply supporting documentation that can include one or more letters of recommendation from various faculties, essays from the student, and occasionally, interviews. Some programs are extremely competitive (Southwestern University 2004:on-line) and some institutions accept more than one application per student, in case particular programs are full. Many institutions require a deposit when making application; this can range from \$50 - \$100 per program application, which may affect the student's ability to apply to more than one program (Brockington, 2004, cited in Paola, 2004).

### **2.10.3 Grade Requirements**

Most institutions have a minimum grade point average or GPA that a student must meet in order to be accepted into the program (Michigan State University, 2004). A GPA is a system where academic grades are recorded based on a numerical average of the grades attained in each course. Although there is no national system of grading the most common form would be: A=4.00, B=3.00, C=2.00, D=1.00. For example, the University of California at Santa Barbara (2004:Online) Education Abroad Programs (EAP) consortium states that in order to participate in EAP programs a student must maintain the requisite GPA ranging from 2.5 to 3.5.

### **2.10.4 Language Requirements**

Some study-abroad programs also require language learning or prior language proficiency before being accepted into a program. According to Baumann

(1975) many students underestimate the time it takes to become proficient in a foreign language, proficient enough to undertake studies in that language. The language requirement is important in order for students to fully gain their study abroad experience through ability to communicate, exchange and immerse with the new culture of the host country.

According to Brockington (2004, cited in Paola, 2004) many institutions and organizations require a language placement exam, or other proof of language competency, such as sufficient coursework in a given language prior to approval of an immersion program of study in a non-English speaking country as well as requiring intensive language training prior to departure (Rhodes: on-line). Island programs may require no such language proficiency as by their very nature, all classes are conducted in English, other than language classes, regardless of the country of participation (Baumann, 1975).

#### **2.10.5 Health Requirements**

Most institutions and organizations provide students with copious amounts of reading material on health and safety issues when accepted into a study-abroad program (Michigan State University 2004: on-line). Check-ups by a doctor for general health purposes are often required and all health issues are considered that may affect the successful and complete participation in a program.

Brockington (2004, cited in Paola, 2004) states that for liability reasons, institutions are more frequently referring students to the website of the Centre for Disease Control in Atlanta, Georgia for information regarding what is needed in terms of immunizations etc., and making less of their own recommendations regarding appropriate vaccinations such as hepatitis, cholera and yellow fever. It is then left up to the student to decide what precautions he or she wishes to take.

#### **2.10.6 Acceptance**

Once a student has completed all the necessary requirements, he or she must then wait for program approval, which is usually done through the study-abroad office in conjunction with the student's academic adviser. Having received program

approval, he/she is notified of acceptance into the program (Michigan State University 2004: on-line). The next step would be making a deposit to ensure placement into the program. Once accepted into a program, students then receive information regarding course enrolment, necessary travel arrangements, including visas, flight details and costs (Michigan State University 2004: on-line).

### **2.10.7 Costs**

Costs can range from \$2,000 to \$ 3,000 for a sojourn of a few weeks to more than \$16,000 for a semester.

## **2.11 The Determinants of Study Abroad Costs:**

### **2.11.1 Type of Study Abroad Program**

The home institution program compares options from other institutions and providers. Island programs, where everything is specially arranged for the U.S.A. students, are usually more expensive than immersion programs, as U.S.A. style services generally cost more. Additional expense of the island program is the provision that must be made for an academic and student life infrastructure similar to the one on the student's home campus (e.g. computer lab, library, dorm or housing office, meals, exercise equipment, academic and personal counseling, etc.). If the program also uses professors from the home institution, the costs can become enormous. Moreover, students from larger universities can choose a wide range of program offers from their own institution while smaller universities may have to seek outside providers whether from other institutions or programs provided by third party providers and/or from consortia.

### **2.11.2 Durations.**

The longer the program, the greater the costs, however, in terms of cost-per-day, the short-term faculty-led programs are the most expensive ones, normally \$3,500 to \$5,000 for 3-4 weeks duration (Brockington, 2004, cited in Paola, 2004).

**Costs for short-term programs:** Low cost for tuition, housing, and food, but not for airfare, which across all selected countries is \$2,360, and the average higher cost for the same is \$4,945. The average low cost with airfare included is \$ 3,775 and the average high cost with airfare included is \$5,747.

**The average cost for short-term programs** for all selected countries and programs for tuition, housing, food, and transportation is \$ 4,626.

**Costs for semester-length programs:** Hudzik and Herrin (2004) reported that the average low costs for tuition housing, and food, but not airfare, across all selected countries is \$ 6,580, and the average high cost for the same is \$ 15,751; the average low cost with airfare included is \$11,522 and the average high costs with airfare included is \$ 18,258; the average cost for semester programs for all selected countries and program for tuition, housing, food, and transportation is \$ 14,835. Thailand's average costs for a semester program with transportation included is \$ 19,671, the average costs for tuition, housing, and food with no airfare is \$ 7,632 (IIE Passport, 2004).

### **2.11.3 Types of Housing.**

Cost of home-stays can be less than dormitory costs, especially since 1 to 3 meals per day can be included in the cost. However, costs that are associated with securing safety and monitoring such arrangement need to compensate the host family. The per day costs of hosting can vary substantially, depending on whether university accommodation abroad is available or if the accommodation is shared or single, and if the housing must be obtained through the open market. Costs will be driven also by requirement that housing meets basic codes for health and safety.

### **2.11.4 Home Campus Tuition Policy**

While tuition fees at foreign universities can be lower than those at home institution, it is often the policy to charge home institution rates for the study-abroad experience regardless where that experience takes place. As Brockington (2004, cited in Paola, 2004) states: "There is a great deal of discussion about this still in the profession. The argument for home college fees is that the student stays enrolled at the home institution, receives home institution credit and accesses many of the home campus' services, even while away – and of course, the home institution still has to keep the lights on and the staff fed and watered while the student is overseas. Others say "its exploitation".

### **2.11.5 Destination and Location of Program**

Western European programs can be more expensive than programs in the developing world, depending on the type of program. However, a program in the

developing world, where the U.S.A.college has to provide the infrastructure, and where there may be only a few students, quickly becomes more expensive to operate (Brockington, 2004 cited in Poala, 2004).

Transportability of financial aid or scholarships, financial assistance for study in the United States takes one of two forms. It can be either merit- or need-based aid. Need-based aid, which can take the form of a loan (repayable) or grant (non-repayable) is usually referred to as financial aid. Financial aid is obtainable from universities, banks and other lenders, as well as the federal government. If the aid is obtained from the federal government it is then transportable for use in a study-abroad program, according to U.S. law. If the financial aid is from a bank, lending institution or the home institution, it may or may not be transportable, depending on the terms of the loan or grant. Scholarships, money that is given on merit, can be obtained from the home institution or a third party such as an association or society. This type of aid is normally in the form of a grant or tuition reduction and is not usually repayable. It may or may not be transportable, depending on the terms of the aid (Brockington, 2004, cited in Paola, 2004).

Payment of costs usually covers the following (but may vary widely by program): a) general: application fees, administrative fees, tuition and other academic fees, books and other supplies, use of labs and libraries, use of computers; b) room and board: accommodation and food, housing and key deposits, residence permits; c) transportation: round trip airfare (this may or may not be included in the total cost, depending on the program), commuting costs to and from campus, program-related travel, optional travel; d) travel documents: passport fee, visa if required, immunisations, and international student identity card; e) insurance: health and accident insurance, travel insurance for lost or stolen items; f) miscellaneous: admission to cultural events, gifts, fluctuating exchange rates, postage and phone calls; g) personal: laundry, dry cleaning, personal care products, additional clothing (study-abroad.com:Online).

#### **2.11.6 Payments**

These payments are made either to the program provider, or directly to the host institution, depending on the type of program. Considering the wide array of options vis a vis cost implications to study-abroad programs, it would appear that a student needs to be very well informed of his or her options prior to making any decisions

regarding the most appropriate study abroad program so as to minimize the costs.

### **2.11.7 Pre-departure and arrival information**

Most institutions have pre-departure programs for the students who intend to study in a foreign country (University of Michigan 2004: on-line), while others do not. The content and presentation style of these programs vary. Some program providers will provide students with travel and cultural information in a face-to-face presentation format, while others will rely on booklets to form their pre-departure package. Some institutions mandate that the student attends these programs in order to be able to participate in the study-abroad program (University of Michigan 2004: on-line). Virtually all programs, regardless of type, have some type of arrival orientation on the host campus, which usually involves compulsory attendance.

The receiving institution often provides arrival orientation programs, which can include outings to areas of interest and discovery excursions of the local city or town, as well as classroom style presentations. Many propriety and island programs offer additional in-country orientations to assist in the adjustment to the host country. These orientations can be as simple as a one-day program or may continue throughout the program on a regular basis (Brockington, 2004, cited in Poala, 2004).

## **2.12 Strategic Management and SWOT Analysis (Hubbard, 2000).**

### **2.12.1 SWOT Analysis and Capacity**

SWOT of Thailand's Capacity (as previously defined) as host destination.

**Capacity:**The "capacity" is broadly defined as the ability to receive or to host U.S.students, which is not just physical (e.g., infrastructure, classroom and dormitory space) but also concerns availability of accredited courses taught in English, availability of programs of varying duration, existing challenges, and effective strategies associated with hosting greater numbers of U.S. students (IIE, 2008). Fry (2009) includes the host capacity of study abroad as housing,administration infrastructure, language ability, pedagogical ability to create a dynamic innovative curriculum, financial as well as other conditions such as safety, costs, heat, cleanliness, social aspects (friendly) as well as support from national government( Fry, personal communication, June 10,2009).

### **2.12.2 SWOT Analysis Method**

Purpose: assessing Thailand Capacity as a Host Destination for United States Study Abroad program. This process is to identify the areas of capacity strengths, weaknesses vs. The opportunity and threats in the environment as well as which accompany U.S.A. study abroad initiatives.

**Table 21** Thailand Capacity and SWOT Analysis

<p><b>Criteria examples</b>            Advantages of proposition?            Capabilities?            Competitive advantages?            USP's (unique selling points)?            Resources, Assets, People?            Experience, knowledge, data?            Financial reserves, likely returns?            Marketing - reach, distribution, awareness?            Innovative aspects?            Location and geographical?            Price, value, quality?            Accreditations, qualifications, certifications?            Processes, systems, IT, communications?            Cultural, attitudinal, behavioural?            Management cover, succession?            Philosophy and values?</p>	<p><b>Strengths</b></p>	<p><b>Weaknesses</b></p>	<p><b>Criteria examples</b>            Disadvantages of proposition?            Gaps in capabilities?            Lack of competitive strength?            Reputation, presence and reach?            Financials?            Own known vulnerabilities?            Timescales, deadlines and pressures?            Cashflow, start-up cash-drain?            Continuity, supply chain robustness?            Effects on core activities, distraction?            Reliability of data, plan predictability?            Morale, commitment, leadership?            Accreditations, etc?            Processes and systems, etc?            Management cover, succession?</p>
<p>Market developments?            Competitors' vulnerabilities?            Industry or lifestyle trends?            Technology development and innovation?            Global influences?            New markets, vertical, horizontal?            Niche target markets?            Geographical, export, import?            New USP's?            Tactics: eg, surprise, major contracts?            Business and product development?            Information and research?            Partnerships, agencies, distribution?            Volumes, production, economies?            Seasonal, weather, fashion influences?</p>	<p><b>Opportunities</b></p>	<p><b>Threats</b></p>	<p>Political effects?            Legislative effects?            Environmental effects?            IT developments?            Competitor intentions - various?            Market demand?            New technologies, services, ideas?            Vital contracts and partners?            Sustaining internal capabilities?            Obstacles faced?            Insurmountable weaknesses?            Loss of key staff?            Sustainable financial backing?            Economy - home, abroad?            Seasonality, weather effects?</p>

Source: Chapman(2008), SWOT Analysis Methods at: [www.businessballs.com](http://www.businessballs.com)

## 2.13 Theoretical and Conceptual Frameworks

### 2.13.1 Baumol's Costs Disease

Baumol's cost disease (Baumol and Bowen, 1966) is the term used to describe the situation where "costs override productivity". Over the decades, costs in the service industry have risen while output has stayed the same. This leads to

stagnant or declining productivity (defined as “physical output per work hour”), e.g. in the performing arts (Baumol and Bowen 1966), health care, education etc. (Baumol, 1996). Reforms in some of these sectors (through Method and technology) have led to genuine gains in productivity such as in legal services, financial services, retail sales etc. The educational sector still lags behind, becoming ever more costly. Fry (2002) has demonstrated that the use of new technologies in education combined with “student-centered approach” enhances productivity, opening up many possibilities to increase productivity and quality in the educational field.

Baumol’s cost disease: the cost of education is rising despite the decreasing costs in other high productivity areas. “in 1966, William J. Baumol and William G. Bowen explained this phenomenon, i.e. the “cost disease,” with the original (Archibald and Feldman, 2008) reference to performing arts. The most frequently quoted example comes from a 1967 article by Baumol. He notes that “a half hour horn quintet calls for the expenditure of 2.5 man hours, and any attempt to increase productivity here is likely to be viewed with concern by critics and audiences alike”. A key part of the cost disease theory is the claim that cost control is very likely to lead to quality deterioration. If a college or university increases the number of students in its average class or raises the number of classes each instructor teaches, then productivity measured, as students taught per faculty per year would grow. But bigger classes are not likely to lead to a better education, and more time teaching might also come at the expense of research or public service (Baumol, Bowen, and Fund, 1966): “Why do costs in higher education rise more rapidly than prices in general? They do so due to four factors: 1) higher education is a personal-service industry; 2) higher education relies on highly educated labor; 3) because of increased capital usage (in the form of the new technologies), higher education’s reliance on highly educated labor has increased; and 4) the increased use of capital equipment in the form of new technology, and the resulting rise in the proportion of employees hired who are highly skilled, has led to quality enhancement in higher education, not to cost decreases”.

### **2.13.2 Allport’s Inter-group Contact Theory**

Students preparing to go abroad for study are advised to learn as much as possible about the country of destination, gaining knowledge of societal structure,



of customs, culture, behavior, do's and don'ts, and to gain some initial mastery of the local language. Most of this can be obtained via the Internet, libraries, travel guides, videos, and materials from the embassy. Students should also become familiar with Allport's inter-group contact theory (Allport, 1954; Pettigrew, 1998). In order to eliminate prejudice and facilitate positive effects while meeting groups of other students, four key conditions need to be fulfilled: 1) equal status of all group members; 2) common goals; 3) cooperation; 4) support by authorities, laws and customs. Pettigrew (1998) stresses the importance of a 5th condition, i.e. the formation of inter-group friendships.

Initial contact anxiety usually dissipates after repeated meetings of the groups. However, anxiety has been shown to increase under the following "threatening" conditions: meeting in restaurants, cafes, night clubs, bars, on the street, in parks, open markets, private homes while "non-threatening" conditions are: sport events, cultural events, movies, social events, meetings at school, and in hospitals (Stephan and Stephan, 1985).

### **2.13.3 Intercultural Sensitivity /Intercultural Competence**

Intercultural Sensitivity is defined as the developmental process that determines the degree of a person's psychological ability to cope with the impact of cultural differences, while Intercultural Competence refers to the behavior a person shows when acting in a culturally different environment (Medina-Lopez-Portillo 2004). Hammer, Bennett and Wiseman (2003) defined intercultural sensitivity as the "ability to discriminate and experience relevant cultural differences", whereas intercultural competence is the "ability to think and act in intercultural appropriate ways". It is concluded that the higher the level of cultural sensitivity, the greater the proficiency in intercultural competence and vice versa.

The various levels of intercultural sensitivity have become measurable entities after Bennett (1986, 1993) introduced the Developmental Model of Intercultural Sensitivity (DMIS). This model has six progressive stages of development, the first three of stages are denial, defense and minimization, indicating decreasing degrees of ethnocentrism, followed by three progressive stages (acceptance, adaptation and integration) indicating increasing degrees of ethno-relativism. For ethnocentric persons, their culture reigns supreme and is central to all

reality in their lives, whereas ethnorelative individuals view their own culture as only one of many. The Intercultural Development Inventory (IDI) created by Hammer and Bennett (2001), enables researchers to assess the position of a given individual on the DMIS scale, and whether or not this individual has progressed on the scale after having gone through special intercultural experiences (see Klakand Martin, 2003). Although even a short exposure of several weeks has a significant impact on students' intercultural sensitivity, it has generally been found that longer is better: IDI scores increase proportionally with duration of study-abroad (see e.g. Anderson et al., 2006; Fuller, 2007; Medina-Lopez-Portillo, 2004).

#### **2.13.4 Human Capital Theory**

Human Capital Theory begins 1776 and ends in 1960s the foundation of the theory were established. The theory suggested that individuals and society derive economic benefits from investment in people. Education has been referred to as the "prime human capital investment" (Sweetland, 1996) for the empirical study of Schultz (1963) on health and nutrition, it contribute to health and nutritional improvements (Schultz, 1963). Education can also be measured in quatitative dollar costs and years of tenure (Johnes, 1993). Human Capital Theory indentified different types of education i.e. formalize education at primary and secondary, and higher level(Cohn&Geske,1990) and informal education both at home and in work place such as on-job training and apprenticeships(Mincer,1974),and vocational education at secondary and higher levels (Corazzini,1967).

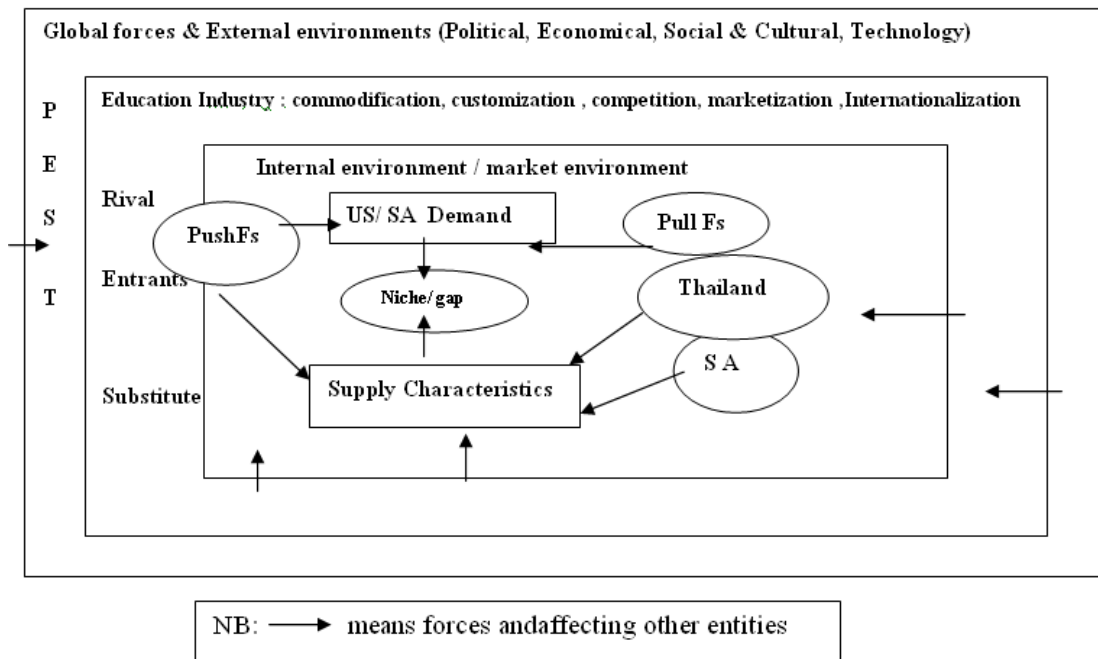
Shultz (1971) indicated education have effects on increasing and improving the people's economic capability. Education also improves overall quality of life (Becker, 1993). Moreover,it provide means to citizen to participate in democratic process and to pursue value of equality,franternity,and liberty at both private and social levels (Swanson and King,1991). Mercer (1974) found that the longer the years spent on persuing education, the higher earnins were rewarded especially the profession that demand higher levels of education provides higher compensation.

Gary Becker (1962) studied the rate of return on national higher education investments by calculatating rate of return on college education. He found the contribution that education makes to earnings and to national income thus

investment in college education by allocation of education expenditures provide direct and indirect returns, essential to human productivity. Schultz (1961) identified five types of human capital investments that lead to increasing human capabilities i.e. 1) health and service, affect life expectancy, 2) on-on job training, 3) formal education- primary, secondary and higher levels, 4) study programs for adults and extension program notably in agriculture, 5) migration due to job opportunities.

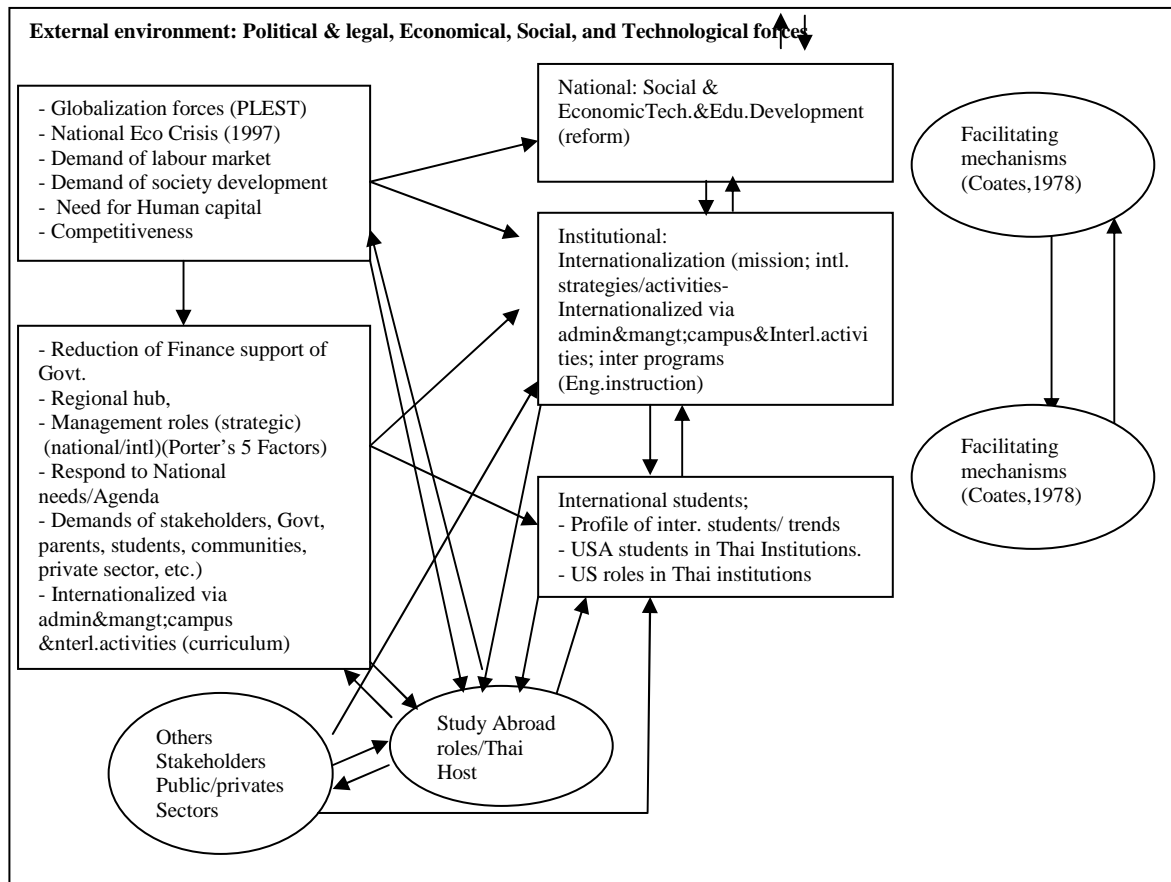
Schultz (1963) asserted that knowledge associated with schooling and research function contributing to economic growth. Thus investing in schooling is a major source of human capital. Becker (1962) stated that highly educated and skilled individual tend to earn more than others especially in developed countries, he further that there are few countries that can sustainable period of growth without investing in labour workforce, human capital. Becker (1975) also described human capital as “activities that influence future monetary and psychic income by increasing the resources in people” (Becker, 1975, p.9), such investments are on- job training, schooling and migration. Human capital is people productive capabilities which include knowledge, health, experience, skills, and other characteristics.

## **2.14 Conceptual Framework**



**Figure 12** Integration of Push –Pull Factors of Home and Host Country Porter’s five forces model for promoting study abroad in Thailand as host destination for United States Students.

Source: integration of push-pull factors of home and host country with globand



**Figure 13** How globalization affects the nation and institutions, and the roles / benefits of Study- abroad as response to globalization forces

Source: How globalization affects the nation and her institutions, and the roles / benefits of study abroad as response to globalization forces.

### 2.15 Summarized Characteristics of Demand of U.S. Study Abroad Program

U.S. demands for study abroad programs: according to the expectations and outcomes of the Paul Simon Act 2009, are as follows : 1) sending one million students per year to more diverse locations in countries other than Europe, but directed toward non-traditional/developing countries; 2) sending more undergraduate students to study abroad as part of their educational experience, earning credits toward degrees and enhancing students' view of the world around them (global mindedness); 3) attending programs with quality enhance students' desirable characteristics of the future, globally engaged, inter-cultural sensitivity, cultural intelligence, foreign languages, global competence; 4) short- term (provide credits)

(>8 weeks); 5) long term (1 semester-1 year); 6) varieties of courses with instruction in English; 7) administration and management factors (SA); 8) other capacities (e.g. housing, building, ICT, competent staff etc.); 9) increasing number of participants in minority groups, i.e. Latino, people of color, African American, Asian American; 10) Community college /2 year colleges; 11) low costs; 12) health/ security; 13) innovative courses (Thai language, Buddhism, traditional medicine, foods and culture, community development, heritages); 14) accredited course, credit bearing; 15) appropriate facilities and infrastructures; 16) accommodation /clean and safe; 17) general impression and host country's attractiveness.

## **2.16 CONCLUSION**

Information presented in this chapter provides the basis of understanding of United States and Thailand context with regards to policy and higher education, student's mobility and international education have been worldwide interests. U.S. study abroad programs, related policies and trends worldwide, in Asia and in Thailand have been ascertained and presented. Thailand capacity and conceptual and theoretical framework have established for this study. As for methodology to carry out the research project will be presented on next section, Chapter III.

## CHAPTER III

### RESEARCH METHODOLOGY

#### Introduction

This chapter explains the research methodology and the research process, data collection, data analysis, and interpretation for a comprehensive understanding of the documentation-based approaches, multi-cases studies and in-depth interviews, comprising the views held by various policy makers and different groups of stakeholders in higher education. This policy research is conducted in accordance with Ann Majchrzak (1984).

#### 3.1 Overview and Purposes of the Policy Study

The purpose of this study is to explore the capacity of Thailand's institutions of higher education, to host increasing numbers of U.S. American undergraduate students study abroad, and to identify the characteristics of successful study abroad programs for these students. This includes trends, benefits, opportunities, barriers and challenges, as well as the current policy on internationalization strategies, which are employed by Thai institutions of higher education, and how successful these strategies are in attracting U.S. students.

In addition, the alternative recommendations are provided for possible solutions related to issues of U.S. study abroad students in Thailand, and how to optimize mutual benefits from the U.S. study abroad initiatives. Examples of these issues are: to ascertain Thailand's capacity to host international students (in this case focused on U.S. students), to examine the opportunities how customized programs can be created, and to strategically increase the number of U.S. students. It is

hoped that these efforts lead to further linkage, collaboration, and enhancement of the internationalization goals.

### 3.2 Policy Research: Definition, Characteristics, Processes

The distinctive characteristics of policy research are that it is problem-oriented and integrative. It seeks to draw together many disparate elements in an effort to shed light on real-world problems. It involves activities such as forecasting, planning, and strategic, and operational decision-making. Its lexicon includes considerations of values, goals, attainments, and societal indicators. Policy research is a mixture of Science, Craft-lore, and Art. The Science is the body of theory, concepts, and methodological principles; the Craft-lore are the sets of workable techniques, rules of thumb, and standard operating procedures; and the Arts are the pace, style, and manner the which one works (Rossi, Wright and Wright, 1978). According to Wildavsky (1979), the mixture implies that there is more than one approved mode of policy research and of ways of learning. Thus, activities undertaken under policy research are very dependent on the problems being addressed, and on style, creativity and judgment of the researchers.

Majchrzak(1984) described characteristic of policy research as follows: 1) it is multidimensional in focus; 2) it uses an empirico-inductive research orientation (Glaser and Strauss, 1967); 3) it incorporates the future as well as the past; 4) it responds to study users, and 5) it explicitly incorporates values (Tropman and McClure, 1980). Moreover, Policy research aims at finding feasible and acceptable alternative solutions to identified social problems. It begins with identifying problems followed by development of alternative policy options for alleviating the



problems, evolved through a research process. Finally, these alternative solutions are communicated to policy makers and stakeholders (Majchrzak, 1984).

Conducting successful policy research needs understanding of: 1) the policymaking context of the social problem; 2) ranges of definitions and values held about the issues concerned; 3) types of feasible recommendations; and 4) availability of resources.

### 3.2.1 Characteristics of Good Policy Research

Denscombe(2002) described ten ground rules for identifying a good policy research: 1) the investigation needs clearly stated objectives; 2) it must be related to existing knowledge and needs; 3) it must take place within limitations imposed by time, money and opportunity; 4) it must contribute new knowledge; 5) it must use precise and valid data; 6) it must collect data used in a justifiable way; 7) it must produce findings from which generalization can be made; 8)it needs to adopt an attitude that is open-minded and self reflective; 9)it must respect the right of participants; 10) it must be cautious about claims based on findings.

### 3.2.2 How Policy Research is conducted?

Putt and Springer (1989) noted that “policy research draws on a broad spectrum of techniques for information collection and analysis , including adaptation of scientific model of experimentation, application of economic analysis to program costs and benefits, survey of individuals, statistical analysis of large data sets, observation and more”. In most cases, the needed information is associated with a particular social problem or with issues that will require the use of multiple methods, rather than the exclusive use of one method.

Patton and Sawicki (1993) suggested caution against “tool box” mentality, and they argued that “the problem should dictate the method, not vice versa”. Furthermore, in fact the

problem should dictate the entire approach to the research process. Thus, different kinds of problem situations or policy issues require a different research process and products.

Referring to the phrase stated “despite the plethora of scholarly publication concerning the “science” of policy analysis, no monolithic, universally acknowledged standards, guidelines, or rules of conducting policy research exist”. Thus, it is on a researcher’s discretion to determine what kind of methods to use, as well as “when” and “how” (Dunn, 1994). Policy research employs various methods, techniques, and tools that have been drawn together because of their utility in analyzing social problems and issues. These methods are very effective when properly applied. They share common characteristics of helping to reduce uncertainty for decision making in public setting. Examples of these research tools are: 1) interviewing; 2) survey; 3) case studies including site visit and observation; 4) secondary data analysis; 5) sampling; 6) quasi- experimental research (Haas and Springer, 1998).

### 3.2.3 Policy Research Process with Mixed- Methods Approach

This study is conducted according to 5 major processes of policy research put forward by Ann Majchrzak (1984): 1) preparation of the study process; 2) conceptualization of the study process; 3) technical analysis process; 4) analysis of recommendations; 5) communication of the policy study to policymakers. The first four processes are carried out in order of sequence, while the communication process will be done throughout the study (see Figure 14 below).

The figure below illustrates the steps of the research process and the method used. It is based on Majchrzak’s (1984) policy research approach with additional contributions by Fry and

Sanrattana (pers.comm.,2009) to suite the purpose of this study. There search consists of two phases:

Phase 1) contextual study and development of tentative recommendations, comprising three steps i.e. preparatory; ii) conceptualization; iii) technical analysis; Phase 2) analysis of recommendations and results, comprising two steps i.e. i) analysis of recommendations; ii) communication of the study.

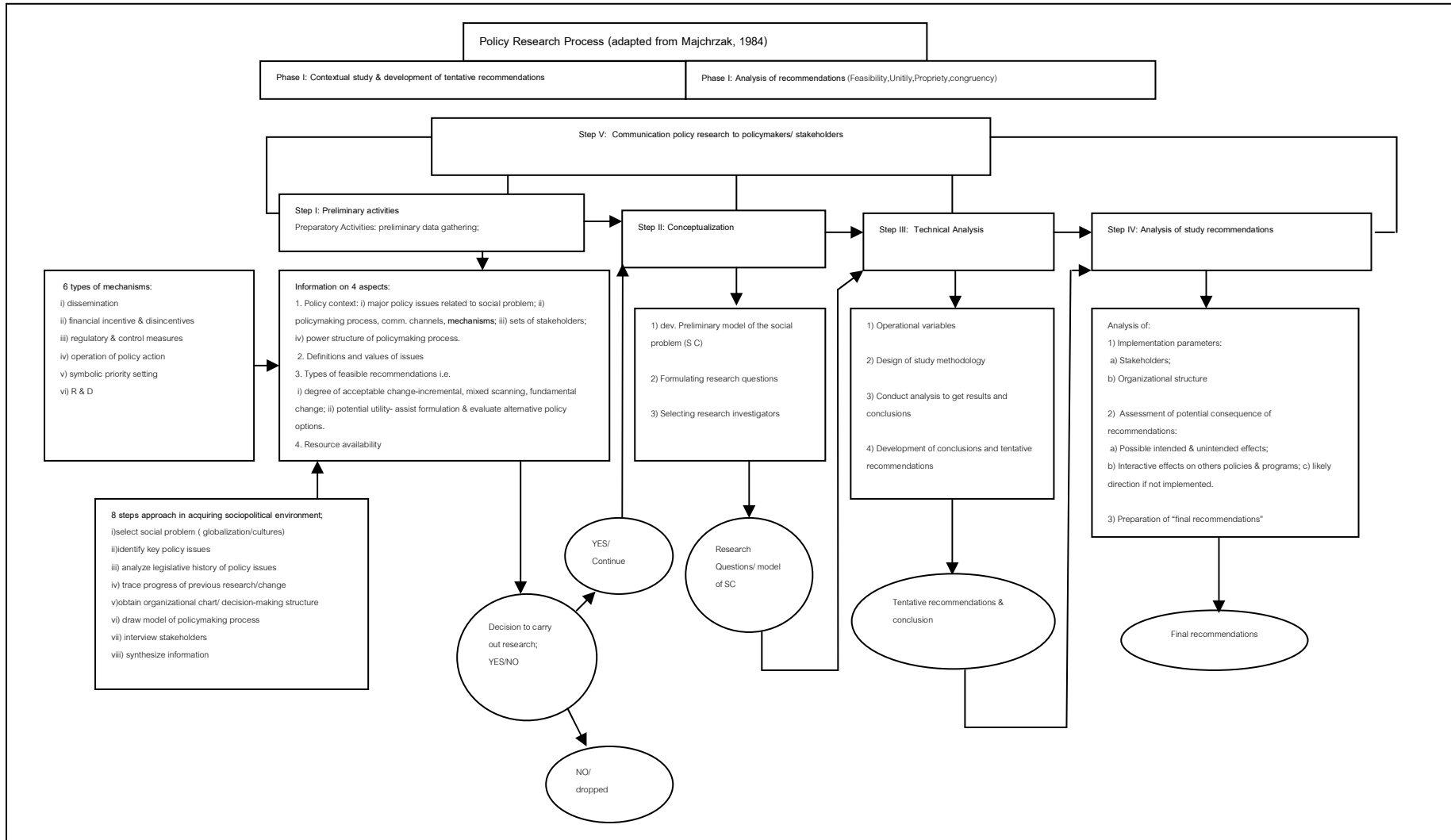
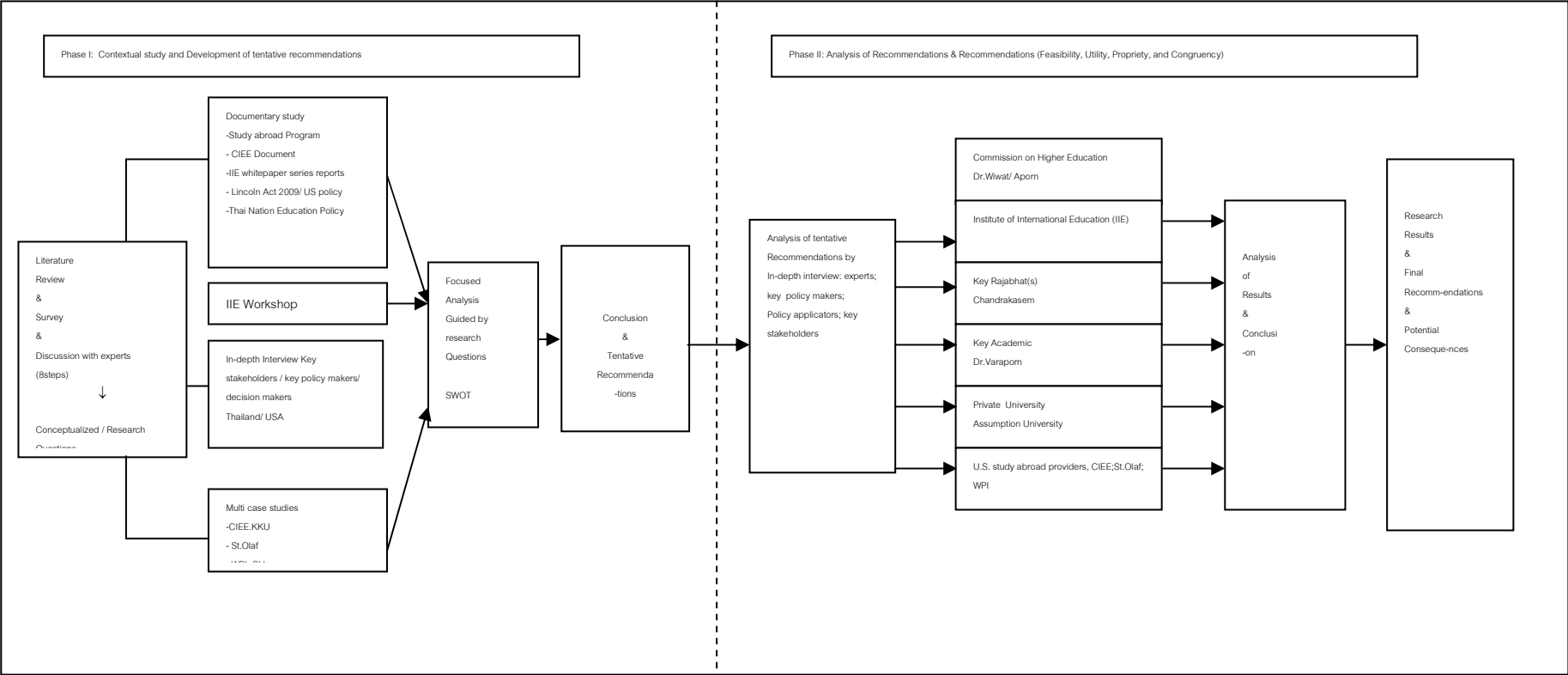


Figure 14 Policy Research Process (adapted from Majchrzak, 1984)

Figure 14: Policy Research Process (adapted from Majchrzak, 1984)

Policy Research Processes and Mixed Methods



**Figure 15** Policy research processes and mixed methods

Sources: Developed from Majchrazk (1984) approach with additional modification by Fry and Sanrattana (pers.comm., 2009)

### 3.3 Research design: Research Structure, Process and Procedure

This study is a policy research consists of 2 phases, a mixed methods approach (Creswell, 2009) is used to conduct the research in order to answers the research questions. The methods comprise 1) extensive analysis of related documents; 2) in-depth interviews of experts in the field and of relevant stakeholders (IIE, CIES, and CIEE, for example; 3) multiple case studies of three study abroad programs in Thailand (CIEE Khon Kaen, Worcester Polytechnic Institute-WPI, and St. Olaf College Program) including an electronic survey of the reflections of students who participated in these three programs in Thailand; and 4) individual embedded in-depth case studies from the three programs (Yin, 2009). Results will be verified via triangulation and member checking. Policy recommendations derived from the research will then be shared with Thai policy makers and relevant stakeholders. In this sense, this research is an example of action research (Lewin, Argyris).

### 3.4 Phase I: Contextual Study and development of tentative recommendations:

Aims at understanding the context and issues relating to the study abroad such as purposes, benefits, risks, barriers as well as related policy and mechanisms, in USA and Thailand in order to assess, and to determine if the study is feasible and worthwhile pursuing when considering information according to 4 aspects of Majchrzak (1984) i.e. policy context, feasible range recommendations, potential utilization of research results, and availability of resources for conducting the study. If it is feasible then a preliminary model and direction of the study will be determined. It consists of 3 processes as follows:

#### 3.4.1 Preparation Process

The preliminary knowledge about the selected social problem to be studied is acquired in order to determine the direction of the research. This process is in the first phase. The



policy context, mechanisms, range of values held by stakeholders, the type of feasible recommendations, and availability resources for the study need to be understood and considered in doing the research. This process leads to the decision whether or not to carry out the research. Literature review and discussion on the study abroad topic with experts were used to derive the decision. The research is financially feasible through support of the Thai government grant from the Commission on Higher Education, Ministry of Education in Thailand.

### 3.4.2 Conceptualization

This step is after the researcher has decided to carry out the study on the selected topic. The data and information are collected through both primary and secondary sources i.e. documentary study, in-depth interview with key stakeholders and key policy makers (also from literature review).

The assumptions that by study on the topic of study abroad is beneficial to both, Thailand and the United States at all levels (national, institutional and individual students) in the aspects of academic and social and cultural development. Moreover, the economic gain of receiving country as well as enhancing diplomatic relations of both nations.

Purposes of the study are as following: 1) to explore the trends of U.S. study abroad students in Thailand; issues and challenges; and characteristics of successful study abroad programs in Thailand; 2) to identify the GAP and to offer suggestions for more effective organization of U.S. study abroad programs in Thailand; 3) to identify the niche of U.S. Study abroad in Thailand; 4) to propose recommendations to Thai and U.S. policymakers for enhancing the number of U.S. study abroad students in Thailand.

In order to satisfy these purposes, the research questions for investigating the issues related to U.S. study abroad in Thailand were established as following:

Research Questions:

1. To what extent has Thailand been a destination for U.S. study abroad?
2. What have been the trends over time?
3. What are major obstacles facing Thailand in attracting more US students?
4. What are the examples of successful study abroad programs in Thailand and what factors have contributed to their success? (What are the Key Success Factors of organizing a quality study abroad program in Thailand? What are the study abroad program types /models/ that are most suitable and effective in Thailand?)
5. What strategies could Thailand pursue to enhance its attractiveness for U.S. students?

#### 3.4.3 Technical Analysis Process

This step involves designing research methodology for data collection, conduct the analysis and derived at conclusion, answer research questions.

**3.4.3.1 The Design of Study Methodology:** The mixed methods research design is the most appropriate type for my research project (Plano-Clark & Creswell, 2008; Creswell, 2009), which involved both, qualitative and quantitative measures.

1. Qualitative measures:
  - In-depth interviews/ interviews experts in the field- semi-structured
  - Multiple-case – studies (Yin, 2004)
  - Individual case interviews
2. Quantitative measures:
  - Electronic survey of alumni<sup>874</sup> which were launched at the link:
  - WPI (272); St. Olaf (480); CIEE (122)

The data of alumni who participated in study abroad programs in Thailand from 1970 until 2010(83 undelivered; 48% response rate)

### 3.4.3.2 Conducting Data Collection Through Identified Methods and Procedures

The research conducted and guided with close supervision by experts in the field of international education, Professor Gerald W.Fry, Distinguished Professor in International and Intercultural Education from the Department of Educational Policy and Administration, College of Education and Human Development, University of Minnesota. Mixed methods (Creswell, Plano Clark, Gutman, and Hanson, 2003) are employed which consist of: a) documentary research; b) interviews with key actors and stakeholders; c) an exploratory multiple-case study of three successful U.S. Study Abroad programs in Thailand; d) IIE Bangkok Workshop (sponsored and organized by IIE, The Public Affairs Section of the U.S. Embassy in Thailand, and Mahidol International College on February 24-26, 2010). The topic was on “U.S. Study Abroad in Thailand: Host Country Perspectives and Guidelines for Partners”. It focused on US study abroad and the Capacity of Thai institutions. The topic is in a current interest of US higher education and US policy makers.

At the time, I had completed the Qualifying Examination and was at the beginning stage of carrying out my research. I then had reasonable knowledge and issues on study abroad. I took that opportunity to volunteer in the workshop and organized notes and summarized the information from the workshop and give my contribution for publish as “an IIE Briefing Paper”, August 2010 issue. Meeting and discussing issues of US study abroad Program with participants from various organizations have added more insights and information into the study from the perspectives of all stakeholders at minimum expense. (See lists of participants-appendices). During the workshop I also have the opportunity to meet with policy makers, and experts from the fields which later important for networking and in identifying the next prospective informants. Finally, d)

electronic survey of alumni who have participated in study abroad program in Thailand from 1970s to 2010, go back five decades. The data is obtained from three selected institutions that have been actively involved in study abroad and have a program in Thailand.

The triangulation aims “to obtain different but complimentary data on the same topic” (Morse, 1991, pg.122). The design brings together the differing strengths and non-overlapping weakness of quantitative methods.

The information and data from these methods, documentary analysis, in-depth interviews (semi-structured interview guided by open ended questionnaires – see interview protocols) with key figures/ stakeholders, multiple-case studies i.e. CIEE-KhonKaen Program, St.Olaf College Thailand Program, and WPI-Global Perspective Program in Thailand, IIE Workshop were combined and triangulated as a means for analysis to derive at tentative recommendations.

### 3.5 Qualitative Data Collection

#### 3.5.1 Documentary study:

The resources and facilities used in this process were as follows: The initial stage of the study, the libraries at Khon Kaen University, at Chulalongkorn University, at the National Research Council of Thailand (NRCT), and at the Library of the University of Minnesota, United States of America. The document related to each case study from each institution (St. Olaf College, Council of International Education Exchange-CIEE and Worcester Polytechnic Institute), as well as their websites. The analysis of documents conducted from data collected from both primary and secondary sources obtained from internet and databases such as google.com, CIEE’s website, IIE

website, NAFSA's website, ThaiLis, e-Thesis, EBSCOHOST, Proquest, Emerald, H.W.Wilson, Springerlink, Eric, Ministry of Education: The Office of Higher Education Commission (Thailand). Documents are e.g. previous research dissertations on study abroad, published articles from journals (such as Frontiers) and books (such as SAGE publishers), unpublished documents, abstracts on study abroad study, IIE publications on study abroad and series of published whitepapers I-VI, Open Doors reports 2005-2010, The Senator Paul Simon Study Abroad Foundation Act 2009, Study abroad history and data. Thailand National Education Act of B.E.2542, Thai National and Economic and Social Development Plan and Policy, Statistics from IIE publications and annual reports.

### 3.5.2 In-Depth Interview Experts and Stakeholders:

The interviews started with Thai experts (see the Table 22, list of Thai experts) and were conducted with experts from both, Thai and U.S. experts during the period from February 2010 to May 2011. (appendix, II).

Selecting and scheduling of interviewees depended on the profiles of experts who met the following criteria: 1) possess relevant knowledge and experience in the field which can provide insights into the issues of inquiries, 2) willing to cooperate, 3) available for the interview, 4) recommended by other experts and my professors (snow ball), 5) convenient. Groups of experts were also classified according to the types of institutions or stakeholders e.g. 1) experts that represent Rajabhat University (Rajabhat Suan Dusit, and Rajabhat Chandrakasem); 2) experts who represent the view of Thai policy makers in the area of International Education and strategies (representative from the Office of the Commission on Higher Education, and the Bureau of International Cooperation Strategy); 3) experts that represent the views of academic institutions, both, public and private ;4) Durakitbundit University); 5) experts who represent the view of the

government policy on Thai and U.S. relations (Dr. Wiwat Mungkandi- former advisor to the Prime minister)and Thailand policy; and 6) from the perspectives of the U.S. study abroad program director in Thailand (CIEE, Payap University); from the perspective of the International Education Organization in Thailand (Institute of International Education-IIE, Bangkok).

The permission letters were requested from Khon Kaen University to nominate the experts for this study and to conduct the interviews with. Nomination letters were issued and sent to the prospective experts to seek their consent and responses for further arrangements. The experts were very kind and very willing to cooperate with this study. They generously gave their valuable time for the interviews, which lasted approximately 45-60 minutes. The interview(s)were semi-structured, guided by research questions. They were usually conducted at the office of the experts or in other suitable, convenient places as suggested by the experts.. Most of the chosen experts are in Bangkok, while the researcher is from the Northeast of Thailand, Khon Kaen Province. It takes 6 hours bus ride to get to Bangkok. Thus, the arrangements of trips and time schedules for the interviews had to be thoroughly planned for economical reasons in terms of time, costs and other resources. The researcher had been trying to ensure that the experts were available in the same period of time before booking transportation tickets to Bangkok as well as booking accommodation. The same strategies had been carried out for the interviews of experts in the United States. I traveled to the U.S.A. in April 26, 2010 as a visiting scholar and a research associate at the Department of Organizational Leadership, Policy, and Development (OLPD), University of Minnesota. This trip was funded by the Commission on Higher Education as part of the Fellowship award I had received from the Commission on Higher Education (CHE) on the project "Strategic Scholarship Fellowships Frontier Research Networks"(PhD program study category; Sandwich Program, CHE-PhD-SW-INDV; Channel V; Individual).

I have been working with my External Advisor, Professor Gerald W. Fry, Distinguished International Professor, and Professor of International/Intercultural Education in the above department. His rich connections with key people and organizations, his guidance and mentorship gave me optimal support for my research in the U.S. Here, my trips started from CIES in Washington DC, IIE and CIES Headquarter in New York, CIEE Headquarter in Portland Maine, Boston College and University of Massachusetts-Medical School, and Worcester Polytechnic Institutes(WPI) before returned back to Minnesota. During this trip, I visited the identified International organization that involves with study abroad and also the institution that have their program in Thailand-WPI. I had several interviews, traveling along the East Coast from June 20, 2010 to July 3, 2010.

My trip continued in August to Northfield, Minnesota. There is a successful study abroad program there at St.Olaf College, Term in Asia. This occasion my advisor and I took the opportunity to visit St. Carleton College, off- campus study unit, which located in the same area. Then I launched an electronic survey toward the end of October, before I was invited to participate in International Conference at University of Wisconsin-Madison. At this conference I had opportunity to interview several prospective experts who have great knowledge on Thailand and who have organized the study abroad in Thailand for quite a long time, Professor Robert,J.Bickner and Larry Ashmun and few students who I met during the conference. I am so grateful that such a great my advisor who show me how to carry out the research and discuss the issues and the information which was collected after each interview.

Experts and stakeholders are identified according to Majchrzak (1984). The following are identified Thai experts and stakeholders are: 1) Dr. Bancha Saenghiran, President of Assumption University; 2) Dr.WiwatMungkandi,Former Advisor to the Prime Minster;3)Dr.Varaporn Bovornsiri from Chulalongkorn University; 4) Dr. Paitoon Sinlarat, Durakit Bundit Univeristy; 5) Ajarn

Matha Butt- Former and founder of SIT program in Thailand and a former advisor to the president at Payap University; 6) Dr. Chalintorn Burian, The Director of Institute of International Education ,Bangkok, 7)Dr.Sirot Ponpanthin from Private institution, Rajabhat SuanDusit University; 8) Dr. Suchart Muangkaew; Ratchabhat Chankasame University ; 9) Arporn Kanvong-Director of Bureau of International Cooperation Strategy, The Office of the commission on Higher Education, Ministry of Education; 10) Dean of Mahidol University International college.

Experts in the United States of America are: 1) David Adams – Council of International Exchange of Students; 2) Michael Vande Berg- Vice President Council of International Education Exchange, Portland; 3) Prof. Philip G. Altbach- Boston College 4) Jonathan Akely – CIES, Institute of International Education, New York; 5) Prof. Fred Finley – University of Minnesota ; 6) Prof. John Romano, University of Minnesota; 7) Prof. Kathy Thuma– St.Olaf College; 8) Prof.Kaufman – St. Carleton College; 9) Prof. Robert J.Bickner – University of Wisconsin, Madison; 10) Larry Ashmun, Southeast Asian studies-University of Wisconsin Madison, 11) Distinguished Professor Metsenhauser-University of Minnesota; 13) David Streckfasts –CIEE.and Charles Keyes, University of Washington. See Table 23.

**Table 22** Lists of Thai Experts

No	Name(s)	Organization(s)	Date(s)	Location(s)
1.	Dr.Wiwat Mungkandi	Former Advisor to the Prime Minister	May10,2011	Bangkok
2	Dr. Paitoon Sinlalat	DhurakijPundit University, Thailand. Professor of Higher Education, and Vice President for Research and Academic Services	February 11,2010	Bangkok
3	Dr.Bancha Sanghiran	Assumption University	March6,2010	Assumption



		President		University Bangkok
4	Dr.Rassamidara Hunsawat	Mahidol University International College Dean		999 Phutthamonthon4 Road,Salaya, Nakhonpathom, Thailand 73170
5	Dr.Suchart Muangkaew	Chandrakasem Rajabhat University President	April 7,2010	39/1 Ratchadaphisek Road, Khwaeng Chantharakasem, Chatuchak District, Bangkok 10900

**Table 22** Lists of Thai Experts (Cont).

No	Name(s)	Organization(s)	Date(s)	Location(s)
6	Dr.Varaporn Bovornsiri	Chulalongkorn University		254 Phayathai Road, Pathumwan, Bangkok Thailand. 10330
7	Aporn Kanvong	The Office of Higher Education Commission Director :Bureau of International Cooperation Strategy		By phone and Fax
8	Dr.SirotPonpanthin	President of SuanDusitRajabhat University	February 11,2010	Suan Dusit University,Bangkok
9	Dr. Chalintorn Burian	Institute of International Education, Bangkok Director	March7,2010	IIE Bangkok Office
10	Ajam Martha Butt	Payap University Former Advisor to the President at Payap University	March17,2010	By phone

Table 23 Lists of United States Experts

No	Name(s)	Organization(s)	Date(s)	Location(s)
1	Dr. David B.J. Adams Senior Program Offer for Outreach/ PR	Division of the in IIE Council for International Exchange of Scholars	June 21,2010	Washington DC
2	Jonathan Akeley	IIE	June 23,2010	New York
3	Patricia Chow	IIE	June 23,2010	New York
4	Dr. Michael Vande Berg,	Council of International Education Exchange Vice President for Academic Affairs	June28,2011	Council of International Education Exchange 300 Fore Street Portland, Maine; ME 04101
5	Professor Philip Altbach Educational Leadership and Higher Education	Boston College Center for International Higher Education Lynch School of Education	June30,2010	140 Commonwealth Avenue Chestnut Hill, Massachusetts MA 02467
8	Professor Richard F. Vaz	Dean of WPI Interdisciplinary and Global Studies Division	July2,2010	Worcester Polytechnic Institutes –WPI 100 Institute Road, Worcester, Massachusetts

9	Professor Natalie Mello	Director of Global Operation: WPI	July2,2010	MA 01609-2280
10	Professor Chrysanthe Demetry	Director Center for Educational Development and Assessment	July2,2010	

Table 23 Lists of United States Experts (Cont).

No	Name(s)	Organization(s)	Date(s)	Location(s)
11	Professor John L. Romano Professor Educational Psychology	University of Minnesota Assistant Vice President for International Scholarship	Sept. 22,2010	250 Education Sciences Building56 East River RoadMinneapolis, MN 55455
12	Associate Professor Fred Finley	Department of Curriculum & Instruction College of Education & Human Development University of Minnesota	Aug 26,2010	Pike HallUniversity of Minnesota Minneapolis, USA
3	Professor Joseph Mestenhauser	Distinguished International Emeritus Professor, University of Minnesota		
14	Professor John Wendt	Century College, St. Paul, Minnesota Communication and Intercultural Teaching and	Aug,2011	St.Pual, Minnesota

		Training, consulting		
15	Dr. David Streckfust	Director of CIEE Khon Kaen Program	March,2010	CIEE,Khon Kaen

Table 23 Lists of United States Experts (Cont).

No	Name(s)	Organization(s)	Date(s)	Location(s)
16	Kathy Tuma	St. Olaf CollegeAssociate Director, International and Off-Campus Studies	July 28,2010	St. Olaf College, 1520 St. Olaf Avenue, Northfield, Minnesota 55057
18	Professor Robert Entenmann	St. Olaf College History and Asian Studies		
19	Helena Kaufman	St. Carleton College Director of Off-Campus Studies	July28,2010	Carleton College1 NorthCollege Street Northfield, MN 55057
20	Larry Ashmun,	Southeast Asian Studies Bibliographer University of Wisconsin-Madison	Oct 28,2010	University of Wisconsin Madison Libraries

21	Professor Robert J. Bickner	University of Wisconsin- Madison Department of Languages and Cultures of Asia	Oct. 29,2010	University of Wisconsin Madison USA
22	Professor Charles Keyes	University of Washington DC	April, 3,2011	
23	Dr. Jennifer Wu	Associate Director of Communications, Continuing Medical Education, and Global Initiative University of Massachusetts Medical School	July 1,2010	Department of Psychiatry ■55 Lake Avenue North ■Worcester, Massachusetts 01655

Questionnaires/ Directions :( Professor Fry (2009), personal communication).

1. What are Thailand's comparative advantages in attracting U.S. students?
2. What kind of programs in Thailand will have the greatest appeal to U.S. students?
3. How can obstacles be overcome (e.g., perception that Thai politics is unstable and, therefore, that the country is not safe)?
4. What is the best way to publicize/advertise the advantages of Thailand as a study abroad site for U.S. students?
5. What academic areas in Thailand are the strongest with the most talented professors?
6. Who could guide U.S. students effectively? ( for example, Dr.Prapon Wirairat at Mahidol does cutting edge research work on Vitamin E.

### 3.5.3 Multi-Cases Studies

According to Yin (1994) and Creswell (2007, 2008), case study is an in-depth exploration of a bounded system (e.g. an activity, an event, process or individual) based on

extensive data collection. In this research the case study approach is used to explore three highly successful international study abroad programs in Thailand. Three cases selected were 1) The Worcester Polytechnic Institutes, strong emphasis on engineering, Science and Technology located in Worcester, Massachusetts, USA; 2) St.Olaf College, a private Liberal Arts college located in Northfield, Minnesota, USA; 3) CIEE, a private NGOs, third party study abroad provider located in KhonKaen, Thailand.

#### 3.5.3.1 Identifying the Case and Sites Selection Criteria:

Qualitative samples were selected through purposeful rather than random sampling (Kuzel, 1992; Morse, 1989). The standard used to choosing participants and sites is that they are "information rich" (Patton, 1990). In addition, in any given study one can decide to study a site or several sites, individuals or groups, or some combination. Purposeful sampling applies to both individuals and sites (Creswell, 2008).

The sites for this study as consulted by my Advisor are: 1) the CIEE in KhonKaen University that offers a successful program, focusing on globalization and sustainable development. It is located in KhonKaen Province in the Northeast of Thailand; 2) The Term in Asia in Chiang Mai that focuses on Thai language and cultures. It is located in the North of Thailand; and 3) Worcester Polytechnic Institute (WPI) has an IQP project located in Bangkok in the center of Thailand. It focuses on environmental and community issues.

Three cases were chosen for this study provides comparative perspective into the characteristics of program types at different locations, and about the types of participating students and their expectations. However this researcher does not aim at comparing between the three cases in any way. The criteria of choosing these cases/sites are as follows: a) representation as a highly successful study abroad program for United States undergraduate students; b) location/

geographical factors, KhonKaen is a convenient location, as the researcher lives there; c) expert advice, Professor Gerald W. Fry, expert in the Study Abroad field and also a founding father of the CIEE; d) accessibility and co-operation of the program directors, administrators and staff.

### 3.5.3.2 Guidelines for the Case Investigation

The chosen case studies will be reviewed and examined in accordance to “the standards of good practice for education abroad” by the Forum of Education Abroad, [www.forumes.org](http://www.forumes.org), through in-depth interviews with program directors/staff/ organizers, through focus group with international students, documentary study and visits of sites. The method of case study will be carried out according to Yin (1989, 1994, and 2003). It is appropriate to use this methodology for several reasons: it examines contemporary events, and it is strong in dealing with a full variety of evidence, such as artifacts, interviews and observations (Yin, 1989). Case study brings us to an understanding of complex issues or objects, and can extend experience or add strength to what is already known through previous research. It emphasizes detailed contextual analysis of a limited number of events or conditions and their relationships. This method also involves systematic gathering of enough information about a particular person, a social setting, an event, or a group to permit the researcher to effectively understand how it operates or functions (Berg, 1998). It offers the opportunity to explain why and how certain outcomes have occurred (Yin, 1989; Denscombe, 1998).or gives answers to the simple question “what is going on?” (Bouma, 2000).

### **3.5.3.3 Case Study Boundaries**

1) This study focuses on the three identified cases, no other case is considered for analysis. The primary focus is on the director of the program, administrative staff, faculty, participating students, and relevant stakeholders as well as the program characteristics in order to establish context and to provide specific answers to the inquiries;

2) the time frame of this study is the academic year 2009-2010.

### **3.5.3.4 Case Study Data Collection Process and Protocols**

Three principles of data collection are used to guide the process: 1) use of multiple sources of evidence; 2) creation of a case study database; and 3) maintaining a chain of evidence (Yin, 2003).

The interview protocol contains instructions for the process of interviews (see Appendix...interview protocols), the questions to be asked, and space to take notes of responses from the interviewees. It is designed to guide and provide some means for constructing the interview and carefully taking notes; audio-taping provides detailed record of the interview (Creswell, 2008).

My case study protocols are as follows: 1) gathering information through my fieldwork which includes gaining access; 2) building rapport, participant observation, and interviewing; 3) arranging telephone contact to the targeted institutions to schedule meeting appointments; 4) making personal visits to the sites with a formal letter requesting permission and participation in the research process; 5) when permission is granted the research will be conducted at the site(s).



Moreover, data information will be collected from various sources, i.e. documentation, archival records, interviews, direct observations, participant observation, and physical artifacts. A good case study warrants the use of as many sources as possible (Yin, 2003).

a) **Interviews** were conducted in a form of conversation as defined by Dexter (1970, p.136) as “a conversation with purpose”. The interviews were performed as guided conversations rather than structured queries (Yin, 2003). Although the interviewer is consistently pursuing inquiry, questions in the interview are more fluid than rigid (Rubin and Rubin, 1995). The interviews were conducted with the program directors of St. Olaf College and the team of off campus studies department at St.Olaf College in Northfield, Minnesota. The Dean, the director and team of organizers from WPI institutes at Interdisciplinary and Global Studies Department, WPI institute in Worcester, Massachusetts, and director of CIEE KhonKaen and staff as well as participants students at Khon Kaen Thailand. The interview time will be up to the interviewees’ convenience with a maximum of 90 minutes. It is a “face-to-face” encounter between the researcher and the informants directed towards understanding the informant’s perspectives on experiences and situations (Taylor and Bogdan, 1984).

b) **One-on-one interviews** with U.S. students are guided by open-ended questions on questionnaires (decision-making process and reasons for choosing Thailand/overall impression. Experience gained/ fulfillment of expectations/challenges/other suggestions for Thailand as a host country as well as a study abroad). Alternatively, focus groups with students may be employed depending on the situation. This individual interview with students has conducted at the convenient sites where the identified students and I were degree to meet for 45 to 60 minutes. The location depends on the informants’ convenient. For example, at the Wisconsin Conference; ASS conference in Hawaii, in such situations

the venue will be up to the opportunity of who I met and identified as outstanding example or can give insight into the topic under study.

c) **Focus group interviews** are carried out with purposively selected groups of 4-6 international students (Creswell, 2008) aiming at exploring the perceptions, experiences, and understanding of a group of people who have some experience in common with regard to a given situation or event.

Tape recorders are used after permission is given in order to capture and back up important information thoroughly. The interviews were guided by open-ended questions on questionnaires, in-line with subject in Chapter II and in-line with the various aspects of program review according to "the standard of good practice" by the Forum on Education Abroad. However, in-depth interviews are more flexible with an unstructured approach as they allow person to person discussion, leading to increased insight into people's thoughts, feelings, and behavior on important issues as well as encourage informants (respondents) to talk at length about the topic of policy, strategies, and capacity etc. Wolcott (2008) included a more action-oriented procedure such as experiencing, enquiring, and examining into the traditional data collection process, which is known as participant observation, interviewing, and archival research.

I take field-notes from my observations. My field-notes include my fieldwork journal, transcripts of conversations and interviews, photographs, audiotapes, and artifacts. Member checking helps me to validate the findings and to ensure validity, confirm ability, and clarify my understanding of the interviewee.

#### 3.5.3.5 Cases / Data Management Analysis

The information from the three cases is synthesized to answer research questions. Data are descriptive in the form of transcribed taped interviews and extensive field notes.

Data analysis (Creswell, 2003). My steps include the following: 1) transcribe the interviews; 2) read the transcripts to generate certain codes to segment the data into specific categories so that I may generate themes of my findings; 3) type up field notes; 4) begin analysis with a coding process to organize the material into “chunks” (Rossman and Rallis, 1998); 5) prepare narrative report.

### **3.6 Quantitative Data Collection**

Initially, questionnaires for survey study with selected Thai institutions were considered, but then omitted due to the generalizing nature of the method. In addition, the data needed from questionnaires can be obtained from CHE and via in-depth interview with experts (G.W.Fry, personal communication, June10, 2009). However, an electronic survey was carried out with alumni from the three selected case studies. The purpose was to gain other perspectives on how these alumni review their study abroad experience in Thailand. How their experiences have influenced their lives as well as their opinion on Thailand as their country of choice, and on the programs they had participated in. The instrument was created, and pilot- tested before final use with target population.

#### **3.6.1 Electronic Survey**

##### **3.6.1.1 Development of Survey Instrument**

I passed the CITI test online, which is one of the requirements for application of IRB approval (permission for research with human subjects). I then applied for approval from the Institutional Review Board (IRB) at the University of Minnesota, (appendix, III) and I received approval to carry out the survey (IRB approval number: study number 1008E88112). IRB approval was also obtained from Worcester Polytechnic Institute -WPI, and St. Olaf College. I developed the survey instrument and conducted pilot tests with ten former students through email and personal contact. The students were selected for the pilot test because they meet the criteria of

1) having participated in a study abroad program in Thailand, 2) being willing to cooperate, and 3) being on campus (since students were on campus during summer break, it was convenient for them to participate). In addition to the pilot test, students of Professor Gerald Fry's research methods class from the University of Minnesota were involved in the instrument development process, since these students provided critique and feedback related to revision of the instrument.

The survey instrument development was guided by the aim of answering key research questions of this study: 1) to what extent has Thailand been a destination for US study abroad?; 2) what have been the trends over time?; 3) what are major obstacles facing Thailand in attracting more US students?; 4) what are the examples of successful study abroad programs in Thailand and what factors have contributed to their success? (what are the key success factors of organizing a quality study abroad program in Thailand? what are the study abroad program types/program models that are most suitable and effective in Thailand?); 5) what policies/strategies could Thailand pursue to enhance its attractiveness for U.S. students?

The aims of this study are to provide insights and useful information for program providers, program administrators, students who wish to participate in study abroad programs in Thailand, the programs themselves, and Thailand as a nation particularly regarding how Thailand can best attract more U.S. students.

The survey instrument was developed and guided by the factors previous studies have identified as influencing the decision to study abroad, i.e., 1) push and pull factors that influence international students' destination choice (Mazzarol, 1998; Mazzarol and Soutar, 2002), 2) students' preferences for university (Soutar and Turner, 2002), 3) international decision-making processes (Cubillo, Sanchez and Cervino, 2006), 4) factors influencing study abroad decisions among business students (Naffziger, Bott, and Mueller, 2008), and 5) an understanding of

the choice process involved in the intention to study abroad (Salisbury, Umbach, Paulsen, and Pascarella, 2009).

The final draft of the survey instrument (appendix, I) for this study consists of 45 questions. The first draft was sent to three experts in the field for critique and feedback for revision. After the first revision, the draft survey was vetted in three primary ways. Professor Fry provided critique on the draft instrument. Then his advanced research methods class at the University of Minnesota reviewed the draft and provided valuable feedback. Finally, the revised draft was then piloted with 10 students who had participated in a study abroad program in Thailand. This was done through both email and direct personal contacts. The pilot was also valuable in assessing the length of time it took to complete the survey.

The final version was given to Professor Fry for review before it was launched on October 25, 2010 in an electronic survey form at the site:

The survey was posted online as "U.S. Study Abroad and Thailand's Capacity as a Host Destination" and consisted of two sections with a total of 45 questions.

Section A identified the respondents' background data such as their gender, ethnicity, home institution, major and minor program of study, year in university at the time of study, their prior study of Thai language and Asian classes, study abroad program and models, durations, year and decade of participation, location in which the project was based, types of housing arrangements, and how they financed their study abroad experience. Section B consisted of 11 main questions, with Question 19, 28, and 29 constructed as Likert Scales. Question 19 consisted of 20 sub-questions aimed at understanding the reasons that had influenced their decision to study abroad in Thailand (1 = not at all important; 5 = very important).

This scale has a reliability coefficient of .75. Question 28 consists of 18 sub-questions that

aim at explaining how study abroad students perceived Thailand (1 = strongly disagree; 5 strongly agree). This scale has a very low reliability value, as the alpha coefficient is less than .70 (less reliable). This is probably due to the long time span (error of time and space) passed since the participants had studied in Thailand, i.e. 30-40 years ago, which may have influenced how they describe Thailand today. Question 29 consists of 27 sub-questions (items) that have a reliability coefficient that is represented by a high alpha level of .92. The questions aimed at learning the level of satisfaction that students had in various aspects of the programs that they had participated in (1 = not at all satisfied; 5 = very satisfied). Extra space was also provided for comments about positive and negative aspects of the program. Other questions inquired about the number of times of participation, the host region, how they had heard about the program, if they still maintain contact, and if they have returned since the experience had ended. Additionally, there were three open-ended questions—Questions 42, 43, 44—that were important for learning about their positive and negative experiences in Thailand, and what they think needs improvement. Question 45 asked about which experience in Thailand was considered to be of lasting benefit, having great impact on their life (see Appendix: Instrument).

### 3.6.1.2 Conducting the Electronic Survey

The survey was sent electronically to study abroad alumni students from the three selected institutions who had participated in the study abroad programs in Thailand. The earliest date of participation was 1971, with the most recent participation date being 2010. Great support was provided by the directors of each program, by the institutions, study abroad offices, and alumni (i.e., Dean and Professor Vaz of WPI; Cathy Thuma of St. Olaf College, and Dr. David Streckfuss of CIEE, KhonKaen, Thailand), who each sent a special letter to encourage alumni to participate in this important study, which resulted in an impressive response rate. A total number

of 874 alumni were contacted, with 480 alumni (1971- 2010) from St. Olaf College; 272 from Worcester Polytechnic Institute (WPI) (1990-2010); and 222 from the Council on International Education Exchange (CIEE) (1991-2010). I then sent out the invitation letter to the prospective alumni participants, and the notice of the online survey launch on Monday, 25th of October, 2010, at After launching the survey, two reminder letters were sent to the alumni, as well as a thank you note for their cooperation. The first reminder was sent on November 9, 2010, and one week later, the second and final reminder was sent on November 16, 2010. The survey was completed on November 24, 2010. (Appendices, IV and V)

Invitations were sent to 874 prospective participants via email. There were 84 invalid emails that were indicated as being undelivered mail. In total, there were 387 responses, which accounted for  $387/(874 - 84) = 387/790 = 48.9$  percent response rate. From the data provided by 387 respondents, the data of 382 respondents were used for quantitative data analysis. Five individuals were removed from the data set because of missing values and inadequate valid variables being available for the analysis. The profile of the respondents is as follows: 172 alumni from St. Olaf College; 127 from Worcester Polytechnic Institute (WPI) (see Table 1); and 83 respondents from various institutions (CIEE participants) (see Table 2).

**Table 24** Survey's Participant from each Institution

Home Institutions	Number of Students	Percent	Cumulative Percent
Other	81	21.7	21.3

St.Olaf College	172	45.3	66.6
Worcester Polytechnic Institute	127	33.4	100.0
Total	380	100.0	

**Table 25** survey participants from Other Home Institutions

Home Institutions(Other)	Number of Students	Percent
University of Michigan	1	.1
Amherst College	1	.1
Arizona State University	1	.1
Baldwin-Wallace College	1	.1
Bates College	3	.4
Beloit College	1	.3
Bowdoin College	2	.5
Brandeis University	1	.3
Carleton College	1	.3

**Table 25** survey participants from Other Home Institutions (Cont).

Home Institutions(Other)	Number of Students	Percent
University of Michigan	1	.1
Amherst College	1	.1
Arizona State University	1	.1



Baldwin-Wallace College	1	.1
Bates College	3	.4
Beloit College	1	.3
Bowdoin College	2	.5
Brandeis University	1	.3
Carleton College	1	.3
Case Western Reserve University	2	.5
Champlain College	1	.3
CIEE former intern	1	.3
Claremont McKenna College	1	.3
Colgate University	1	.3
Columbia University	1	.3
Cornell University	1	.3
Denison University	2	.5
George Washington University	2	.5
Georgetown University	5	1.3
Grand Valley State University	1	.3
GustavusAdolphus College	1	.3
Indiana University	3	.8
Knox College	2	.5
Macalester College	1	.3
Northeastern University	2	.5

Northern Michigan University	2	.5
Occidental College	3	.8
Ohio University	1	.3

**Table 25** survey participants from Other Home Institutions (Cont).

Home Institutions(Other)	Number of Students	Percent
Penn State University	1	.3
Portland State University	1	.3
Sarah Lawrence College	3	.8
Southern Illinois University	1	.3
Swarthmore College	1	.3
Transylvania University	1	.3
UC Berkeley	1	.3
University of Colorado at Boulder	3	.8
University of Michigan	4	1.0
University of Minnesota	2	.5
University of North Carolina at Chapel Hill	1	.3
University of Pennsylvania	1	.3
University of Richmond	1	.3
University of San Francisco	1	.3
University of Tulsa	3	.8
University of Washington	3	.8

University of Wisconsin	2	.5
Vassar College	1	.3
Virginia Commonwealth University	2	.5
Wellesley College	1	.3
Wofford College	2	.5
Total	81	100.0

### 3.6.1.3 Quantitative Data Analysis

This researcher used SPSS V.19 [UTOOLS E 11721;Serial number:10232235; authorization code: 66294556ac3945a2a30e] to analyze the data. Descriptive statistics i.e. frequencies, means and standard deviation, crossed tabs, were used for basic demographic and characteristics of respondents in terms of gender, ethnicity, major, institutions etc. ANOVA-One Way -Means were used to compare the difference between groups in various aspects of investigation, i.e. satisfaction of the program, decision to study abroad in Thailand.

Regression model for predicting satisfaction of study abroad program was created by using dummy data using Regression Stepwise of PEARSON Program. The R square, represent goodness of fit to predict the outcomes of the model is 0.48 percent, considered high for the field in Social science (G.W.Fry,2011, personal communication, July, 2011).

The information from the interviews with experts was transcribed and repeatedly read in order to find common themes. Analysis of the information collected from in-depth interviews with the above experts /stakeholders on issues is contained in the tentative recommendations.

Experts provide further insight as well as potential consequences (Majchrzak, 1984), to derive feasible and acceptable (i.e. final) recommendations according to criteria used for verification, which are feasibility, utility, congruency, and propriety.

#### **3.6.1.4 Data Analysis and Interpretation**

Triangulated data collected from all sources used both inductive and deductive methods to derive answers to research questions.

#### **3.6.1.5 SWOT Analysis**

Focused synthesis is conducted with documentary study data, and with survey data collected from the CHE. The information gained from workshop organized by Institute of International Education-IIE Bangkok and U.S. embassy in Thailand, interviews with experts and stakeholders together with information from the three cases are analyzed guided by the research questions and SWOT analysis to derive tentative recommendations.

#### **3.6.1.6 Development of Tentative Recommendations/ Conclusion**

The results and conclusions from 1<sup>st</sup> phase provide a basis for the analysis of final recommendations in the 2<sup>nd</sup> phase. This stage, the recommendations are derived from answering five research questions.

### **3.7 Phase II: Analysis of Recommendations/ Final Recommendations**

The tentative recommendations from phase 1 will be analyzed by key stakeholders and policy makers. Selected experts are asked to verify the results, if the options are feasible and implemental, and to assess potential consequences of recommendations on: a) possible intended

and unintended effects; b) interactive effects on other policies and programs; c) likely direction if not implemented.

### 3.7.1 Analysis of Recommendations and Verification by Experts

This process is carried out with experts and stakeholders (Majchrzak, 1984), i.e. key policy makers /decision-makers/ policy applicators such as Fulbright, CHE, Key Rajabhat, and Private Sector, to obtain final recommendations.

The analysis will be based on the criteria of feasibility, congruency, propriety, and utility (Majchrzak, 1984). The in-depth interviews are guided by questionnaires constructed from tentative recommendations. The list of experts at this stage is as follows: 1) Aporn Kaenvong, The Office of Commission of Higher Education; 2) Dr. Chalintorn Burian, Institute of International Education;3) Key Rajabhats;4)Dr. Bancha Saenghiran,Assumption University;5) Dr.Varaporn Borvornsiri Chulalongkorn Unive- rsity; 6) Dr.Wiwat Mungkandi,Former Advisor to the Prime Minister;7) Dr. Chuchart Muang Kaew,Rajabhat Chankasame University; 8)Professor Paitoon Sinlarat, Durakij Bandit University, 9) Dr.Sirot Ponpanthin,Rajabhat Suan Dusit University.10)Matha Butt, Payap University, Founder of School of International and Training-SIT in Thailand in 1980s.

### 3.7.2 Results and Final Recommendations

The verified results of the study recommendations, the tentative recommendations which are obtained from the triangulation of data from all sources and then analyses those data and synthesis the final outcomes, the verified by member checking's and experts to derive final recommendations.

### 3.7.3 Communication of Policy Research Study to Policy Makers/ Stakeholders

Communication process is carried out throughout the study (Etzioni, cited in Majchrzak, 1984). The results will be published in local and international journals and symposia. Communication of the research has been carried out through the research process. Firstly, during the time of collecting data with experts in Thailand. Experts were informed about the research purposes and the importance of the research for Thai higher education and stakeholders. The IIE workshop in Bangkok provided the opportunity to communicate and exchange knowledge and experience as well as ideas about the research topic from various institutions and perspectives from all stakeholders in Thailand and USA as well as from interested private providers. Other opportunities to communicate this research were during the time collecting data in USA with experts, Alumni and selected cases, directors, and international organizations i.e. IIE, CIEE, CIES, (Institutions which have been involved with International Education). In addition, at the Wisconsin-Madison in October, 2010-International Conference, and at International Conference in Hawaii around the end of March to April 2011.

### **3.8 Ethical Issues**

This researcher took the test on research ethics education with the Collaborative Institutional Training Initiative (CITI) on-line (See Appendix...). Passing the test, the researcher was now qualified for Institutional Review Board (IRB) approval application, done through the University of Minnesota. The IRB approval needs to be obtained from the University of Minnesota, St. Olaf College and Worcester Polytechnic Institute (see appendix...) before carrying out the research with human subjects, i.e. survey, interviews etc. An institutional review board (IRB), also known as an independent ethics committee (IEC) or ethical review board (ERB), is a committee that has been formally designated to approve, monitor, and review biomedical and behavioral research involving

humans with the aim to protect the rights and welfare of the research subjects. The IRB performs critical oversight functions for research conducted on human subjects that are scientific, ethical, and regulatory. After the IRB approval of study (number 1008E88112) was issued for this study, the IRB approval from the University of Minnesota was issued; then I also applied for the IRB approval from the prospective institutions (St.Olaf College, WPI) before conducting the research. The nomination of experts' letters had been requested and was issued by Khon Kaen University during the research part that was conducted with experts in Thailand started in the period February 2010 to April 19, 2010. Then I traveled to USA to continue the research from the end of April 2010 onward until completing the dissertation in August 2011. Total time spent in the U.S. was one year and five months. Control /consent/ confidentiality/ safety (Bryman and Becker, 2005).

The academic institutions and all participants are assured of confidentiality and anonymity. All data are securely stored. Prior to interviews, participants are fully informed about this research, the purpose of this study, their involvement and possible risks. They are asked and informed agreement of consent. Participants are free to withdraw from this study at any time. The interviews were recorded as to give the researcher the opportunity to capture all important information. The permissions for recording the interview conversation were requested before the actual interview take place.

### **3.9 Conclusion**

Chapter III deals with the research structure, design and methods used as well as an explanation of and justification for the use of qualitative research and mixed methodology research methods for the study. The tools for collecting qualitative data, i.e. multiple case studies, in-depth

interviews, focus group discussions are reviewed and their strengths and weaknesses are assessed.

Purposive selection of experts and participants together with selection criteria are identified.

Reliability and validity of qualitative research are discussed in general and with specific reference to this study, describing the methods of ensuring maximum trustworthiness and reliability.



## **CHAPTER IV**

### **RESULTS**

#### **Introduction**

This chapter presents the main findings gathered through both, quantitative and qualitative methods of data collection from electronic survey questionnaires, interviews of experts in the field, individual(s) who have experience in study abroad in Thailand, and three successful study abroad programs selected as case studies. Literature review and research methodology dealt with in previous chapters have provided the rationales and the research processes for finding answers to the main research questions.

The main purposes of this study are :1) to explore trends concerning U.S. study abroad students in Thailand, issues, challenges, and characteristics of successful study abroad programs in Thailand; 2) to identify the GAP (knowledge/strategic) and to offer suggestions for more effective organization of U.S. study abroad programs in Thailand; 3) to identify the niche of U.S. study abroad in Thailand; 4) to offer recommendations to Thai and U.S. policymakers for enhancing the number of U.S. study abroad students in Thailand. In order to satisfy these purposes, the research questions for investigating the issues relating to U.S. study abroad in Thailand are established as following: 1) to what extent has Thailand been a destination for U.S. study abroad?; 2) what have been the trends over time?; 3) what are major obstacles facing Thailand in attracting more U.S. students?; 4) what are the examples of successful study abroad programs in Thailand and what factors have contributed to their success? (what are the key success factors of organizing a quality study abroad program in Thailand? what are the study abroad program types/program models that are most suitable and effective in Thailand?; 5) what strategies could Thailand pursue to enhance its attractiveness for U.S. students?

#### **4.1 Results: Survey Results (Quantitative)**

After the IRB for conducting research had been approved, it was sent to three prospective institutions for obtaining permission and cooperation in conducting research, and attaining relevant data/ information for the study. After the semi-structured interviews with key personnel of the off-campus studies units with Worcester Institute of Technology, St. Olaf College, St. Carleton College, and CIEE-Khon Kaen, Thailand program were completed. The lists of alumni from three institutions, who had studied abroad in Thailand between 1971 and 2010, were obtained and used as populations for the survey.

The survey was sent electronically to study abroad alumni students from the three selected institutions who had participated in the study abroad programs in Thailand. The earliest date of participation was 1971, with the most recent participation date being 2010. Great support was given by the directors of each program, by the institutions, study abroad offices, and alumni for example Dean and Professor Richard Vaz of WPI; Cathy Thuma of St. Olaf College, and Dr. David Streckfuss of CIEE, Khon Kaen, Thailand, each of them sent a special letter encouraging alumni to participate in this important study, which resulted in an impressive response rate.

A total number of 874 alumni were contacted, with 480 alumni (1971- 2010) from St. Olaf College; 272 from Worcester Polytechnic Institute (WPI) (1990-2010); and 222 from the Council on International Education Exchange (CIEE) (1991-2010). I then sent out the invitation letter to the prospective alumni participants, giving notice of the online survey launch on Monday, 25th of October, 2010, at

After launching the survey, two reminder letters were sent to the alumni, as well as a thank you note for their cooperation. The first reminder was sent on November 9, 2010, and one week later, the second and final reminder was sent on November 16, 2010. The survey was completed on November 24, 2010. Invitations was sent to 874 prospective participants via email. There were 84 invalid e-mails that were regarded as being undelivered mail. In total, there were 387 responses, which accounted for  $387 (874 - 84) = 387/790 = 48.9$  percent response rate. Out of 387 respondents, the data of 382 respondents were used for quantitative analysis. Five individuals were removed from the data set because of missing values and inadequate

variables. The profile of the respondents is as follows: 172 alumni from St. Olaf College; 127 from Worcester Polytechnic Institute (WPI); and 83 respondents from various institutions (CIEE participants) (see Table 26 to Table 27).

**Table 26** Survey's Participants from Each Institution

Home Institutions	Number of Students	Percent	Cumulative Percent
Other (CIEE program)	83	21.7	21.7
St. Olaf College	172	45.3	66.0
Worcester Polytechnic Institute	127	34.0	100.0
Total	382	100.0	

**Table 27** Gender and Home Institution(s)

Gender	Home Institution			Total	
	Other (CIEE )	St.Olaf College	Worcester Polytechnic Institute		
Female	Count	61	103	61	225
	% within Home Institution	73.5%	59.9%	48.0%	58.9%
Male	Count	22	68	64	154
	% within Home Institution	26.5%	39.5%	50.4%	40.3%
Other	Count	0	1	2	3
	% within Home Institution	.0%	.6%	1.6%	.8%
	Total Count	83	172	127	382
	% within Home Institution	100.0%	100.0%	100.0%	100.0%

**Table 28** Home Institutions [CIEEProgram]

	Number of Students	Percent
University of Michigan	1	.1
Amherst College	1	.1
Arizona State University	1	.1
Baldwin-Wallace College	1	.1
Bates College	3	.4
Beloit College	1	.3
Bowdoin College	2	.5
Brandeis University	1	.3
Carleton College	1	.3
Case Western Reserve University	2	.5
Champlain College	1	.3
CIEE former intern	1	.3
Claremont McKenna College	1	.3
Colgate University	1	.3
Columbia University	1	.3
Cornell University	1	.3
Denison University	2	.5
George Washington University	2	.5
Georgetown University	5	1.3
Grand Valley State University	1	.3
Gustavus Adolphus College	1	.3
Indiana University	3	.8
Knox College	2	.5
Macalester College	1	.3
Northeastern University	2	.5
Northern Michigan University	2	.5

**Table 28** Home Institutions [CIEEProgram] (Cont).

	Number of Students	Percent
Occidental College	3	.8
Ohio University	1	.3
Penn State University	1	.3
Portland State University	1	.3
Sarah Lawrence College	3	.8
Southern Illinois University	1	.3
Swarthmore College	1	.3
Transylvania University	1	.3
UC Berkeley	1	.3
University of Colorado at Boulder	3	.8
University of Michigan	4	1.0
University of Minnesota	2	.5
University of North Carolina at Chapel Hill	1	.3
University of Pennsylvania	1	.3
University of Richmond	1	.3
University of San Francisco	1	.3
University of Tulsa	3	.8
University of Washington	3	.8
University of Wisconsin	2	.5
Vassar College	1	.3
Virginia Commonwealth University	2	.5
Wellesley College	1	.3
Wofford College	2	.5
Total	81	100.0

#### 4.1.1 Descriptive Findings

##### 4.1.1.1 Participant Profile

###### 1) Demographics

There are 225 females (58.1 percent) and 154 are males (39.8 percent). This reflects the national pattern in study abroad with a predominance of females. The majority of respondents identified themselves as White (86.4 percent), followed by Asian-Americans (8.6 percent), and others (3.7 percent). The majority of respondents were in the category of White female (51.6 percent), followed by White male (34.7 percent), Asian-American female (6.3 percent), and Asian-American male (2.6 percent).

**Table 29** Gender

Gender	Frequency	Percent	Accumulative Percent
Female	225	58.9	58.9
Male	154	40.3	99.2
Other	3	.8	100.0
Total	382	100.0	

**Table 30** Ethnicity

Ethnicity	Frequency	Percent	Accumulative Percent
African-American	1	.3	.3
Asian American	33	8.6	8.9
Latino	3	.8	9.7
Native-American	1	.3	9.9
Other	14	3.7	13.6
White	330	86.4	100.0
Total	382	100.0	

###### 2) Major(s) of Study

A majority of the participants majored in humanities and social sciences (48.7 percent), followed by those who majored in engineering (23.8

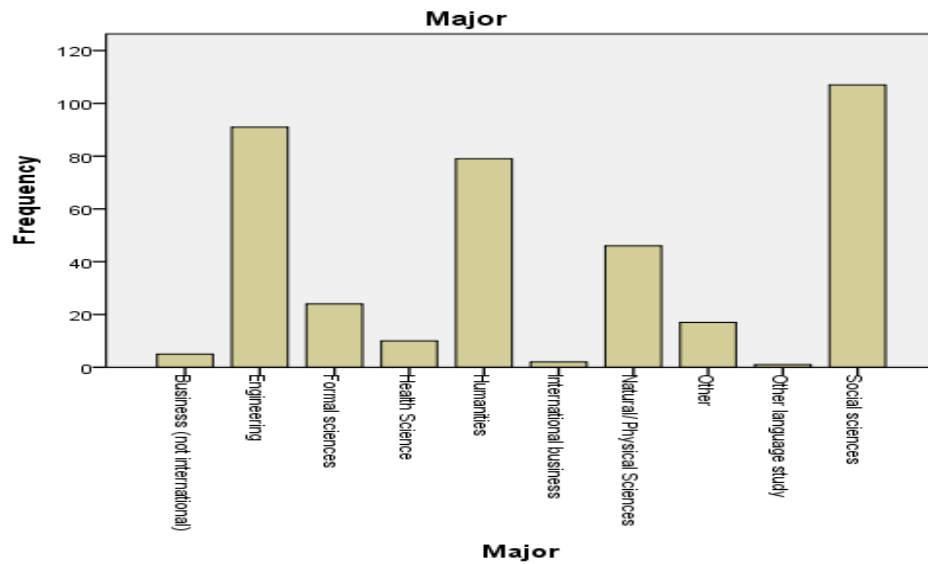
percent), and natural /physical sciences (12.0 percent). Few participants were in business and other language study. A majority of participants from St. Olaf College majored in Social Sciences (65percent), followed by Humanities (58percent) and Natural and Physical sciences (28percent). A majority of participants from Worcester Institute of Technology majored in engineering (90percent) followed by Natural and Physical sciences (15percent) and Formal sciences (13percent). Similar to St. Olaf College participants, a majority of students from other institutions majored in Social sciences (42percent) and Humanities (20percent).(see table 27.3 to Table 27.4 and Figure 16).

**Table 31** Major(s) of Studied

Major(s)	Frequency	Percent	Cumulative Percent
Business (not international)	5	1.3	1.3
Engineering	91	23.8	25.1
Formal sciences	24	6.3	31.4
Health Science	10	2.6	34.0
Humanities	79	20.7	54.7
International business	2	.5	55.2
Natural/ Physical Sciences	46	12.0	67.3
Other	17	4.5	71.7
Other language study	1	.3	72.0
Social sciences	107	28.0	100.0
Total	382	100.0	

**Table 32** Major (s) and Home Institutions

Major(s)	Home Institution(s)			Total
	CIEE	St.Olaf College	WPI	
Business (not international)	4	1	0	5
Engineering	1	0	90	91
Formal sciences	1	10	13	24
Health Science	1	6	3	10
Humanities	20	58	1	79
International business	1	1	0	2
Natural/ Physical Sciences	3	28	15	46
Other	10	2	5	17
Other language study	0	1	0	1
Social sciences	42	65	0	107
Total	83	172	127	382

**Figure 16** Major(s) of Studied

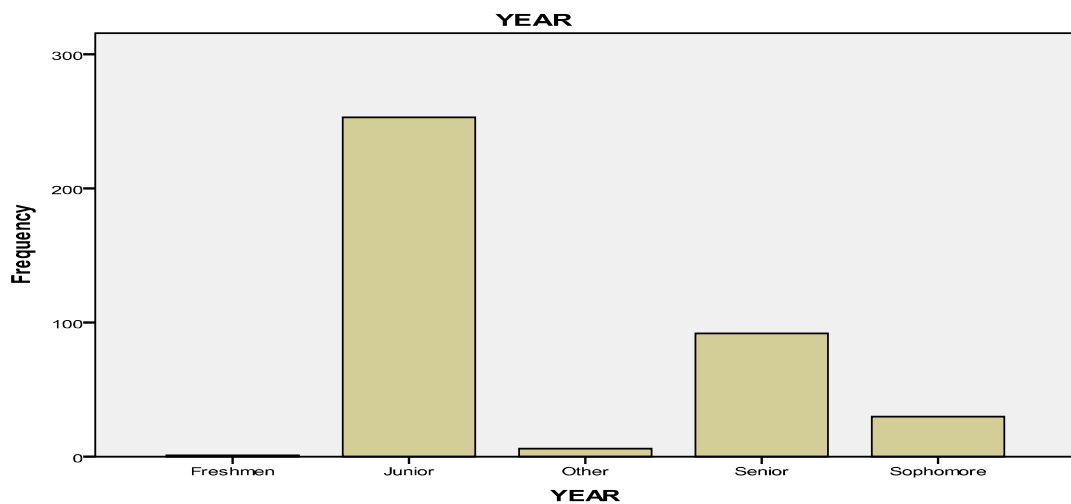


### 3) Year at University When Studied Abroad

A majority of participants (66.2percent) were in their junior year at the time of their study abroad experience, followed by senior year (24.1percent) and sophomore (7.9percent). Fewest were freshmen (0.3percent). There were also students who studied abroad in Thailand in the 5<sup>th</sup> year, after graduation or between junior and senior year (see Table 33 and Figure 17).

**Table 33** Year when Studied Abroad

Year when studied	Frequency	Percent	Cumulative Percent
Freshmen	1	.3	.3
Junior	253	66.2	66.5
Other	6	1.6	68.1
Senior	92	24.1	92.1
Sophomore	30	7.9	100.0
Total	382	100.0	



**Figure 17** Year(s) When Studied Abroad

**Table 34** Year and Home Institutions

Year when studied abroad	Home Institutions			Total
	CIEE	St.Olaf College	WPI	
Freshmen	1	0	0	1
Junior	58	76	119	253
Other	2	3	1	6
Senior	19	69	4	92
Sophomore	3	24	3	30
Total	83	172	127	382

Table 34 shows that St. Olaf College students, who participated in study abroad program, were different from Junior, Senior, and sophomore years. While CIEE has similar profiles of students distributed mostly in junior and senior years, WPI has mainly students from the junior year. This shows how the curriculum is organized by each institution. WPI is more specifically designed for students than the other two institutions. This may be due to the nature of the fields of studies. WPI focuses on engineering, while CIEE and St. Olaf emphasize Humanities and Social Sciences.

#### **4.1.1.2 Number of Courses Taken About Asia before Departure**

There were 49 percent of respondents who had not taken any courses about Asia before their departure. Almost 40 percent had taken 1-2 courses about Asia, while 11.2 percent had taken 3-4 courses before departure to Thailand. (See Table 28.1 and by proportion of students from each institution in Table 35).

**Table 35** Number of Courses Taken about Asia before Departure

Number of Course about Asia	Frequency	Percent	Cumulative Percent
Other	1	.3	.3
1	100	26.2	26.4
2	51	13.4	39.8
3	20	5.2	45.0
4	23	6.0	51.0
None	187	49.0	100.0
Total	382	100.0	100.0

**Table 36** Number of Courses Taken about Asia by Each Home Institution(s)

Course number		Home Institutions			Total
		CIEE	St.Olaf College	WPI	
Other	Count	0	0	1	1
	% within Home Institution	.0%	.0%	.8%	.3%
1	Count	19	35	46	100
	% within Home Institution	22.9%	20.3%	36.2%	26.2%
2	Count	15	23	13	51
	% within Home Institution	18.1%	13.4%	10.2%	13.4%
3	Count	4	12	4	20
	% within Home Institution	4.8%	7.0%	3.1%	5.2%
4	Count	8	12	3	23
	% within Home Institution	9.6%	7.0%	2.4%	6.0%
None	Count	37	90	60	187
	% within Home Institution	44.6%	52.3%	47.2%	49.0%
Total	Count	83	172	127	382
	% within Home Institution	100.0%	100.0%	100.0%	100.0%

Table 36 above shows that the majority of students of these institutions had not taken any courses on Asia prior going to study in Thailand. However, WPI students had prepared to deepen their knowledge on Asia, as the majority of its students (36.2 percent) had enrolled in one Asian course. On the other hand, a number of WPI students, who had taken at least two courses or more, are at

the lowest percentage compared to CIEE (32.5 percent) and St. Olaf College (27.4 percent), respectively. This can possibly be explained through the fact that students from the other institutions - CIEE and St. Olaf- were learning about Asia as their area of interest, i.e. Term in Asia. Students from these institutions are from Social Sciences and Humanities majors, while WPI students majored mostly in engineering and Sciences, and their main focus had been specifically on Thailand.

### 1) Number of Asian Language Classes Prior to Studying Abroad in Thailand

Almost 71 percent of respondents indicated that they had not taken any Asian language classes (other than Thai) prior to studying in Thailand, although 25.2 percent responded that they had taken Asian language classes for 1- 2 semester/quarters. Only 3.9 percent had taken Asian language classes for 3-4 semesters.

**Table 37** Number of Asian Language Classes Prior to Studying Abroad in Thailand

Number of Asian language classes	Frequency	Percent
1 Semester/quarter	69	18.1
2 Semesters/quarters	27	7.1
3-4 Semesters/quarters or more	15	3.9
None	271	70.9
Total	382	100.0

The numbers of Asian language classes by institutions indicated that WPI has the highest percentage of students (46.5 percent) who had taken 1 semester/quarter of Asian language classes compared to St. Olaf College (4.7 percent) and CIEE (2.4 percent) respectively. However, CIEE had the highest percentage of students who had taken Asian language classes for at least 2 semesters/quarters (15.6 percent). The results also indicated that a majority of students of these institutions had not taken any Asian languages classes before their study abroad in Thailand.(see Table 38).

**Table 38** Asian Language Classes and Home institution(s)

Asian classes	Home institution(s)			Total	
	CIEE	St.Olaf College	Worcester Polytechnic Institute		
1 semester/ Quarter	Count	2	8	59	69
	Percent within Home institution	2.4percent	4.7percent	46.5percent	18.1percent
2 semesters/ Quarters	Count	7	6	14	27
	percent within Home institution	8.4percent	3.5percent	11.0percent	7.1percent
3 semesters/ Quarters	Count	2	1	0	3
	percent within Home institution	2.4percent	.6percent	0percent	0.8percent
4 semesters/ quarters or more	Count	4	6	2	12
	percent within Home institution	4.8percent	3.5percent	1.6percent	3.1percent
None	Count	68	151	52	271
	percent within Home institution	81.9percent	87.8percent	40.9percent	70.9percent
Total	Count	83	172	127	382
	percent within Home institution	100.0percent	100.0percent	100.0percent	100.0percent

## 2) Number of Thai Language Classes Taken Prior to Studying Abroad in Thailand

A majority of students (78.3 percent) had taken Thai language classes prior to studying abroad, 11.8 percent.

**Table 39** Number of Thai Language Classes prior to Studying Abroad in Thailand

Number of Thai Language classes	Frequency	Percent	Cumulative Percent
N/A	38	9.9	9.9
No	45	11.8	21.7
Yes	299	78.3	100.0
Total	382	100.0	

However, it was found that a majority of students from St. Olaf College and CIEE were the highest groups of students who had taken Thai language course (85.5 percent and 83.1 percent, respectively, while WPI had the lowest group (65.4 percent), which is still considered a high percentage of students who had been prepared to learn the language as part of their sojourn. (see Table 39).

**Table 40** Number of Thai Language Classes and Home institution(s)

Number of Thai language classes	Home institution(s)			Total
	CIEE	St. Olaf College	Worcester Polytechnic Institute	
N/A Count	13	13	12	38
percent within Home Institution	15.7percent	7.6percent	9.4percent	9.9percent
No Count	1	12	32	45
percent within Home Institution	1.2percent	7.0percent	25.2percent	11.8percent
Yes Count	69	147	83	299
percent within Home Institution	83.1percent	85.5percent	65.4percent	78.3percent
Total Count	83	172	127	382
percent within Home Institution	100.0percent	100.0percent	100.0percent	100.0percent

#### 4.1.1.3 Study Abroad Program Model

A majority of programs (60.2 percent) were classified as faculty-led models, followed by 44.2percent that were customized/island programs. There were 3.9 percent (15) in hybrid program, which is similar to service learning or internship programs (3.9 percent); only 2.4 percent were in Direct enrollment programs. (see Table 40 to Table 41)

**Table 41** Direct Enrollment Model

Direct enrollment	Frequency	Percent	Cumulative Percent
No	373	97.6	97.6
Yes	9	2.4	100.0
Total	382	100.0	

*Defined:* US students enroll directly in a university of another country

**Table 42** Customized/Island Program Model

Customized/ island program	Frequency	Percent	Cumulative Percent
No	213	55.8	55.8
Yes	169	44.2	100.0
Total	382	100.0	

*Defined:* programs /courses and related activities are designed specifically for group of US students in another country

**Table 43** Program Hybrid Model

Hybrid Model	Frequency	Percent	Cumulative Percent
No	367	96.1	96.1
Yes	15	3.9	100.0
Total	382	100.0	

**Table 44** Faculty-Led Program

Faculty-Led	Frequency	Percent	Cumulative Percent
No	152	39.8	39.8
Yes	230	60.2	100.0
Total	382	100.0	

*Defined:* faculties members accompanies a group of students to the host country the faculty, may teach one or two courses

**Table 45** Service learning/ Internship Model

Hybrid Model	Frequency	Percent	Cumulative Percent
No	367	96.1	96.1
Yes	15	3.9	100.0
Total	382	100.0	

*Defined:* is pedagogy where students engage in activities designed to enhance learning by integrating appropriate community- based projects into the course work, and by reflecting in the experience in order to promote students' own development (Jacoby and Associates, 1996)

### 1) Was the Thai Language part of the program?

Table 30.1 and Table 30.2 shows that a majority of participants (40.1 percent) have studied Thai language 1 to 5 hours a week as part of their program, followed by almost 25 percent of participants taking 6 to 10 hours a week learning Thai language, another 6.5percent had 11 to 15 hours/week, and only 3.1 percent had studied Thai as part of their program for as many as 16 to 20 hours a week.

**Table 46** Number of Hours/Week on Thai Language Study in the Program

Thai Language Hours/ Week	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- 5 hours	155	40.6	51.8
	11 -15 hours	25	6.5	60.2
	16 -20 hours	12	3.1	64.2
	6 -10 hours	95	24.9	96.0
	more than 20 Hrs	12	3.1	100.0
	Total	299	78.3	100.0
Missing	6	83	21.7	
Total		382	100.0	

When looking at specific home institutions, three institutions require the majority of students to study Thai language as part of their



study abroad program for 1 to 10 hours a week. St. Olaf College appeared to emphasize learning Thai language as part of the program not only for 1 to 10 hours per week, but also for 16 to 20 hours/week as part of their program (see Table 46).

**Table 47** Home Institution and Hours of Thai Language Study as Part of the Program

Institutions	Number of Thai Language as part of the Program					Total
	1- 5 hours	11 -15 hours	16 -20 hours	6 -10 hours	more than 20 hours	
CIEE	20	7	1	38	3	69
St.Olaf	63	17	11	47	9	147
WPI	2	1	0	10	0	83
Missing						83
Total	155	25	12	95	12	382

## 2) Program Providers

A majority of programs were provided by “my institutions” (75.4 percent), followed by CIEE (20.9 percent) and by Thai institutions (1.6 percent). The Table 31 below shows that the study abroad programs provided by St. Olaf College and WPI were organized by the home institutions, while other institutions enrolled in CIEE programs (a private, nonprofit organization/and provider of the program).

**Table 48** Program Providers

Providers	Frequency	Percent	Cumulative Percent
	1	.3	.3
CIEE	80	20.9	21.2
“my Institutions”	288	75.4	96.6
Other	7	1.8	98.4
Thai Institutions	6	1.6	100.0
Total	382	100.0	

### 3) Duration(s)

The majority of participants studied abroad for four to six months (54.2 percent), followed by one to three months (43.7 percent). There were very few participants who studied abroad for less than one month (0.5 percent) or more than seven months to a year or more (1.3 percent). The majority of students from St. Olaf College studied abroad for periods of four to six months, as well as students from others institutions. Lengths of Programs of Worcester Polytechnic Institute were one to three months.

**Table 49** Duration(s)

Duration	Frequency	Percent	Cumulative Percent
Other	1	.3	.3
< 1 month	2	.5	.8
> 1 year	1	.3	1.0
1-3 months	167	43.7	44.8
4-6 months	207	54.2	99.0
7-12 months	4	1.0	100.0
Total	382	100.0	

Defined: Short term is a program less than 8 weeks, January term, summer; Medium term is one or two quarters/ one semester; Long term is one academic year or calendar year

**Table 50** Duration and Home Institution(s)

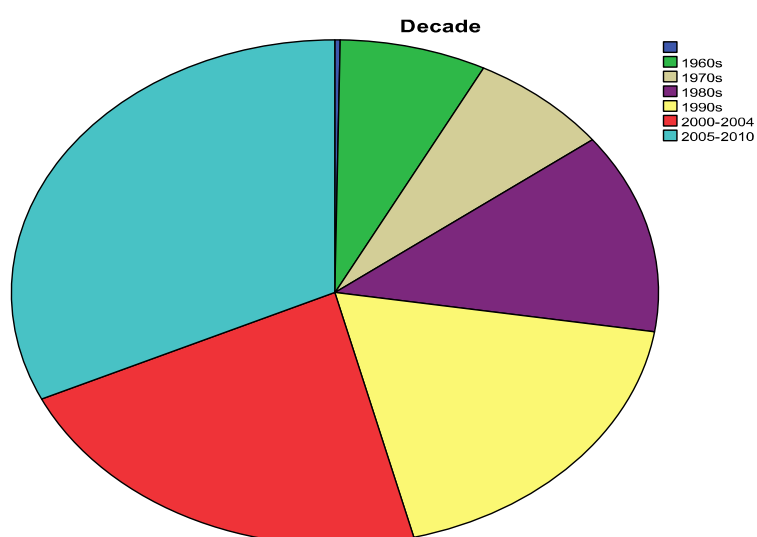
Duration(s)	Number of Thai Language as part of the Program			Total
	CIEE	St.Olaf College	WPI	
Other	0	1	0	1
< 1 month	2	0	0	2
> 1 year	1	0	0	1
1-3 months	9	32	126	167
4-6 months	71	135	1	207
7-12 months	0	4	0	4
Total	83	172	127	382

#### 4) Decades Studied in Thailand

The majority of respondents (31.9 percent) studied abroad in Thailand during the period 2005 to 2010, followed by 22 percent of respondents who studied abroad in the period between the year 2000 to 2004, and by 18.6 percent of respondents, who studied in Thailand in the 1990s. In the 1960s and 1970s there were about 7 percent each years studying in Thailand. (see Table 51 and Figure 18).

**Table 51** Decades of Study Abroad in Thailand

Decade(s)	Frequency	Percent	Cumulative Percent
1960s	29	7.6	7.6
1970s	27	7.1	14.7
1980s	49	12.8	27.5
1990s	71	18.6	46.1
2000-2004	84	22.0	68.1
2005-2010	122	31.9	100.0
Total	382	100.0	



**Figure 18** Decades of Study Abroad in Thailand

### 5) Locations Where the Projects Were Based

44.0 percent of respondents indicated that Bangkok had been the base for the study abroad projects, followed by Chiang Mai (43.2 percent), Khon Kaen (21.2 percent) and 20 other locations such as Lampang, Kanchanaburi, Mahasarakham, Chiang Rai, Loei, Nong Khai, Ubon Ratchatani, to name a few. A majority of the programs were provided by the home institutions (WPI, St. Olaf), followed by others (CIEE). WPI projects were mainly based in Bangkok as a Center, and in other provinces as projects' sites. St. Olaf College programs were mainly based in Chiang Mai. The popular Thai CIEE program is based in Khon Kaen. The programs do provide the opportunity to have contact with locals and communities at various sites within the Issarn region, such as Si Sa Ket, Ubon Ratchathani, Surin, Burerum, and Petchaboon to name a few. For more details, see Tables 34.1 to Table 34.7 below presenting the percentage of participants for each location and the numbers from each institution.

**Table 52** Bangkok Province

Bangkok	Frequency	Percent	Cumulative Percent
No	214	56.0	56.0
Yes	168	44.0	100.0
Total	382	100.0	

**Table 53** Khon Kaen Province

Khon Kaen	Frequency	Percent	Cumulative Percent
No	301	78.8	78.8
Yes	81	21.2	100.0
Total	382	100.0	

**Table 54** Chiang Mai Province

Chiang Mai	Frequency	Percent	Cumulative Percent
No	217	56.8	56.8
Yes	165	43.2	100.0
Total	382	100.0	

**Table 55** Bangkok and Home Institution

Bangkok	Home Institution			Total
	CIEE	St.Olaf	WPI	
No	80	133	1	214
Yes	3	39	126	168
Total	83	172	127	382

**Table 56** Khon Kaen and Home Institution

Khon Kaen	Home Institution			Total
	CIEE	St.Olaf	WPI	
No	3	172	126	301
Yes	80	0	1	81
Total	83	172	127	382

**Table 57** Chiang Mai and Home Institution(s)

Chiang Mai	Home Institution			Total
	CIEE	St.Olaf	WPI	
No	81	20	116	217
Yes	2	152	11	165
Total	83	172	127	382

**Table 58** Other Location(s) and Home Institution

Provinces/Cities	Home Institution	Total		
	CIEE	St.Olaf	WPI	
	83	172	94	349
Ayutthaya	0	0	1	1
Chiang Rai	0	0	3	3
Kanchanaburi	0	0	3	3
Lampang	0	0	7	7
Loei province	0	0	1	1
Maharakham	0	0	3	3
Nong Khai	0	0	1	1
Nonthaburi	0	0	1	1
Northwestmountains	0	0	1	1
Puket	0	0	1	1
Ratchaburi	0	0	1	1
Rayong	0	0	1	1
Sakon Nakhon	0	0	1	1
Northern village	0	0	1	1
Sukhothai	0	0	1	1
Surat Thani	0	0	1	1
Tak	0	0	1	1
Trat province	0	0	1	1
Tsunami affected	0	0	1	1
Ubon Ratchatani	0	0	2	2
Total	83	172	127	382

### 6) Types of Housing

There were 62.6 percent of respondents indicated that they lived in dormitory housing provided by the host institution, 53.9 percent lived with a host family, and only 6.8 percent lived in a private rental (there were also other

arrangements, such as accommodation provided by the research project, family-owned, living in villages of mountain peoples, etc.). Majority of St. Olaf College programs indicated their housing type as with host family and a single room in a family with a few having an American roommate or Thai roommate. The majority of CIEE participants indicated their housing type as dormitory provided by the host institution with Thai roommate, followed by living with host family at various field trips/ sites' visits. WPI alumni indicated housing type as dormitory provided by the home institution with American roommate (See Table 59 to Table 63).

**Table 59** Dormitory Provided by Host Institution

Dormitory	Frequency	Percent	Cumulative Percent
No	143	37.4	37.4
Yes	239	62.6	100.0
Total	382	100.0	

**Table 60** Host Family

Host family	Frequency	Percent	Cumulative Percent
No	176	46.1	46.1
Yes	206	53.9	100.0
Total	382	100.0	

**Table 61** Private Rental

Private rental	Frequency	Percent	Cumulative Percent
No	356	93.2	93.2
Yes	26	6.8	100.0
Total	382	100.0	

**Table 62** Roommate [American] and Home Institution(s)

Americans Roommate	Home Institution			Total
	CIEE	St.Olaf	WPI	
No	79	118	16	213
Yes	4	54	111	169
Total	83	172	127	382

Table 62 shows that WPI and St. Olaf projects arranged students with American roommates, while for CIEE this was not favored.

**Table 63** Host family and Home Institution(s)

Host family	Home Institution			Total
	CIEE	St.Olaf	WPI	
No	36	29	111	176
Yes	47	143	16	206
Total	83	172	127	382

Table 63 shows St.Olaf College program and CIEE had arrangement of housing with host family, while for WPI this type of housing was not favored.

**Table 64** Roommate [Thai roommate] and Home Institution(s)

Thai roommate	Home Institution			Total
	CIEE	St.Olaf	WPI	
No	7	146	123	276
Yes	76	26	4	106
Total	83	172	127	382

Table 64 shows CIEE program were arranged Thai roommate for U.S. students.



**Table 67** Roommate [Single room] and Home Institution(s)

Single room	Home Institution			Total
	CIEE	St.Olaf	WPI	
No	80	69	111	260
Yes	3	103	16	122
Total	83	172	127	382

Table 67 shows that housing arrangement for WPI and St. Olaf program were single room. However, in this study found that the single rooms reported by St. Olaf College program were single room within a host family.

**Table 68** Private Rental and Home Institution(s)

Private rental	Home Institution			Total
	CIEE	St.Olaf	WPI	
No	70	162	124	356
Yes	13	10	3	26
Total	83	172	127	382

Table 68 shows that private rentals were not favored arrangements for any institutions this maybe due to costs consideration as Private rental are usually expensive.

## 7) Types of Finance

Tables 69 to Table 72 show types of finance for study abroad .While 85.9 percent of participants indicated that they financed their study abroad experience by self-funding, 29.8 percent took out a study loan, 25.9 percent obtained scholarships, and 2.9 percent used other sources, such as parents.

**Table 69** Self Funding

Self Funding	Frequency	Percent	Cumulative Percent
No	54	14.1	14.1
Yes	328	85.9	100.0
Total	382	100.0	

**Table 70** Scholarship

Scholarship	Frequency	Percent	Cumulative Percent
No	283	74.1	74.1
Yes	99	25.9	100.0
Total	382	100.0	

**Table 71** Study Loan

Study Loan	Frequency	Percent	Cumulative Percent
No	268	70.2	70.2
Yes	114	29.8	100.0
Total	382	100.0	

**Table 72** Waiver of Fees

Waiver of Fees	Frequency	Percent	Cumulative Percent
No	377	98.7	98.7
Yes	5	1.3	100.0
Total	382	100.0	

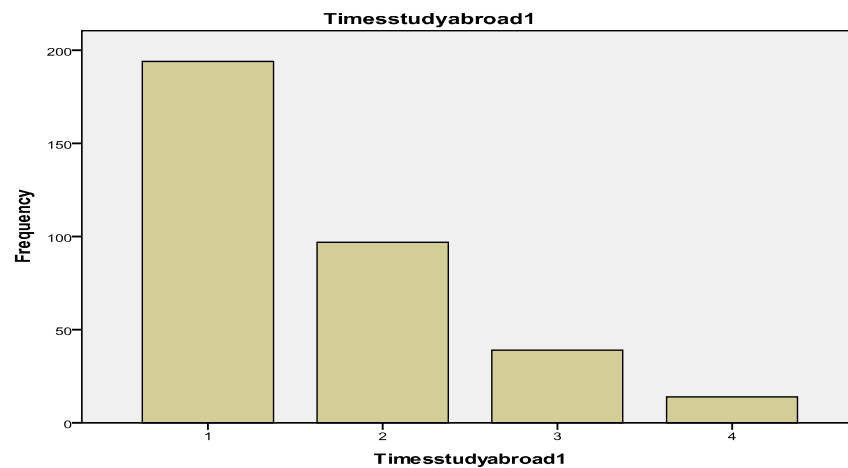
#### 4.1.1.4 Times of Participation (Prior International Experience)

The majority of respondents (50.8 percent) indicated they had studied abroad only one time, while 25.4 percent of participants had studied abroad two times. 10.2 percent of respondents had studied abroad 3 times, and only 14 respondents (3.7 percent) had studied abroad 4 times. This shows that more than 10 percent of students had studied abroad more than two times. Destinations were as

expected that first time largely studied in Asia (68.3 percent), followed by Europe (13 percent), and Latin America (4percent). There is a small number of less than 2 percent of respondents had studied abroad for first time in Africa, North America, Middle Eastern, Caribbean and Oceania. 39.3 percent reported having previously traveled internationally.

**Table 73** Time (s) of Study Abroad

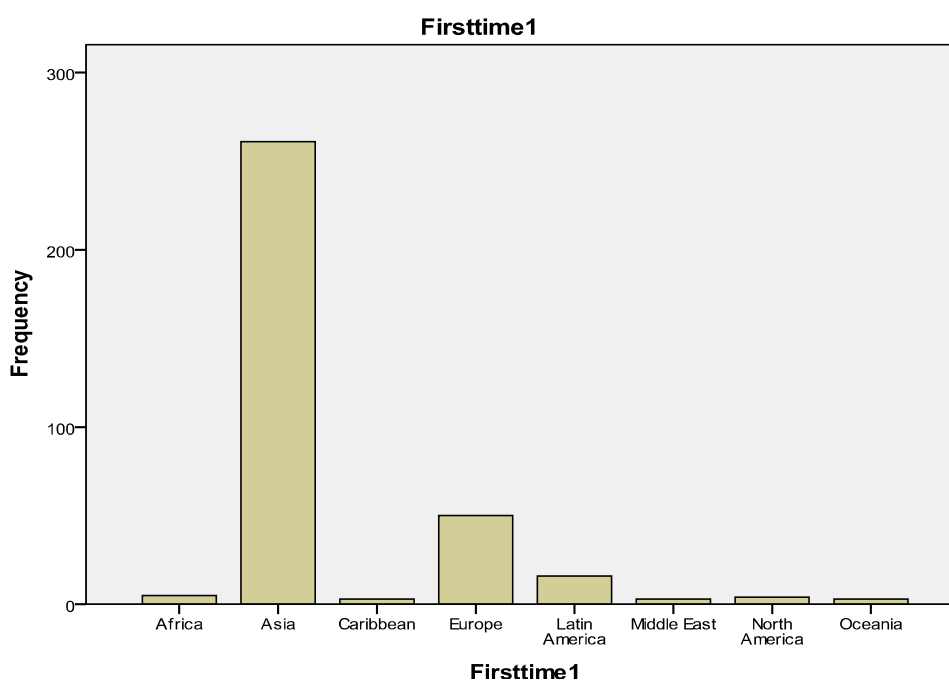
Number of Time	Frequency	Percent	Cumulative Percent
Valid	38	9.9	9.9
1	194	50.8	60.7
2	97	25.4	86.1
3	39	10.2	96.3
4	14	3.7	100.0
Total	382	100.0	



**Figure 19** Number of Times Study Abroad

**Table 74** Destination(s)

Destination(s)	Frequency	Percent	Cumulative Percent
Valid	37	9.7	9.7
Africa	5	1.3	11.0
Asia	261	68.3	79.3
Caribbean	3	.8	80.1
Europe	50	13.1	93.2
Latin America	16	4.2	97.4
Middle East	3	.8	98.2
North America	4	1.0	99.2
Oceania	3	.8	100.0
Total	382	100.0	

**Figure 20** Number of students Studied Abroad for The First time

#### 4.1.1.5 How Did you Hear About the Program?

With regard to where students heard the information on the program: the majority (64.1 percent) indicated “study abroad office”, followed by “friends” (32.5 percent), professor/faculty (31.9 percent), words of mouth (24.9

percent), and through alumni (8.9 percent), and website(s) (7.6 percent). This indicates the most effective way to reach U.S. students is through study abroad office, their friends and professors. Interestingly, for these groups of participants, website vehicle appeared to be a less effective avenue to reach U.S. students.

**Table 75** Website(s)

Website(s)	Frequency	Percent	Cumulative Percent
No	353	92.4	92.4
Yes	29	7.6	100.0
Total	382	100.0	

**Table 76** Alumni Network

Website(s)	Frequency	Percent	Cumulative Percent
No	348	91.1	91.1
Yes	34	8.9	100.0
Total	382	100.0	

**Table 77** Friends

Website(s)	Frequency	Percent	Cumulative Percent
No	258	67.5	67.5
Yes	124	32.5	100.0
Total	382	100.0	

**Table 78** Words of Mouth

Website(s)	Frequency	Percent	Cumulative Percent
No	287	75.1	75.1
Yes	95	24.9	100.0
Total	382	100.0	

**Table 79** Professor/Faculty

Website(s)	Frequency	Percent	Cumulative Percent
No	260	68.1	68.1
Yes	122	31.9	100.0
Total	382	100.0	

**Table 80** Study Abroad Office

Study abroad Office	Frequency	Percent	Cumulative Percent
No	137	35.9	35.9
Yes	245	64.1	100.0
Total	382	100.0	

**Table 81** Travel after Study Abroad by Home Institution(s)

Travel After Study				Total
	CIEE	St.Olaf	WPI	
N/A	13	13	12	38
No	34	37	89	160
Yes	36	122	26	184
Total	83	172	127	382

Table 81 shows that students who participated in study abroad program of St. Olaf College had more opportunities to travel after their program ended than CIEE and WPI students

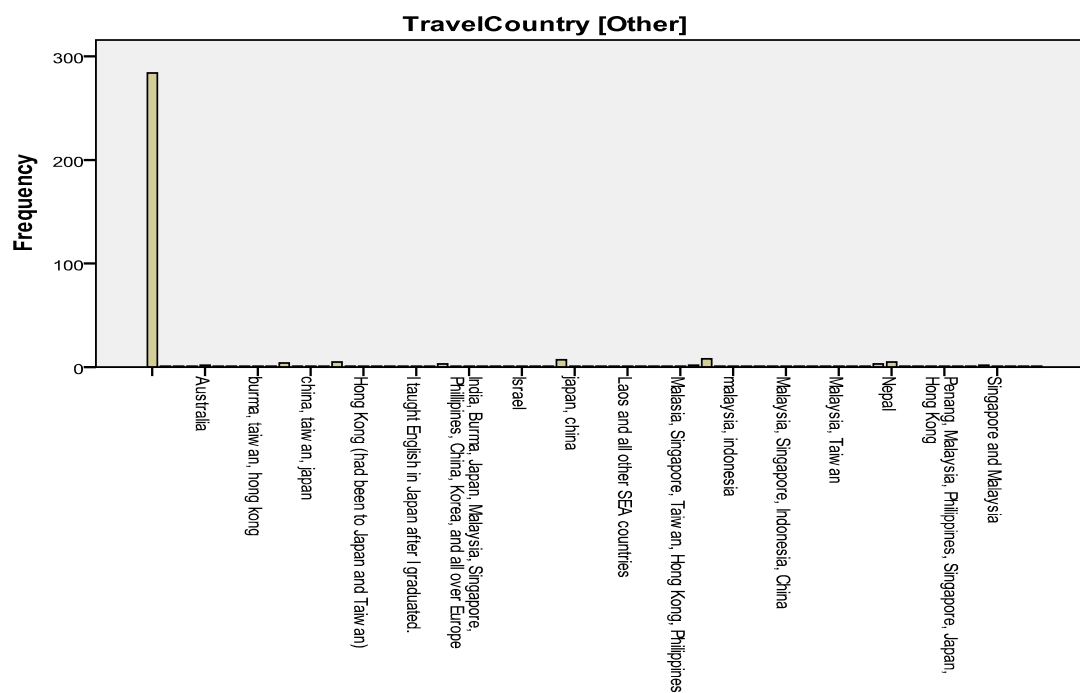
#### 4.1.1.6 Travel to Other Countries

After studying in Thailand, there were 22.5 percent of participants also traveled to neighboring countries, i.e. Vietnam, Laos, and Cambodia. There were 25.7 percent reported traveling to more than one destination in the Southeast Asian region. Those destination are Taiwan, India, Singapore, Philippines, Malaysia, Japan, China, Indonesia, Burma, Nepal, and Australia.(Table 39.1 and Figure 21).

**Table 82** Travel to Other Countries after Thailand

Website(s)	Frequency	Percent	Cumulative Percent
Valid	198	51.8	51.8
Cambodia	23	6.0	57.9
Laos	19	5.0	62.8
Other	98	25.7	88.5
Vietnam	44	11.5	100.0
Total	382	100.0	

Other countries are: Malaysia, Japan, Hong Kong, India, Vietnam, Taiwan, China, Macau, Korea, Singapore, Indonesia, Nepal, Philippines,

**Figure 21** Travel Other Countries After Thailand

**Table 83** Travel to other Destination after Study by Institutions

Travel After Study	Institution(s)			Total
	CIEE	St.Olaf	WPI	
N/A	13	13	12	38
No	34	37	89	160
Yes	36	122	26	184
Total	83	172	127	382

#### 4.1.1.7 Maintaining Contact with Friends in Thailand

While more than fifty percent of respondents have not maintained contact with their friends and host family in Thailand after their studied abroad. There were still almost forty percent of respondent keep the contacts. Ways of keeping contact are through Facebook (26.2 percent), followed by e-mail (23.8 percent), telephone (8.1percent), letter (6.3 percent) and in person (2.9 percent).

**Table 84** Maintain Contacts with Friends

Contact Friends	Frequency	Percent	Cumulative Percent
N/A	38	9.9	9.9
No	195	51.0	61.0
Yes	149	39.0	100.0
Total	382	100.0	

**Table 85** Maintaining Contacts with by Letters

By Letters	Frequency	Percent	Cumulative Percent
No	358	93.7	93.7
Yes	24	6.3	100.0
Total	382	100.0	



**Table 86** Maintaining Contact by Telephone

By Telephone	Frequency	Percent	Cumulative Percent
No	358	93.7	93.7
Yes	24	6.3	100.0
Total	382	100.0	

**Table 87** Maintaining Contact by Facebook

Face book	Frequency	Percent	Cumulative Percent
No	282	73.8	73.8
Yes	100	26.2	100
Total	382	100.0	

**Table 88** Maintaining Contact by Skype

Skype	Frequency	Percent	Cumulative Percent
No	359	94.0	94.0
Yes	23	6.0	100.0
Total	382	100.0	

**Table 89** Contact through E-mail

E-mail	Frequency	Percent	Cumulative Percent
No	291	76.2	76.2
Yes	91	23.8	100.0
Total	382	100.0	

**Table 90** Contact in Person

Other	Frequency	Percent	Cumulative Percent
No	371	97.1	97.1
Yes	11	2.9	100.0
Total	382	100.0	

#### 4.1.1.8 Returning to Thailand after Study Abroad and Purposes of Returns

There were 24 percent of respondents had returned to Thailand after they studied abroad. There were students who had returned to Thailand ranging from one time to more than three times. The purpose of their return was mostly for vacation, work, and for study. Moreover, there are a few alumni who returned to Thailand to live there and marry a Thai partner, and start a business, e.g. import-export of Thai silk. Also, returns for internships, visit friends, business, research work, and multi- purposes were reported.(See Table 87 to Table 90 below).

**Table 91** Return to Thailand After Study abroad

Return to Thailand	Frequency	Percent	Cumulative Percent
N/A	38	9.9	9.9
No	252	66.0	75.9
Yes	92	24.1	100.0
Total	382	100.0	

**Table 92** Number of Times Returned to Thailand

Return to Thailand	Frequency	Percent	Cumulative Percent
Missing	290	75.9	75.9
1 time	46	12.0	88.0
2 times	11	2.9	90.8
3 times	10	2.6	93.5
More than 3 times	25	6.5	100.0
Total	382	100.0	

**Table 93** Purposes of Return

Return to Thailand	Frequency	Percent	Cumulative Percent
Missing	290	75.9	75.9
Other	17	4.5	80.4
To study again	7	1.8	82.2
To visit Friends	10	2.6	84.8
To work	24	6.3	91.1
Vacation	34	8.9	100.0
Total	382	100.0	

**Table 94** Other Purposes

Other Purposes	Frequency	Percent	Cumulative Percent
All of the above	363	95.0	95.0
attended wedding of my Thai sister	5	1.3	96.3
both work and vacation	1	.3	96.6
Business	1	.3	96.9
chaperone student conference	1	.3	97.1
Intern with the CIEE Thailand program	1	.3	97.4
Internship	1	.3	97.6
Peace Corps, then vacations, and then work, and then vacations again	2	.5	98.2
Research with Non Somboon Village in Udon Thani	1	.3	98.4
study Buddhism	1	.3	98.7
to do independent research	1	.3	99.0
to live and raise family	1	.3	99.2
to visit my sister when she was studying there	1	.3	99.5
Volunteer at Suka Song Kraw Maechan Orphanage and Polio inoculations with Rotary	1	.3	99.7
Total	382	100.0	100.0

#### 4.1.2 Factors of Consideration When Deciding to Study Abroad in Thailand

The reasons that influenced the decision to study abroad in Thailand assessed with the aid of Likert Scales's survey with a number of 345 cases and 20 items, reliability coefficient, Cronbach's alpha of 0.74. The Likert Scale was assigned 5 levels of importance for each factor that influences the decision to study abroad in Thailand, according to levels 1 to 5, where "1" represents "not at all important" and "5" represents "the most important".

Interpretation of survey outcomes as follows:  $\frac{\text{Maximum} - \text{Minimum}}{\text{Number of levels} - 1} = \frac{5 - 1}{5 - 1} = 0.8$

	Number of levels	5
Level 5	Mean value of 4.21 to 5.00	————→ the most important
Level 4	Mean value of 3.41 to 4.20	————→ important
Level 3	Mean value of 2.61 to 3.40	————→ moderately important
Level 2	Mean value of 1.81 to 2.60	————→ of little importance
Level 1	Mean value of 1.00 to 1.80	————→ not at all important

Table 42 shows the top six important factors/reasons that influenced the decision to study abroad in Thailand: 1). "the opportunity to develop my character and to challenge myself" ( $\bar{X} = 4.39$ ; SD = 0.909); followed by 2). "the desire to travel to an exotic destination" ( $\bar{X} = 4.11$ ; SD = 1.161); 3) "to gain another perspective on my home country" ( $\bar{X} = 3.98$ ; SD = 1.157); 4) "interested in learning about Thai culture" ( $\bar{X} = 3.88$ ; SD = 0.936); 5) "the length of study abroad program is suitable" ( $\bar{X} = 3.70$ ; SD = 1.129); and 6) "overall positive country image" ( $\bar{X} = 3.51$ ; SD= 1.174).

The following five factors were found to be "of little importance" to "not at all important" for making the decision to study abroad in Thailand. These factors were "easy access to exotic night life" ( $\bar{X} = 1.34$ ; SD= 0.828), "the availability of scholarships and financial aids" ( $\bar{X} = 1.55$ ; SD= 0.999), "suggestion from my family member" ( $\bar{X} = 1.57$ ; SD=1.049), "opportunity to establish ties with family/ethnic heritage" ( $\bar{X} = 1.88$ ; SD=1.408), and finally, "publicity on Thailand for local and international media" ( $\bar{X} = 1.91$ ; SD =1.007). Strikingly, the "desire to develop Thai language skills" ( $\bar{X} = 2.50$ ; SD = 1.201) was not an important reason to study abroad in Thailand.

**Table 95** Factors of Consideration to Study Abroad in Thailand

Factors of consideration to study abroad in Thailand	$\bar{X}$	SD	F	Sig.
1. <i>Opportunity to develop my character and to challenge myself</i>	4.39	.909		
2. <i>Desired to travel to an “exotic” destination</i>	4.11	1.161	2.936	0.013
3. <i>Gained another perspective on my home country</i>	3.98	1.157		
4. <i>Interested in learning about Thai culture</i>	3.88	.936		
5. <i>The length of my study abroad program was suitable</i>	3.70	1.129		
6. <i>Overall positive country image</i>	3.51	1.174		
7. Program was a good fit with my academic requirements (i.e. schedule, major)	3.38	1.346	3.758	0.03
8. Opportunity to gain credits toward the degree	3.33	1.339		
9. It offered a topic I was interested in studying e.g. Human rights, Sustainable Development, Buddhism, etc.	3.29	1.541	5.438	0.00
10. Suggestion from alumni who used to study abroad in Thailand	2.62	1.601		
11. *Expected the study abroad program to improve my career prospects	2.57	1.244		
12. *Desire to develop Thai language skills	2.50	1.201	2.598	0.025
13. Suggestion from my professor/faculty	2.14	1.355		
14. Program cost, it is cheaper than other destinations	2.12	1.273		
15. Suggestion from study abroad office	1.99	1.195		
16. <i>Publicity on Thailand from local and international media</i>	1.91	1.007		
17. <i>Opportunity to establish ties with family/ ethnic heritage</i>	1.88	1.408		
18. <i>Suggestion from family member</i>	1.57	1.049		
19. <i>Availability of scholarships/financial aid</i>	1.55	.999		
20. <i>Easy access to exotic nights, for example, bars, alcohol, drugs, sex</i>	1.34	.828		

The above factors of consideration are important for students deciding to study abroad in Thailand. Thus, when one wishes to attract U.S. study abroad students, understanding what they found important for making a decision is useful information for study abroad program providers for designing strategies to reach the target group effectively.

The reasons that motivate students to choose Thailand as the study abroad destination have not changed much through times since 1960s. The top six reasons have been: 1) to develop their character and challenge themselves; 2) to travel somewhere exotic; 3) to gain perspective of their own country; 4) to learn about Thai

culture; 5) the length of the program is suitable; 6) overall positive country image, respectively (see Table 42). Consistent with the results from the interviews that at personal level, seeking adventure was considered to be the most important factor that motivates students deciding to study abroad which is similar to the answers that most students gave on the survey; “the opportunity to develop my character and to challenge myself having highest rank (N=382; Mean= 4.39; SD=0.909). This consideration has not changed over time. However, there were significant differences between decades of study (1990s and 2005-2010) concerning the desire to travel somewhere exotic (F=2.936, Sig = 0.013). Participants regarded this aspect as an “important”, even close to “most important” consideration ( $\bar{X}$  =4.11, SD=1.161). This indicates that in the 1990s Thailand has become known as a destination for U.S. students study abroad, being an exotic and unique place to explore, and being a unique experience compared to later years, i.e. in 2005 to 2010. This also may explain that the purpose of study abroad had begun to change in the 1990s.

Another aspect is the programs now are more thematic focus than earlier time. This is consistent with the findings from interviews; the programs have now a more thematic focus. For example, CIEE in 1991 have focused on globalization and development. Moreover, whether the program was a good fit with academic requirements, is moderately important ( $\bar{X}$  = 3.38, SD=1.346), which there is significantly different (F=3.758, Sig = 0.03) from the decades 1980s and 2005-2010. In addition, the programs offered topics that students are interested in studying, regarded as moderately important ( $\bar{X}$  = 3.33, SD=1.339, N=382), which there is significantly different (F=5.438, Sig = 0.00) in 1960s to 200-2004 and 2005-2010.

Interestingly, the majority of participants indicated that the expectation that study abroad improves their career aspects as “of little importance” ( $\bar{X}$  =2.57, SD=1.244, N= 382), but there are significant differences (F=3.666, Sig = 0.003) between decades of 2000s and 2005-2010. Similarly, the desire to develop Thai language skills was also considered as of little importance ( $\bar{X}$  = 2.50; SD= 1.201, N= 382). However, there was significant difference on this aspect between the decades of 1960s and mid- 2000s to 2010 (F= 2.598, Sig = 0.025). This also may explain that the U.S. study abroad programs have moved their focus away from Thai language study toward other fields of interest.

Strikingly, availability of scholarships/and financial aids were not at all important for these groups of participants ( $\bar{X}=1.55$ ,  $SD=0.999$ ). This is consistent with the interview results from experts and students, with most students not regarding this factor as a major concern preventing them from study abroad. This is because students are paying the same tuition fees as if they would stay on campus. This is also supported by participants rating the “program costs, it is cheaper than other destinations” as “of little importance” ( $\bar{X}=2.12$ ,  $SD=1.273$ ).

In conclusion, these results indicate that students’ desires over times have become more than just traveling somewhere exotic and for excitement, putting greater emphasis on academic and educational aspects. However, challenging situations are something that should come with traveling abroad, especially for someone who takes a trip for the first time. Academic aspects, i.e. interests in subjects, good fit with academic majors at home, schedules, and career aspects become important considerations when study abroad programs are designed.

#### **4.1.3 Levels of Satisfaction on the Aspects of the Study Abroad Experience in Thailand**

The results of survey obtained from Likert scales which comprised 27 items, 342 cases with its reliability coefficient, Cronbach’s alpha of 0.91. The scales asked the participants to indicate their levels of satisfaction with level “1” representing “very dissatisfied”, and where “5” represents “very satisfied.” Interpretation of outcome according to the 5 levels of the Mean Value is as follows: Interpretation of survey outcomes as follows:  $\frac{\text{Maximun} - \text{Minimum}}{\text{Number of levels 5}} = \frac{5 - 1}{5} = 0.8$

Number of levels 5		
Level 5	Mean value of 4.21 to 5.00	—————> Very satisfied
Level 4	Mean value of 3.41 to 4.20	—————> Satisfied
Level 3	Mean value of 2.61 to 3.40	—————> Moderately satisfied
Level 2	Mean value of 1.81 to 2.60	—————> Dissatisfied
Level 1	Mean value of 1.00 to 1.80	—————> not at all satisfied

The top five results from the survey found that U.S. study abroad students indicated the level of their satisfaction, with the overall aspects of the study abroad experience in Thailand regarded as “satisfied” to “very satisfied” ( $\bar{X} = 4.187$ ;

SD = 0.856). Satisfaction of the aspect “impact of learning experience on your life and perspective changes” is the highest ( $\bar{X} = 4.78$ ; SD = 0.514), followed by high satisfaction on the aspect of “field trips/ excursions” ( $\bar{X} = 4.72$ ; SD = 0.553), high satisfaction on the aspect of “ personal gain and development” ( $\bar{X} = 4.69$ ; SD= 0.616), high satisfaction on the aspect of “interaction with local/Thai people” ( $\bar{X} = 4.67$ ; SD = 0.616), and the “level of cultural interaction” ( $\bar{X} = 4.60$ ; SD = 0.649).

These findings indicate that students considered these programs at the most satisfactory level of their study abroad program experience in Thailand. These three programs are indeed highly successful programs in Thailand. Thus, it is reasonable to assume that the features of these successful programs should have received special consideration (must have) for designing other programs in Thailand. Here is a set of suggestions for appropriate questions to ask: 1) does the program have impact on learning experience on life and perspective change? 2) does the program include field trips and excursions? 3) does the program facilitate personal gain and development? 4) does the program provide opportunities to interact with locals? 5) which level of cultural interaction/immersion is suitable for the learning outcome and the readiness of participants (Engle & Engle, 2003).

The “not at all satisfied” aspects were related to “internship opportunities” ( $\bar{X} = 2.97$ ; SD = 1.176), followed by “facilities/infrastructure e.g. library, internet access, phone etc.” ( $\bar{X} = 3.63$ ; SD= 1.048), and “the opportunity to travel to neighboring countries” ( $\bar{X} = 3.66$ ; SD = 1.180).

On the other hand, the following 10 aspects need improvement, even though the participants rated them at the levels of “moderately satisfied” to “satisfied”, in order to ensure full satisfaction for all aspects of the program

1. Quality of language instruction
2. Quality teaching/ teaching style by home institution
3. Costs of the program
4. The range of courses offered
5. Administrative aspects of the program
6. Availability of host families
7. Service learning opportunities



8. Opportunity to travel to neighboring countries
9. Facilities /infrastructure e.g. library, internet access, phone etc.
10. Internship opportunities

**Table 96** Levels of Satisfaction on the Aspects of the Study Abroad Experience in Thailand **Descriptive Statistics**

Satisfaction on the aspect of	Mean	Std. Deviation
1 <i>Impact of learning experience on your life and perspective changes</i>	4.78	.514
2 <i>Field trips/excursions</i>	4.72	.553
3 <i>Personal gains and development</i>	4.69	.616
4 <i>Interaction with local/Thai people</i>	4.67	.616
5 <i>Level of cultural interaction</i>	4.60	.649
6 Program provider reputation	4.58	.639
7 Reputation of the program	4.48	.708
8 Length of program	4.39	.771
9 Host institution reputation	4.37	.722
10 Opportunity to travel to other parts of the country outside the program	4.31	.992
11 Housing /accommodation	4.28	.825
12 Safety and security	4.27	.739
13 Program content /academic/ curriculum rigor	4.26	.852
14 Credit transferability	4.21	.913
15 Course suitability	4.18	.833
16 Provisions for helpful – on site mentors	4.17	.948
17 Campus atmosphere	4.17	.825
18 *Quality of language instruction	4.07	1.052
19 Quality teaching/ teaching style by home institution	4.05	.958
20 Costs of the program	3.99	.884
21 The range of courses offered	3.92	.895
22 Administrative aspects of the program	3.90	.873
23 Availability of host families	3.90	1.241
24 Service learning opportunities	3.82	1.099
25 Opportunity to travel to neighboring countries	3.66	1.180
26 Facilities /infrastructure e.g. library, internet access, phone etc	3.63	1.048
27 Internship opportunities	2.97	1.176

--	--	--

#### **4.2 Prediction Model of Satisfaction on Study Abroad Experience in Thailand.**

The Model used to predict satisfaction of study abroad experience in Thailand can be created as presented below, with the R square of the model being 0.475, it is reasonable to use this model to predict satisfaction of participants for aspects of study abroad programs in Thailand.

$$\text{Satisfaction (Y)} = X1(1.430) + X2(0.246) - X3(0.207) + \dots$$

Dépendent Variable is Satisfaction

Independent Variable(s) are:

X1: Constant

X2: Describe- living in Thailand offers unique and unusual experiences

X3: City-Bangkok

X4: Describe-It is easy to organize activities or make contact/asking for cooperation with Thai NGOs, or other organizations

X5: Decision-Interested in learning about Thai culture

X6: Describe-Thailand as a gateway to Asia, it is easy to travel to other countries from Thailand

X7: Decision-Expect study abroad to improve my career

X8: Describe Thailand has a poor infrastructure, that is lacks good transportation system, telecommunication system.

X9: Ethnic-Other

X10:Describe: Several institutes have a good reputation and highly qualified professors to supervise students

X11:Describe: Thailand is not a safe country

X12:Decision: The program is a good fit with my academic requirements

X13:Major-Natural/Physical Sciences

X14:Study Thai (dummy dat

The direction of relationship of each explanatory variable is indicated in Table 44 The Rationales for the inclusion of each of the variables; R square of this model is 0.475. (Mean Accuracy of this model is 47.5 percent)

**Table 97** Prediction Model of Satisfaction on Study Abroad Experience in Thailand

Independent Exploratory Variables	Un-standa rdized Coeffi cients	Standa rdized Coeffi cients	Level of Signif icance	Value for the regress ion Coeffic ient	Correl ations bivari- ate
	b	Beta	Sig.	t	r
X1:(Constant)	1.430				
X2:Describe Living in Thailand offers unique and unusual experience	.246	.025	.000	5.679	.364
X3:RCityBangkok (dummy data)	-.207	-.213	.000	-4.491	-.236
X4:Describe It is easy to organize activities or make contact asking	.085	.157	.000	3.668	.337
X5:DECISION Interested to learn about Thai culture	.052	.101	.017	2.401	.230
X6:Describe Thailand is a gateway to Asia it is easy to travel to	.083	.148	.001	3.384	.344
X7:DECISIONExpectedthestudyabroadprogramtoimpr ovemycareer	.057	.147	.001	3.462	.137
X8:DescribeThailand has a poor infrastructure that is lacks ag	-.059	-.105	.015	-2.454	-.220
X9:ETHNIC_Other (dummy data)	.252	.099	.017	2.401	.081
X:10Describe Several institutions have a good reputation and highl	.068	-.124	.005	2.827	.324
X11:Describe Thailand is not a safe country	-.077	-.132	.002	-3.067	-.237
X12:DECISIONProgram was a good fit with my academic requirements	.046	.129	.002	3.088	.145
X13:Major_Na_Py_Science (dummy data)	.151	.105	.012	2.541	.066
X14:RStudyThai (dummy data)	.161	.113	.014	2.478	.226
X15:DescribeThaihospitalityisgreatandpeopleareveryw elcoming	.079	.103	.019	2.347	.294

*R<sup>2</sup> is a statistic that will give some information about the goodness of fit of a model. In regression, the R<sup>2</sup> coefficient of determination is a statistical measure of how well the regression line approximates the real data points. An R<sup>2</sup> of 1.0 indicates that the regression line perfectly fits the data*

#### **4.2.1 Empirical results**

The empirical results of testing this predicting model of satisfaction on aspects of study abroad experiences in Thailand are summarized in Table 44 above. The explanatory power of 47.5 percent (mean accuracy). This is thought to be high considering that the model is a new one and the nature of the field of social science. Un-standardized coefficients are used for interpretation of this model, as it is the recommended standard in causal modeling, and the due to the fact that Independent Variable and Dependent Variable are on different scales it does not require the use of standardized coefficients, nor does the use of standardized coefficients provide any special advantages over the use of un-standardized coefficients (Preacher & Hayes, 2008). The independent variables for this model of predicting satisfaction include:

1) *Uniqueness of experience*: Living in Thailand offering unique experiences has positive relationship with satisfaction ( $b = 0.246$ ), meaning that participating in the program that offers unique living experience has impact on their satisfaction of the study abroad experience in Thailand.

2) *Location*: The program located in Bangkok has a negative relationship with participants' satisfaction ( $b = -0.207$ ), explaining that study abroad programs which are located outside Bangkok or other cities, such as CIEE in the Northeast region, St. Olaf in Chiang Mai are more satisfying than the program in Bangkok.

3) *Ethnic*: Other ethnic groups have a strong relationship with satisfaction of study abroad experience in Thailand ( $b = 0.252$ ), meaning that if participants are from other ethnic groups rather than Latino, Native American, Whites, are likely to be more satisfied with their study abroad experience in Thailand, those groups categorized as Asian- American, i.e. Korean-American, Lao-American.

4) *Academic*:

4.1) *Field of study: Major: Natural and Physical Sciences* major has positive relationship with satisfaction of the study abroad experience in Thailand ( $b= 0.151$ ), meaning that if participants are from the Natural and Physical science major they are more likely to be satisfied with the experience in Thailand than other majors.

4.2) *Academic Suitability: Decision that the program was a good fit with my academic requirements* has positive relationship ( $b= 0.46$ ) with satisfaction about the program, meaning that if the program fits well with their major and with the degree completion requirements it fosters satisfaction with the program. This supports the fact that “students are looking for the program that earns credits toward their degree back home, or can transfer credits back to the home institution, while delaying the graduation date would be of concern for students and parents, as it is expensive to have to stay too long in school in the US”(S.E. Dumont, Personal communication, February, 24,2010). Also, In the case of WPI, “The project is integrated as part of the curriculum and degree requirements so that students can spend time away from campus or take time off to study abroad without having to loose time for graduation.”This indicates that participants are happier if the programs are a good fit with their academic requirements. Not only do they gain knowledge that is relevant for their area of study, but also do they have to study abroad without spending more time at school, which brings satisfaction to the study abroad experience.

5) *Level of Entry target Language Competence: Study Thai language* prior to study abroad in Thailand has a positive relationship with satisfaction of study abroad experience in Thailand ( $b=0.161$ ), meaning that if the participants study Thai language before going abroad, it is predicted that they will be more satisfied with the study abroad experience in Thailand than the participants that had not taken any Thai language classes before making their sojourn. This is consistent with the findings of other authors (Engle and Engle, 2003;Van de Berg, 2003) that language helps participants to integrate into the host culture more easily, with better cultural understanding, which in turn enhances their experience of being in the host’s culture. Thus, this leads to more satisfaction on the study abroad experience in Thailand.

6) *Ease of organization/operation: It is easy to organize activities or to make contacts/asking for cooperation* with Thai NGOs, or other organizations ( $b=0.85$ ) which have positive relationship with satisfaction of the study abroad experience in Thailand. This is consistent with quite a number of founders of U.S. study abroad programs in Thailand, for example the Director of WPI, project center in Bangkok:

“We find it is easy to organize activities in Thailand especially if you know someone personally. We have three key local contacts over including our WPI alumni there who have been helping us in identifying potential sponsors, maintaining relationship with NGOs, government agencies, universities and assisting with local arrangements for WPI students and faculty advisors. We manage to have several projects for our students every year” Consistent with the former SIT founder of SIT program in Thailand, a US study abroad program which is located in Chiang Mai, Northern Province of Thailand

“If you want to have a program in Southeast Asia, Thailand is always the easiest place and safest place to have a program compared to its neighboring countries such as Vietnam and Cambodia; these countries are very difficult. Malaysia is and other Muslim countries, people are afraid to go as they think there might be some problems there. Indonesia is not really high on the list.... Thailand is perceived by many as a nice system, nicest place, easy to make contacts, the weather and environment are also very good.”(M.Butt, personal communication, March 17, 2010).

This aspect indicates that if the destination offers easy contacts to local agencies, and organization of the activities making arrangements related to the program are easily having impact on satisfaction of the program. In this aspect, is highly implied to the program organizers and directors of the programs, including students who take out the program with experiential learning model or service learning element rather than island program.

7) *Country geography: Thailand is a gateway to Asia*, it is easy to travel to other countries from Thailand, this aspect has a positive relationship with satisfaction of the study abroad program ( $b= 0.83$ ). Participants are satisfied with the program as they see Thailand a gateway to Asia, so that they can travel to other countries from Thailand. This is consistent with the survey results; most participants

had traveled from Thailand to other countries, i.e. Laos, Cambodia, Vietnam, and Singapore, to name a few, after their study abroad program had ended.

8) *Country environments:*

8.1) *Safety: Describe that Thailand is not a safe country* has a negative relationship ( $b = - 0.77$ ) with satisfaction of study abroad experience in Thailand, explaining that if Thailand is a safe place to carry out their study abroad program the participants would be more satisfied. Consistent with interview results (WPI) on risk management, “safety is important to us, to have the program in certain countries, as for the US insurance company will not insure students who are going to a country that U.S. state has issued a State safety warning.”

8.2) *Hospitality: Describe Thai hospitality is great and people are very welcoming* has positive relationship ( $b= 0.079$ ) with satisfaction of study abroad experience in Thailand, explaining that Thailand’s great hospitality and its welcoming people have a positive impact on satisfaction of the study abroad experience in Thailand.

8.3) *Infrastructures: Describe Thailand has a poor infrastructure* lacking a good transportation system, and telecommunication system having a negative relationship with satisfaction ( $b = - 0.059$ ), explaining that infrastructure has an impact on satisfaction of the study abroad experience. If the country has a poor transportation and telecommunication system, the participants are likely to be dissatisfied.

9) *Reputation and Qualified Professors: describe Thailand with several institutions having a good reputation, and highly qualified professors to supervise students*, which has a positive relationship ( $b= 0.068$ ) with satisfaction about study abroad program experience in Thailand. If the participants describe Thailand’s institutions having a good reputation and availability of highly qualified professors to supervise students projects, the study abroad experience in Thailand will be a satisfactory one. The reputation and quality of professors have an impact on satisfaction about the program and the study abroad experience. A lack of that will result in the opposite outcome.

“.....sometimes it is difficult to find professors and faculties who can supervise the project, who have knowledge on the topic of students’ interests, or who can carry out classroom activities by using English language as a medium of instruction. If we do find them, they are rather too busy and have other commitments.....” (R.J. Bickner, personal communication, October 29, 2010)

10) *Expectation /purpose:*

10.1) *Enhanced career prospects:* *Expectation that the study abroad program will improve career prospects* has positive relationship ( $b=0.057$ ) with satisfaction about the study abroad program experience in Thailand. This indicates that if the expectations of participants on study abroad will improve their career prospects is met, and if it is an important factor contributing to their satisfaction about the study abroad experience, then students will be satisfied.

10.2) *Personal interest in Thai culture:* This has a positive relationship ( $b= 0.052$ ) with satisfaction about study abroad experience in Thailand. Predicting that students, who are interested in learning about Thai culture, are more satisfied with their study abroad program experience in Thailand.

From the model above it can be concluded that the following aspects are important factors contributing to the model of predicting satisfaction with the study abroad program in Thailand:

- 1) Uniqueness of Experience
- 2) Location/where the project is based
- 3) Ethnic group ( Asian American; heritage)
- 4) Academic : field of study; good fit with academic requirements
- 5) Level of entry target language competence
- 6) Ease of organization/ operation
- 7) Country Geography
- 8) Country environments consists of 8.1) safety; 8.2) hospitality; 8.3) infrastructure
- 9) Reputation and qualified professors
- 10) Expectation and purposes: 10.1) enhance career prospects; 10.2) personal interest in Thai culture.



Thus, study abroad providers who wish to attract U.S. students to study abroad in Thailand, or Thai institutions who desire to create successful programs for U.S. students should give special consideration on these factors, and combine them as a model of successful study abroad program in Thailand.

### **4.3 Open-ended Survey Analysis and Individual Interviews**

This data have incorporated with Individual(s) interviews

#### **1. What were your Best/Worst Experiences in Thailand?**

##### **a) Positive experiences, which ones did you like most?**

Most responses of positive experiences are related to the opportunity of interactions with locals; home stays and living with a host family, visit hill tribes; creating relationships with Thai friends and host families; cultural exchange; appreciation of Thai history, language, arts and culture; the opportunity to immerse themselves into Thai society and culture. Opportunity to travel through other parts of Thailand and neighboring countries; Beauty of Thailand as a country i.e. beaches, nature, etc.; Appreciation of very welcoming attitude of Thai people to foreigners.

##### **b) Negative experience, what you think needs improvement?**

Negative experiences were related to the aspects of the program in general, i.e. some homestay cases, the host family was not suitable; the length of the program was too short; and too much emphasis put on certain methods, i.e. group process which some students were not well prepared for, lack of time out during the program so that students can take a trip to visit other parts of the country, not enough free/independent time. In addition, especially in the early 1960s, 1970s, and 1980s, there were some complaints on lack of good infrastructures, cleanliness of the city, and anti-American attitudes. There were some concerns on an ongoing political tension situation in Thailand that prevented students from participating in the program in Thailand because of safety issues. There were no major negative experiences reported.

#### **2. What do you Consider to be of Lasting Benefit of Your Study Abroad Experience in Thailand that had Bigger Impact on Your Life?**

This answer also includes the results and themes from interviews with students who participated in study abroad program in Thailand Multiple themes were

identified concerning lasting benefits of study abroad experience in Thailand that have impacted on participants' lives. The themes were centered on general categories of outcomes associated with the following:

- Personal growth and development : Increased self confidence, personality development: confidence, independence, and intercultural awareness
- Become more flexible; willing to deal with uncertainties
- Development of skills, important for life and future career prospects, i.e. social and enhanced language skills, intercultural communication skills, group process, team working and professional skills such as writing journals, research, professional presentation skills.
- Reflection on their own personal views on life and issues related to belief, life and the world; Reflection of own country relates to others
- Transformative understandings; life- changing experience
- Change worldview; New perspectives in personal life/ view toward life
- Awareness and appreciation of one's own culture and being an U.S. citizen
- Appreciation of other cultures; Gained cultural awareness
- Appreciation of diversities, understanding people that are different than self
- Inspired to work and to live in Asia; inspired to work and contribute to development of Thailand
- Awareness of global issues, and see the world as one; all things are interrelated; increased sense of global responsibilities. (global citizenship)
- Inspiration to work in certain fields (career)
- Enhancing future career prospects
- Motivation of love to travel and experience other cultures
- Relationship building with host families and friends and Networking
- Positive attitude toward international experience and intercultural interaction

#### **4.4 Answering Research Questions**

##### **4.4.1 Research Question One: To What Extent Has Thailand Become a Destination for U.S. Students Study Abroad?**

There is a long history of Thai- American relationship since 1821, when the first American ships landed in Thailand. Siam was the first country in Asia to establish diplomatic relations with the U.S.A (1933), (Neher and Wiwat, 1990). Newcomers at that time were fascinated by this unique, exotic destination. The sojourners were merchants and businessmen, missionaries and voluntary agencies, soldiers, government officials and their families, English teachers, and scholars (Cleveland, 1960; Hollinger, 1965; Comeaux, 2002; Anek, 2006; Clift, 2007). Among the most famous of those visitors to Thailand were Anna Leonowens and Dr. William Bradley (Loard, 1969).

On July 1, 1950, Fulbright was initiated in Thailand with the aim to strengthen understanding and communication between both countries through educational contacts and exchange of knowledge and professional talents. According to the records obtained from CIES of the last decade, the period of 1998/99 to 2010/11, 100 Fulbright awardees had carried out research projects for a period of 4-6 months with host universities in Thailand. The duration for the program has been reduced from a period of one year to only 4 to 6 months due to limitation on funding and shorter duration able CIES to provide more grants to recipients (D.B.J. Adam, personal communication, June 22, 2010). Medical science was the preferred field of selected projects, followed by biological science, agriculture, engineering, sociology, anthropology and education. Even though, the study of language and culture were the primary areas of interest for building international understanding between U.S. and other countries but the study of Thai language or studies of Thailand as a country (specialty in “Thai studies”) were not found to be a major reason to apply for a Fulbright fellowship in Thailand. Instead, the majority of scholars who came to Thailand through Fulbright focused on the field of Science and Technology (D.B.J. Adams, personal communication June 22, 2010)

In 1962, U.S. Peace Corps volunteers began coming to Thailand, and the numbers increased in the 1970s and 1980s. They found Thailand to be a warm and

welcoming destination with a rich and fascinating culture (Garrett, 1986). Currently, more than 7,000 Americans have served as Peace Corps volunteers in Thailand. The projects in the 1970s, 1980s, and 1990s were 2 year programs ranging in different fields, e.g. Agriculture, Business, Crisis Corps, Education, Environment, Health, Youth and Community development as shown below Table: 98

**Table 98** Fields of Studies and Research Assignments

1970s(1200)	1980s(900)	1990s(800)	2000s(400)
Secretarial work, library control, wildlife conservation, Rubber research, fisheries, land development, Malaria control laboratory technology, TEFL, modern maths, parasitology , nutrition	Physical therapy, chemical engineering, mental health, statistics, life style, librarian education, social science, Royal Thai government association project, soil & water reservation, live stock production, beef production	Diversify farming, primary education, AIDS control,	Community development, teaching collaboration, small business development, youth development, HIV/AIDS, Information Communication Technology

In 1997 to 2003, Peace Corps in Thailand was integrated into education and community outreach project which is known as “teacher collaboration and community outreach (TCCO)” project, aiming at strengthening the skills of primary school teachers in using student-centered learning methodologies and teaching-integrated subjects. In 2003, the project focused on organizational development and capacity building, where volunteers are assigned to work with local communities. The project depends on the locals’ needs.

“Most people who come to Thailand generally have great experience, and the relationship continues, a few return to Thailand for work, visit, and a few got married to a Thai partner” (R.J.Bickner, October 29, 2010). During the 1960’s to

1980's people came to Thailand because of its exotic uniqueness. Students seeking adventure and wanting to go to places where they have never been before, "accidentally" found Thailand. Peace Corps was one of the ways to afford the trip to Thailand as it was expensive to travel in the 1960s and 1970s. There were also scholars who came to Thailand for field research projects for their graduate degrees in the U. S. at universities such as Cornell, Professors Charles Keyes, Herbal Phillips, Robert B. Texter, and G. William Skinner developed a strong Southeast Asian Program and encouraged their students to study or do research fieldwork in Thailand.

Another example is Martha Butt who first came to Thailand in 1960 to teach English, and then later in 1980s she set up the SIT (School for International Training) program at Payap University, and then served as an advisor to the president of that University. She is now retired and continues living in Thailand. She stated that if "U.S. institutions want to have the program in SEA should consider Thailand as "Gate way to Southeast Asia" as Thailand is always the easiest place and safest place to have a program compared to its neighboring countries in the region, such as Vietnam, Cambodia and Malaysia, Indonesia and other Muslim countries. In addition, Thailand has a nice system, has good weather and environment" (M. Butt, personal communication, March 17, 2010). M. Butt further stated that in the 1960s, U.S. study abroad programs were scarce in Thailand. Most U.S. students living in the country at that time were there because of their family or some personal connection, or they just came there for adventure.

However, there are IIE Open Door reports (from 1954 to 2008) stating the presence of U.S. study abroad students in Thailand as early as 1954 up to the present. The report at this early time was not completely accurate as there were discrepancies in procedure and method used for collecting those data (Fry, Nam and Tatpicha, 2010). The first U.S. student was enrolled at Chulalongkorn University in the field of Social science (IIE, 2010). In the period of 1954 to 1969, there are records of only eight students enrolled in Thai universities, and no more than one per year. Then, in 1969/70, four students were reported by Thai institutions. One of them studied in Demonstration School, and the other three were at Mahidol University in Bangkok. In 1970, there were three more U.S. individuals studying in Thailand (IIE, 2010).

At the beginning, students who came to Thailand were studying the country as an area study and country specialty. Later, studies abroad in Thailand gradually evolved from area studies to more thematic studies, such as global issues, ethnicity, sustainable development and human rights (Bicker, personal communication, October 29, 2010).

In the 1960s, there were AFS, which still strong program in Thailand until today was active in school where foreign students were fully integrated into the home, school and community for a year and Thai students were able to gain similar experience abroad. In 1967, St. Olaf College Program with CMU (Chiang Mai University); the program still exists today. The program is a traditional model, with reciprocal arrangement where students from St.Olaf went to study in CMU in exchange with students from CMU came to study at St. Olaf College, but this kind of arrangement became very complex, and difficult to organize as it is a hurdle to balance numbers of students from both sides, and there also financial implications. The program originally started with CU in Bangkok, but later it changed the location to CMU for logistic reasons, and being outside Bangkok is easier to organize students' activities. The St. Olaf program is still running today known as "Term in the Far East / Term in Asia". However, the numbers of students enrolling for this program in Thailand have declined in recent year (K.Tuma, Personal communication, July 28, 2010).

In the 1980s, several study abroad programs started operating in Thailand, such as SIT (School for International Training) program called "College Semester Abroad in Thailand" at Payap University. The program was established and directed by Martha Butt, who came to Thailand in 1964 as an English teacher and with her extensive years in international education she after serving as the Vice President for International Affairs at Payap University- has retired. It is a one-semester program, which stopped operation in 1997, due to cost reasons, and the small number of enrollments, and there has been a greater variety of study abroad programs offered elsewhere.

In 1982, the University of Wisconsin-Madison collaborated with the faculty of Social Science at Chiang Mai University starting the program "The College Year in Thai Program-CYIT" by Professor Robert J. Bickner, who was also a Peace Corps alumnus, and is the founder and director of the program. Participants may go to Thailand for a semester or a full academic year. The program focuses on Thai

language and culture. The program still exists at present, but the demand and interest of students' have evolved toward more thematic topics, such as ethnicity and developmental issues (R.J.Bickner, Personal communication, October 29, 2010). Currently, the University of Wisconsin- Madison has an agreement, on a case by case basis, with Thammasat University in Thailand for graduate students from UW to take coursework in Thailand earning credits toward a UW degree.

In 1989, WPI (Worcester Polytechnic Institute) had begun a program in Thailand. The program responds to the need for globalization of engineering education, the "Global Perspective Program", a faculty-led model, which incorporates global perspectives into the disciplines of science and engineering as part of the degree requirements. Students are working with a multidiscipline team to address problems related to technology, society, and human needs. The program aims at helping students to understand how their careers in technology can impact upon and affect social structure and values, as well as to comprehend the social and cultural contexts of technology and science (Vaz, by2010). The program involves a team process, research project, working together with local NGOs and local agencies, communities, and rural sites where the projects are/were based. Living arrangements were sometimes at the sites. It has an element of service –learning, and it is faculty – led with on-site supervision by faculty.

In 1991, CIEE (Council of International Education Exchange), situated in Issarn region-Khon Kaen province, initiated an island program model. This program has been well connected with Khon Kaen University, Thailand's major institution of higher education in Issarn. Since its inception, this program has been crafted and continuously improved, and developed through participants' feedback in order to ensure satisfaction, and the most effective impact on students' needs and learning outcomes. Called "Development and Globalization" it has been one of the CIEE's most successful programs, focusing on global issues, i.e. environment and human rights, and sustainable development. It puts strong emphasis on group process and experiential learning component combining academic approach with various fields' trips and opportunity for participants to immerse themselves into the host cultures through housing arrangements with roommates and communities. Recently, in spring 2010, it launched a new program on "Community Public Health".

In 1995, University Studies Abroad Consortium-USAC started a program with Chiang Mai University, a short term, 6 weeks program focusing on Asian Pacific Rim economic, cultural and political issues. The program offers direct field study, language study, study tour and volunteering work.

In the 2000s, there were more study abroad providers from the U.S. side offering programs in Thailand. More partnerships between Thai- U.S. institutions were initiated. However, the providers are no longer the U.S. universities and consortia alone, but include U.S. study abroad business agencies, NGOs and third party providers, e.g. pacific discovery, (iiepassport.com2011).

There are now many programs offered in Thailand by various providers, i.e. Universities of Minnesota-Global Seminar Program, a short term customized faculty – led program by Professor Gerald W. Fry, and the Teacher Training course from the College of Education and Human Development led by Professor Finley from the Department of Curriculum and Instruction at University of Minnesota, linking this project with Srinakharinwirot University.

Also programs and courses offered by other Thai institutions in which U.S. students can directly enroll into for a semester or full academic years or for degree programs, such as an international program at Thammasart University, and the Interdisciplinary Southeast Asian Studies Program at Chulalongkorn University. There is also an International program on Hotel and Tourism at Silpakorn University. These programs are all located in the capital Bangkok., Outside Bangkok, programs are offered by the International College at Mahidol University in Nakhonpathom province, by the International Colleges at Chiang Mai University, at Payap University, and at Mae Pha Luang. These institutions are located in Northern region of Thailand.

In 2010, Thai public and private universities offered a total of 981 international programs using English as the medium of instruction, both at undergraduate and graduate levels, i.e. 342 undergraduate programs; 389 master's degree programs; and 225 doctoral degree programs, and 25 other degree programs. Foreign and Thai students can enroll directly and to take courses for credits from such programs. The lists of institutions and programs can be found at the website of the Office of the Commission on Higher Education on "Study in Thailand" These programs



allow students the opportunity to expand their choices of learning experience in academic, and in socio-cultural aspects that come with a wide range of disciplines located in different locations (Fry, Nam, and Nunta, 2010).

In addition, there are 53 study abroad program providers in Thailand, which are currently listed on [iepassport.com](http://iepassport.com). For example, the Center of Study abroad (CSA), SUNNY College at Brockport, Universities Studies Abroad Consortium (USAC) offer programs on Asian Pacific Rim Economics, Cultural and Political Science in Chiang Mai, Thailand. Education Abroad Network (Southeast Asian Studies Summer School Sustainable Development in Southeast Asia; Woman and Buddhism in Thai Society), Kalamazoo College (People and Environmental Development in Thailand); Eastern Michigan University (Asian Cultural History Tour); Michigan State University (Multidisciplinary studies at AIT in Bangkok); Center for International Studies-CIS; Louisiana State University; Northern Illinois University (Cultural Diversity in Thailand); Suranaree University of Technology (graduate program in Biotechnology); etc.

In conclusion, the extent Thailand has been a destination for U.S. study abroad programs is that: 1) the numbers of participants has increased in recent years; 2) the fields of study have not changed much, students have shown interest in a various fields. The uniqueness of the experience in Thailand and its culture at affordable price are still attractive for U.S. students. Beside social sciences, anthropology, and Southeast Asian studies. There is also strong interest toward science and technology which this field might be influenced by the Thai national and educational policy that has given emphasis in these particular areas.

The design of U.S. study abroad programs in Thailand has become more thematic in recent years, and the focus on subject areas has also shifted more toward development and real world issues, rather than Thai Studies. Different study abroad models representing traditional exchange and “tuition swaps” methods exist alongside more innovative customized programs. Reciprocal exchange method is more desirable for Thai institutions, but it has been difficult to find an optimal balance of exchange in practice (S. Dumont, personal communication, February 24, 2010; R.F.Vaz, personal communication, July 2,2010).While direct enrolment (U.S. students

enroll directly into Thai programs), is most favorable for Thai institutions, it often does not work for Thai students wanting to go to USA due to calendar mismatch.

Customized faculty-led programs with service learning and/or experiential learning components have been found favorable for U.S. institutions, as these programs allow flexibility in organization and customization to meet academic requirements of the home institutions, and fit into schedules of academic calendars.

In addition, short term programs, i.e. summer, January term, with less than 8 weeks or sometimes called study tours also exist and are mostly organized by U.S. faculties. These short term programs are believed to have an advantage in terms of costs and time which allow the students the opportunity to study abroad. Thus they are being popular practice of U.S. institution, as it allows the opportunity for students to experience other parts of the world without interrupting their graduation plan. Local contacts are important for a smooth organization of the program.

However, there were not many U.S. students who obtain a degree from Thai institutions, even though it is much cheaper to obtain degrees in Thailand than in the U.S. This is due to a lack of recognition of the degree of certain fields from Thai institutions that have not yet met international standards. Thus, most U.S. students come to Thailand for short terms and do not seek degrees. Thus, U.S. study abroad program is an American “exceptionalism”(Fry personal communication, October 28, 2010). This is one important aspect that study abroad providers and prospective providers need to understand.

#### **4.4.2 Research Question Two: What Have Been the Trends Over Time?**

##### **4.4.2.1 Increasing Trends on Numbers and Characteristics of Participants**

It is observable that in earlier periods, i.e. in the 1960s, 1970s, and 1980s, U.S. students or scholars came to Thailand doing so through scholarships, fellowships, grants or other sponsors to support projects, fieldwork research, or projects that aim at promoting understanding between of USA and -Thailand. Area studies, Language and Cultures were the focus of the Title VI, and capacity building, and development projects in the respective host country was the core of the program in general, such as Fulbright and Peace Corps programs. These projects have created further links among institutions (D.B.J. Adams, personal communication, June21, 2010).

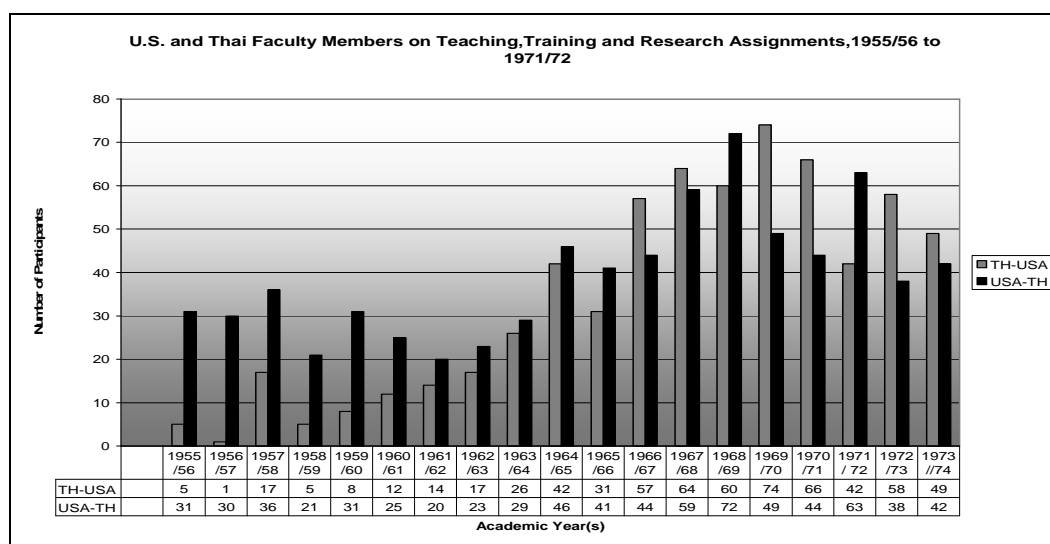
Examples of these projects in the past decade, 1998/99 to 2010, are 100 Fulbright grantees from U.S. institutions that carried out research projects at host universities in Thailand (CIES, 2010). They worked in various institutions and in different fields. For example, a scholar from Northeastern University, Kent State University from the field of medical science was working on a project related to nursing research in Thailand, such as “quality assurance in nursing education” in the Faculty of Nursing at Khon Kaen University. Other projects at Khon Kaen University are in the field of environmental sciences (soil and water conservation, water management in the Mekong Basin), biological science (ethno biology curriculum development and community enhancement), Agriculture (plant nutrition), area studies, and engineering. At other institutions, such as Kasetsart University (education, agriculture, engineering, biological sciences and economics), Silpakorn University (art and history), Payap University (religious studies), Thammasat University (philosophy, anthropology, mathematics), Mahasarakham University (nursing program), Chiang Mai University bioinformatics, media, culture, sciences), Ubon Rajathanee University (community health), Prince of Songkla University (Agriculture, Linguistics), King Mongkut’s Institute of Technology (computer sciences), Asian Institute of Technology (AIT) (engineering). These scholarly projects possess the potential for future academic collaboration between the various institutions(D.B.J.Adams,Personal communication, June 22 ,2010).

There were a small number of students, who enrolled directly into Thai institutions, both from the record of OCHE as well as of the 60 years IIE Open Door reports (IIE, 2010). According to 1955/56’s Open Doors record, two U.S. students studied at Chulalongkorn University in the field of Social Science. In 1956/1957, one U.S. student studied Language and Literature. In 1961, one student studied medicine at the University of Medical Science, Dhonburi (IIE, 2010). In 1960, two U.S. students studied Medical Science, one of them being enrolled at the University of Medical Science in Bangkok (IIE, 1966), and the other student enrolled at the University of Medical Science at Chiang Mai University (IIE, 1967). Later, in 1969/70, four students were reported by Thai institutions with one student studying at Demonstration School and the other three being enrolled at Mahidol University, Bangkok, in the field of Medical Sciences (IIE, 1971). In 1970/71, two more students

were reported studying at Mahidol University in the same field. The last report in 1971/72 mentioned only one U.S. student (IIE, 1973).

It should be acknowledged that gaps and inaccuracies of data were obtained and reported at times when IIE had not yet developed mechanisms and strategies for effective data collection (IIE 1986/87). It is very possible that the actual number of U.S. students and scholars who came to Thailand was higher than reported (Fry, Nam, and Nunta, 2010).

In contrast to the small number of U.S. students having studied in Thailand, there are records of many Thai students having traveled to United States to study in a variety of fields as recorded by the IIE Open Doors Reports from 1954 to 2008. There were also reports of significant numbers of U.S. professors, faculty members, lecturers, and researchers who journeyed to Thailand for teaching or research assignments from 1955/56 to 1973/74, as shown in Figure 22. During that period, a total of 744 American researchers and scholars went to do fieldwork in Thailand, and 648 Thais came to study in the U.S. (IIE, 2010, Table 46 shows the flow of such individuals in various fields over time).

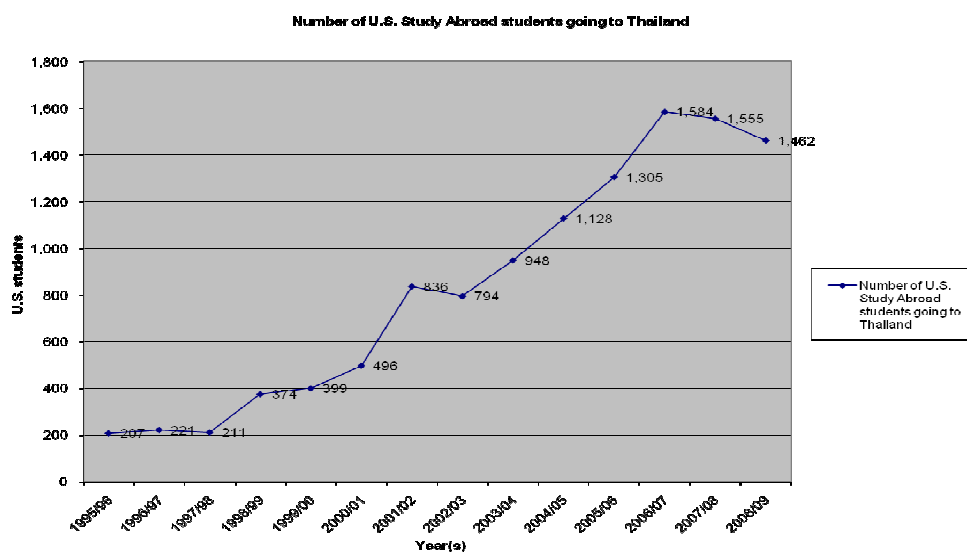


**Figure 22** Scholarly/Student Flows between Thailand and the United States, 1955-1974

**Table 99** Scholarly/Student flows in various fields between Thailand and the

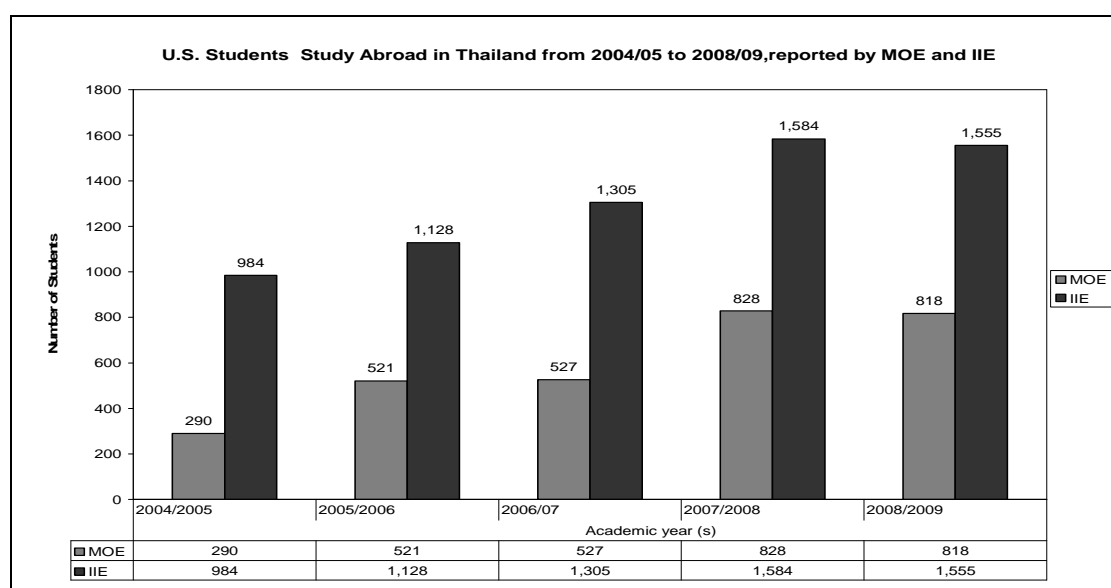
US Faculty Members to Thailand as the country of assignment, fields of major interest																			
Fields			Agriculture	Business Management	Education	Engineering	Humanities	Medical Sciences	Physical Sciences	Social Sciences	Others								
Country	TH-USA	USA-TH																	
Academic Year																			
1955/56	5	31	-	4	n/a	n/a	-	2	-	3	4	-	-	6	1	8	-	8	
1956/57	1	30	-	3	-	1	-	6	-	1	-	5	1	1	-	5	-	6	n/a
1957/58	17	36	5	6	-	1	1	10	2	3	-	1	2	4	4	4	3	7	n/a
1958/59	5	21	-	-	-	-	-	4	1	-	-	1	2	2	2	5	-	9	n/a
1959/60	8	31	-	3	-	-	-	7	-	6	-	-	7	2	-	2	1	11	
1960/61	12	25	1	-	-	-	1	9	-	5	-	2	10	3	-	2	-	4	
1961/62	14	20	-	1	-	1	-	7	-	3	-	1	13	4	-	-	-	3	
1962/63	17	23	-	1	-	1	-	1	-	2	-	13	-	3	-	-	-	11	
1963/64	26	29	1	2	-	-	1	6	-	3	3	4	14	1	4	6	1	7	
1964/65	42	46	-	3	-	-	2	7	-	6	2	7	27	4	10	7	1	10	
1965/66	31	41	-	-	-	-	2	7	3	5	2	5	17	4	5	8	2	12	
1966/67	57	44	1	1	-	4	19	12	-	4	1	2	18	8	10	4	7	9	1
1967/68	64	59	1	7	2	4	16	13	2	5	5	3	27	3	7	11	4	8	-
1968/69	60	72	-	9	-	5	1	6	1	9	7	9	36	1	13	14	1	20	-
1969/70	74	49	1	7	1	3	1	9	5	9	5	2	42	4	13	-	4	15	2
1970/71	66	44	2	5	-	1	-	3	4	5	-	6	41	1	13	3	6	20	-
1971/72	42	63	3	11	-	3	2	10	-	11	4	3	30	11	6	4	2	9	2
1972/73	58	38	2	8	2	1	1	8	2	1	2	4	38	4	8	3	1	7	2
1973/74	49	42	2	7	2	1	6	7	-	1	1	6	28	4	4	5	4	8	2

However, there were no records of U.S. students who studied abroad in Thailand from 1973 to 1990 (IIE, 2010). Thereafter, in the beginning of 1990s, the reports from IIE Open Doors have become more consistent and reliable, with extensive, detailed information on study abroad programs, numbers and characteristics of participants, fields of study, types and lengths of sojourns, and destinations. Figure 23, shows an increasing trend of U.S. students studying abroad in Thailand with a dramatic growth in study abroad since the year 2000. However, absolute numbers remain low with 1,555 students in 2007/2008, and with further decline down to 1,462 students in 2008/09.

**Figure 23** Pattern of Study Abroad in Thailand over Time

According to the Commission on Higher Education, which began collecting data in 2002 on foreign students coming to Thailand, the trends show a continuous increase in number of US students enrolled in Thai institutions over the past five years, from over 290 students in the year 2004/2005 up to 818 in 2008/2009, an increase of more than 65 percent (CHE, 2010). Out of 818 US students, 382 studied through exchange programs. In 2009, Thai and U.S. institutions signed a total of 508 agreements on Memoranda of Understanding, 35 from private universities and 58 from public universities. Most international students financed their study through self funding. US students are mostly funded by foreign scholarships (CHE, 2010).

The number of U.S. students reported by the CHE is lower than the actual number of students who study abroad in Thailand, as reported by IIE Open Doors. For example, in the academic year 2007/08, while IIE reported 1,555 US students, only 818 students were counted in the CHE's report. This is because the large numbers of U.S. students who participated in short-term programs, and who did not formally enroll in Thai institutions, were not counted by the CHE. For example, the students in the Thai Global Seminar, University of Minnesota led by Professor Gerald Fry, are not included in the CHE data. These students were not formally enrolled at Khon Kaen University. (see Figure 24).



**Figure 24** Study in Thailand, 2004-2009 as reported by CHE and IIE

Thus, the numbers of U.S. study abroad students reported in IIE Open Doors reports are higher than those of the Thai commission on Higher Education. Although the IIE's records have shown that U.S. students studying abroad have clearly favored European destinations, there has been an observable trend of increasing study abroad participation in non-traditional destinations (Wells, 2006; IIE, 2010; Hoffa & DePaul, 2010). The trend of study abroad in Thailand is likely to increase due to growing interest in study abroad among U.S. institutions of higher education, and due to positive signals of potential growth through participants' institutions of the February IIE workshop in Bangkok sponsored by the U.S. Embassy, IIE Bangkok, and Mahidol University International College (Chalintorn, et al. 2010).

#### **4.4.2.2 Purpose and Motivation to Study Abroad in Thailand:**

Motivation and purpose of study abroad of U.S. students were first encouraged by the government initiatives who realized how important it is for United States to understand other communities in the world if it wants to maintain its competitive position and national security through expanding soft power and diplomacy. Thus, more initiatives have directed the focus toward non-traditional destination countries.

For parents, study abroad have seen both views, i.e. having fun with no real academic value, and making an investment in a child's education (M. Vende Berg, personal communication, June 28, 2010). For students, the purposes were as seeking adventure, educational purposes and personal growth and development. Educational objectives for study abroad are involved around to increase knowledge/ to shape students' attitudes/and to increase confidence. Thus at personal level, the aims are as follows: 1) seeking adventure and challenging themselves by going to places they have never been before, such as Thailand. Individuals who came to Thailand described it as a unique and exotic destination, and students who just "want to go somewhere different, unique and affordable"; 2) to study about Thailand as a country specific or Southeast Asian history, language and culture; 3) to carry out research projects assignments; 4) quite a number of students ended up working and living in Thailand after their study abroad experience.

At national level, it is an American policy to promote understanding between Thailand and U.S., and to build capacity for Thailand through

several programs, i.e. exchanges of Fulbright scholars/ students and Peace Corps volunteers. A past viewpoint was that students go abroad to look for fun and exciting places to go to, but now, students and parents are looking at study abroad as an investment for their future, building up a competitive resume, developing their personality and skills for future employment (M.Van de Berg, personal communication, June 28,2010). Thus, the programs have evolved to become more academic and educational related, whether as part of a student's major or as another interdisciplinary project (R.J.Bickner, personal communication, October 29, 2010). The features of the programs (Engle and Engle, 2003) are carefully designed to enhance students' learning experience, and at the same time satisfy the students' and parents' expectations.

Reasons that motivate students to choose Thailand as the destination have not changed much through times since the 1960s. The top five reasons were: 1)to develop their character and challenge themselves; 2) to travel somewhere exotic, 3)to gain perspective of their own country; 4) to learn about Thai culture and ;5) the length of the program is suitable, respectively (see Table 42). Consistent with the results from the interviews that at personal level, adventure seeking was considered as the most important factor that motivates students deciding to study abroad. Similar to the electronic survey's results that most students' answers indicated on the survey's item, "the opportunity to develop my character and to challenge myself" as the highest rank (n=382; Mean= 4.39; SD=0.909). Concerning the desire to travel somewhere exotic found significant differences ( $F=2.936$ , Sig = 0.013) between decades of study 1990s and 2005-2010. As for whether the program was a good fit with academic requirements found significance difference ( $F=3.758$ , Sig = 0.03) between the decades 1980s and 2005-2010. For whether the program offered a topic that students are interested in studying also found significant different ( $F=5.438$ , Sig = 0.00) between the decades of 1960s and 2000-2004, and 1960s to 2005-2010. In addition, concerning the expectation that study abroad will improve career prospects found significant different ( $F=3.666$ , Sig = 0.003) between decade of 2000s and 2005-2010. Interestingly, the desire to develop Thai language skills was not so important factor of consideration to study abroad, however, there was



a significant difference on this aspect between decade of 1960s and mid 2000s to 2010 ( $F= 2.598$ ,  $Sig = 0.025$ ).

These results indicate that students' needs over time have been more than just travel somewhere exotic and for excitement, but are serious educational needs. However, challenging situations are something that comes normally while traveling abroad, especially if it is the first trip ever. Academic aspects, i.e. interest in the subject, subject is good fit with academic major, schedule, and career aspects become important considerations, when the study abroad program is designed. At national policy level, study abroad is still a tool for promoting international relations as well as for developing students for future global leadership (increased knowledge/ shaping attitudes/ increasing confidence).

#### **4.4.2.3 Mode of Study/ Program Model and Operations**

Model of operation: There have been various types of study programs ranging from direct enrollment for degree, island programs, hybrid programs, to customized program for the group, and for independent projects and research assignments. Starting with traditional exchange programs, or reciprocal exchanges, internships, research assignment projects, traditional direct enrollment, and independent research projects in the 1960s and 1970s. Later, island programs, customized programs. and hybrid programs (combination of direct enrollments, and custom- designed courses were found to be more suitable for U.S. study abroad in terms of quality of academic requirements, and learning outcomes. Independent study models also exist for mature students who have their own study plan. Faculty-led, service learning and experiential learning are becoming the most popular programs, believe to be more effective than others, as this kind of model has great impact on students' learning. Duration of the program has become shorter, whether by design to suit students' academic schedule, or due to financial constraints or other personal reasons (Adams, 2010). Examples of short term programs are study tours, shorter programs for less than 8 weeks up to semester length. Regardless of what models' salient factors (Engle and Engle, 2003), they have become important considerations for designing study abroad programs in order to maximize learning outcomes.

#### **4.4.2.4 Disciplines/ Academic Contents and Areas of Interests**

According to the survey, most students who studied in Thailand were in the field of social science, humanities, and engineering, Physical and Natural Science respectively, but those were from selected three study abroad programs (inherited sample bias). However, other sources of information, i.e. interviews with experts and documentary study, show that disciplines/academic contents and areas of interest of study abroad have been revolving around traditional subject's interest toward thematic one. For instance, traditional subject interests were on Southeast Asian studies, Thai language and culture studies, also the interest on Science and Technology, recently the interest for business study, tourism and hospitality management, and medical tourism have increased in the region. The extent on the academic interest has grown toward thematic, on real world issues such as HIV/AIDS, environmental issues, human rights and social justice, ethnicity and sustainable development. Study abroad participants who come to Thailand are no longer limited to those who are interested in learning Thai language and culture, or area studies. The curricula are more flexible to accommodate certain groups of students providing the opportunity for study abroad in the fields of engineering and nursing, where the rigid curricula are one of their barriers for study abroad. This problem has been resolved through integrating study abroad as part of the curriculum and degree requirements, as in the case of WPI, the Interactive Qualifying Project, 8 weeks long in Bangkok, Thailand. This shows that student numbers in the field of STEM are increasing. Moreover, heritage groups, and athletes are among new potential groups increasing participation. Community college students and non-traditional students are more involved in study abroad than other groups.

#### **4.4.2.5 Destination: Sites and Logistic**

Worldwide trends are to focus more on non-traditional destinations. Location/ Sites and Logistic: Bangkok is a site where everyone who comes to Thailand knows it is the Capital of Thailand. Many projects have moved out of Bangkok to other cities, such as Chiang Mai (North of Thailand), and Khon Kaen (Northeast of Thailand), and to other sites located in different provinces throughout the country, depending on where the projects are based (see location of others: Table 34.7). This shows that Thailand has been providing variety and ranges of projects and

sites to accommodate U.S. study abroad programs. “Thailand has so much potential on what programs can be created there, it is under using that aspect (Former U.S. who lived and graduated from Thai University, Personal Communication, August, 2010).” It is an observable pattern that most programs started through personal connection by someone who has lived and worked in the country, like many former Peace Corps members who have a connection to Thailand through working or living there, or through Thai alumni who graduated from U.S. institutions. These groups of people have knowledge, and are accustomed to Thai ways very well.

#### **4.4.2.6 Increasing Capacity/ Development of Thailand Infrastructures / Operational Aspects:**

Infrastructures-physical facilities as the country becomes more developed /number of qualified faculties and professors in various fields/ the use of English as a medium, and it is still a low costs destination. The complexities of organization of the programs and the quality of programs offered, rather than the number of the programs offered and cost issues or organizing the program and to study abroad, especially in a time of recession in the U.S. Some programs were canceled because of lack of student enrollment. Thailand has been the most reasonable place because of low costs (R.Vaz,personal communication,July2,2010).

The calendar/academic year has been mismatched between host and home country, but some US institutions have re-arranged curricula to allow students to study abroad (WPI, St. Olaf), as they have integrated the study abroad academic program into students’ curriculum at home. Infrastructures and capacity of Thailand and Thai institutions have been developed through time. Study abroad organization has become easier, offering a greater variety of programs in different disciplines due to development and changes of Thai infrastructure, i.e. ICT, transportation, healthcare, numbers of universities and research centers. Moreover, there are greater numbers of Thai teaching faculties and human resources available who are able to teach in English, and are well qualified in various fields who can supervise U.S. projects better than in the past. There are also more international NGOs operating in Thailand. U.S. projects wish to work together on certain projects through connection with NGOs, which is now possible , and the Thai language does

not become too much of an obstacle in this respect (D.B.J.Adams, personal communication, June 22, 2010).

Therefore, trends in Thailand are greater development in terms of physical infrastructure and human resources. At the same time, US are also more innovative on how to design programs, and integrated curricula make programs located in Thailand more flexible. Employing experiential and service learning or internships pedagogy, to fit their academic needs, are more effective ways to organize the program. In the 1990s, there were more programs offered in Thailand by U.S. providers. The capacity issues of sending and hosting study abroad students have been dealt with by both, Thai and U.S. Institutions, to make the study abroad experience possible for students. However, different universities have different capacities and managements, and thus the terms of dealing with this issues are different among institutions, and they is a need for on-going monitoring and adjusting through time.

#### **4.4.3 Research Question Three: What are the Major Obstacles Facing Thailand in Attracting More U.S. Students?**

The following themes have appeared several times during the interviews with Thai experts and US experts, study abroad office directors, study abroad program directors, faculties and professors and students, These information then triangulate with the other methods, i.e. documentary study, multi-cases studies, international workshops on study abroad (IIE, Bangkok, and U.S. embassy, and universities) and electronic survey. The SWOT analysis was performed to analyze the Strengths and Challenges which Thailand has in attracting U.S. students. From the SWOT analysis derived also the opportunities for Thailand to define appropriate strategies for attracting U.S.Students. Before pointing out the obstacles facing Thailand, it is worth to mention about the strong aspects of the country and institutions.

##### **4.4.3.1 Thailand's Strengths**

Thailand has many advantages over its competitors, such as a unique history and culture, multifaceted, diverse locations for students, tuition fees and living costs, all very competitive, welcoming people and beautiful environment with infrastructure and capacity to accommodate international students. Moreover, Government support through the Thai national educational policy, which has been

focusing on internationalization aiming at preparing graduates for the demands of social development and competition in the new age of globalization. The geography of Thailand makes it an ideal “gate way to Asia”, it is located in the heart of Southeast Asia, providing easy access to other countries in the region, where most alumni who had studied abroad in Thailand (from the survey) reported to have travelled after finishing their program, such as Laos, Vietnam, Cambodia and (see Table) other countries, which are: Malaysia, Japan, Hong Kong, India, Vietnam, Taiwan, China, Macau, Korea, Singapore, Indonesia, Nepal, Philippines, after their program in Thailand. Thailand is also hosting major regional and international organizations, i.e. ASEAN University Networks (AUN), Association of Southeast Asian Institutes of Higher Learning of Thailand (ASAIHL-Thailand), Southeast Asian Ministers of Education Organization (SEAMEO), The International Institute of Trade and Development (ITD), and the Association of Universities of Asia and Pacific (AUAP). However, there are still obstacles or potential issues that prevent Thailand from successfully attracting more international students. These challenges can be listed as follows:

#### **4.4.3.2 Challenges and Barriers**

1) Government policy/priorities: A lack of clearly defined strategic direction at national policy level on International Education and Internationalization. Also lacking are a sense of urgency in attracting international students (U.S.) to Thailand compared with other priorities, and a proactive management. Government support is thus in question. However, considering the benefits international students bring to Thailand it is recommendable that the government should integrate the U.S. study abroad imitative into other government plans that are consistent/similar in nature such as tourism, international trade, internationalization of Higher education. Government does indeed aim at making Thailand a regional education hub; however, the commitment of policymakers to transform the policy into practice is still doubtful for international communities.

2) Funding from government as an incentive for institutions (public and private) that offer study abroad programs or international programs.

3) Readiness of most institutes in terms of important infrastructure, human resources, funding and priority.

4) Lack of quality and standards of many programs and curricula: Low quality of education and the lack of international standards in some areas like the curricula, management of support systems, and the differences of quality in various types of Thai institutions, i.e. University, Rajabhat, Community college and Vocational Schools. There are only a few institutions that can claim to have international standards, and that are ready to attract U.S. students, such as Chulalongkorn University, Chiang Mai University, Mahidol University, Kasetsart, Thammasart University, SrinakarinWiroth University, Khon Kaen University, Songklanakarin University, Payap University and Bangkok, NIDA, University of the Thai Chamber of Commerce, Assumption University, Suan Dusit, to name just a few. These issues affect the number of choices of universities and programs where student can choose from. However, some Rajabhat does have such capacity, such as Rajabhat Suan Dusit, in the field of Hotel and Hospitality. However, it also depends on the program. One should bear in mind that the institutional reputation are not a guarantee that all programs are of high quality . Thus, a small institution with a good program can also participate in this initiative.

5) Quality and rigor of curriculum and quantity. There are 981 international programs reported by the OHEC, but the issues of quality and depth of the programs were not presented. For example whether programs really have factored international elements into the curriculum or just simply teaching Thai program in English (EP). The following are the issues of how institutions define international programs.

6) Bureaucracy system, organizational cultures make the process of work slow and inflexible and thus less competitive. These areas need to be rectified in order to be able to compete with other players in the Educational market.

7) Leadership and thinking paradigms of educational leaders of management in education, the attitude and insight on the vision of how higher education in Thailand will play a role in the Great-Mekong sub region, Southeast Asia, Asia, and in the Global community. It is necessary to be proactive and innovative, and not just responsive and reactive to changes of environment.

8) Control mechanisms of the quality of programs are offered to U.S. study abroad students. There is a lack of organizations that provide assessment

and control and that establishes guidelines on how to provide the right program to U.S. students in what types and fields.

9) Competition and student's mobility are a worldwide trend. Thailand is facing competition for international students' enrollment not only among domestic universities, but also in all of Asia and all over the world. The main competitors are Singapore, China, Malaysia, Hong Kong, Taiwan, Japan, Korea, and India. The ability to provide quality, good service, and flexibility is a key to become competitive.

10) Key persons / local contacts with competence: For U.S. organizing a program it is sometimes difficult to find capable persons (i.e. language and culturally competence ability to work with people from diverse cultures) with reasonable power and autonomy as well as knowledgeable on academic matters to serve in an international office in Thailand as a key person for local contacts and /or as an organizer for the US study abroad program. Most of people who currently carry out these positions are at an administrative level, are lacking knowledge on the academic part of the program, such as on its content, its credibility, and transferability of credits.

11) Political issues: Thailand's political instabilities and frequent changes of government, and interruption or sometimes even discontinuation of projects, are a challenge. Political conflicts also raise concern on safety for US faculties, students and parents. Moreover, it hampers the reputation, and affects the confidence of international students, whether it is safe for them to travel to Thailand.

12) Misunderstandings / false assumptions: There are misunderstandings on both sides. Thai institutions believe that many U.S. institutions have a strong interest in some kind of exchange and research collaboration; while on the other hand, a majority of U.S. institutions cannot identify where Thailand is on the map and lack awareness on Thailand. Most U.S. institutions and U.S. students are unfamiliar with Southeast Asia and Thailand; therefore, they perceive Thailand as a third world country, not clean, unsafe, unstable, and risky to health. They do not know that Thailand is one of the low cost destinations, while other Asian countries, such as Japan, Korea, and Singapore are much more expensive. In addition, Thai faculty and staff have a strong interest in collaboration with U.S. institutions, but may lack

awareness on logistical and operational challenges that partnerships entail. Also, U.S. study abroad is *an American Exceptionalism*, to partner with or to successfully organize the study abroad program for U.S. students, requires understanding of the program characteristics, and needs.

13) Lack of awareness and visibility: Visibility of Thailand as a country and its institutions as well as Thai international programs, which are available for international students to participate in. How to raise visibility of Thai institutions, and their programs on a variety of disciplines to prospective target groups in U.S.A.?

14) Teaching style: Thai teaching style, which is based on Thai culture, has been found to be unfavorable and ineffective for US students. There are too many lecture hours, and one way communication style (“teacher-centered learning”). Students are more interested in activities and problem solving, (“student-centered learning” pedagogy).

15) Cross-cultural competency: Awareness of cultural differences between Thai and US. Cross-cultural communication is an important issue at all levels of collaboration, management, supporting staff, and students.

16) Proficiency at English: Even though the number of Thai lecturers, who graduated abroad, has increased, their ability to conduct classes in English is still marginal in most cases. As there is great demand on this aspect, incentives should be given to faculty who can teach in English. In addition, supporting and administrative staff should also possess a certain level of language proficiency, (at least conversational English). Some institutions put strong emphasis on the ability of personnel to use English, and make English skills a criterion for employment (e.g. Assumption University).

17) The number of qualified lecturers, who can supervise the projects in certain fields and who offer the kind of pedagogical approaches desired by US students, is still inadequate.

18) Faculty commitment from both sides. The greater amount of workload for faculty. Thus, this leads to the types of incentives to reinforce the program, and willingness of top management to support the initiatives as well as the funds available to support the organization and activities. To have international



students means more work and responsibilities for all staff that will be responsible for these programs and students.

19) Recognition of a degree obtained in Thailand. Only a few degrees are internationally recognized, such as the MBA at SASIN, Basic Medical College at Srinakharinwirot University.

20) Quality of services/management and administrative systems that meet international standards: Visa approval and processing, application and processing system for international students is still overly bureaucratic and difficult to obtain (e.g., international students who want to study at Ramkhamhaeng University). The credits transfer process, and other services related to receiving international students still lacks flow and flexibility. It all takes a long time having to go through many processes before students can actually come in to study. The institutions should provide one stop service, and they should have their own international students service centers, UNIT that are responsible for every aspects of students' concerns, i.e. housing, campus life, and visa. Currently, a number of universities deal with the international service issues by each department handling their own matters separately. International affairs offices are only dealing with public relations and information, but they are not international management centers.

21) Lack of internships, and experiential opportunities, and complications of immigration policies regarding internships. The law is too stringent that does not allow students to work and to receive monetary returns during their internship, for example students who undergo internships in hotels and hospitality study.

22) Costs of program: Finance is not a major issue for U.S. students planning to study abroad, because they pay the same fees as they would stay in U.S. Most U.S. students are not aware that costs of living in Thailand are relatively cheap compared to countries such as Europe. In addition, certain types of program models (custom -designed and faculty- led) have to depend on funding and a certain number of students enrolled. In some cases, students have to pay extra to cover the expenses of organization and administration of the program. Thailand is a cost-effective place for setting up and delivering programs.

23) Risk Management: Safety measures are an important issue, and U.S. students and their parents are giving high priority to this aspect. Risk management measures have to be seriously taken into consideration when planning to receive US students. It has to meet U.S. standards. Host institutions may have to work together with risk management units of that particular U.S. institution.

24) Suitability of academic contents for major/ credit transferability

25) Calendar and rigidity of curriculum in certain fields, i.e. nursing and engineering.

26) Level of Thai language competency of U.S. students.

#### **4.4.3.3 Opportunities for Thailand From U.S. Study Abroad**

##### **Target Group:**

Some would suggest that Thailand should focus on developing its educational system and raise standards for the country first and many would agree that Thailand has great potential to become “Asia’s International Education Hub”. The opportunity that comes with hosting U.S. students study abroad are similar with those reasons given by 99 percent of the 500 higher education institutions worldwide (from the IIE online survey conducted in September to December 2007, 1) exchange of knowledge, culture, and language through personal interaction between U.S. and domestic students (81 percent); 2) enhancement of the institutions’ reputation and becoming more globally competitive, especially via established partnerships with the U.S. ( i.e. exchange agreements, joint or dual degrees, etc.) that can leverage this relationship to create their own international network; 3) help to promote research and academic collaboration between sending and receiving institutions (67 percent); 4) opportunity to get “tuition swaps” for host students; 5) additional source of revenue; 6) raise of the institutional profile with US professors ( Gutierrez, Bhandari, and Obst, 2008).

Similarly, attracting international students to study in Thailand is one of the avenues to generate additional income for financing higher education, as most international students are self-funded (IIE.2009; Survey’s results). It enhances the standard of the curriculum and the profile of the institutions, and supports universities’ mission on internationalization, and is consistent with the national

policy on having Thailand become the hub for international education in Southeast Asia. Thailand has great potential because of its central location in Southeast Asia and Asia as a whole with much lower costs than its competitors, such as Singapore, Japan, and Hong Kong and far better infrastructure than competitors, such as Vietnam or Cambodia. Moreover, international students bring diversity to the classroom and campuses, providing Thai students with access to global perspectives without leaving Thailand (IaH Fry, 2002). At national level, they contribute revenues to the economy through tuition fees and spending, economically functioning like long term tourists (Sumka, 2000). International students, thus, are a kind of “export” in terms of financial implications. Moreover, Thailand can prevent the money flowing out of the country, which may amount to many million Baath per year, when more Thai students choose to obtain degrees at home.

In the current worldwide trends of higher education (Altbach, 2010, De Wit, 2007), institutions face financial pressure to expand enrollments; campuses are pressured to diversify offerings; academics are pressured to enrich curricula; missions are expected to internationalize. U.S. study abroad programs are worth to be explored for finding mutual benefits that can be achieved from our existing programs and infrastructures or existing connections to expand and accommodate these programs, as well as to enrich our curricula and campus internationalization- deepening already existing relationships (make use of existing 410 MOUs between Thai and US institutions by December 2008, of public (334) and private (76) institutions) or jointly creating new programs according to available resources, (currently, in 2008, 63 joint degree programs are available for bachelor, master, and doctorate programs of public and private institutions, which build bases for future collaboration).

The U.S. study abroad initiative is a great opportunity for Thailand and its educational institutions to promote their international programs, building brand image through leverage of the connections which US students and professors bring to the programs and campuses (Fry, 2010, Personal Communication, April3, 2010). Putting Thai institutions and their programs into more competitive positions, among themselves domestically and among international players in the

education industry (China, Japan, Korea, India, Singapore, and Malaysia) will increase the quality of programs and enhance their reputation.

Thailand has already the policy to attract international students to study here. However, specific policies and strategies for attracting US students (competitive strategies; blue ocean strategies) need to be more clearly defined (Arporn Kaenwong, person. commun. 2010; Paitoon Sinlarat, 2010). In doing so, we need to understand the characteristics and types of demand and needs (U.S. study abroad programs and students). Importantly, if policy makers and stakeholders find this U.S initiative feasible, beneficial and commensurate to their efforts (monetary/ academic/ fostering collaboration) they will treat these tasks as an important priority as follows:

- 1) Creating and providing quality programs/courses, U.S. students can enroll and transfer credits back toward the degree at the home institution. This means that the programs currently offered by Thai institutions should include contents / activities which will make them internationally accepted, meeting international standards, such as programs offered in science, technology, and engineering, in political science, and social science, there are exceptions in certain programs which are specific in nature, such as Buddhism and Thai language and culture.

- 2) The potential to create a variety of short-term programs for non-degree purpose. These short term programs can be part of existing programs/curricula, or they can be newly customized to suit the needs of U.S. students as stand-alone programs, ideally set up in joint collaboration with U.S. institutions, and thus ensuring that demands and US academic requirements are met, and both parties can mutual benefit. What options to choose depends on the capacity of each institution. Interdisciplinary in nature are most favorable for U.S. study abroad program purposes, enhancing and developing students' world knowledge, problem solving skills and global awareness, and development of cultural and global competency.

- 3) Ranges of unique programs already existing or still to be created to offer U.S. study abroad students. Examples of courses that can be of interest to U.S. students and institutions in Thailand are: Firstly, unique and specific

courses, i.e. tropical medicine, Buddhism, Thai traditional medicine, the art of Thai cuisine, tourism and hospitality, independent research projects, Thai studies, Thai language and culture, Southeast Asian study, art and music, Thai architecture, tropical agriculture, heritage studies (Hmong, Karen) etc. Secondly, thematic courses, i.e. Thailand model sustainable economic growth, emerging democracy in Thailand, community health, human rights issues, environments issues, sustainable development, sufficiency economy, engineering and social contexts, counseling psychology in Thai context-tsunami affected areas etc.

4) Opportunity for creating linkages and connections with US institutions which will lead to further collaboration in other aspects as the relationship continues, such as exchange of students, staff and faculty, joint research, or joint programs etc.

5) Opportunity to introduce Thailand to U.S. institutions creating branding/ positioning Thai HE program in US study abroad target groups. Improving educational standards and enhancing Thai higher education institutions' competitive position.

6) Enhancing internationalization goals of Thai institutions, "internationalization at Home." Enhancing learning atmosphere and environment with a diversity of students, supporting students' social aspects in terms of cross-cultural communication and skills through interaction with US students, giving both parties the opportunity to practice each others' languages.

7) To promote regional education by means of cooperation with neighboring countries such as Vietnam, Laos, Cambodia, Myanmar, to create unique programs for U.S. study abroad students. Examples would be ecology along Great Mekong-River, sustainable development of communities of Great Mekong River. Eco tourism etc.

8) Opportunity for development of human resources, exchange of knowledge and learning among administrative staff, faculties, and collaborate research.

#### **4.4.3.4 Competition in Higher Education: To Become an Education Hubs and Strategies**

##### **Singapore**

Singapore has been having a policy to be an education hub; it has been hosting several internationally recognized universities whether through off-shore campuses of US, Australia, and UK, or the form of partnerships. Thus, it has a target group of people in the region wishing to earn a well recognized degree from Western Universities obtained right there, in Singapore, without traveling a long distance to live in Western environment. Reputation of these universities has enhanced education in Singapore profile. It offers better quality, but is expensive and maybe over capacity; those who are not able to enter Singapore may get a seat in Thailand. Another advantage of Singapore over Thailand is the use of English as a required medium of communication.

In 2007, there were 86,000 international students in Singapore (Lasanowski, 2009), by 2009, there were 12 branch campuses (Becker, 2009), and in 2010, there were 1,120 cross border international programs available (Ministry of Education, 2010). *Position:* Education hubs; Global Schoolhouse, a multifaceted initiative with three major aims: recruitment of foreign talents, economic development through foreign investment, attracting research and development of firms and multinational companies that specialize in knowledge economy and service industry (Gribble and McBurnie, 2007).

*Strategies:* clearly defined policies to improve the quality and capacity of higher education through:

- 1) Inviting and providing financial support for “world class universities” to establish programs, research partnerships, and branch campuses,
- 2) Recruiting 150,000 international students from the region and internationally by 2015,
- 3) Modernizing domestic higher education institutions by having international partnerships with well recognized universities around the world.

##### **Malaysia**

Education industry and cross border in Malaysia has already been known to international students for quite some time, as there were 70,423

international students present in 2008, with 3,218 incoming programs and five branch campuses (Ministry of Education, 2010).

*Positioning:* offering internationally recognized degrees at low costs, target groups are Islamic, students from the region, as a regional center of excellence through development of research infrastructure, and through building an international education network of academic institutions, companies and services (Knight, 2011).

*Target students:* India, China, Indonesia

*Strategies:* are working toward becoming an education hub via three initiatives:

1) creating “Educity” in Iskandar (an economic free zone) as a multidimensional development, 2) Kuala Lumpur EducationCity, a strategic initiative incorporate recruitment plan to attract students from the region and Islamic countries (Ministry of Higher Education, 2010). Educity aims at producing a skilled workforce through providing high quality education in order to support international companies located in the zone and at supporting academic collaboration through joint research laboratories. The plan is to have eight international universities offering programs in various fields, i.e. business and finance, creative multimedia, engineering, logistics, hospitality and medicine. Responsible for the project is Iskandar Investment Berhad (IIB), backed by the government’s investment organization (Nation Kazanah Berhad). The Government provides a private investment firm to manage these initiatives, Kuala Lumpur Education City (KLEC).

### **Hong Kong**

There are 1,120 international programs and five teaching centers of offshore universities (not comprehensive branch campuses) with 9,900 non- local students (Lasanowski, 2009). The majority of international students (92.6 percent) are from Mainland China; only 8 percent are from other countries).

*Position:* It is also planned to become an Education hub “to promote Hong Kong as Asia’s world City” due to its geographical location, its internationalized and vibrant higher education sector, and its cosmopolitan outlook (University Grant Commission).

*Target:* students from Mainland China, international students who wish to study and work in Hong Kong.

Strategies: There are no plans for direct foreign investment on branch campuses, however, foreign students are given quota to domestic institutions. Provision of scholarships had been made for international students since 2004 to 2007.

In addition, liberalization of immigration policies through immigration reform for international students who graduated in Hong Kong and wish to return for employment. This helps to strengthen human capital and competitiveness, and enhances quality of the workforce making Hong Kong more attractive to international students and young professionals (Knight, 2010). Other competitors, among players in the international education market that Thailand has to compete with are Japan, China, Taiwan, Korea, and India to name a few. Japan offers good quality programs and interesting subject matters, however language is still one of the barriers, as not many courses are offered in English. Costs of living in Japan are very high, which makes Japan less attractive. Korea and Taiwan are also planning to become educational hubs, however, the types, the scale and the purpose of being hubs need to be carefully ascertained.

#### **Australia, New Zealand, United Kingdom, United States**

These markets are perceived as having high quality education and as expensive. “Thailand only needs to offer better quality and convenience for the money people can afford. Thailand has great potential to become a destination for international students/US students, becoming an education hub for Asia. The advantages, strengths, opportunities and challenges for achieving the goals have been synthesized and presented. This leads to the various possibilities of strategic options for Thailand, policy makers, institutions, study abroad providers and interested stakeholders to consider when aiming at attracting US study abroad students and/or providing study abroad programs for US students.

#### **4.4.4 Research Question Four: What are the Examples of Successful Study Abroad Programs in Thailand and What are the Factors Having Contributed to Their Success? (3 Cases)**

There are several successful study abroad programs currently found in Thailand with at least four different types of programs that are organized and offered through different institutions and providers (Chalintorn et.al., 2010). As examples,



three highly successful cases of these programs will be presented and the elements of their success will be ascertained and discussed in depth.

The first program model is direct enrollment. U.S. students directly enroll into the programs or courses in Thai institutions for a semester, academic year, or an entire degree program. Examples of this model would be international programs in Thammasat University, the highly successful International College at Mahidol University, and the interdisciplinary Southeast Asian Studies Program at Chulalongkorn University.

Second, there is the faculty-led model, which is organized by home institutions with some assistance from local links and networks in the form of logistics, facilities, and other aspects of program operations. The home U.S. institution receives tuition and is primarily responsible for the academic content of the program and the students' learning activities and experiences. The accompanying faculty may teach a few courses, and may also hire local lecturers to teach or assist in courses. An example is the Minnesota Global Seminar in Thailand.

A third model is the custom-designed program that is known as the "island program." In this model, the course of learning activities is designed specifically for American students. These programs are usually managed by a director, faculty member, and/or staff member. Although they sometimes work with a host institution, these programs can also exist as free standing programs that are organized as part of a U.S. university. An example of this model is the CIEE-Khon Kaen program in Thailand. A fourth type of program is the hybrid model, which is a mix of direct enrollment and custom-designed models. It has special advantages over other models for students and program administrators in that it provides flexibility for students' constraints and requirements, such as having lower levels of host language proficiency.

In addition to those models, there is the independent study model, which provides students with the opportunity to work together with their advisors on setting goals and planning their study abroad experience as an individualized experience on their own. After their return, students will meet with their advisors again to discuss their learning experiences. An example of this model was an undergraduate student who spent a summer doing independent research that involved

a comparative study of villages in Laos and Vietnam. She spent six weeks in each country and wrote a paper of approximately 100 pages reporting her results. This approach is extremely cost-effective since students do not need to pay for a U.S. institution's infrastructure to organize and oversee their study experiences, but it requires significant student maturity and involves substantial risk since students are basically on their own.

#### **4.4.4.1 Guidelines used for Ascertaining the Elements of a Successful Study Abroad Program:**

When identifying successful study abroad programs the framework for ascertaining the program needs to be established, with similar considerations when designing a quality study abroad Program for US students. The keys of successful study abroad programs depend much on the design of the program and the elements embedded in it. The case study method was used for the three highly successful study abroad programs in Thailand. The framework used as guidelines to study these three cases was adopted from the combination of three well recognized assessment processes for identifying important elements that contribute to the program success. The three methods are as follows:

First, The seven components /aspects of a study abroad program by Engle and Engle (2003). The level of depth of each component accentuates a specific type of program with specific levels of cultural immersion. Engle and Engle identified levels of cultural immersion to how to organize the program to achieve specific outcomes. Types of programs according to the levels of immersion which gradually increased classified into Study tour, Short- term study, cross cultural contact program, cross cultural encounter program, cross cultural immersion program. Components of these programs consist of: 1) Duration of sojourn, 2) Entry target language competence, 3) Language used in course work, 4) Context of academic work, 5) Type of students housing 6) Provision for structured cultural interaction, experiential learning, 7) Opportunity of reflection on cultural experience.

Second, Academic Consortium Board monitoring and evaluation process which has been used by CIEE for its program assessment and quality control, suggested guidelines under review of: 1) Academic, i.e. range of courses offered, their contents and quality, and 2) non-academic aspects, i.e.

supportive/facilities and students support system, orientation, cultural activities and field trips, community engagement and integration.

Third, The Nine Standards of Good Practice for Education Abroad by The Forum on Education Abroad provide a comprehensive framework for short-term program management. These standards are in areas of: 1) Mission, objectives and purpose, 2) Students learning and development, 3) Academic frameworks, 4) Extra-Academic framework, 5) Preparation for the learning environment abroad, 6) student selection and code of conduct, 7) Organizational and program resources, 8) Health, Safety and Security, 9) Ethics and Integrity.

These three methods are used as guidelines to gain insight how the three programs have achieved their success. The three cases possess the elements of those above and are classified into: 1) aspects of program features and design consisting of course requirements (academic) and operation and major activities (non academic), 2. Aspects of supportive systems for operation, administration and management)

The examples of three cases of highly successful study abroad programs in Thailand are: Firstly, the study abroad program offered by St. Olaf College, Term in Asia. Secondly, the interdisciplinary program from Worcester Polytechnic Institute, Interdisciplinary Qualifying Project, and Thirdly, The program offered by CIEE-Khon Kaen, Globalization and Development.

#### **4.4.4.2 Case Studies**

Key factors of successful study abroad programs from three case studies are identified as follows:

##### **1) Case I: Worcester Polytechnic Institute (WPI): IQPs**

“Engineering colleges must not only provide their graduates with intellectual development and superb technical capabilities, but, following industry’s lead, [they] must educate their students to work as part of teams, communicate well, and understand the economic, social, environmental, and international context of their professional activities.”

##### **Background**

Since 1970, WPI has had a new curriculum called “WPI Plan”, which replaced a traditional course- based curriculum with a project- based

program. Emphasis was put on teamwork, communication, and the integration of technical and societal concerns. There are three major projects required for degree completion. First, project in humanities and arts, second, project related to the major of their study, and third, the exploration of the relationship between society and technology (Mello, 2001).

In 1989, WPI had begun the program in Thailand. WPI is ranked 7th in sending students to Thailand, offering undergraduate programs in the important STEM areas of engineering and science. The program responded to the needs for globalization of engineering education, the “Global Perspective Program” is a faculty-led experiential model, which incorporates global perspectives into the disciplines of science and engineering as part of the degree requirements. It is organized by home institutions with some kind of assistance from local links and networks in the form of logistics, facilities, and other aspects of program operations. The home U.S. institution receives tuition and is primarily responsible for the academic content of the program and the students’ learning activities and experiences. The accompanying faculty may teach a few courses, and may also hire local lecturers to teach or assist in courses. The program provides students with the opportunity to develop an understanding of how to apply engineering solutions in a global and intercultural context, preparing students with the ability and skills for working in multidisciplinary and multinational teams, and providing them with important competencies beyond their technical knowledge (DiBiasio and Mello, 2004).

The Interdisciplinary and Global Study Division administers all aspects of the program, 24 junior year students and 2 faculties spend 2 months at the sites working full time on the project. Students will be working in multidiscipline teams to address problems related to technology, society, and human needs. The program involves the team process, research project, working together with local NGOs and local agencies, communities and rural sites where the projects are based. Aims at helping students to understand how their careers in technology can impact and affect social structure and values as well as to comprehend the social and cultural contexts of technology and science (Vaz, 2010). Living arrangement was sometimes close to the sites. It has elements of service –learning and faculty – led

with on-site supervision by the faculty. The program works closely with Chulalongkorn University, local agency, and non-profit organizations (NGOs).

**Theoretical and Conceptual Frameworks:** global competence, experiential learning pedagogy with elements of service-learning, it is a faculty-led model of the project-based approach. Students carry out research projects addressing issues based on community's needs, and at the same time also serve the community as part of the research results.

**Course Requirements:**

WPI has set the IQPs as course requirement in that this IQP is one of three major projects which students are required to complete before granted the degree of Bachelor of Science. It is an interdisciplinary project, not directly related to student major of study. The project provides credits equivalent to three courses. The duration of study is 8 weeks. Students are required to develop specific goals, conduct research, gather relevant information, and to provide useful information to sponsor. A team of three or four students is working on selected projects under supervision of advisors, both on and off-campus. Students are required to give formal presentations on the progress of their project.

The objective of learning outcomes are related to developing skills of critical thinking, of integrative problem-solving, written and oral and professional communication, team work, cross-cultural competency, and of understanding the role of technology in the developing world. These are the IQP learning outcomes set out to achieve by WPI:

**IQP Learning Outcomes:**

The Faculty adopted the following statement defining learning outcomes for the IQP. Successful completion of IQPs is an important element in helping students achieve WPI's overall undergraduate learning outcomes. Students who complete an Interactive Qualifying Project will:

1. Demonstrate an understanding of the project's technical, social and humanistic context.
2. Define clear, achievable goals and objectives for the project.

3. Critically identify, utilize, and properly cite information sources, and integrate information from multiple sources to identify appropriate approaches to address the project goals.
4. Select and implement a sound methodology for solving an interdisciplinary problem.
5. Analyze and synthesize results from social, ethical, humanistic, technical or other perspectives, as appropriate.
6. Maintain effective working relationships within the project team and with the project advisor(s), recognizing and resolving problems that may arise.
7. Demonstrate the ability to write clearly, critically and persuasively.
8. Demonstrate strong oral communication skills, using appropriate, effective visual aids.
9. Demonstrate an awareness of the ethical dimensions of their project work.

### **Academic/ Areas of Projects**

Academic component is an essential part of the study abroad program. The course students generally undertake award credits toward home institution. A WPI project in Bangkok is a project- based approach to study abroad. It is unique as the institution arranges the project in such a way that it is integrated into the curriculum as part of the requirements that students must complete before graduation. It is an interdisciplinary project by nature, thus, students from other disciplines can participate. This project is called “IQP” (Interactive Qualifying Project), and one of the three required projects, which students in a junior year have to carry out. It is not directly related to the students’ major area of study.

However, the objective is to provide the opportunity for students to develop global perspectives and problem solving skills, as they are working on disciplinary teams of three to four to address their selected issues. Moreover, students can appreciate how their career in technology will impact on societal structure and values. The research topics are given by expressing needs of sponsors (NGOs, government agencies, and universities) from the host country,

providing the learning pedagogy of service- learning. The IQP project is equivalent in credit to three courses, as part of the BS degree requirements. All students at undergraduate level must complete three major projects. The following are the IQPs about Science, Technology and Society which are most, but not all, IQPs indexed according to the following IQP Divisions. These Divisions assist students in locating proposed projects by topical area.

*Division 41: Technology and Environment:* Subjects include a wide range of environmental problems, for example, water quality and supply, climate change, open space and growth, hazardous waste and acid rain.

*Division 42: Energy and Resources:* These projects have focused on energy supply, alternative energy technologies, conservation, and the economic and policy choices made or proposed to govern this industry.

*Division 43: Health Care and Technology:* Projects in this division have focused on the technologies and cost of health care delivery in the US. Ethical questions in health care have also been addressed, including abortion, stem cell research, cloning, and "right to die" issues.

*Division 44: Urban and Environmental Planning:* Land use planning, historic preservation, urban renewal, transportation systems, and the impact of infrastructure design is among the subjects studied in this division

*Division 45: Science and Technology – Policy and Management:* IQPs in this area focus on public policy as it is used to promote or constrain technology. Examples include public and private efforts to promote scientific research, manage innovation and understand how changes in technology result in a changing business and economic environment. *Division 46: Social Studies of Science and Technology:* Students working on these projects use a sociological approach to understanding the impact of technology on society. Topics have included equity issues (gender, race, ethnicity), technological literacy, and technology assessment and forecasting.

*Division 47: Safety Analysis and Liability:* The study of safety analysis introduces students to the subjects of risk analysis, negligence, and standards of care in product design and use. Projects have also focused on fire risk and safety, risks associated with natural disasters and risk management.

*Division 48: Humanistic Studies of Technology:* Humanistic studies illuminate the social context of science and technology. History, literature, philosophy, religion, and the fine arts, all speak of the nature of human problems, and the scientific and technological approaches used to address personal and social problems. Each discipline provides analytic methods for examining society/technology problems. Students working in this division should prepare by taking appropriate humanities courses before beginning their project.

*Division 49: Economic Growth, Stability and Development:* This focuses on problems of stability and change in mature economies, and the economic problems of developing nations. Tools of economics are used to understand the relationship between technology and growth. Projects address policy issues of appropriate technology, technology transfer among countries and trade, among others.

*Division 50: Social and Human Services:* These projects address the problems and technologies involved in the provision of community services, broadly defined. Projects have addressed services for the mentally or physically disabled, for juveniles, seniors, consumers, and public school students.

*Division 51: Education in a Technological Society:* Many WPI students have helped design and test science and engineering curricula for students at all grade levels, from elementary to high school. Projects in this area have also addressed the design and testing of computer assisted learning environments and other applications of technology to learning.

*Division 53: Law and Technology:* Legal systems regulate technology in all aspects of life, from food safety to pollution control to intellectual property (patents, copyright). Projects in this division explore the role of courts, agency regulations and legislation in controlling the impacts and use of technology.

*Division 54: Historic and Artistic Preservation Technology:* The technologies of art conservation and restoration, combined with the policy and value issues involved in the preservation of historic places and works of art, form the subject matter of IQPs completed in this division.

#### **Range of WPI: IQPs Projects in Thailand:**

There are wide ranges projects possible in Thailand. These are common themes in areas of energy, the environmental issues, health and human



service, sustainable development and appropriate technology, agriculture, capacity building, and community development. This is also because WPI has a long established relationship with Chulalongkon University and other organizations since 1989. Example of projects: Designing safe playgrounds for Klong Teoy community sponsored by Duang Preteep Foundation.

**Project themes in Bangkok:** Project themes and recent examples in each area: *Health and human services:* Improving the Bangkok Refugee Learning Center: An Assessment of the Current Program and the Development of a Computer Literacy Course. *Community development:* Tsunami Mitigation in Ban Nam Khem, Thailand: Assessment of Evacuation Towers, the Warning System, and Education and Training. *Sustainable development and appropriate technology:* Developing a Strategy to Improve Solar Home System Sustainability in Rural Thailand. *Environmental issues:* Addressing Threats to Water Quality in Suan Phung Nature Education Park.

### **Operations and Managing the Program**

The WIP programs in Bangkok have been operating since the 1989s, the first base of operation in Southeast Asia, through a strong connection with the WPI Alumnus who is a Thai professor at Chulalongkorn University, and who is also serving as local coordinator. Two local coordinators are responsible for identifying potential sponsors, maintaining contact with projects' sponsors and assisting in local arrangements related to operation. Two WPI faculties serve as Center Directors, responsible for sustaining relationships with sponsoring agencies, shaping the sponsors' needs into academic projects, recruiting and selecting participants in the program both students and faculty advisors which came from different departments. Participation in the program will be appraised for tenure and promotion. IQP projects have been sponsored by local NGOs, government agencies and universities, as well as international organizations. Most of the programs are classified into service- learning pedagogy. The program provides students with the opportunity to develop an understanding of how to apply engineering solutions in a global and intercultural context, preparing students with the ability and skills for working in multidisciplinary and multinational teams and providing them with important competencies beyond their technical knowledge (DiBiasio and Mello, 2004).

The Interdisciplinary and Global Study Division (IGSD) administers all aspects of the program, 24 junior year students and 2 faculties spend 2 months at the sites working full time on the project. Students will be working in multidiscipline teams to address problems related to technology, society, and human needs. The program involves the team process, research project, working together with local NGOs and local agencies, communities in rural sites where the projects were based. It aims at helping students to understand how their careers in technology can impact and affect social structure and values as well as to comprehend the social and cultural contexts of technology and science (Vaz, 2010). *Housing:* Living in apartment/ rental with American roommate(s) near Chulalongkon University, other living arrangements were sometimes by the sites. It has an element of service - learning and faculty – led with on-site supervision by the faculty. The program works closely with Chulalongkorn University, local agency, and non- profit organizations.

*Staff and instructors:* Two faculties from WPI as faculty Advisors or Resident Advisors, onsite mentorship on the project as well as cultural and interaction within Thai context. In addition, Local Coordinators from Chulalongkorn University and project sponsors assist.

*Orientation/preparation:* carried out by the IGSD division a term before departure of staff and students in academic aspects as well as in the context of living and working on a project in Thailand.

*On-sites supervisors:* Local professors / Resident Advisors/ Local Director and Local Coordinators.

*Field trips/ excursions:* this element is embedded as part of the project. *Projects/ Opportunity to Interact with Locals:* working on sites with community in rural and urban areas depending on where the project is based. Opportunity to interact with sponsors, government agencies, and with NGOs while addressing the issues on the projects. *Duration:* 8 weeks

*Risk Management Measures:* provided by IGSD division for all aspects related to off campus study, integrated in campus risk management system. Students and staff are joining the workshop, which is important for their safety, health and welfare, emergency policies and measures while they are off-campus prior to their sojourns.

*Theoretical Pedagogy:* Global competence; service learning and experiential learning *Costs:* Approximately \$4,420; costs allocated as follows:

**Table 100** Estimated Costs of Program Out of Pocket Expenses

Estimated Out-of-Pocket Expenses*	Amount	NOTE: calculating the extra expense to participate in an off-campus project experience compare this figure to expenses incurred while living on campus (groceries or meal plan), entertainment expenses, transportation, etc.)
Travel to site (returned airfare)	\$1,800	
Local transportation (airport and daily)	\$ 70	
Meals	\$ 750	
Weekend tourist activities	\$ 500	
Gifts and souvenirs	\$ 200	
Estimated total out-of-pocket expenses	\$3,320	
Expenses included on your WPI bill*	Amount	
Housing, local arrangements and program expenses Note: includes housing, project related travel and cultural enrichment plus visa fee (single entry)	\$1,100	
Estimated Total expenses	\$4,420	

### Preparing for and Finding an IQPs

Students are encouraged to view the IQP as a learning opportunity – a chance to gain knowledge outside their major field – while working with others to solve open-ended, complex problems. The best approach is to consult with one's academic advisor and select courses to be taken in the first and second year at WPI that can provide a foundation for an IQP in the junior year. Often, project preparation involves developing an understanding of the social sciences and humanities, as the concepts and analytical techniques of these disciplines are important for understanding the social context of science and technology. In addition, students enrolled in the Global Perspective Program will be expected to complete

a course devoted to project preparation in advance of their travel. Project topics originate with external organizations, faculty and students. Students, who complete IQPs at a residential project center through the Global Perspective Program, work on project topics identified by external sponsoring organizations. Students can explore these opportunities at the Global Opportunities Fair organized each September by the Interdisciplinary and Global Studies Division (IGSD). Students completing projects on campus are encouraged to seek faculty members that share their interests for advise. Faculty interested in advising specific IQPs will post their project topics on-line at the IQP Registry. The IGSD also hosts an On-Campus Project Opportunities Fair each March where students can meet faculty advisors to discuss projects being offered on campus during the following year. The IGSD offers administrative support for project activities. Students are welcome to seek further assistance from the staff of the Project Center.

### **Aspects of Supportive System**

WPI has various levels of participation in project centers. Each project has a full time faculty member known as “Center Director” who is overseeing the pedagogical concerns associated with projects, including recruiting and selecting students to participate in the sites. This Center Director is also working together with the “Local coordinator”, a resident expert for the students and faculty for the site. The “Resident advisor” is a WPI full-time faculty member, who travels with students to the sites, supervises the students’ projects. Resident advisors are also working together with students on home campus on the project, planning as well as preparing their trip in terms of Thai culture, context, and risk management issues for the period of the term prior to their departure to Thailand.

Infrastructures: WPI provides good infrastructures for study abroad operations and for the organization of supportive activities. Interdisciplinary and Global Studies Division (IGSD) is responsible for preparing students and staff for off- campus studies. It is professionally managed and hires experienced administrators. The leadership team for the division comprise: Resident Faculty Advisors, Center Director, and Local Coordinators, each of these individuals separately oversees different aspects of organization of the study abroad experience in Thailand.

Risk management: The Risk management team consists of the Director of Global Operations in the Interdisciplinary and Global Studies Division, the Associate Treasurer for the university, and an insurance and liability consultant hired by the university. The team identifies various exposures and measures of those against WPI's willingness and ability of taking on potential losses from the risks, then WPI comes up with appropriate policies and procedures how to implement and manage this aspect. Students and staff receive orientation on culture, religious issues and ethics as well as other issues that they might encounter in host countries. IGSD are responsible for orientation sessions. The issues concerned cover in detail health, safety, medical insurance, alcohol and drug use, WPI policies and enforcement of campus and program- related policies etc.

### **Elements of Success of WPI: IQPs Projects in Bangkok, Thailand.**

#### **Key success factors from the analysis**

- Degree requirements: The IQPs is an integrated curriculum as required for the Bachelor of Science degree. It eliminates time delays for graduation. Students must learn and engage in real work; the academic component is embedded in the projects, which students and staff take seriously and not merely as a tour trip abroad.
- Wide ranges of projects are multidisciplinary in nature. They are authentic, related to real world issues, and benefit the needs of students, sponsors, and communities alike.
- WPI study abroad program-IQPs project is a faculty-led, experiential program with a service- learning element. Experiential learning components; as students setting goals and carry out their research projects at the sites under supervision of advisors provide opportunity to reflects
- Duration and calendar issues: fit by design. The organization of the academic year, from traditional semester system to a year divided into seven week terms. There are four terms during the regular academic year with an additional fifth term running during summer. The regular course load for all students is three courses per term. While students are at a project center completing a degree-required project, they earn the equivalent of three courses.

- Preparation prior to trip to Thailand: Preparations of students and faculties prior to departure are carried out by Interdisciplinary and Global Studies Division- IGSD, covering academic projects as well as Thai language and culture and its contexts. This reduces workload and burdens of the faculties who participate in the program. Students and faculty are more prepared and ready to make their sojourns fruitful.

- Proportion of Faculty to students under supervision: two faculties to 24 students. Resident Advisors are also trained, having gone through a preparation process, working on the prospective projects to be carried out in Thailand one semester prior to their departure.

- There is a structured approach to curriculum planning, where students are prepared about their projects by means of laying a foundation of knowledge from the freshmen to sophomore years.

- Faculty from all disciplines can participate in the study abroad programs. This is because the IQPs is a project- based approach and interdisciplinary in nature.

- On-site mentorship: Resident Advisors; Local directors, Local Coordinators, Sponsors.

- Opportunity to interact with locals, NGOs, government agencies, communities, to work on real cases, to address real world issues, and to contribute research results to enhance development of communities.

- The academic contents and quality: The course is designed as an integrated part of the curriculum for the B.Sc. degree. Thus, students can participate in the program without delaying the graduation time. In addition, concerns in terms of the quality of the program and credits transferability are eliminated, because WPI is responsible for the academic aspects.

- Established relationships/net working with NGOs, sponsors, and government agencies, strong ground based which projects can be continuously identified.

- Key persons and Local contacts (Chula); Local coordinators; alumni as key persons holding the connections between WPI and

sponsoring agencies, as well as other logistic arrangements related to project needs, i.e. housing, transportation and consultation on all concerns with regards to Thailand.

- Availability of the various sites and ranges of projects can be identified through the needs of sponsors and communities.

- \*Housing: Majority of students (111 out of 127) staying with American roommates, near Chulalongkorn campus.

- Leadership and commitment of directors and staff on- and off- campus activities.

- Experienced/ knowledgeable about Thailand and its culture and people etc. is the Local Director who is responsible for the center in Bangkok.

- Good safety measures: risk management is a campus- wide activity with faculties being trained prior to their trip to international sites.

- Language of instruction: Thai language classes are taken by students as part of the program (1 to 5 hours per week).

- Example of projects ; awards

- Students from one institution; Junior year: this aspect is fixed by curriculum and from learning perspective, Junior year is the most suitable year to study abroad (Bickner, 2010). In WPI case, junior year students are more mature, and they have been preparing for off-campus study academically since their second year of study.

- Advertising aspects (websites/ word of mouth/alumni network)

- Aspects of supportive systems are a great support for the smooth running and success of the program.

In conclusion, WPI projects show the unity in readiness in important aspects: Operation, administration, and management: Institutional commitment; study abroad infrastructure; adequate resources; clarity, and accountability to all relevant parties / infrastructure/facilities/ funding/ faculties' commitment, quality control, risk management.

### **Conclusion**

WPI is an example of successful program in Thailand especially in the fields of study that have rigid curriculum (nursing/medical/engineering) and calendar

that is not match with host country. The IQP program is integrated as part of the degree requirement. Students are not delayed their graduation or have any schedule conflicts The interdisciplinary nature give the flexibility to students and staff to design their learning projects and activities according to their interest and request of sponsors. Real cases and worldly issues, opportunity to immerse into locals by working with NGOs, government official, and community which not only give students a sense of ownership but also opportunity for personal development and enhance professional skills. The program is a form of service learning. However, housing of this program should be arranged a homestays or with local students this will optimize their cross- communication and cultural learning opportunity. Incentives are given to encourage staff and faculties involvement from all disciplines to participate in leading and supervising the program abroad. The academic designed by the WPI thus eliminating the concern of not meeting the quality standards set by the degree requirements.

## **2) Case II: ST. Olaf College: Term in Asia**

### **Background**

St. Olaf College is a four-year, private Liberal art college in Northfield, Minnesota. It was founded in 1874. Part of the mission of the International Studies, St. Olaf College strives to be an inclusive community, respecting those of differing backgrounds and beliefs. Through its curriculum, campus life, and off-campus programs, it stimulates students' critical thinking and heightens their moral sensitivity; it encourages them to be seekers of truth, leading lives of unselfish service to others, and it challenges them to be responsible and knowledgeable citizens of the world. St. Olaf College has a long tradition in study abroad since the 1960s, "Term in the Far East", later known as "Term in Asia", having started in Thailand in 1967.

More than two-thirds of all St. Olaf students study abroad at least once before graduating. According to the Institute of International Education's Open Doors 2009 Report on International Educational Exchange, St. Olaf College ranked 1st among baccalaureate institutions in the total number of students studying abroad in the 2008–09 academic year. This was the second year in a row that St. Olaf earned this distinction. Today, St. Olaf offers 110 off-campus programs on virtually



every continent of the globe. They vary in educational approach (from courses taught by St. Olaf faculty to enrollment in a foreign university), in numbers (from large groups to single students embarking on their own), and in accommodations (from village homestays to urban hostels).

### **Term in the Far East/ Term in Asia: Thailand**

Term in Asia started in 1966 with the concept that students combine cross cultural experience with academic study while traveling through four countries, i.e. Japan, China, Thailand, and Vietnam. Programs focus on the cultural traditions and contemporary life of Japanese, Thai, Chinese, and Vietnamese people, designed of several sites as to give comparative perspectives of issues in different contexts of countries in East Asia. In Thailand, the program is already established for more than forty years (since fall 1968). St. Olaf College students came to study at Chiang Mai University as part of the Global Seminar program, later in 1971, the program Term in Asia (Term in the Far East) was introduced. Students spend two and a half months in Thailand and enroll in two courses into CMU program and study with Thai students. The two courses are “Thai language” and “Thai culture and society”, with the CMU professors as instructors. They are housed by Thai host families, which give students the cross-cultural experience through interaction and immersion into real life settings, thus enhancing their language learning skills. The program gives credits toward major in Sociology/Anthropology 232: Thailand: Culture, Institutions and Interactions.

**Theoretical framework:** Global citizenship, comparative education, experiential learning pedagogy. St. Olaf creates study abroad programs, which are characterized by the integration of academic and experiential education. The following are the features that contribute to the success of the program:

- Integrate academic study with cross-cultural experience of East and South East Asia. Students traveling through four major Asian countries.
- Faculty – led experiential learning model.
- *Faculty involvement: Faculty or field supervisor is a key person in the success of the program.* The field supervisors have primary responsibility for the academic components of the program, and are required to teach one course. In addition to teaching, the field supervisor and assistant field

supervisor assume other responsibilities. Therefore, it is required for them to work closely with the program director and the director of IOS. The director of IOS acts as intermediary /channel of communication between the field supervisor and the host institution. This reduces burden and work load of faculties, and helps them to use their time more effectively.

- *On-site mentorships* by the faculty who lead the team of students is also known as field supervisor. This individual(s) has pertinent knowledge on the topic and courses that are taught during the trip.

- *Orientation and language preparation.* A majority (85.5percent) of students had taken Thai language classes prior to the trip to Thailand (see survey results on institution and Asian classes)

- *Proportion of students / faculty: 12 to 1*

- *Coordination Center: International Off campus Studies* helps liaison with host institutions and reduces workload of field supervisors.

- *Risk Management*

- *Incentive and compensation for staff involvement:* Field supervisors, who lead and teach the study abroad program Term in Asia for a semester and the following interim period, with the following semester on campus activities after return from the sojourns, are entitled to two thirds of the teaching load for the academic year or equivalent of four courses taught on campus. In addition, field supervisors and assistant field supervisors will receive full salary for the term and trip end with partial benefits, respectively, and both of them will receive payments of all direct expenses except personal and incidental expenses. Moreover, the transportation expenses for their children who are nineteen years of age or younger will also be covered.

- *Destination* – various destinations (Japan, China, Thailand, and Vietnam) are combined into one program, which provides advantages for students gaining comparative perspectives on academic topics under investigation within different cultural and political contexts and environments.

- *Duration:* the program extends over the first semester and until the end of the January interim period. The first week is spent in Japan, the next five weeks in China, the consecutive ten weeks in Thailand, and finally the last

four weeks in Vietnam. At the end of the program, students may take independently trips to other parts of Asia.

- *Distinctive academic calendar*, since the early 1960s, St. Olaf adopted its distinctive "4-1-4" academic calendar which allows for intensive study of one subject during January. The calendar's "1" represents an interim period. This calendar facilitates the integration of off- campus study into the curriculum for which a number of month-long study abroad programs can be created.

- *\*Academic focus*: traditional areas of study i.e. language, culture, and history. These programs focus on cultural traditions, contemporary life of Thai, Chinese, and Vietnamese people. In Thailand, Thai language and Thai society, for other parts of the program in China, the focus is on current environmental issues and policy response. In Vietnam, modern Vietnam history, French colonialism, Marxism-Leninism, struggle for independence, the first Indochina War. Enrolling into these programs, students earn credits toward their relevant majors. The course Asian Studies TA250: environmental issues in China give credits toward major "Asian Studies", "Environmental Studies". ThaiTA111: Thai language provides credits toward elective subject. Sociology TA255: Thai Society counts toward "Asian Studies GE": Studies in Human Behavior and Society (HBS).

- *Earning credits toward major*: this makes study abroad sojourns more meaningful than just a study tour while traveling through several countries. Students are learning the academic content required by their major of study. The quality of academic contents is assured as it is provided by the field supervisor and faculties from host institutions. However, the subjects of interest are still too traditional, as in Thailand the focus is on intensive study of Thai language and Thai culture. This might affect the range of participants from other disciplines who wish to join the program in Asia.

- *Ranges of course selection*: The subjects of interest are still too traditional as in Thailand the focus is on intensive Thai language and Thai culture. There is not a wide range selection of courses for students to choose from. This might limit the number of participants from other disciplines to join the program in Asia.

- *Comparative perspectives: through various locations/sites* (Japan, China, Thailand and Vietnam). The program provides several locations in different countries. This is a positive point of the program, as it provides students with comparative perspectives of topics/issues under different contexts of each of these countries.

- *Immersion and cross-cultural opportunities through course supplements:* Courses are supplements of field trips; home visits, living with a Thai family, and a short meditation period in a Thai temple. These supplement components give students.

- *Excursions and opportunity of independent travel after the project has ended.*

- *Housing* arrangements living in a single room with host family allows opportunity to interact with host, cross-cultural learning, also as supplement for Thai language course.

- *Host universities:* Chiang Mai University in Thailand, East China Normal University in Chinghai, CET academic program in Vietnam.

### **Course Requirements / Academic Areas**

There are five courses offered. St. Olaf faculty members who lead the program carry out the fifth course. These courses count toward major of studies as follows:

#### *Asian Studies TA 250: Environmental Issues in China*

This course introduces students to historical and current environmental issues in China. Students learn how environmental science has shaped awareness of environmental problems such as water use and pollution and what are the policy responses to address these issues. Faculty leads this program and field trips and sites. This course counts toward major Asian Studies, and also counts toward concentration: Asian Studies, Environmental Studies.

#### *Sociology TA255: Thai Society*

This course involves the analysis of current Thai institutions against the backdrop of traditional Thai culture. Topics are Thai Buddhism, family organization, political and economic structures, and educational practices. There are also field trips and participatory experiences as supplementary to the program. The course credits

toward the majors Asian Studies, Sociology/Anthropology, also concentration: Asian Studies. GE: Studies in Human Behavior and Society (HBS).

*Thai TA111: Thai Language*

this is an intensive Thai language program aiming at teaching the language to students who have none or limited level of Thai language proficiency in understanding and speaking Thai. The group is small with individual instruction. There are supportive elements enhancing learning the language through arranging living with a Thai host family. This course counts as an elective.

*History TA265: Modern Vietnam History*

This is an overview of Vietnam in the 20th century, examining such topics as French colonialism, Marxism-Leninism, the struggle for independence, the First Indochina War and what Vietnamese call the American War. It counts toward majors Asian Studies, History; also counts toward concentration, Asian Studies; GE: Multicultural Studies (MCS-G).

*Field Supervisor's Course: Music 238 Traditional and Popular Music of China, Thailand and Vietnam*

Comparative aspects of folk music and the distinctive elements of Chinese, Thai, and Vietnamese folk music. How do these components influence the pop music of their respective cultures? Students engage with folk and pop music in China, Thailand, and Vietnam, examine and analyze its context and content, attend performances, meet musicians, and learn to sing several pieces. Assignments include in-class presentations, evaluated group discussions, journals, concert reports, critical/reflective essays, and a culminating project.

*Grading:*

Letter grades are recorded on the student's transcript but not computed in the grade point average. There is one exception: students have the option of taking the course taught by the accompanying field supervisor either graded or S/U. In this case, the graded course is figured into the GPA; if S/U, no course credit is given when the grade earned is below C-

*Ranges of program and courses carried out in Term in Asia:*

The following are examples of program /courses studied in Term in Asia and the field supervisors responsible to lead the group of students and teach the courses since 1997/98 to the present:

1997-98: Cities and Economic Development in Asia:  
Steven Soderlind, Economics

1998-99: A Cross Cultural Perspective: David Van  
Wylen, Biology

1999-2000: Political Science: Rod Grubb, Political Science

2000-2001: On-site/Insight: Comparative Visual Cultures:  
Mary Griep, Art

2001-2002: "The Influence of Eastern Religious Ideas on  
American Writers": Eric Nelson, English

2002-2003: Women in Asia: Literature and Lives: Mary  
Titus, English

2003-2004: The Arts of China: Mary Griep, Art

2004-2005: Tradition and Change in Contemporary Asia:  
Bruce Nordstrom-Loeb, Sociology 2005-2006: Cancelled

2006-2007: Emerging Diseases in Asia: Ted Johnson,  
Biology

2007-2008: Food, Farming and Families in East/SE Asia:  
Kristina MacPherson, Asian Studies

2008-2009: the Ethics of Travel: Pilgrims and Tourists:  
John Barbour, Religion

2009-2010: Religious Pluralism in Asia and America:  
Bruce Benson, Religion

2010-2011: Cancelled

The ranges of programs have been in the fields of Economics,  
Biology, Political science, Art, religion, Literature, Sociology, Anthropology, and Asian  
Studies.

### **Learning Outcomes of Study Abroad Programs**

The following are learning outcomes expressed by St. Olaf International and Domestic Off-Campus Studies Committee: as a result of participation in a St. Olaf international study program, students will demonstrate:

1. Gained knowledge of other parts of the world rather than USA in the aspects of place, cultural characteristics and worldviews, history, and contemporary issues, social institutions and the relation of people to the environment.
2. Familiarity with global interconnectedness and particularly with the various ways in which US society and one's life choices have an impact on and are affected by one or more places in the world in the past and/or present.
3. Enhanced ability to compare and contrast characteristics of their own culture and place and another culture and place, and to understand some of the factors that have produced differences.
4. Enhanced ability to adapt to and interact effectively with people of different social and cultural backgrounds.
5. Enhanced likelihood of further study or other engagement with other cultures or regions of the world.

The outcomes of international studies are ultimately to facilitate students' learning development to become aware of themselves and the world around them. Development of world knowledge, and intercultural skills, ability to think critically with problem solving skills, and having the attitudes of the citizenship with globally engaged, responsible citizen of the world.

### **Operation Management of the Program and Major Learning Activities**

ISO oversees international off-campus studies program. It acts as Center to Liaison between partner universities. It establishes policies and procedures covering academic and supportive aspects, as well as other related activities that are important to successfully organize study abroad. This also includes the risk management and evaluation of the program. After recruiting students and field supervisors to lead on the trip then students receive orientation. The program cover semester and January interim period.

The journey starts with students traveling through Japan for one week as an excursion, followed by another four/five weeks spent in China with on site faculty from East China Normal University in Shanghai. After that students spend two and a half months in Thailand studying with Thai students at Chiang Mai University, and also living with host family. On site faculty is provided by Chiang Mai University. For the last month of the program, students will be in Vietnam, and then they either return home or undertake their independent trips. Field supervisor's roles are to help integrate the program with concurrent seminars, which are taught over the five months. When students return they are asked to provide feedback of their experiences on the program and give suggestions which they think should be maintained or improved. The process of reviewing and assessing the program is ongoing.

#### **Academic Oversight and Evaluation**

The off-campus study programs are continuously reviewed and evaluated through students giving reflection and feedback on the program. Participants of the program were asked to answer the questionnaires about their experience and how they find the program in various aspects in terms of rigor of curriculum, suitability of academic contents, and cultural and intellectual activities as well as the aspects of program infrastructures i.e. housing, logistics, safety etc. and other operations and administrations. Students return the questionnaires to the Director of IOS. Program advisors, IOS, and the Curriculum Committee use results of the questionnaires to review and assess programs. Program advisors and the Director of IOS also evaluate programs through discussions with directors of consortia and other organizations that broker off-campus study programs, including the Associated Colleges of the Midwest (ACM), Higher Education Consortium for Urban Affairs (HECUA), the Council on International Educational Exchange (CIEE), the Institute for the International Education of Studies (IES), and the Center for Global Education (Augsburg College)

#### **Eligibility**

Group size is limited to a maximum of 24 and a minimum of 15 students. The program is open to qualified students of other institutions. Sophomores, juniors and seniors are eligible. Selection is made on the basis of each



applicant's scholastic standing, aptitude for foreign study, class in college, faculty recommendations and an interview.

### **Obligations**

Except during the January independent travel period, participants are required to remain with the group at all times, take part in all curricular and co-curricular activities, and travel internationally with the group in accordance with group rate regulations.

### **Costs**

In 2009-2010, the program cost was \$10,695 over and above the St. Olaf tuition. However, total off- campus costs with tuition are \$28,445. The program covers one fall semester (started in August) and January interim period; round trips ticket for international travel from the West Coast to Thailand with stops in Japan, the People's Republic of China and Vietnam; accommodations in a guest house and in a private home in Chiang Mai, hostels, dormitories and hotels in Japan and China, and dormitories in Vietnam; breakfast and one main meal per day throughout; participation in scheduled sightseeing programs; transportation of 44 pounds of baggage, checked or unchecked. However, meals, accommodation and transportation during the vacation period at the end of the program are not covered.

### **Element of success: Key success factors from the analysis**

- (1) Integrated academic contents into curriculum
- (2) Calendar 4-1-4 to accommodate interim off- campus study, a one month long program.
- (3) Professional development of staff
- (4) Incentives for staff
- (5) ISO roles as Center of organization and overseeing all related activities separately from other departments, reduces workload and burden for some faculties
- (6) Faculty involvement and support from top management
- (7) \*Variety of courses offered

(8) Destinations packaged are attractive and inviting: Japan (1week), China (5weeks), Thailand (10weeks), and Vietnam (4weeks).

(9) On- site mentors / on- site faculty and field supervisors, support in academic aspects and traveling and reflections opportunities. In addition, on- site faculty/ staff from host university.

(10) Comparative perspectives opportunities through learning the topics of interest in different countries.

(11) Opportunity to travel independently after the program has ended

(12) Field trips and excursions allow interaction with locals and immersion into the culture.

(13) Home stays with host family

(14) Cross-cultural learning opportunities and level of immersion: study together with local students – building relationships/ friendships.

(15) Thai Language courses, better understanding of culture

(16) ISO: Coordinators and liaison with host institution / risk management

(17) Administration and infrastructure

(18) Established relationships and network with Ching Mai University since 1968, more than 40 years.

### **Conclusion**

Term in Asia is one of a successful study abroad program in Thailand; however, the ranges of courses offered are not broad due to the nature of the subjects in field of Asian Studies, Archeology, anthropology and history, language and cultures. For U.S. study abroad programs, Term in Asia program is considered to be too traditional. In order to increase the number of participants to join the programs, the interdisciplinary subjects should be given a consideration so that students from other disciplines can participate. Dominant aspect of this program is the design of program activities and route of journey, the Term in Asia is a very interesting program to students as it provides students the opportunity to travel various countries i.e. Japan for one week, China for five weeks, Thailand for ten weeks and the last four weeks in Vietnam(1J-5CH-10TH-4V). Therefore it provides comparative

perspective into the learning. This aspect encourages students who love excitement or seeking adventures (which is one of a major reason influencing decision to study abroad as indicated from survey) also join the trip; however study abroad is not a tour as there is different purpose between tourist and students (Chalintorn, personal communication, 2010).

An effective designed study abroad program should also give emphasis on other aspects (Engle & Engle, 2003) that facilitates students learning while enjoying traveling through other countries. Learning from Term in Asia the students have a homestays with host family and taking classes with Thai students, including field trips and excursion. The level of immersion into host cultures and the depth of the academic program are equally vital.

### **3) Case III: Council of International Education Exchange (CIEE): Globalization and Development**

#### **Background**

*“to help people gain understanding, acquire knowledge, and develop skills for living in a globally interdependent and culturally diverse world.”*

The mission statement of CIEE stands since 1947. In 1991, the CIEE sought to establish an alternative study abroad program in Thailand that would differ substantially from traditional programs centered in major tourist destinations such as Bangkok and Chiang Mai. They commissioned Professors Charles Keyes (University of Washington), A. Thomas Kirsch (Cornell University), and Professors Kathie Carpenter and Gerald Fry (University of Oregon) to design a new program for Thailand. This group, after several days of discussions at the University of Washington, decided to recommend that a program be established at Khon Kaen University in the center of Thailand's remote disadvantaged northeast (Isaan region, Fry and Kempner, 1996). The Isaan region is rich in terms of traditional Lao-Thai culture and provides a valuable natural laboratory to examine complex development and environmental issues. It was suggested that the program emphasize the serious civic engagement with local development issues. The program at Khon Kaen is a semester long and utilizes the infrastructure of Khon Kaen University,

Thailand's major institution of higher education in Isaan. It has been one of CIEE's most successful programs, having won several major awards.

In 1994, the program focus on development was established. Council of International Education Exchange- CIEE, Khon Kaen, is an island program. The program has been well connected with Khon Kaen University, Thailand's major institution of higher education in Issan. Since its inception, this program has been crafted and continuously improved and developed through participants' feedback in order to ensure satisfaction and the most effective impact on students' needs and learning outcomes. Now, the CIEE program has developed into a model that is dynamic and capable to provide the experience for students to transform and to become engaged global citizen.

The program "Development and Globalization" has been one of the CIEE's most successful programs. It focuses on global issues, i.e. environment, human rights, and sustainable development. It gives strong emphasis on group process and experiential learning component combining academic/theory with various fields' trips and the opportunity for participants to immerse into the host cultures through housing arrangements, such as home stays with host family in communities during the field trips and in dormitory with Thai roommates close to the CIEE office. Recently, in spring 2010, it launched a new program on "Community Public Health".

**Theoretical and Conceptual:** intergroup contact theory; group process/transformational learning; experiential learning pedagogy. In 1995, the program began the process of developing the community-based, experiential study abroad program. It seems to have strong impact on transforming participants into engaged global citizen.

### **Learning Outcomes**

There are seven core objectives set out to be achieved by participants of the program. The activities of how to achieve these objectives are emerged constantly with new ideas and timely as well as suitable for the current context and situation at the time the program is running. The constant changes make CIEE more attractive and provide more varieties of topic/ issues and ranges of projects and activities to match students' interests. The following are the main

learning goals of CIEE study abroad in Thailand program: 1) educational model for student empowerment; 2) development of local and global awareness, and movement toward solidarity; 3) group building; 4) intrapersonal development; 5) intercultural development; 6) intellectual development and knowledge; 7) language competence.

### **Subject Areas: Undergraduate Level**

Asian Studies; Culture; Development Studies; Environmental Studies; Foreign Language; Humanities; International Relations; Peace Studies; Sociology; Urban and Regional Planning.

### **Academic Activities**

All courses contain extensive experiential components. The required core course combines classroom-based academic activities with extensive practical field experience. Faculty from the University and program staff prepare students in the classroom, while government officials and practitioners from local NGOs provide guidance during the visits to various development projects. The program's language of instruction utilizes a proficiency-based approach designed to help students function effectively in everyday communicative situations. Courses at all levels combine intensive classroom learning with the use of peer tutors and interactive exercises. Language classes are offered at beginning, intermediate, and advanced levels.

### **Academic Course Requirements:**

*The Human Perspective on Development and the Environment:* ECOL 3001 TKKU. In this program students learn about development and environmental issues within Human Rights frameworks through combination of classroom discussion and practical, hands-on experience designed to bring students into contact with the implementation of development projects in Thailand and the Greater Mekong Sub region. Students examine the issues of political and policy implication of water management projects, industrial pollution, mining and forestry policies, urbanization, health policies, agricultural practice, and their impact on lives of villagers. It is involved real world issues, with guest speakers and related organization and government agencies officials, and field trips to visit affected sites.

Course requirements involve three aspects: Written work; facilitation and participation This course has 90-120 contact hours; recommended credits of 6 semester/ 8 quarter hours

*Social Research Methods (SRM): SOCI3001 TKKU:* This research course is a tool that helps students to carry out their tasks on the project within the research framework while investigating their selected issues of concern on community or environmental project or human rights. This course is synchronized with the other course supportive of one another. It has 45 contact hours and recommended credits of 3 semester/ 5 quarter hour. Course requirements involve three aspects: written work, facilitation, and participation. Methods of instruction: classroom lecture, workshops, and staff –directed objectives setting, research planning, implementation and analysis.

*Directed Research/ Field study practicum: ECOL 3003 TKKU :* This course supplements and runs in conjunction with the course “The Human Perspective on Development and the Environment”. Students learn about various research and field study methods and are given additional tools, which are needed for the project to succeed. Students interact with the communities and join projects. At the end of the project, students are required to prepare presentations of events. The course is equivalent to 45 contacts hours, recommended credits of 3 semester/ 5 quarter hours. Students are required to attend a one day session in the middle of the project in order to report the progress of research or field study.

*Beginning Thai: THAI 1001 TKKU: and advanced topics in Thai language I: THAI 3001TKKU.* These courses aim at helping students to communicate in speaking and writing at casual and academic levels. This is an important tool for students to use for understanding and talking about the issues during community visits and home stays. Course material is taken from current literature sources, newspapers, and current articles on focus issues. Each course is equivalent to 65 contact hours with recommended credits of 3 semester/ 4.5 quarter hours. Methods of instruction: regular classroom; assigned peer tutors; assignment connected to community stays and interaction activities outside classroom.

### Ranges of Projects / Issues and Themes

The program is a semester long. The numbers of participants have been ranging from 25 to 30 students. Even though the approach has undergone changes through time developing the program quality, it is observable that since 1994 the program has themes that have remained unchanged as designed for students who wish to learn about issues such as effect of dams, urban slums, persons living with HIV/AIDS, organic farming, pollution, social movements, human rights, NGOs, especially from grassroots perspectives within social and political context of a developing country.

Benefitting from various partnerships and networks, the following are themes and projects that have been identified: 1) The theme of human rights; 2) the theme of development in the Greater Mekong Sub Region.

**Table 101** CIEE- Ranges of Projects / Issues and Themes

Community visits and exchange issues	Common issues found
Small scale and organic farming /green markets-Yasothon/ industrial agriculture, - Surin province Slums- Khon Kaen Urban- Landfill communities Pollution Mining – Udon Thani; Na Nong Bong-Loei Province Dam and Water Rights – Pak Mun Dam-Ubon Ratchatani; Rasi Salai Dam in Si Sa Ket Province HIV/AIDS- Northeast of Thailand Children Commercial Sex Weaving Cooperation Factories/Labour/Homeworkers Alternative Education/ Mainstream Education Buddhism/international communities Community Forestry Ethnic Groups/ Rights	Community and network organizing Roles of NGOs Genders and Woman’s Roles Human Rights – Surin, Province & Nongbualamphu Province Development Theory Role of Government Organization an Government policy

## **Operation of Program and Major Learning Activities**

### **Program Activities**

The Model of CIEE Khon Kaen Thailand consists of three parts, i.e. 1) orientation, 2) units and, 3) final projects.

### **Orientation**

The orientation is a 17 days process when students get introduced into the process of the program, which starts with three days at orientation sites. Students are going through 12 to 16 hours learning Thai language, and an introduction to the mechanics and academic aspects of the program, including a study tour. Then, students will be sent to stay with host families in the communities for five days. Afterwards, they will be staying at dormitories for two days, followed by another 4 to 5 days' stay with another community. Students will learn Thai language in the morning and carry out other group- building activities in the afternoon. After completing orientation, the students are ready for starting the Units.

### **Units and Structures**

The program consists of four to six units, which are different in length and intensity, taking approximately nine to ten weeks to carry out. For example, the first Unit is about food and water, taking one month to complete. This unit is designed to identify the issue of livelihood and is linked to the environment. Each unit consists of six to seven components, i.e.1) Reading, 2) Classroom instruction, 3) Briefing, 4) Community stay and exchanges, 5) Position papers, 6) Reflection day; 7) Workshop, and 8) where we are at (WWA).

The contents of reading are related to the issues on global scales, narrowed down specifically for Thailand and in context of the specific issues the communities are facing, i.e. environmental issues, human rights, and justice etc. After reading, students need to write summaries of the read material before the Briefing. This process assists students in identifying what they need and wish to achieve in the upcoming exchanges. Classroom instruction ranges from three to nine hours, providing students with outlines on issues of environment and development. Lectures and language classes are included. In the briefing session, students summarize what they have learned from the Reading and Classroom Instructions, followed by making a list of issues which they want to investigate during the



community visit. This step takes two to four hours, is organized shortly before traveling to the community sites and home stays. For long trips, mid- trip briefing and check-in are made.

The students do community stays and exchanges: Students stay with host families in the community for the period of two weeks. The aim is that students make connections and develop direct understanding of issues in people's lives rather than only learning about them in lectures. During their stay, they do activities that the family does, i.e. if they live with rice farmers students will plant vegetables, plow the field and harvest rice.

Exchange exposes students to issues and contacts with various agencies, such as NGOs working with these farmers, chemicals used by farmers, and regional agriculture government officers to name a few. The next step is for students to write position papers, that often address the problematic issues they experienced during the exchanges. There are small groups of facilitators overseeing this process. A workshop of three to four hours is organized for all students to share their experiences. They then identify the key issues as a group process, and decide on what further actions they might take.

Finally, WWA carry out after one or two units have been completed, staff and students participate in a one- day activity, which is used to facilitate reflection on the past activities and experiences, and on how the program has so far impacted on each individual; also, group dynamics, conflicts, are reflected upon, an overall process. In addition, on how they are interact as a team, as well as evaluate the aspects of programs such as language instruction, share ideas on the project what might be done as a group.

### **Final Project**

Students carry out a group project of some kind together. It takes two to three and a half weeks to complete this project. The last week of the program is used for evaluation and closure activities.

### **Infrastructures/ Facilities**

*CIEE physical infrastructures:* Classroom and building for lectures and workshops at CIEE- based property. These are ready for the program

activities as CIEE has long established. Project main office based; Transportations; Staff and lectures and guest speakers; Housing.

*Khon Kaen University:* helps providing access to internet and library service and other partners' also important key sharing facilities and facilitates student's activities and learning.

*Housing/accommodation:* students live in dormitory inside Khon Kaen University with a Thai roommate near the CIEE- based office as their base. Homestays with host family is arranged for the community visits while students carry out their field trips study as well as during the orientation where students stay with community with host family for two weeks. This element provides cultural immersion for students.

*Partners of the CIEE program and networks:* It is important to note that local networks and partnerships is one of the keys of successful study abroad program. The partnerships among various organizations facilitate the organization and operation process for projects creation and learning activities possible for students. These are CIEE partners and example of projects of facilitation. 1) ENGAGE; 2) NGO-Coordinating committee on rural development(NGO-CORD); 3) Khon Kaen University (KKU); 4) Human Right Network of the Northeast(HRNN); 5) Environmental Litigation and Advocacy for the Wants (ENLAW); 6) National Human Rights Commission of Thailand(NHRC); 7) Union for Civil Liberty (UCL); 8) The Youth Partnership for Human Rights (YPHR); 9) The Khon Kaen University Initiative (KKEI); 10) the HIV/AIDS movement – The Thai Network of People Living with HIV/AIDS (+ TNP); 11) Agricultural communities- Alternative Agricultural Network (AAN); 12) Urban; 13) Community Forestry.

#### **Costs of the Program:**

Program fees include: The CIEE program fee includes an optional on-site airport meet and greet, tuition, full-time program leadership and support, housing, orientation, cultural activities, local excursions, field trips, pre-departure advising, visa fees, transportation from Bangkok to Khon Kaen for the group pick-up, and a CIEE next travel card which provides insurance and other travel benefits.

### **Elements of Success: Key Success Factors from the Analysis**

the following are the program features that contribute to the success of the program:

CIEE: Social science and Humanities: Customized island program (ISSAN)

(1) Established model island program with element of experiential learning and service learning pedagogy

(2) Students from various universities (Table)

(3) Academic content /quality; students earn credits

(4) Wide ranges of academic themes availability

(5) Opportunity to interact with locals though living arrangement home stays with host family during community visits.

(6) Orientation

(7) Group process and team building: give opportunity to students to work as part of the team, development of the team players skills.

(8) Academic contents are relevant to students interests and enhance students learning.

(9) Duration of the program, through Spring and Fall semester, Fall 17 weeks: mid-August - mid-December; Spring 17 weeks: mid-January - mid-May.

(10) Location of the program. Khon Kaen is far away from Bangkok giving different context than a big city like Bangkok. It provides more and different types of project themes on sustainable development / globalization and development can be designed and created. It has logistic advantages over Bangkok; it is easier to organize the program activities and making contacts.

(11) Service learning / experiential learning

(12) Thai Language as part of the program

(13) On- site mentoring

(14) Leadership and commitment of director and staff.

(15) Clearly defined roles of each staff in the program as well as clear directions on how the activities should be carried out.

(16) Reflections on experience: students are given the opportunity to reflect on their experience regularly throughout the project units, both in terms of cross cultural issues and academically related activities. So, students can make note of their progress against their personal and academic goals they had set out to achieve.

(17) Continuous improvement of program and feedback process

(18) Housing; Thai roommate and buddy system. During the community stay and exchange students live with the host family in the community; this gives the opportunity for cross cultural development as well as language learning. Interacting and direct contacts with locals allow students the opportunity to appreciate another way of life and development of personal views on global issues from the perspective of people's lives rather than merely from the academic aspect. Students also build friendships, with some of them still maintaining contacts after the project ended.

(19) Assessment and evaluation

(20) Local Contacts, NGOs

(21) Alumni network and partnerships: ENGAGE

(22) Congruency of courses, well integrated curriculum; academic quality and rigor 23. Learning styles fit with US students

### **Conclusion**

CIEE is a successful program in Thailand the program provider is a Private NGOs; act as third party providers for various institutions. Thus the nature of the course and how the program design can reach out to students from all fields and disciplines. The thematic and Unit based courses with the research methods and Thai language courses are integrated into a Unit of learning. Each unit has students has assigned research project to carry out in community visits. The program provide real immersion with locals, staying with host families during fields trips and budding up with Thai student as roommate. Experiential learning and service learning are important elements students are involved with the real cases and real world issues. The program is emphasis on group process. There are staff and director of program give on- site support together with internships by former alumni and students has opportunities for reflection on their experience throughout the program. Given the strong locals and official networks and sharing some infrastructure with Khon Kaen Universities contribute to program success. Summary of the three programs are shown as the Table 49 below.

Conclusion by Presenting Comparative aspects on Elements of Program, Three Successful Cases are demonstrated as on Table 49 below.

**Table 102** Comparative aspects on Elements of Program, Three Successful Cases

<b>Three Cases Studies</b>			
<b>Institution</b>	<b>CIEE</b>	<b>WPI</b>	<b>ST.Olaf College</b>
Established	1991;Development & Globalization	1989;IQP	1968; Term in Asia
Fields	Humanities and Social Science	Engineering & Science & Technology	Private Liberal art College Humanities Science & Social Science
Curriculum	CIEE; Research methods	Integrated Curriculum requirements	5 courses offer;5 <sup>th</sup> course taught by home faculties
Year	Junior & Senior	Junior	Junior, Senior &Sophomore
Pedagogy	Group process; experiential learning	Experiential learning Service learning (faculty- led)	Traditional (faculty- led)
Disciplines	Interdisciplinary	Interdisciplinary	Asian Studies & Anthropology
Method	Thematic/Unit Language/research method integrated	Research Project based approach	Lectures/classroom with Thai Students, workshop
Fields/Themes	HIV/AIDS,agriculture, Human Rights Justice, Dams Development and Urban, Environmental Issues	Environmental Issue, Community Development and ICT, Health Development	Language and Culture, Asian Studies, Buddhism, Sociology, Thai Studies, Literature
Accommodation	Dormitory, Thai roommate, Home stays	Rental Apartment near site with American roommates	Homestays, Hotel,Dorms
Destination	Thailand	Thailand	Japan, China, Thailand, Vietnam
Based	Khon Kaen	Bangkok Chulalongkorn University	Chiang Mai, Northern region Chiang Mai University
Immersion	Community ,visit field trips	Working site with Community	Excursions /sites –seeing (depth)

**Table 102** Comparative aspects on Elements of Program, Three Successful Cases  
(Cont).

<b>Three Cases Studies</b>			
<b>Institution</b>	<b>CIEE</b>	<b>WPI</b>	<b>ST.Olaf College</b>
Networks	NGOs, strong local networks, communities	Alumni, key contacts, NGOs,Sponsors	Chiang Mai University
Reflections & Support opportunities	On-site mentors/reflections	On-site Mentor,Locals,WPI	St.Olaf faculties
Target Language	Thai Language course integrated into course of study		Thai language course
Duration	More than 10 weeks	8 weeks	1 wk- Japan,4 wks- China,10 wks - Thailand,5 wks- Vietnam
Costs	\$13,100(S,F)	\$4,120* not inclu.on campus	\$10,000(F,J)
Academic Year	Fall:Sep to January Spring: Feb to June Summer: June to July	7 weeks term; 4 terms + 1 summer	4-1-4;"1" interim Better integrated off campus to Cur.
Thai Academic Calendar	1 st semester: June to October	2nd Semester: November to March	Summer: April to May

#### **4.4.4.3 Characteristics of successful programs and /what are the factors having contributed to their success?**

Examples from the three cases show important elements contributing to program success in terms of organization of the activities and the achievements of students' learning outcomes, academic and personal growth and development. The following are identified factors that should be considered by Thai universities, U.S. universities, and third-party providers wishing to develop or expand study abroad programs in Thailand.

### 1) Aspects and Features/Elements of the Program: Program Design

Consistent with Engle and Engle (2003), and the agreement on the desirable study abroad program by IIE workshop in Bangkok in February 24-26, 2010 that study abroad program must contain specific elements (Engle and Engle, 2003; Chalintorn et.al. 2010), that distinguish it from regular travel or tourism. *Course selection and its contents* are important elements as *academic content* at the host institution must be aligned with that of the home institution to ensure that credits transfer properly, allowing the student to more efficiently allocate time and money. The content should also in diverse ranges of subjects and are not too specific. Study abroad programs will be most feasible and more effective if they are integrated as part of the degree requirements (WPI). Interdisciplinary subjects and project- based approach tend to allow flexibility for learning activities to be created and designed in such a way for all students from all fields of study i.e. STEM. Moreover, they enhance students' learning skills going through the process and to become more of an analytical thinker and a problem solver. Thus, service- learning and experiential learning pedagogies and project based/ theme- based approach appear to satisfy both academic and students requirements. *Academic calendar*, adjusting calendar to accommodate the study abroad program (WPI/ St. Olaf) is desirable and these tasks are carried out at top Institution administrative levels. *Weaving all the academic courses and components together* when designing the study abroad program to maximize all efforts, by doing this, the courses support and enhance one another, making the program more meaningful (consistency/congruency of academic offer, i.e. Thai language / community stays and research methods). *International off Campus Studies Department or similar kind of unit which is established as a separate organization*, i.e. ISO/ IGSD, established guidelines, policies and procedures, risk management and overseeing and handling study abroad arrangements and activities related to off- campus study. It is separate in function from faculty and department, and makes the process more efficient, and less cumbersome. *Supplements of program features/provide opportunities for immersion and cultural learning*, it is essential that program activities like field trips and guest speakers integrate local cultural content. It is also beneficial to include *cultural immersion opportunities*, even though true

immersion may be difficult to achieve in short-term programs, especially when students lack fluency in the language of the host country. Immersion experience can be arranged through housing with Thai roommates and home stays with host family or combination of both. *Level of entry language* is important for students' cultural understanding and immersion. Study abroad programs should facilitate cultural immersion by arranging language and study partners for students, helping students become involved in community service, and facilitating home stays. Host institutions should consider offering opportunities for language acquisition at various levels; however, language acquisition should be considered optional for some programs, as not all students are interested in learning the Thai language. *Orientation and preparation* of learning about host country and preparation of courses prior to the actual trip to the destination are important so that students and staff are well prepared for reaching personal and academic goals during the time of study abroad. *On-site mentors and opportunity of reflection:* *On-site mentors* supervise students in academic and personal aspects as well as opportunities for them to reflect on their cross cultural learning experience; these are keys facilitating students' learning and development. *Staff involvement and institutional involvement:* faculty who lead the programs are experienced and well trained to handle the situation in abroad. He/she ideally should have pertinent knowledge on the academic disciplines so that they can supervise the students' projects, and are also familiar with the context of Thailand. *Supportive and clearly defined policies and procedures:* these are also major elements to success of the program. *Incentives for faculty involvement* in the off-campus study program, such as is the case for WPI, and St. Olaf staff. *Leadership and experience:* Faculties or Directors of program who have long experience and deep understanding of the Thai contexts and culture are other keys (Dr. David Streckfuss-CIEE Khon Kaen; Matha Butt- SIT Payab; Dr. Richard Vaz-WPI). *Program assessment and evaluation:* by faculties, staff and participants lead to continuous adjustment and improvement of the program. Last, but not least, well established *partnerships with the locals' network organizations*, government agencies, NGOs and communities are further essential keys. The above aspects give ranges of sites and a variety of projects to be designed in order to suit the needs of sponsoring parties and students' learning



objectives. Moreover, sharing facilities and exchanges of available resources among partners ease hurdles on some operational issues, and also reduce costs of operation

## **2) Aspects of Supportive Systems: for Operation,**

### **Administration and Management:**

It is indicated that the three cases discussed above have supportive systems for their operation. Most important is the institutional commitment of top management to off- campus studies, which is reflected on the mission statement of the organization. Allocation of funding /budgeting, provision of policy infrastructures to accommodate and support study abroad programs, activities to ensure the academic aspects of the programs, the meaningful learning experiences, and the operational aspects of organization of study abroad programs, run smoothly and efficiently. So do also clear institutional policy guidelines for study abroad credits transfers, promotion of health and safety for students study abroad, including management of institutional risk. Providing mechanisms, and being a channel of communication to all stakeholders' related operation and liaison with partners, are further benefits. Assessment and evaluation of the program regularly lead to improvements. Institutions actively seek and retain knowledgeable and experienced personnel to lead and operate the study abroad office. The host institutions should have sufficient capacity to assist students with registration, academic concerns, and personal matters, as well as the physical infra' structures to host and house U.S. students. The existence of an international student office, that supplies these services at the host institution, is crucial, since it helps the home institution to minimize costs. Institutional commitment; Study abroad infrastructure; Adequate resources; Clarity and accountability, Infrastructure/facilities/funding/ facultiescommitment/institutionalcommitment, management support, quality control, risk management.

## **4.5 Suggestions on Program Management of Study Abroad in Thailand**

Education professionals with experience in developing and conducting study abroad programs in Thailand identified the following areas that are in constant need of monitoring and evaluation.

### **Academic Issues**

Academic issues are considered the most important aspect of study abroad. When U.S. students are in Thailand, they should not miss the opportunity to experience the Thai educational system, a unique aspect of Thai culture. For U.S. students, part of this experience is being able to adapt to another way of learning and interacting in the classroom. Thai institutions should ensure the availability of high-quality courses taught in English, and actively develop the capacity of Thai lecturers and staff to teach and communicate in English. They should also attempt to offer a wide range of courses that are matched to students' majors and interests, to the extent possible given the size and capacity of the universities concerned.

### **Orientation and Student Services**

The following is a list of key student services that should be developed by study abroad program staff.

#### **Orientation**

Prior to arrival in the host country, students should be sent appropriate information that includes airport pick-up instructions, temporary accommodation locations, and contact phone numbers. Orientation should then be conducted as soon as possible after the students have arrived. It should include an adequate health and safety briefing and information on dealing with possible emergencies. Information regarding personal banking, local transportation, local customs, and expectations is essential. Students are often concerned with establishing Internet access immediately upon arrival to contact family, begin course registration, and access course information websites. A brief introductory Thai language lesson is a helpful ice-breaking activity that can facilitate the students' adjustment to Thai society. Students will also need extra assistance with obtaining a school identification card.

#### **Support and Assistance**

U.S. students should attempt to interact and integrate with Thai students as soon as possible after arrival. Several schools have developed a "buddy system"; however, activities with Thai students that are embedded within the orientation, are also helpful. Students will be in need of legal and visa help, as they often find it difficult to navigate through this process in Thailand. The International Student Office (ISO) and other program administration should confirm that students' visas are in

order. The ISO should also provide information regarding internships, excursions, and community service projects. Proactive ISO staff should remind students of important dates and issues, and check regularly with study abroad students to make sure their needs are being met.

### **Cultural and Language Learning**

Thai institutions should identify the different language needs of the study abroad students, which may include survival, grammar, or communicative competence at the beginning or intermediate level. Ideally, the language level of the student should be assessed prior to arrival in Thailand. Upon arrival, students benefit from an introduction to strategies for learning the Thai language and culture. Cross-cultural competency of Thai staff and lecturers should also be fostered. Careful consideration of the Thai lecturers' ability to teach in English and incorporate topics dealing with both, Thai and U.S. culture should be discussed.

### **Providing Additional Learning Opportunities for Students**

Once the students are in Thailand, Thai universities are encouraged to provide value-added activities that will enhance their educational experience. Attention should be paid to providing a balance between academic and social/cultural activities. The ISO should provide engagement and internship opportunities, help students to establish professional business networking opportunities, and generally serve as a one-on-one access point. Activities and meetings that help students reflect on cultural differences will also help them appreciate and gain value from the Thai education system.

### **Managing Growth**

Thai universities should respond to all aspects of program growth by making sure that program staff, administration, and management possess the capacity to respond to students' personal and academic needs. Thai universities should develop benchmarks that they can use to compare and gauge growth. Frequent use of various evaluation tools, feedback surveys and other forms of collecting data and information from students will help improve future programs.

Documentation of all aspects associated with growth is essential, not only as a record of the program, but also as a tool for program managers to assess the program.

#### **4.6 Conclusion**

The results from electronic surveys and interview with experts and study abroad practitioners have been presented. Characteristics of the three successful study abroad programs in Thailand from three different types of institutions and providers have been ascertained. Key success Factors of the three programs has been identified and finally summarized as important elements that depicting a characteristic of successful program. Research questions one to four have been answered by analysis and triangulation of all sources of data collected. The regression model for the prediction of satisfaction on study abroad experience in Thailand has been presented.

## CHAPTER V

### DISCUSSION AND RECOMMENDATIONS

#### Introduction

This research was designed in such a way as to hopefully influence theory, policy, and practice. Charles Lindblom at Yale (Lindblom and Cohen, 1979) emphasizes the importance of producing *usable knowledge*. It is my genuine hope that this research can be used directly to develop appropriate strategies to increase the flow of U.S. and other international students to Thailand, which will bring many benefits to Thailand as articulated in earlier chapters.

#### 5.1 Relevance to Theory

The empirical evidence related to the three cases of this research, particularly the CIEE and WPI programs, provides strong support for the validity of what Mezirow (1990) has termed “transformative learning” and the special value of experiential engaged learning. Many students participating in these two programs were transformed by their rich engaged experiences that connected them to and involved them with important local Thai problems and issues. The findings on these programs also lend support to the value of Freire’s thinking about learning and the curriculum (Grollios, 2009). Their programs also enabled them to collaborate with Thais in trying to understand these issues. A number of St. Olaf students also had powerful transformative learning experiences.

The evidence from this study also provides support for Allport’s social contact theory. Again the CIEE and WPI programs, in which students become involved with Thais in many walks of life, definitely influence students to develop a positive view of Thailand and the Thais as illustrated in the

survey data of this study. Clearly, these programs foster improved, deeper, closer relationships between Americans and Thais largely free of prejudice.

## **5.2 Does Thailand have the Capacity to Become the U.S. Study Abroad Destination?**

Capacity refers to infrastructure, classrooms and dormitory space, availability of accredited courses which are taught in English, availability of programs of varying duration and existing challenges and effective strategies associated with hosting more US students. Additionally, pedagogical ability to create a dynamic innovative curriculum, costs, social aspects, present environments of country specific and physical surroundings. Considering all of these aspects, Thailand is potentially a great destination for US study abroad students.

### **5.2.1 Country's Specific, Unique Geography**

The Kingdom of Thailand is still "The land of smiles". It has a long, interesting history being the only country in Southeastern Asia that has never been colonized by a foreign power. This contributes to the uniqueness of Thai Culture. The country was known as "Siam" until 1939 when its name was officially changed to "Thailand" which means "Land of the Free". Thailand has been a constitutional monarchy since 1932. The current King of Thailand is Rama IX, Bhumibol Adulyadej, who ascended the throne in 1946. He is the longest-reigning monarch in the world. While the King may have little direct power, he is "a center of harmony" of Thai people. Thailand is situated in the center of Southeast Asia, sharing borders with Myanmar to the north and west, Laos PDR to the north and east, Cambodia to the east and with Malaysia to the south, It also borders the Gulf of Thailand in the east and the Andaman Sea in the west.

Thailand has several factors that attract U.S. students, as it becomes a better known destination for U.S. citizens. It is a perfect location known as "gate way to Asia" in the center

of the Southeast Asia. Students who study abroad in Thailand can easily travel to Laos, Cambodia, Vietnam and Myanmar (Fry, 2010). A majority of students who studied abroad in Thailand traveled to other Asian countries after their program had ended. This aspect supports the satisfaction factor “Thailand is gateway to Asia, it is easy to travel to other countries from Thailand”.

#### **5.2.2 Programs/ Sites for Program Organization Possibilities Offering Unique Learning Experiences**

The attractions range from Thai exotic cuisine, inspiring temples and beautiful sites and landscapes, rich of history and diverse cultures. Thus, there are great opportunities for organizing many study abroad programs in both, urban and rural locations that can cater for a variety of interests. For example, Bangkok is the center for the nation’s culture, commerce and education. It serves as shipping, transportation and financial hub for mainland Southeast Asia with more than 8 million people living in this thriving metropolis. WPI projects, e.g. health and human services; community development; development and appropriate technology; environmental issues are examples of what type of projects can be carried out in Bangkok and central regions of Thailand. In Bangkok, students will experience the fascinating dichotomy between the traditional and the modern, combined with a diverse cosmopolitan atmosphere, as part of the uniqueness of Thai culture. Study abroad programs of issues relating to economic and social development, such as social trends, homelessness in Bangkok, emerging democracy, the rise of the middle class, impact of tourism on the economy, hotel and tourism, trade and business, to name just a few possible programs in Bangkok.

On the other hand, outside Bangkok, a number of study abroad programs have been operating in Chiang Mai, such as Advanced Study of Thai (AST), CYIT of University of Wisconsin-Madison, Term in Asia of St.Olaf College, Payab University. These program have been

organized in different models since the 1960s' with focus ranging from Thai language and culture toward thematic topics, such as environmental issues, ethnic studies on hilltribe issues (e.g. Hmong, Karen, Lisu, Lahu, Akha, Yao), and programs addressing social issues, human rights and social development. Khon Kaen Province in the Issarn region offers unique sites for programs on issues like sustainable development, agriculture, and community health. CIEE is one of the successful study abroad programs in Issaarn. CIEE projects, e.g. landfills, Pak Mun Dam in Ubon Ratchathanee, RasiSalai Dam in Si Sa Ket, industrial agriculture in Surin, mining in Udon, Urban/Slums in Khon Kaen, HIV/AIDS, pollution, agriculture in Yasothon, to name a few, are examples of program activities and fields of study that can be created in the region. Even though some US study programs have started in Bangkok, this is because it is the capital of Thailand and a center of various government agencies, but many projects are found in sites outside the center. An example is the program from WPI that is analyzed in this study. There are projects from various study abroad providers found throughout Thailand, such as Loburi, Saraburi, Ratchaburi, Ayutthaya, Nonthaburi, ChiangRai, Lampang, Sukhothai, Tak, Kanchanaburi, Trat, Rayong, Phuket, Loei, Petchaboon, Ubon Ratchathani, Mahasarakham, NongKhai, Sakon Nakorn. These sites indicate the great potential of possible study abroad programs to be created throughout Thailand. Some programs require direct enrollment into the Thai institution, some are provided by third parties providers, some programs are faculty led combining cooperation between host institution and local NGOs, others are short- term study tours or global seminars.

This indicates the variety of possible fields of study for study abroad students to be carried out in Thailand, in addition to traditional courses on language, culture and general Thai studies. Thus, Thailand shows great potential providing study abroad programs in a great variety of fields that already exist or can be created throughout all regions of Thailand. Thus, programs can be designed to reach a *"program is a good fit with my academic requirements"*. These support



satisfaction factor *“Living in Thailand offers unique, unusual experiences”* and *“the program is a good fit with my academic requirements”*. Moreover, there are many more sites available to organize programs rather than being limited to Bangkok location, enhancing students' satisfaction of the program and their study abroad experience in Thailand.

### 5.2.3 International Programs by Thai Institutions

There are currently 981 international programs offered by Thai institutions comprising 342 undergraduate programs, 389 master degree programs, 225 doctoral programs, and 25 classified as “others”, as reported in the year 2010 record (CHE, 2011). U.S. students can enroll directly into these programs of Thai institutions. However, possibilities of exchange scholarships, or dual or joint degree exist. The number of international programs with a wide range of courses with English instruction has been rapidly expanding over the years, offered by both Thai public and private universities (CHE, 2010). This trend is likely to go further upward due to government policy supporting internationalization of higher education with Thailand to become a regional education hub. However, these programs are different in standard and quality depending on contents and depth of the curriculum, and the standing of the institution that offers the program. There are a wide range of international programs in various fields that students can enroll in without having to study Thai language before taking up the study. Moreover, there are several US study abroad programs offered by various providers as private providers, solely US institution, or US institutions jointly organizing the program with Thai institutions. Examples of these programs are listed on IIE passport.org website, and studyinthailand.com, to name just a few.

### 5.2.4 Cost Considerations

Thailand is considered as a relatively low cost destination for study abroad. Even though most US students still pay the same amount of tuition fees, costs of living in Thailand are really low compared to other countries in Asia such as Hong Kong, Singapore, Japan, and Korea. For the management and organization of the program's perspective, it is not only convenient to organize the program in Thailand, but also it is relatively inexpensive and more cost-effective than other countries in Europe or UK (Vaz, 2010). Due to the US economic downturn, and the policy to send one million US undergraduates to study abroad annually, especially targeting non-traditional destinations. Although the costs of study abroad programs have been rising almost 450 percent from 1976 to 2007 (Cressey and Stubbs, 2010), students who studied in Thailand found it is relatively “cheap” and offers great value for money.

### 5.2.5 Safety

Overall, the country is quite safe and peaceful as many experts and directors, who lived and organized programs in Thailand for decades, have pointed out. Thais are nice and peaceful people with a majority being Buddhist (95 percent of population). Thailand is safer than countries such as India, Vietnam, Cambodia, and Malaysia.

#### 5.2.6 Higher Education Policy and Education Hub

Thai higher education policies or higher education development plans (1992-2007) have been formulated in successive Five Year National Economic and Social Development Plans, the 7<sup>th</sup> (1992-1996), 8<sup>th</sup> (1997-2001), 9<sup>th</sup> (2002-2007). It incorporates educational activities to the economic, social and cultural goals of national development. The Government has plans for Thailand to become a Southeast Asian Education hub by 2016 (Purnell, 2010). ASEAN members consist of Singapore, Malaysia, Philippines, Indonesia, and countries in the Greater Mekong Subregion (GMS), i.e. Cambodia, Laos, Burma, and Vietnam. Thailand realizes that having international students enhances its social economic and educational development. Thus, the policy environment is supportive of an increasing number of international students in Thailand.

#### 5.2.7 Infrastructure / Facilities and Readiness at National and Institutional Levels

Macro infrastructure: Thailand has good infrastructure to accommodate international students, with good transportation system, medical care, telecommunication and technological systems, local and international business enterprises, corporations, and NGOs, in a good environment, with Thailand being the safest country in the region. It is easy to organize programs in Thailand (Butt and Vaz, 2010 personal communication), although immigration procedures need to be simplified (see below).

Micro infrastructure: Thailand has many beautiful campuses, with a wide range of 981 international programs offered by Thai institutions. These programs use English as medium of instruction (OCHE, 2011). Campus buildings provide all necessary facilities with libraries, internet access, post office, meeting rooms, sports, all kinds of shops, restaurants, evening markets, and dormitories. Examples of well known institutions are Khon Kaen University in the Northeastern region,

Chiang Mai University, Mae Pha Luang, Payap University in Northeastern region, NIDA, Assumption University, Kasetsart University, Chulalongkorn University, and Mahidol University in the central region, to name a few. These universities have been actively collaborating with international institutions in one way or another in terms of teaching and learning and research. Everywhere, foreign students and staff are met with great hospitality, friendliness, politeness, and helpfulness. These aspects show that Thailand has the capacity to host US study abroad students supporting the satisfaction factor of *"It is easy to organize activities or make contact /asking for cooperation with Thai NGOs or other organizations"* and *" Thai hospitality is great and people are very welcoming"*

#### **5.2.8 Management Perspectives:**

From management perspective, it is important for Thai higher educations to strategically position themselves in the educational market both domestically and internationally. It is the role of management to continuously assess its own position, objectives, goals, vision and the direction of the organization in an ever-changing environment. Thai higher educational leaders should have a farsighted vision for higher education planning and development. Keeping abreast with the global trends will provide the right kind of education to produce the desirable skills of the graduates. It is wise to be proactive in planning rather than merely reacting to changes. It appears that Thai higher education often times responds to crisis or demands, nationally and internationally, rather than prepare the students for future needs. .

#### **5.2.9 Competition:**

There is strong competition in the international education market in domestic, regional and internationally. Reduction in government funding for education forces institutions to support themselves by raising competition for students' enrollment. More international students on Thai campuses enhance the institutional profile and its competitive position among others. It also enhances the international atmosphere, internationalization at home, and increased diversity of

students' profile, thus enhancing the institutional internationalization's goal. The competition is strong in the domestic market as there are 981 international programs offered by private and public institutions. However the level of depth of the programs that meet international standards need to be determined and assessed and possibly ranked for quality control purposes. There are other competitors in the region such as Hong Kong, Taiwan, Korean, Japan, Singapore, Malaysia, China and India, and also Australia, New Zealand, UK, and European countries. Thus, Thailand has to constantly assess its position (SWOT), finding the niches (e.g. ethnic study, heritage seekers) that provide the edge against its competitors, and then by promoting positive points, i.e. uniqueness, low costs, and differentiation.

### **5.3 Barriers and Obstacles:**

In spite of many advantages Thailand can offer as a destination for US study abroad programs, there are several barriers and obstacles facing the country trying to attract US study abroad students, i.e. visibility issues and misunderstandings from both Thailand and U.S. side. Many U.S. residents are unfamiliar with Southeast Asia, thus perceiving Thailand as a developing nation or confusing it with Taiwan. Therefore, the country is believed to be unsafe, unstable and a risk to health. Most US students do not have any knowledge about Thailand and about the Thai 981 international programs using English as a medium of instruction, thus, visibility of Thailand and its higher education on U.S. campuses is important. On the other hand, Thai institutions falsely assume that many U.S. institutions have strong interest in study abroad and collaborative research. Thai faculty also perceive strong interest in developing exchanges, partnerships and linkages with US institutions, but may not aware of the complex issues related to such arrangements. These misunderstanding can be eradicated through communication with prospective students or target groups by creating dynamic websites and personal contacts.

Standards and quality of Thai institutions and their programs differ. Thus, quality control is essential. The international programs need to be assessed and ranked against international standard criteria. The Ministry of Education (UNESQA) and institutions can carry out the ranking process. Faculties / experts in each field should be recruited and employed to heighten the quality of programs. Incentives should also

be given to staff and faculties who are capable to teach international students. Most importantly, top management's support is one of the keys to success of organizing and providing quality study abroad programs.

As to teaching and quality of instruction, most Thai institutions still have a one-way communication teaching style ("chalk and talk") which is not effective for teaching US students. Experiential learning, service learning or project-based approaches (WPI), and/ or unit-based approach (CIEE) working on real world issues appear to be more rewarding for US students' learning. Faculties ought to adopt other teaching styles which also encompass other learning activities that are meaningful, offering students the experience that can fulfill their academic aims and interests. Activities like field trips, homestays, community visits, buddy system with Thai students, to name a few, should allow them to develop intercultural skills, cross-cultural communication skills and other skills that are important to their future as professionals, such as team building, group process, research method skills, language and culture etc.

There are policies on attracting international students, however, for specifically targeting US students special policies need to be formulated. This is because US study abroad students have needs and expectations that are different from those of other international students ("American exceptionalism"). This policy then sets the guidelines to all interested institutions unifying efforts of all stakeholders towards one common direction providing funding and training units for faculties. The training unit is responsible for cross-cultural communication/ service and contact with international students, teaching and learning/academic and professional aspects. Government should also establish monitoring systems and control mechanisms.

Cultural barriers / intercultural & cross- cultural communication:

In dealing with people from different backgrounds and cultures, it is important to have good understanding of other cultures for communication to be effective. This aspect should not be taken lightly. It is a key for successful cooperation between international staff, faculties and students. Intercultural development training is required at all levels,

English language competency of staff is important for teaching and communication with US students. Incentives should be given to staff that are willing

to teach in international programs, and competent staff should be recruited and maintained.

Availabilities of suitable courses/ academic calendar; from the analysis it was found that existing courses can be adapted to the needs of US students, and new courses can be created to accommodate the demands of US students as well as serving Thai education goals. Examples of programs as well as types of pedagogies are demonstrated in the 3 cases studies (see previous chapter IV).

Management and administrative system, Bureaucracy and quality and standard of services: There should be a streamlined management system, eliminating redundancy of functions in providing services. Provide systems that meet world class standards “one stop service” at both, national and institutional level. At national level, revise rules and regulations to facilitate US study abroad programs in Thailand, e.g. immigration policies, The immigration system should be liberalized to accommodate international students, the application process of studying in Thailand should be flexible and convenient, and allow students to work during and after their study, especially for cooperative study programs.

Facilities and infrastructures: Thailand has good infrastructure to accommodate international staff and students at national level. As for institutional level, there are a number of major institutions that are more ready for international students than smaller ones, however smaller institution or those with less standing can also reach out for US students depending on their contacts with international institutions, and the strength of their programs rather than the standing of the entire institution. Thus, US study abroad programs can be created by any institutions that think they are ready. However, the criteria to determine the readiness of a particular institution or program offered to the US study abroad students should be established by the MOE for quality control purposes.

Leadership and organizational culture and faculty involvement:

US study abroad program to be successful integrated into Thai institutions need leadership and vision of top management to support the activities. Top administrative management that gives priority to internationalization goals will find that US study abroad programs enhance their students' learning activities and create an international atmosphere, thus raising institutional profile as well as their

competitive position. Faculty's involvement are important to success. Incentive should be given to those who participate in teaching and organizing US study abroad activities, both in terms of monetary and professional development.

In spite of a few barriers on the Thai side, when considering the advantages Thailand has to offer, the country has a great potential to become a preferred US study abroad destination.

#### 5.4 Relevance to Policy and Practice

##### **5.4.1 Should Thailand Respond to the US Study Abroad Initiative?**

Experts agreed that Thailand should pay attention to this opportunity and to participate in this U.S. study abroad initiative. Some experts' say students' exchange or this kind of project is not new to Thai institutions. It serves many purposes, i.e. national educational policy, public diplomacy, and social as well as economic aspects. It makes strategic sense for management to be aggressively proactive rather than reactive to changes in the global environment.

Educational leaders should have insight into greater visions and paradigms of thinking on the direction and position of how Thai higher education will play a role in the era of globalization. Thailand should not only think of becoming a regional education hub, but also to think globally. Thailand is well located in the center of Southeast Asia with easy access to other countries in the region. Costs of living are relatively low,, particularly in terms of basics such as food and transportation. Culture, customs, and traditions are unique, the society is divers yet harmonic, and very welcoming to outsiders. offering 981 international programs, using English as medium of instruction. Moreover, the government plans to internationalize Thai higher education, as this goal is a part of many mission statements, and to make the country an education hub for Asia. Thailand definitely has the capacity to attract greater numbers of U.S. students. The OCHE revealed that it already has the policy and strategies to attract international students, however, the strategies need to be more clearly defined for each niche target group, as one strategy does not fit all the different groups having different demands and characteristics. Thus, strategic focus toward U.S. study abroad programs is recommended in order to successfully attract U.S. students.

International students enhance campus internationalization goals, and give Thai students opportunities to interact with people from different languages and cultures, which helps developing their social and cross-cultural skills. More relationships among students and institutions are established which leads to further linkages and collaboration. International students also enhance institutional profiles as well as the programs offered. This gives a competitive edge to that institution over other competitors. Having US students in Thailand is also beneficial in economic aspects, as income from enrollments will be generated in the institutions. Moreover, international students can be considered as long-term tourists.

5.4.2 Research Question V: What Strategies could Thailand Pursue to Enhance its Attractiveness for U.S. Students?

#### 5.4.2.1 Finding a Niche

While common misunderstandings should be dispelled, educators should also develop strategies to attract more U.S. students and choose Thailand as a study abroad destination. Thailand is strategically located in a region that can facilitate unique opportunities for study in fields such as tourism management, ecotourism, medical tourism, tropical medicine, and religious studies, as well as the art of Thai cuisine, traditional massage therapy, music, and architecture. Thailand offers diverse cultural and physical landscapes, and students can study in both, urban and rural locations. Thailand is situated in the heart of the Greater Mekong Subregion (GMS), and is often considered a gateway to Asia. Students in Thailand can easily travel by bus or air to Cambodia, China, Laos, Malaysia, Myanmar, and Vietnam. Thus, it is often considered a hub for the region,

Thailand attracts strategic investments from many large multinational companies, especially in the automotive and mechanical manufacturing industries. Opportunities for internships and research at private-sector organizations are widely available. Several cooperative



strategies, if implemented, would serve to attract more study abroad students to Thailand. A strong web presence to dispel false assumptions about Thailand and highlight the country's strengths would be beneficial.

For example, web-based niche-marketing campaigns could be developed to target specific student populations. One group to be targeted is Asian-American heritage seekers. They are interested to learn about their family roots, and they are now more economically able to afford to study abroad. 67 percent of Thai-Americans live in the Los Angeles area. There is a huge Hmong community in the Upper Midwest, Minnesota and Wisconsin (over 100,000). Many of these individuals and/or their parents were born in Thailand or spent time in Thai refugee camps. There is also now a growing Karen community in Minnesota. Many of these individuals also spent time in Thailand. For these Thai-American heritage seekers, marketing campaigns could also be targeted at specific regions. The upper Midwest, specifically Minnesota and Wisconsin, is home to many Thai Americans who may be interested in learning more about their heritage in an academic environment. More than half of the U.S. Thai population currently lives in Southern California, another key market to explore.

Another way to reach interested students could be to target higher education institutions with strong Southeast Asian studies programs, including the Southeast Asian Studies Summer Institute; the University of Michigan; the University of Wisconsin; the University of California, Los Angeles; the University of Washington; Cornell University; Northern Illinois University; the University of Hawaii; the University of Ohio; Arizona State University; the University of California, Berkeley; the University of Illinois; Yale University; and others.

No "one strategy fits all", and to become competitive, Thailand has to focus on their target market needs, in these cases on US study abroad programs for U.S. students

and to tailor the programs to satisfy them. Emphasis should be on the advantages Thailand has over competitors, which are the strengths previously identified. Simultaneously, opportunities should be sought out, and weaknesses should be eliminated or neutralized. Continuous improvement processes for achieving customer satisfaction by constantly improving quality and services, by developing and innovating new high quality programs to reach international standards (Focus, Fast/Flexible/Friendly) are the keys to success. It should be the function of systematic management that all parts of the organization at all levels are working coordinately in order to achieve the common goals. Support of leadership and top management is vital.

From a strategic perspective one has to take “push and pull” factors into account when planning appropriate ways to attract U.S. students. As for marketing tactics, a deeper understanding of students’ decision making behavior is necessary, and how they choose to study abroad in certain destinations. This study does take into consideration the factors that influence students’ decision to study abroad, although the students’ decision making process is not the main focus of this study.

Research question IV asks “what are the obstacles facing Thailand in attracting international students / U.S. students”? The barriers and challenges were identified. From the SWOT analysis of challenges appeared the opportunities for Thai higher education to pursue the goal of internationalization through increasing the number of U.S. study abroad students. The potential benefits from receiving these students are great in all aspects for Thailand, not only for education, but also for diplomacy and economics. Thus, when considering those aspects with the strengths of Thai higher education institutions, and what Thailand as a country can offer to international students. The niche opportunities exist, and this US initiative is a great opportunity that is worth exploring.

After gathering data from interviews with experts from Thailand and U.S.A., and from the Workshop, the findings were synthesized and later verified by the experts, the following strategies are suggested: ideally, experienced marketing professionals should be consulted to develop strategies to evaluate successful competitor destinations in Asia, such as Japan and China, to determine why they are popular with U.S. students. These countries often provide work and internship opportunities at a higher professional level than the U.S.A., where many recent graduates must begin their careers at a lower level.

#### 5.4.2.2 Competitive Strategies

Proactive strategies and aggressive approaches are recommended, as this initiative will enhance Thai internationalization of higher education and to become a “education hub” for Asia. Moreover, Thailand is now playing an important role in the Asian Economic Community. There are two major strategies, not necessarily mutually exclusive, which Thailand can employ. Firstly, with regard to regional markets, such as in the Southeast Asian community, cooperative strategies and strategic alliances are suitable. Secondly, with regards to competition with international market providers, such as e.g. Singapore, Japan, Malaysia, Korea, Taiwan, Hong Kong, India, Europe, Thailand should overall pursue the competitive strategies Focus, Low Cost Leadership, and Differentiation.

First, the strategic aim is to focus on the target group, i.e. U.S. study abroad students, finding out what the students' need and want. What do they want to learn or experience? Why do they come to Thailand instead of other countries? What kinds of programs do they want? what are the important elements of those program, and what are the requirements ? etc. In this case, when focusing on students' wants and needs, and what Thailand can provide, the competitors are a less important factor. For example, when students want to learn about Buddhism or

Thai language and culture, Thai cuisine, traditional Thai massage, they would obviously choose studying in Thailand. It also means in this case that the government has to have the policies in place that target specifically US study abroad students and also direct necessary support activities toward attracting them to study in Thailand.

Second, strategic low cost leadership, to provide the program and service that U.S. study abroad students/ the U.S. institutions want at the most competitive price that they perceive as good value for money. In this economic recession and devaluation of dollar, finding suitable sites and destinations to operate the program is desirable for US institutions. Thailand is considered cheap, with a great environment, these are advantages over competitors. Also, there is a wide range of programs that can be organized in Thailand by U.S. institutions (WPI), or offered by Thai institutions, or both. The U.S. interests are now more toward thematic studies, with more variety, related to real world issues (e.g. human rights, development, ethnicity), and this makes Thailand a more attractive choice as an affordable and competitive location for US study abroad. However, the problem still remains that not much is known in the U.S. about Thailand in the U.S. The Thai government needs to help promoting Thailand as a whole as well as its educational aspirations. Thailand and Thai higher education institutions need to increase presence and visibility on prospective US campuses.

Third, strategic differentiation, to offer something unique, Thailand has already a unique history, and to create programs that are unique and different are another way to gain the edge over the rivals. Thus, study abroad providers need to be creative and able to innovate existing and new programs with the needs of U.S. students kept in mind. The competitive situation of Thai higher education needs to be addressed at national level through government- sponsored marketing and promotion of programs. Government should also allocate funds for marketing of

institutions at national, regional and local levels. Other strategies are cooperative strategies for regional cooperation with Greater Mekong Sub-Region and partnerships with all domestic and international stakeholders. Creation and evaluation of quality standards for academic institutions and their programs are needed. Finally, to pilot a designed program for attracting US study abroad students to Thailand is recommended.

As regards policies: at all levels, policies should establish direction to all stakeholders having the same guidelines and practice so that they have common understanding and plan their strategy accordingly. The policies are supportive and in line, which makes it easier to change and achieve the goal/competitive.

#### **5.4.2.3 National Policy and Outreach Strategies**

The issues of concern related to what the government can do, are in the areas of policy directions of international, higher education, supportive policy mechanisms, operational systems available for public and private institutions, so that they follow the same guidelines and direction. A number of Thai institutions have their internationalization goals but they are defined differently. This lack of unified direction leads to lack of synergy in accomplishing national goals on higher education. Thus, at national level, the policy direction on internationalization has to be clearly defined so as to become an education hub for the region or for Asia or even global. Thai educational leaders should have a clear vision on how Thailand will play roles in global communities not just reacting to current changes. The national policy should be farsighted with great vision to prepare the citizens with desirable competencies for the world that is increasingly interconnected and highly integrated. The government can learn from Australia, United Kingdom, European Union, China and Singapore on how government policies facilitate international education

and what marketing strategies can be used to attract international students, and - importantly - supportive mechanisms to put in place.

Even though currently the Commission on Higher Education's policy for internationalization of the Thai higher education institutions does exist, but there is not a specific policy for attracting US study abroad students. The policy for attracting US study abroad students need to be given a specific consideration. Clearly identify the strategies and tactics to reach this target group are needed if wish to increase the number of US students in Thai institution. The following are the existing general policies which include:

- Encouraging Thai higher education institutions to study other countries' history, politics, society, economy, and culture;
- Advocating Thai studies for international cooperation;
- Promoting international education in Thailand by inviting foreign students to come to study in Thailand;
- Encouraging international cooperation to develop collaborative study programs, joint research, and international exchange opportunities;
- Supporting Thai academics to provide academic services overseas, providing scholarships to foreign participants, and hosting international academic conferences;
- Improving the capacity of Thai faculty and staff to deliver enhanced service for foreigners and international organizations; and
- Developing the physical infrastructure within Thai higher education institutions to provide service to foreign students.

### **1) Recommended National Policies**

At the national level proactive approaches, aggressive strategies, and selecting the area to promote were suggested by experts.

It is recommended that the main focus of National level is to provide infrastructures and to set up the system with mechanisms necessary for organization of programs at all levels. 1) establishing specific policy and allocating funding to enhance and support the operation; 2) establishing infrastructures and systems with efficiency- reduced bureaucracy in order to provide international standards of service (“one stop service”) for international education purposes, i.e. liberalized immigration policies, 3) to raise the quality standards of higher education and of the programs offered by institutions, through encouraging international cooperation to develop collaborative study programs, joint research, and international exchange opportunities, 4) to raise the quality standards of human resources in aspects of academic knowledge, intercultural skills, and English competencies; 5) to raise visibility of Thailand education to US study abroad target groups; 6) Increase presence and visibility in U.S. institutions through marketing outreach and tactics as well as allocate educational budget; 7) providing necessary infrastructures, mechanisms and systems to facilitate, monitoring and controlling the operations.

The policy mechanisms should be established as identified in the following areas: i) dissemination, ii) financial incentives and disincentives, iii) regulatory and control measures, iv) operation of policy action, v) symbolic and priority setting and, vi) research and development. This aspect can be carried out through establishing an impartial organization to oversee, manage, and control by The Thailand Association for International Education.

## **2) Recommended National Strategies: (outreach strategies)**

Suggestive national policies and strategies for attracting U.S. students, this strategy can also apply to other international students are:

- Public and private sectors and stakeholders’ joint effort/participation and investment:
- Governments, universities, industries, communities, and general public – from all industries should be invited to play their part in promoting

Thailand according to their own organizational mission as part of social responsibilities. This will create synergy and combined efforts such as TAT, DEP export, Consulate-Thai embassy in the U.S. (should have a section that promotes Thai higher education and provides links and information on available programs and institutions, acting as a clearing house) universities, business corporations. Through joint efforts toward the same direction will result in sharing costs of advertisement for all parties). The same method applies to universities where all students and faculties have the responsibility to promote their own institution and programs, not just a dean's and president's duties. For example, students who are awarded scholarships abroad, faculties' tours, post-doctoral activities, conferences and seminars, etc.). It should be noted that students hold similar country images, when they are deciding on study abroad programs and tourism destinations, the knowledge developed within the tourism context regarding the image of the country can be applied to the context of study abroad programs (Gertner, 2010). Similarly, undergraduate students are likely to choose a country first, then select an institution, and they considering study abroad (Bourke, 2000). This is consistent with the survey results which desire to travel to exotic place. However, the purpose of the study program and tourism are different and should not be mixed. Tourism can be used for sparking prospective students' interest (Chalintorn, 2010 personal communication). However, academic aspects remain the main important reasons for choosing the destination for study abroad, as also indicated by the survey results.

- There should be specific policies and strategies for attracting U.S. students which are different from other international students, due to the nature of US study abroad program characteristics and the capacity of Thailand to accommodate these programs. Moreover, U.S. students are considered long term tourists, as the money spent will enhance the Thai economy.

- Assign or create the organization with competent staff. WHO possesses the diverse skills and cultures to be responsible for specifically promoting U.S. study abroad programs in Thailand. This organization will oversee all aspects related to providing and receiving U.S. study abroad students, liaison, clearing house, quality control, information, credits transferable assessment, approval of programs, etc. The key is to employ competent persons to staff this organization.



- Establish consortia of Thai international programs for U.S. study abroad. This can be done by selecting the institutions that have capacity and are ready to group together.

- The Thai Embassy in U.S. should (similar to IDP unit of Australia) have a section to promote Thai international programs, institutions or study in Thailand beyond traditional courses, i.e. Thai language and cultures, ideally working closely with the newly established organization, Thailand Association for International Education (TAFIE).

- Utilization of existing linkages: Encouraging international cooperation to develop collaborative study programs, joint research, and international exchange opportunities.

- Increase awareness about Thailand to prospective U.S. study abroad students in terms of the country's geography, culture, infrastructure, courses available, as well as the courses that are taught in English. This can be created through joint efforts of all stakeholders. It can be done through joining international conferences, such as NAFSA, International Road Show, inviting university management, faculty or study abroad directors to visit Thai campuses, or sending Thai representatives to visit study abroad offices in targeted U.S. institutions, making use of existing government agencies or NGOs abroad, such as the Thai embassy in U.S.A. that might be willing to have an advising center promoting Thai study programs.

- Establishment of a Thailand education brand ("positioning") to be used for all marketing of Thai higher education programs abroad, specifically for U.S. study abroad. This brand should clearly and accurately describe what Thailand can offer that is distinctive. For example, a brand should highlight the characteristic Thai educational practice of project work, variety of field trips, highly qualified professors, ICT, availability of research labs and facilities; good values for money; great experiences, international programs with English as medium of instruction, areas in which Thailand has special expertise (Buddhism, medical tourism, traditional massage, Thai kick boxing, cuisine and cooking (Thailand, "kitchen of the world")). As for prospective faculties who are looking for programs abroad, Thailand is a place that provides low cost, high quality education,, and easy to organize courses.

- Key recommendations include, adopting a synchronized approach towards enhancing brand image, and developing positive brand perceptions by leveraging strategic alliances (staff and student exchanges) with leader brands. The education

attache' could also manage specific marketing campaigns, co-financed with interested universities and/or enterprises and organizations which want to attract qualified labor.

- A user-friendly and dynamic English language internet portal should be established, which provides an overview of Thai higher education /international programs / and institutions, and which also provides information about the practicalities to be dealt with before starting a program, internship opportunities, and job opportunities after attaining a degree.

- A national task force should be established to ensure Thai attendance at relevant international education conferences and fairs, with special focus on events organized by key U.S. study abroad organizations such as NAFSA, CIEE, and the Forum on Education Abroad conferences (should also get funding from government / or from private industry wishing to sponsor Thai higher education as a social responsibility; or cooperative education / etc)

- Government should establish the mechanisms necessary for quality control of study abroad assure that those programs, that attract U.S. study abroad students, are qualified for credits from U.S. institutions. Established clearing house / assessment institutions act as quality control as well as match- making-linking demand and supply of programs.

- Coordinated efforts between MOE and Immigration should ensure that the processes of obtaining visa are less bureaucratic, quicker, smoother, and more flexible, professionally processed for international student applicants and faculty.

- There should be more scholarships available for international students (full/or partial) (Thai "soft power").

- Internship opportunities should be created for students; linking with industry.

- Thailand has many NGOs (for example, Meechai's Population and Development Association).

- Statistical tools should be established, making it possible to monitor developments in the various international activities for short, medium and long-cycle programs.

- Establish safety measures and procedures/risk management policy for international students

#### 5.4.2.4 Institutional Level Measures and Strategies to attract more U.S.

### Students

These recommended strategies are from participants at the Workshop, including six U.S. study abroad students, other presenters and interviewed experts in the fields.

At institutional level, international education and internationalization goals can be enhanced through international students, who in this case are U.S. study abroad students. Considering the benefits that outweigh the risks, the institutions wishing to attract U.S. students to their campus or participate in certain programs offered by the universities should: work with the Commission on Higher Education (CHE) to secure support in developing and enhancing study abroad programs in Thailand.

1. Universities should utilize the linkages /existing MOUs in arranging the international study The development of strategic partnerships that go beyond student exchanges would be beneficial. These could include joint research projects, exchange of faculty and administrators, establishment of dual degree programs, and jointly hosted conferences and symposia based on common interests. Institutions should seek partners that offer similar programs of study and complimentary courses, which will allow them to expand curricula without creating new departments or faculties. However, this strategy requires support from high-level management at both, Thai and U.S. universities.

2. Mission statements should be clearly defined giving specific policy guidelines to all other faculties and departments to know the focus and direction of top management through the mission statement. Funding and allocation of resources are arranged to abroad programs with US institution, marketing the programs to prospective students, campus visits and other relevant activities. Top management's commitment to support international education through US study abroad program is required.

3. Provide quality standard of service to international students; establish infrastructure and systems that are less bureaucratic. Institutions should have an international student office (ISO) , or a unit (currently does not exist) that is able to handle all of international students' activities, such as academic aspects and consultation of credits and courses, housing and visas procession, as well as contacts with other

related organization. This unit should be linked to every department in the university, so that sharing information on course offers and availability of faculties and staff to supervise the program is fast and convenient. Currently, most institutions have an international office, but most are dealing with international affairs and publicity, and most international exchanges or study abroad activities are carried out by the responsible departments. Thus, this aspect needs to be unified in one operational system to eliminate redundancy and duplication of work, leading to fast and efficient management. This would also help reduce workload from staff and faculties.

4. The Unit, as stated previously, on acting as the study abroad center as an “added-on/ stand alone” unit, should also act as a clearing house for all information (details course/ credits) on study abroad program availabilities offered by the universities, on quality control, standards and accreditation of the programs via U.S. institutions; to have mechanisms to evaluate and assess program quality / providing support to departments and faculties, to continuously develop the quality and standards of programs. This Unit would also work together with the International Unit, which is set up for this purpose at the CHE, on reporting the courses available for U.S. study abroad students, and seeking assessment of program qualities through accreditation procedures approved by the CHE.

5. Assessing the institutional capacity and position in terms of physical infrastructures, human resources, and funding, as well as the academic aspects, i.e. courses offered to international students, or potentially to be created to satisfy the needs of existing curricula or new ones. Then deciding on the scales of engagement in U.S. study abroad accordingly. The institutions do not need to promote every program available, but choose to promote what they are good at, based on their strengths and capacity.

6. Fields of study: Thai institutions should identify the strengths and niches of each study abroad program, and then actively seek U.S. partners with similar interests and strengths. For example, fields of study that could appeal to U.S. undergraduate students in Thailand could incorporate environmental studies, and issues related to climate change, global warming, sustainable development, peace and confrontation, human right issues, human development, and international development. Partnerships could also be promoted by engaging faculty and staff from U.S. higher education institutions with research interests in these fields.

7. Teaching styles, methods of instruction, and pedagogy.

8. English Language as a medium of instruction and communication.

9. Intercultural learning and cross - cultural training need to be taught to all staff in the organization.

10. Professional and service mindedness: all level of administrative staff (as well as faculties) should carry out their tasks professionally, being able to use English language as a medium of communication with acceptable level of cross-cultural competency in dealing with diverse group of students. Thus, training on soft skills and intercultural training are appropriate for all international colleges and their administrative staff and faculties who have contact with international students/US students.

11. Creating professional points of contact (can add on the unit of international office/ international affairs or a separate unit to deal specifically with international students for study abroad purposes with staff / personnel that have knowledge and information on the academic parts of programs available, who can handle these matters, including culture, languages.. It should be staff that has language competence and intercultural competence as well as ability to answer academic questions, when enquiries come up; preferably academic staff should fill this post.

12. Key gatekeepers: It is important to identify key persons on U.S. campuses who can be “a champion” for study abroad in Thailand. The key person from the U.S. institution who will be a point of contact in the administrative section at a study abroad office, or a professor who organizes the program in to Asia/South East Asia/Thailand. For example, Carleton College has been working on creating a study abroad program in the field of Political Science. Professor “Tuway Bin,” a Burmese professor, can be identified as a person who will design the program, looking for a partner and collaboration in Thailand or in the region. Other examples would be Professor Gerald W. Fry (Education), Professor John Romano (Counseling Psychology), Professor Fred Finley (Curriculum and Instruction), Professor Mai Na Lee (History) and Professor Catherine Solheim (Family Social Science) at the University of Minnesota. Other examples would be: Barbara and Kia (UMass) Professor Jack Bilmes (University of Hawai’i), Namji Steinemann (East-West Center), Professor Robert Bickner (University of Wisconsin), Professor Louis Golomb (George Mason University), Professor Charles Keyes (University of Washington, and many others. A data base of such individuals should be compiled.

13. Organized study tours: Other activities, that Thai and U.S. institutions could be involved in, are organized Thai study tours allowing Thai university representatives to visit U.S. universities and colleges. This would provide direct outreach opportunities to potential study abroad students and promote faculty interest. Additionally, using alumni of study abroad programs in Thailand as ambassadors on U.S. campuses would be a cost-effective strategy. Thai institutions should also seek to establish a network of other Thai specialists in the U.S.A. who can promote Thailand on U.S. campuses to Thai student organizations and Southeast Asian study groups.

14. To raise awareness about Thailand the mind of students (few US students know about Thailand)/ universities and programs offers/ emphasis quality and unique and variety of program options/ non degree purpose and can transfer credits back toward the degree at home institution. Work to have alumni students become ambassadors for Thailand in their campus.

15. Linkage/making connection with study abroad offices at U.S. universities, especially the ones that have a high percentage and mission support for study abroad/ international education, e.g. the University of Minnesota, University of Wisconsin Madison, St.Olaf College, WPI.

16. Development of a higher education network, i.e. creating consortia of Thai Education/for US study abroad or International students/ linked with other universities in advertising and providing programs to US study abroad students. Sharing information, infrastructures and resources. The formation of a joint Thai higher education network that works for the common interest in increasing the number U.S. students studying abroad in Thailand would help participating institutions saving time and money. The network could facilitate cooperative participation in international fora and conferences, which would create more interest from U.S. universities. Several Thai universities currently cooperate by sharing booths and organizing events at the annual NAFSA conference. Such cooperation needs to be expanded to include additional venues. Within the Bangkok area, the network could group similar colleges and university programs together to offer greater course selection for foreign students. The network could develop a common website for study abroad in Thailand, preferably sponsored by the CHE. The website could include links to each Thai institution that offers study abroad programs and categorize the institutions by region, as well as type and length of programs offered.

Currently, the website [www.StudyinThailand.com](http://www.StudyinThailand.com) is administered by Ramkhamhaeng University, but a common website that allows access to all Thai institutions offering study abroad programs would be beneficial. Enhancing existing websites and using social media to reach out to students in their native language should be emphasized. Websites promoting study abroad should meet very high standards, with images that accurately depict campus and student life and corresponding text in correct English. Students need functional websites to research potential programs and share information with their parents and with each other. Essential web information should include a list of international programs for study abroad students with an emphasis on the quality of the programs, information on credits recognized by the home institution,, academic accreditation information, cultural opportunities, business environments, cost-benefit analyses, and possibilities for scholarships and internships.( IIE Bangkok, workshop).

17. Promoting the program rather than the entire institutions. Identifying the quality program against established criteria for US study abroad (as identified by US study abroad program requirements). Which program and units are more ready and fit with prospective US counterparts, then make campus- wide lists of the program offered.

18. Thai institutions should seek to cooperate with third-party providers. Linkage with third party providers/consortia such as the Education Abroad Network in Austin, Texas. (Advanced Study of Thai), in some cases, other third-party providers may be involved in providing some study abroad services, such as housing or instruction. There are several third-party organizations involved in study abroad, some of which can work with Thai universities to promote study abroad programs. In fact, many community colleges work exclusively with third-party providers.

19. Jointly creating rich and unique programs through collaboration with neighboring countries (e.g., Cambodia or Laos). Such programs can be about learning Thai history through the Mae Khong River. In designing program activities to promote Southeast Asia as a regional destination.

20. create more qualities customized programs that can accommodate international students in terms of content / subject matter, thus, while planning and designing new courses research internationalizing the curriculum should be carried out. Faculties from targeted institutions should be invited for critical review, providing suggestions on the content and methods used delivering the programs –

which would possibly be eligible for being accredited by that US institution / providing information that can be useful and pertinent to the US needs.

21. Fellowship and scholarship programs: Scholarship programs for U.S. students would also encourage students with limited financial resources to study at Thai institutions. Currently, only a select few Thai institutions offer funding for U.S. students to study abroad, and the joint-funding capacity of Thai and U.S. universities could be improved. Additional program funding from donors, especially local Thai and international businesses, could increase program capacity and internship opportunities. Thai institutions should provide administrative support for obtaining work permits, since obtaining a work permit in Thailand can be difficult and time-consuming. It was suggested that the CHE provides leadership to develop guidelines for obtaining visas for work, volunteering, or internships.

22. Partnering with the private sector: U.S. institutions could help by working with the U.S. private sector and local businesses to partner with academia to send students abroad as part of their human resource development strategies. Research or work-based internships, which are components of many U.S. academic degree programs, could be offered in Thailand to attract more students. U.S. institutions might also consider administrative and faculty exchanges which would help initiate study abroad programs and foster longer-term institutional partnerships. Involving alumni: Study abroad program alumni should also be encouraged to write and/or blog about their positive experiences in Thailand.

23. Thai institutions should develop a strategy to accept students from U.S. community colleges, as there is a keen interest from U.S. community college students to participate in study abroad programs. Thai universities should develop strategies and short-term programs that will attract this target group.

#### 5.4.2.5 Program and Curricula

At the level of program curriculum, the characteristics of successful study abroad programs in Thailand, as discussed above, can be used as guidelines on how one can design an effective study abroad program, what elements of the program to look for, and how to organize it. The most important keys are leadership and support of top management, the capacity of department in terms of physical facilities, finance, and supportive administration, competent staff and



human resources (academic/ cross cultural capabilities/ use of English language competencies), and organizational culture. At curriculum level, resources and capacity need to be assessed. The academic contents, physical facilities and supportive factors of operation are in place. The quality design of effective study abroad models that are suitable for US and Thai students' needs. The various elements of program design need to be taken into consideration.

#### 5.4.3 There are Four Major Key Recommendations

1) To establish a Public Organization (PO) "Thai Association for International Education" (TAFIE). This organization is impartial and is responsible for all concerns about international education as follows:

- Establish the policies / direction for international education in Thailand (= "positioning").
- Establish a monitoring system and control mechanisms for standards and quality management of international programs as well as the administration of the programs.
- Establish standards / requirements for international programs to be accredited as well as guidelines for assessment and evaluation of the programs.
- Establish Clearinghouse of information on Thai higher education / international education and international institutions. Maintaining and updating a data bank of international programs, fields of study, and an inventory list of experts of various fields, and institutions.
- Provide opportunity for matching partners for academic and research connections or exchanges of knowledge and resources among Thai and U.S. institutions.
- Provide transfer guidelines, accurate updates of contacts of institutions and programs.
- Promote Thai international education in the U.S. study abroad market by working together with "consortia" of Thai institutions that provide international programs. There are various vehicles to be used for raising the Thai higher education visibility in a prospective target group.
- Create dynamic websites of the PO providing channels of communication through this website of "Thai Association for International Education",

where members and stakeholders can share information as well as allowing queries to be asked and answers are given right on the webpage. In addition, newsletters of the programs and activities would be useful.

2) To establish a Professional Organization (PO) that can be a Sub-Unit of “Thai Association for International Education”. Ideally, professional organizations should have networks of units distributed in all institutions that offer international programs. The units on campuses would then work in collaboration with the Main PO at the TAFIE. The function of the PO is to provide professional advice, consultation, and training, providing services to international students, scholars, faculties in terms of academic, cross-cultural communication and interactions, English language training, and life off campus while being abroad. POs will act as support units to help Thai academics and staff and students to effectively carry out their tasks with quality services. .

3) To establish an educational quality assurance system that assesses the qualities of international programs and ranking these programs. This should be carried out by the MOE /ONESQA. Thailand has 981 international programs, which are taught in English. The definition of internationalization is defined differently among Thai institutions; however the quality of international programs should rest on the depth of contents and rigor of the curriculum and learning pedagogies, and not just by simply teaching Thai courses in English. The quality of a program needs to be determined according to quality guidelines established by the TAFIE. This will raise credibility and quality standards of the Thai international programs.

4) Industrial policy refers to governments strategically choosing sectors to promote and develop (Fry, 2011). To pursue industrial policies in the international education sector, the government should decide whether to resist, to adapt, or to induce structural changes (Diebold, 1980) for attracting U.S. (international) study abroad students. According to the National Economic and Development Plan to become an Education hub in Southeast Asia by 2015. It is likely that industrial policies will adapt and/or induce structural changes by responding to the needs and demands of international students, and then planning and designing to accommodate those needs. To attract international (U.S.) students, there are two approaches to begin with: First, identify the demands and needs, and then identify the supply to provide them; Second, identify supply or niches Thailand has, then promote them to prospective groups. When the government pursuing the industrial policies, it has to choose the strategic niches to promote and to develop. According to the nine key niches for Thailand, as identified by

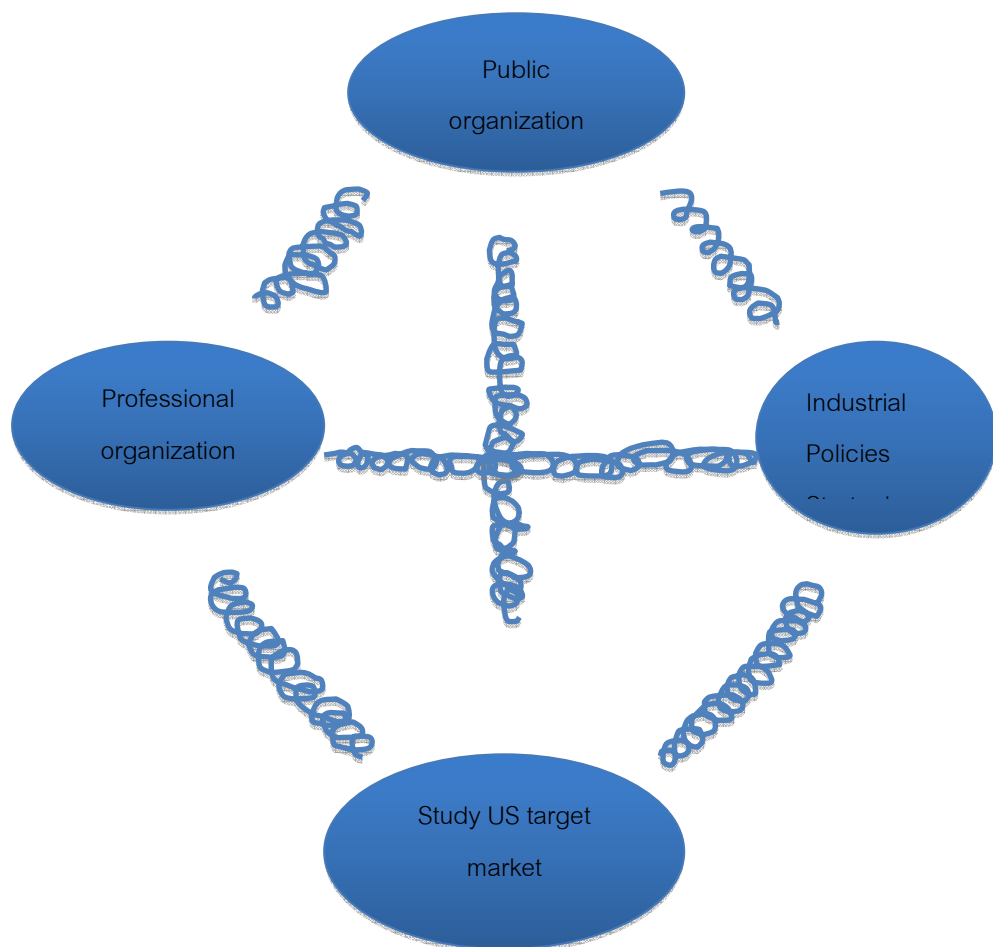
Fry (2011): 1) Thailand as “Kitchen of the world”; 2) Tourism (medical, adventure, environmental, cultural, religious, retirement); 3) Major attractions/infrastructures: Bangkok is named the best city in the world, MICE (meetings, Incentives, Conventions, and Exhibitions), IMPACT, Queen Sirikit Center, BITEC, relatively low costs; 4) “Detroit of the East” (Rayong); 5) International Education hubs; 6) world class entertainment center; 7) Manufacturing, electronics, textiles, design, fashion; 8) Gems and gem cutting; 9) Transportation hub, gateway to Southeast Asia, centrally located in the Asia region and between the dynamic economics of China and India.

Identify these niches important implications for the development of Thai education and human resources development. These identified niches have international elements. Thus, government should give high priority to improve English learning and teaching, diversify foreign language education, and also increase training in intercultural competencies and communication. The implementation of AEC (Asian Economic Community) in 2015 also makes this a special priority. The implementation of these policies depends on the quality of education and human resources’ development. Thus, designing the marketing strategies to promote the programs by keeping students’ needs and niche areas in mind that match with their purposes of learning and activities will enhance attractiveness of the program to U.S. target group.

5) Identifying the niches of what Thailand can offer U.S. study abroad students, and the needs of U.S. study abroad programs and their characteristics will effectively enhance the design strategies to outreach them. The potential target groups can be effectively reached through the U.S. study abroad office, and faculty or friends and personal contacts. There are Asian Americans and heritage seekers, i.e. Hmong, Karen and others who are interested in learning about their family roots. This group is now economically more able to afford studying abroad than before. Hmong community in Upper Midwest, (over 100,000) Minnesota and Wisconsin many of these individual and/or their parents were born in Thailand and spent time in refugee camps. There is also Karen community in Minnesota; many of these individuals spent time in Thailand. Another target area for heritage seekers is in Los Angeles, where 67 percent of Thai-Americans live.. Marketing campaigns should be directed toward these regions. Other target groups with strong Southeast Asian Studies programs, are found in the Southeast Asian Studies Summer Institute; the University of Michigan; the University of Wisconsin; the University of California, Los Angeles; the University of Washington; Cornell University; Northern Illinois University; the University of Hawaii; the University of Ohio;

Arizona State University; the University of California, Berkeley; the University of Illinois; Yale University; and others.

The proposed four major recommendations can be shown in a tetrahedral model with the interrelationship between four key strategies (Figure 25). These key strategies will work optimally when the four linkages are strong: Public Organization, Professional Organization, Industrial policies and U.S. target market.



**Figure 25** Tetrahedral model of Interrelationships between Public Organization, Professional Organization, Industrial Policies, U.S. Target Market. (Adapted from: tetrahedral model of linkages between Policy, Planning, and Implementation by Sippanondha and Fry, 1981).

The tetrahedron model presented above highlights the key strategies that could enhance the flow of students to Thailand. Critically important is the need to create a small, but dynamic International Education Public Organization with the mandate to promote Thailand as a study abroad destination, related to Thailand's national policy for the country to become an international education hub as one of its key strategic niches.

#### 5.4.4 Suggested Pilot project

A Pilot project should be considered on how to carry out the activities in response to increasing the number of U.S. students in Thailand, how to attract U.S. students into Thai intuitions as well as how to organize study abroad programs to accommodate U.S. students by Thai and US partnering institutions. Setting up “the Thai Association for International Education” as an impartial organization, overseeing all activities of U.S. study abroad programs in Thailand, offered by Thai institutions. This organization is also responsible for other International students’ targets of other countries, but this study focuses on U.S. students.

#### **The Mission**

To support internationalization policy through promoting quality standards of education, facilitating linkage and exchange of Thai-U.S. institutions on study abroad programs and activities to enhance mutual benefits of both countries. The TAFIE establishes standards guidelines of practices for both Thai and US institutions that are interested to have a program in Thailand whether through partnerships/ join degrees/ or exchanges or direct enrollment into Thai institution.

**Funding possibilities:** The pilot project can be funded by allocated finance of the education budget by the Thai government, donors or sponsors, private corporations, public and private universities, fund raising, U.S. institutions.

**Functions/ Responsibilities:**

This organization is responsible for quality control of the international programs and of the accreditation of the programs. Clearinghouse information on all aspects related study abroad programs, i.e. courses offered, institutions, characteristics, features of the programs and lists of faculty and experts in specific fields. Provide opportunity for matching partners for academic and research connections or exchanges of knowledge and resources between Thai and US institutions. Ideally, the organization should identify needs and arrange training in institutions on how to operate the international program to meet the set of standard requirements that link with U.S. needs (or international) successfully. Intercultural Development Training of all staff is desirable.

**Leadership of the Organization**

The PERSON leading this pilot project and the organizations should be someone with international experience who possesses interpersonal and cross- cultural skills with an intercultural competency and global mindset, who has a great deal of knowledge on academic aspects of Thai and U.S. systems, as well as all aspects of US study abroad programs, their characteristics and capacities.. Board members should be invited from various fields and sectors that give a good mix of the team that can influence changes that are consistent with the direction of the country and industry needs. The ideal Board members should be a team of Thai academics, policy makers, private entrepreneurs, NGOs, U.S. professors / directors who are familiar with the experience in Thailand with good knowledge about both Thailand and U.S. context, who, however, should bear in mind the conflict of interest issues.

**The Pilot Project** also involves promoting Thailand, institutions, programs available for U.S.S targets students, increasing visibility, and familiarity with

U.S. institutions and students. Close cooperation , or building networks with U.S. study abroad offices (the most effective way to reach U.S. students as indicated from the survey results), key U.S. faculties and experts from various institutions; and alumni of US students in Thailand, this can be created through using webpage as “ Friends of Thailand”. Also presence at NAFSA meetings, other Road shows and international conferences in the U.S.A.

**Participants/ Partnerships:** with selected universities that have sufficient capacity in Thailand, i.e. Chulalongkorn University, Mahidol University, Kasetsart University, Chiang Mai University, Khon Kaen University, Songkla Nakharin University, NIDA, Thai Chamber of Commerce University and The Commission on Higher Education are invited to join the Pilot project. These Universities can form “Consortia of Study abroad in Thailand”.

**Methods/ Strategies and Tactics:** (facilitate networking; linking and matched; provide academic/intercultural training; marketing outreach effort; raising visibility; uplifting standards of academic quality and services; assessment of programs for accreditation; monitoring system and control mechanisms; sharing information with web access; management support and fund raising)

These universities can form “a Consortium as Study Abroad in Thailand”. Meetings would be arranged by the TAFIE, explaining the objectives and roles of TAFIE and its members (selected Thai universities), and CHE, followed by explaining the needs of U.S. study abroad initiatives, potential benefits and how universities can participate in the program. (This process also can be carried out with international targets too, not just U.S. target but strategic focus will make the process more effective than one size fit all). Then, the group listed their signature programs (outstanding), which meet standard requirements that are set up as criteria for course accreditation by the CHE. The TAFIE, a newly formed organization, will set up the committees and undertake assessment of those programs listed at the sites, in according to the element of “characteristics of successful study abroad program” or “standards of best practice for education abroad program” (adapting the process from the Forum on Education Abroad). This will ensure that the program meets expectations of U.S. study abroad program purposes. There will be a list serving for this group and websites of the TAFIE, that all members have access to all information / data of courses,

and faculties' / professors' profiles and their expertise to teach or supervise certain parts of the program. Then, TAFIE with the list of all programs distributes / networks these programs to relevant organizations as part of outreach strategies. The target groups are Department of Import and Export, Students Advising Center of the U.S. IIE in Bangkok, The Commission on Higher Education (CHE), the US professors and gate keepers, CIES Fulbright Thailand, the TAT, the U.S. embassy in Thailand, the Thai embassy in the U.S.A., the top ten colleges and universities that send students to study abroad in Thailand; the third party providers, i.e. Global Initiatives, Education Network, etc., personal visits and contacts in person at a study abroad office, and identified directors/organizers of the program in Thailand. The TAFIE invites the key persons from the identified US institutions to visit these Thai institutions that are

members of the newly established "Consortia of study abroad in Thailand". This can be arranged at the TAFIE center as a networking center, and then visit the sites, which will enhance the effectiveness of contacts when personal to person meet, which leads to further activities (this aspects is pointed out by both Thai and US experts and organizers of the U.S. program abroad).

The process involves regular meetings, communication with monitoring persons, and feedback from all partners, assessment of progress of activities, making improvement where needed, continuously.

#### 5.5 Recommendations for Future Research

This study presents the areas that offer themselves for further study, such as study the quality of the 981 International Programs in Thailand and ranking them. Assess the readiness of Thai Institutions or Programs for U.S. Study abroad students. Carry out needs assessments for Intercultural Training or Effective Management and Administration of International Programs in Thailand. To carry out, as recommended, a Pilot Project study. These identified research areas are important and relevant to enhance Thailand's international education quality. Moreover, support of the internationalization goals and the education hub policy.



## 5.6 Concluding Thoughts

A valid, psychometrically sound scale ( $\alpha=.91$ ) was developed to assess the degree to which U.S.-American individuals were satisfied with their study approaches in Thailand. Based on an extensive electronic survey of 874 Individuals going back over five decades, it was found that for the most part these students had highly positive and often transformative experiences in Thailand. They found many attractive aspects of Thailand, particularly the warm welcoming attitude of Thais toward them (perhaps partially a legacy of Thailand never have been colonized), the exposure to another quite different way of life, the abundance of tasty and high quality food, the generally low cost of living, and the ease of traveling to neighboring Southeast and East Asian countries.

While the numbers of American students coming to Thailand have steadily increased over the decades, overall, the numbers remain quite low, and there are serious inconsistencies in these data between the Thai Ministry of Education (MOE) and the IIE. These discrepancies result from the MOE counting only those formally matriculating students at Thai institutions of higher education. The students on many short-term study abroad programs, now the most common (Nam, 2011), do not formally study at a Thai universities, are not counted. For example, participants in Professor Fry's University of Minnesota Global Seminar to Isaan and Laos utilize the campus and facilities of Khon Kaen University, but do not formally enroll in that institution (Nam, 2011; Fry, Nam, and Tatpicha, 2011). Whether using MOE or IIE data, there is clearly significantly unrealized potential. Thailand's strategic location in the middle of Southeast Asia, sandwiched between Chindia (Engardio, 2007), and its relatively low cost compared to competitors such as Japan, Korea, Hong Kong, and Singapore, give it many special, comparative advantages.

With the U.S. initiative to increase dramatically the number of Americans studying abroad (Lincoln Commission, 2004; Simon Act, 2009), Thailand has now a special opportunity to increasing significantly the numbers of Americans choosing Thailand as a destination for their study abroad. The tetrahedron model presented above highlights the key strategies that could enhance the flow of students to Thailand. Critically important is the need to create a small, but dynamic International Education public organization with the mandate to promote Thailand as a study abroad destination, related to Thailand's national policy for the country to become an international education hub as one of its key strategic niches. In the West, the USA has been the most popular study abroad destination. Thailand, with appropriate policies and strategies, has the potential to be one of Asia's most popular and attractive destinations.

## REFERENCES

- Abraham Lincoln Study Abroad Fellowship Program. (2004). **The State and Future of Study Abroad in the United States**. [n.p.]: Briefing Book for the Bipartisan Commission.
- Abrams, I. (1979). The impact of Antioch education through experience abroad. **Alternative Higher Education**, 3, 176-187. Retrieved August 12, 2009, from [http://www.globaled.us/ro/book\\_research\\_weaver.htm](http://www.globaled.us/ro/book_research_weaver.htm)
- Abrams, I., & Heller, F. (1978). **Evaluating Academic Programs Abroad: The Council on International Educational Exchange Project, Occasional Paper #21**. Retrieved March 17, 2009, from <http://www.ciee.org/occasional.cfm?subnav=journal&name=Occasional%20Papers%20in%20international%20Exchanges%20Series>
- Afonso, J. (1990). **The international dimension in American Higher Education**. Tucson: University of Arizona, Tucson.
- American Council on Education. (2002). **Beyond September 11: A comprehensive national policy on international education**. Washington DC: Center for Institutional and International Initiatives.
- Akande, Y., & Slawson, C. (2000). **Exploring the long-term impact of study abroad: A case study of 50 years of study abroad alumni**. Paper presented at the meeting of NAFSA. San Diego, CA.: Association of International Educators.
- Anek, N. (2006). **Farang in muang Sa yam [Foreigners in Siam]**. Bangkok: Saengdow Publisher.

Agarwal, V. B., & Winkler, D. R. (1985). Foreign Demand for United States Higher Education: A Study of Developing Countries of the Eastern Hemisphere. *Economic Development and Cultural Change*, 33, 623-644.

Allport, G.W. (1954). *The nature of prejudice*. Cambridge, MA: Addison-Wesley.

Altbach, P.G. (1998). *Comparative Higher Education: Knowledge, the University, and Development*. Hong Kong: Comparative Education Research Centre, The University of Hong Kong.

Altbach, P.G. (2004). Higher education crosses borders. *Change*, 36(1), 18-24.

\_\_\_\_\_. (2004). Globalization and the University: Myths and Realities in an unequal world. *Tertiary Education and Management*, 10, 3-25.

Altbach, P.G. & Teichler, U. (2001). Internationalization and exchanges in a globalized university. *Journal of Studies in International Education*, 5(1), 5-25.

Altbach, P.G. & Knight, J. (2007). The Internationalisation of Higher Education: Motivation and Realities. *Journal of Studies in International Education*, 11(3/4),

Altbach, P.G., Kelly, D., & Lulat, Y.G.M. (1985). *Research on Foreign Students and International Study: An Overview and Bibliography*. New York: Praeger.

Altbach, P.G., Reisberg, L., & Rumbly, L. E. (2009). *Trends in global higher education: Tracking an academic revolution*. Boston: Center for International Higher Education. Boston College. Massachusetts: Chestnut Hill.

American Council on Education. (1999). *An International Visitor's Guide to Higher Education in the United States*. Washington, D.C.: American Council on Education.

\_\_\_\_\_. (2008). *College-Bound Students' Interests in Study Abroad and Other International Learning Activities*. Retrieved June 1, 2009, from <http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/cii/pubs/ace/StudentPoll.pdf>

Anderson, P.H. (2006). Short term study abroad and intercultural sensitivity. A pilot study.

**International Journal of Intercultural Relations**, 30(1), 475-469.

\_\_\_\_\_, Lawton, L., Rexeisen, R.J., & Hubbard, A.C. (2006). Short term study abroad and intercultural sensitivity: A pilot study. **International Journal of Intercultural Sensitivity**, 30, 457-469.

Anek, N. (2006). **Farang in muang Sayam [Foriegner in Siam]**. Bangkok: Saengdow.

Aporn, K., Luckhana, D., & Sudaporn, I. (2008). **Strategies enhancing Thailand to become a Center for Education and Research of the Region**. The Bureau of International Cooperation Strategy. [n.p.]: The Commission on Higher Education.Ministry of Educaiton.

Argyris, C., Putman, R., & Smith, D. (1985). **Action Sceince: Concepts, methods and Skills for research and intervention**. San Francisco: Jossey-Bass.

Arndt, R.T., & Runin, D. L (editors). (1993). **Studies on Cultural Diplomacy and the Fulbright experience: The Fulbright Difference, 1943-1992**. New Brunswick (U.S.A.) and London (U.K.): Transaction Publishers.

Arum, S. (1987). **International Education. What is it? Taxonomy of International Education of U.S. Universities**. Retrieved February 18, 2009, from

<http://www.ciee.org/occasional.cfm?subnav=journal&name=>

[Occasional%20Papers%20in%20International%20Exchanges%20Series](#)

\_\_\_\_\_. (1993). Innovations. **International Education Forum**, 13(1), 53-58.

- Arum, S. & Van de Water, J. (1992). The need for a definition of international education in U.S. universities. In Klasek, C. (Ed.). **Bridges to the future: strategies for internationalizing higher education**. Association of International Education Administrators, USA.: Carbondale, IL.
- Association of Department of Foreign Languages. (2008). **Best Practices in Study Abroad: A Primer for Chairs of Departments of Foreign Languages**. Retrieved June 24, 2009, from <http://www.adfl.org/resources/Best Practices ADFL.pdf>
- Atagi, Rie. (1998). **Economic crisis accelerates the reform of higher education in Thailand. International Higher Education**. Retrieved June 22, 2009, from: <http://www.eihe.newsletter/News5/text5.html>
- Barry, C. A. (1998). **Choosing qualitative Data Analysis Software: Atlas/ti and Nudist Compared**. Retrieved January 17, 2009, from <http://www.socresonline.org.uk/socresonline/3/3/4.html>
- Barnes, G. A. (1991). **The International Student's Guide to the American University**. Illinois: National Textbook.
- Baumann, C. (1975). Advisor's guide to study abroad. **Occasional Papers on International Educational Exchange**, 19. New York: CIEE. Retrieved August 12, 2009, from [http://www.globaled.us/ro/book\\_research\\_weaver.htm](http://www.globaled.us/ro/book_research_weaver.htm)
- Baumol, W.J., & Bowen, W.G. (1966). **Performing Arts: The Economic Dilemma**. New York: The Twentieth Century Fund.
- \_\_\_\_\_. (1996). Children of Performing Arts, The Economic Dilemma: The Climbing Costs of Health Care and Education. **Journal of Cultural Economics**, 20, 183-206.
- Becker, G.S. (1993). **Human Capital: A theoretical and empirical analysis with a special reference to education**. Chicago IL: University of Chicago Press.

- \_\_\_\_\_. (1993). Nobel Lecture: The Economic Way of Looking at Behaviour. **The Journal of Political Economy**, 101(3), (Jun., 1993), 385-409. Retrieved December 8, 2010, from <http://faculty.smu.edu/millimet/classes/eco4361/readings/quantity%20section/becker.pdf>
- \_\_\_\_\_. (1962). Investment in Human Capital: A Theoretical Analysis. **J.P.E.** 70, no. 5, pt. 2 (October 1962), 9-49.
- \_\_\_\_\_. (1975). **Human Capital**. New York: Columbia Univ. Press (for NBER), 1964. 2<sup>nd</sup> ed. 1975.
- \_\_\_\_\_. (1993). "Human Capital, A Theoretical and Empirical Analysis with Special Reference to Education". Chicago: National Bureau of Economic Research, The University of Chicago Press.
- Becker R. (2009). **International branch campuses: Markets and strategies**. London: The Observatory of Borderless Higher Education.
- Becker, G.S., & Chiswick, B.R. (1966). Education and the Distribution of Earnings". **A.E.R. Papers and Proc**, 56(May 1966), 358-69.
- Beerkens, E., & Derwende, M. (2007). The paradox in international cooperation: Institutionally embedded universities in a global environment. **Higher Education**, 53(1), 67-79.
- Bellamy, C., & Weinberg, A. (2006). Creating global citizen through study abroad. **The Journal of the New England Board of Higher Education**, 21(2), 20-21.
- Bennett, M.J. (1986). A developmental approach to training for intercultural sensitivity. **International Journal of Intercultural Relations**, 10, 179-195.
- Bennett, M.J. (1993). Towards ethnorelativism: A developmental model of interculturalsensitivity. In R.M. Paige (Ed.). **Education for the intercultural experience**. (pp. 21-71). Yarmouth, ME: Intercultural Press.

- Bennett, J. (2008). On becoming a global soul: A path to engagement during study abroad. In Savacki, V. (Ed.), **Theory, research, and application in international education**, (pp.13-31). [n.p.]: Sterling, VA, Stylus Publishing.
- Berg, B. L. (2003). **Qualitative research methods for the social sciences**. 5<sup>th</sup> ed. Boston: Allyn & Bacon.
- Binsardi, A., & Ekwulugo, F.(2003). International marketing of British education: Research on students' perception and the UK market penetration. **Marketing Intelligence and Planning**, 21(5), 318-327.
- Blumenthal, P.C., Goodwin, C.D., Smith, A., & Teichler, U. (1996). **Academic Mobility in a Changing World**. London: Jessica Kingsley Publishers.
- Blumenthal, P.C. & Gutierrez, R. (2009). Expanding study abroad Capacity at U.S. Colleges and Universities. Meeting American's National Challenge. 6<sup>th</sup> ed in a Series. **White Paper on Expanding Capacity and Diversity in Study Abroad**. New York. USA.: Institute of International Education.
- Blumenthal, P.C. & Laughlin, Sh. (edited) (2009). Meeting America's Global Education Challenge: Promoting Study Abroad in Science and Technology Fields. **Fifth in a Series of White Papers on Expanding Capacity and Diversity in Study Abroad**. New York. USA.: Institute of International Education.
- Bogdan, R., & Bicklen, S. (2007). **Qualitative research for education. Introduction to theory and practice**. Boston, MA: Pearson A and B.
- Booth, J. (Ed.). (1991). **Black Students and Overseas Programs: Broadening the Base of Participation**. Retrieved March 22, 2009, from <http://www.secussa.nafsa.org/forum/CIEEBooklet.pdf>



- Bouma, G. D. (2000). **The Research Process**. Australia: Oxford University Press.
- Bourdieu, P., & Passerson, J.C. (1977). **Reproduction in Education, Society, and Culture**. [n.p.]: Beverly Hills, CA. Sage.
- Bourke, A. (2000). A model of the determinants of international trade in higher education. **The Service Industries Journal**, 20(1), 110-138.
- Bovornsiri, V. (2006). **Higher Education in South-East Asia, Thailand**, by UNESCO Asia and Pacific Regional Bureau for Education. (pp. 185-218). Bangkok, Thailand: Published-East Asia.
- Bovornsiri, V., Porlend, U., & Fry, G. (1996). Cultural Influences on Higher Education in Thailand. In K. Kempner and W. Tierney (Eds.). **The social role of higher education: comparative perspectives**. New York: Taylor & Francis.
- Bowman, J.E. (1987). **Educating American undergraduates abroad; the development of Study Abroad Programs by American Colleges and Universities**. Retrieved March 18, 2009, from <http://www.org/occasional.cfm?subnav=journal&name=Occasional%20Papers%20in%20international%20Exchanges%20Series>
- Brockington, J., Hoffa., & Martin, P. (Eds.). (2005). **NAFSA's Guide to Education Abroad for Advisor and Administrators**. 3<sup>rd</sup> edition. Washington DC: NAFSA.
- Brooker, G., Noble, M. (1985). The marketing of higher education. **College and University**, 60(3), 191-200.
- Burian, C., Michalec, M., Nunta, T., & Tejasen, C. (2010). U.S. study abroad in Thailand: Host country perspective and guidelines for partners. **An IIE Briefing Paper August 2010**. New York, USA.: International Institute of Education.

- Burkart, B.; Hexter, H., & Thompson, D. (2001). *WhyTRIOStudentsNeedtoStudy Abroad*. *Opportunity Outlook Journal*. Retrieved January 10, 2009, from [www.triprograms.org/clearinghouse/shared/opportunity\\_outlookC.pdf](http://www.triprograms.org/clearinghouse/shared/opportunity_outlookC.pdf)
- Business Thai. (2008). *Thai International Education Business boom: TAT and DEP co-promoting the business*. Retrieved January 15, 2010, from [www.bcm.arip.co.th/bt/content.php?data=414691\\_marketing](http://www.bcm.arip.co.th/bt/content.php?data=414691_marketing)
- Carlson, J.S., Burn, B.B., Useem, J., & Yachimowicz. (1990). *Study Abroad: The Experience of American Undergraduates*. Westport CN: Greenwood Press.
- Carnegie Foundation. (2000). *The Carnegie Classification of Institutions of Higher Education*. California: The Carnegie Foundation for the Advancement of Teaching.
- Carsello, C., & Creaser, J. (1976). How college students change during study abroad. *College Student Journal*, 10, 276 – 278.
- Carter, H. (1991). Minority access to international education. In *Black students and overseas programs: Broadening the base of participation*. (pp. 9 – 20). *Papers and speeches presented at the 43<sup>rd</sup> CIEE International Conference on Education Exchange*. New York: Council on International Education Exchange.
- Chan, W.Y. (2004). International cooperation in higher education. Theory and Practice. *Journal of Studies in International Education*, 8, 25 – 55.
- Chalapati. (2007). *Internationalization of Higher Education in Thailand: Case Studies of Two-English-Medium Business Graduate Programs*. *Doctoral Dissertation*. School of Global Studies, Social Science and Planning Design and Social Context Portfolio. RMIT University.
- Chapman. (2008). *SWOT analysis methods*. Retrieved May 2, 2009, from [www.businessball.com](http://www.businessball.com)

Chang, C.T. [n.d.]. **Internationalization Development of Thailand's Higher Education: Positioning**

**Thailand as An International Educaiton Center for the ASEAN Region.** Retrieved

December 2, 2008, from <http://intl.spu.ac.th/conten/39/2515.php>

Chalapati, S. (2007). **The internationalization of higher education in Thailand: Case studies of two**

**English-medium business graduate program.** Ph.D. Dissertation School of Global Studies,

Social Science and Planning Design and Social Context Portfolio, RMIT, Australia.

Chao, M. (2000). **Research on U.S. student study abroad. An update 1988 – 2000.** University of

Southern California, Center for Global Education. Retrieved December 5, 2008, from

[http://www.usc.edu /dept/educational/ globaled/ro/book\\_research\\_chao.htm](http://www.usc.edu /dept/educational/ globaled/ro/book_research_chao.htm)

Carley, S., Stuart, R., & Dailey, M.P. (2011). **Short-Term Study Abroad: An Exploratory View of**

**Business Student Outcomes.** *Journal of Management Policy and Practice*, 12(2), 44-53.

Retrieved May 23, 2011, from <http://www.na-businesspress.com/JMPP/CarleyWeb.pdf>

Cash, R.W. (1993). **Assessment of study abroad programs using surveys of student participants.**

**Paper presented at the Association for Institutional Research Annual Forum.** Chicago:

[n.p.].

Chieffo, L., & Griffins, L. (2003). **What's a monthworth? Student perceptions of what they learned**

**abroad.** *International Educator*, 26 – 31.

Chitsuthipakorn, T. (2004). **The Development of Strategic Management for International Programs**

**of Thai Higher Education Institutions.** Bangkok: Chulalongkorn University, Thailand.

Cleveland, H., Mangone, G.J., & Adams, J.C. (1960). **The Overseas Americans.** NewYork: McGraw

Hill

Clift, E. (2007). **Achan. Ayear of teaching in Thailand.** Bangkok: Bangkok Book House.

Comeaux, B.L. (2002). **Two years in the kingdom: The adventures of an America Peace Corps Volunteer in Northeast Thailand**. New York: Writer Club Press.

Comp, D.J. (2010). **U.S. students studying and U.S. public diplomacy efforts: A historical review**. Paper presented at the annual conference of the Comparative and International Education Society (CIES), February 28 March 5, Chicago, Illinois.

Cooper, R. (2008). **Culture shock!: A survival guide to customs and etiquette**. Tarrytown, NY: Marshall Cavendish Editions.

Council on International Education Exchange (CIEE). (1988). **Educating for global Competence**. New York: Report of the Advisory Council for International Education Exchange. New York. Retrieved March 3, 2009, from [http://www.ciee.org/research\\_center/archive/Global\\_Competence/1988GlobalCompReport.pdf](http://www.ciee.org/research_center/archive/Global_Competence/1988GlobalCompReport.pdf)

Council on International Education Exchange (CIEE), National Association for Foreign Students Affairs (NAFSA). (1990). **A national mandate for education abroad: Getting on with the task**. Report of the National Task Force on Undergraduate Education Abroad. New York: [n.p].

Council of International Education Exchange (CIEE). (1991). **Black students and overseas programs**. Broadening the base of participation. Papers and speeches presented at the 43<sup>rd</sup> CIEE International Conference on Education Exchange. New York: Council on International Education Exchange. Retrieved March 3, 2009, from [http://www.ciee.org/research\\_center/archive/CIEE\\_Education\\_Abroad\\_Informational\\_Documents/1991EthnicMinorities.pdf](http://www.ciee.org/research_center/archive/CIEE_Education_Abroad_Informational_Documents/1991EthnicMinorities.pdf)

Council on International Educational Exchange (CIEE). (2004). Retrieved March, 14, 2009, from [http://www.ciee.org/choose\\_program.cfm?subnav= Students &name=](http://www.ciee.org/choose_program.cfm?subnav=Students&name=)

How%20To%20Choose%20A%20Program

Council on International Education Exchange (CIEE). (2006). **Our View. A research agenda for study abroad.** Portland, ME, Council on International Education Exchange. Retrieved March 3, 2009, from [http://www.ciee.org/research\\_center/archive/Global\\_Competence/1992GlobalCompReport.pdf](http://www.ciee.org/research_center/archive/Global_Competence/1992GlobalCompReport.pdf)

CIEE (Council on International Education Exchange). (1988). **Educating for global competence.** New York: Report of the Advisory Council for International Education Exchange.

CIEE. (1990). **A national mandate for education abroad; getting on with the task.** New York: Report of the National Task Force on Undergraduate Education Abroad.

\_\_\_\_\_. (1991). **Black students and overseas programs. Broadening the base of participation.** Papers and speeches presented at the 43<sup>rd</sup> CIEE International Conference on Education Exchange. New York: Council on International Education Exchange.

\_\_\_\_\_. (2004). **Council on International Educational Exchange.** Retrieved March, 14, 2009, from [http://www.ciee.org/choose\\_program.cfm?subnav=Students&name=How%20To%20Choose%20A%20Program](http://www.ciee.org/choose_program.cfm?subnav=Students&name=How%20To%20Choose%20A%20Program).

\_\_\_\_\_. (2006). **Our View. A research agenda for study abroad.** Portland, ME, Council on International Education Exchange. Retrieved March 3, 2009, from [http://www.ciee.org/research\\_center/archive/Global\\_Competence/1992GlobalCompReport.pdf](http://www.ciee.org/research_center/archive/Global_Competence/1992GlobalCompReport.pdf)

\_\_\_\_\_. (1988). Retrieved March 3, 2009, from [http://www.ciee.org/research\\_center/archive/Global\\_Competence/1988GlobalCompReport.pdf](http://www.ciee.org/research_center/archive/Global_Competence/1988GlobalCompReport.pdf)

\_\_\_\_\_. (1992). Retrieved March 3, 2009, from [http://www.ciee.org/research\\_center/archive/CIEE\\_Education\\_Abroad\\_Informational\\_Documents/1992ManualWorkProgram.pdf](http://www.ciee.org/research_center/archive/CIEE_Education_Abroad_Informational_Documents/1992ManualWorkProgram.pdf)

- \_\_\_\_\_. (1994). Retrieved March 3, 2009, from [http://www.ciee.org/researchcenter/archive/CIEE\\_Education\\_Abroad\\_Informational\\_Documents/1994EssaysHonorJackEgle.pdf](http://www.ciee.org/researchcenter/archive/CIEE_Education_Abroad_Informational_Documents/1994EssaysHonorJackEgle.pdf)
- CIEE. (1991). Retrieved March 3, 2009, from [http://www.ciee.org/research\\_center/archive/CIEE\\_Education\\_Abroad\\_Informational\\_Documents/1991EthnicMinorities.pdf](http://www.ciee.org/research_center/archive/CIEE_Education_Abroad_Informational_Documents/1991EthnicMinorities.pdf)
- \_\_\_\_\_. (2009). **Program Evaluation, Principles and Process**. Academic Consortium Board (ACB). Council on International Education Exchange. Retrieve June 8, 2011, from <http://www.ciee.org/study/academic-consortium/principles.aspx>
- Cogan, J. J. (1997). **Multidimensional citizenship: educational policy for the 21<sup>st</sup> century: An executive summary of the citizenship education policy study project**. Tokyo, Japan: Sasakawa Peace Foundation.
- Cohen, A.M., & Brawer, F.B. (2003). **The American Community College**. 4<sup>th</sup> ed. United States of America: Jossey-Bass. A Wiley Imprint. John Wiley & Sons.
- Cole, J. B. (1991). [Opening address of the 43rd international conference](#) on educational exchange. In *Black students and overseas programs: Broadening the base of participation*. pp. 1-8. **Papers and speeches presented at the 43rd CIEE International Conference on Education Exchange**. New York: Council on International Education Exchange.
- Coleman, J.S. (1988). Social Capital in the Creation of Human Capital. **American Journal of Sociology**, 94, 95 – 120.
- Comeaux, B.L. (2002). **Two years in the Kingdom: The Adventures of an American Peace Corps Volunteer in Northeast Thailand**. New York: Writer Club Press.
- Commission on the Abraham Lincoln Study Abroad Program. (2005). **Global Competence and National Needs: One Million American Study Abroad**. Washington DC. NAFSA.

- Comp, D. (2010). **U.S. students studying and U.S. public diplomacy efforts: A historical review.** Paper presented at the annual conference of the Comparative and International Education Society (CIES), February 28-March 5, Chicago, Illinois.
- Cooper, R. (2008). **Culture schock!: A survival guide to custom and etiquette.** Tarrytown: NY: Marshall Cavendish Editions.
- Cressey, W., & Stubbs, N. (2010). **The Economics of Study Abroad.**In W.W.Hoffa and S.C. DePaul (Eds.). **A history of U.S. study abroad: 1965-Present.** A Special Publication of Frontiers: The Interdisciplinary Journal of Study Abroad.
- Creswell, J.W. (2009). **Research Design: Qualitative, quantitative, and mixed methods approaches (3<sup>rd</sup> ed.).** Thousand Oaks, CA.
- \_\_\_\_\_. (2008). **Educational Research, Planning Conducting and evaluating quantitative and qualitative research. 3<sup>rd</sup> edition.** [n.p.]: Pearson Merrill. Prentice Hall.
- Creswell, J.W., & Clark, V. L. (2008). **The mixed method reader.** Los Angeles: CA: Sage.
- Creswell, J.W., & Plano Clark, V.L. (2009). **Research design: Qualitative, Quantitative and Mixed Methods approaches. 3<sup>rd</sup> ed.** [n.p.]: Thousand Oaks, CA, Sage Publications.
- Creswell, J.W., & Plano Clark, V.L. (2007). **Designing and Conducting Mixed Method Research.** USA.: Thousand Oaks, CA: Sage Publications.
- Crowther, P. (2000). **Internationalization at Home: Institutional implications.** Retrieved January 30, 2009, from <http://www.eaie.org/laH/laHPosition Paper.pdf>
- Cubillo, J.M., Sanchez, J., & Cervino, J. (2006). **International students' decision making process.** *International Journal of Educational Management*, 20(2), 101-115.
- Cummings, W.K. (1984). **Going overseas for higher education: the Asian experience.** *Comparative Education Review*, 28(2), 241-57.

- Cummings, W. K., & So, K. (1985). The Preference of Asian Overseas Students for the United States: An Examination of the Context. *Higher Education*, 14(4), 403-423.
- Dale, R. (1999). Specifying globalization effects on national policy: A focus on the mechanisms. *Journal of Education Policy*, 14, 1-17.
- Davies, J.L. (1995). University Strategies for Internationalization in Universities: toward a conceptual framework. In C. Klasek (Ed.). *Bridges to the Future: Strategies for Internationalizing higher Education*. (pp.177-190). Carbondale: Association of International Education administration.
- Davis, S., & Guppy, N. (1997). Globalization and educational reform in Anglo –American democracies. *Comparative Education Review*, 41, 435 – 459.
- Deardorf, D. (2004). *The Identification and assessment of Intercultural Competence as a student outcome of internationalization at institutions of higher education in the United States*. Raleigh, NC.: Unpublished doctoral dissertation, North Carolina State University.
- Dencombe, M. (2002). *Ground Rules for Good Research: A 10 point guide for social researchers*. Buckingham: Open University Press.
- Denzin, N.K. (1978). *The research act: the introduction to sociological methods*. New York: McGraw- Hill.
- \_\_\_\_\_. & Lincoln, Y.S. (Eds.). (1994). *Handbook of Qualitative Research*. California: Sage Publications.
- \_\_\_\_\_. (1997). Triangulation in educational research. In J. P. Keeves (Ed.). *Educational research, methodology, and measurement: An international handbook*. (pp. 318-322). 2<sup>nd</sup> ed. Oxford: Elsevier Science Ltd.
- Desoff, A. (2006). Who's not going abroad? *International Educator*, 15, 20 – 27.
- Desruisseaux, P. (1999). 1.5% rise in American students abroad shows popularity of non-European destinations. *Chronicle of Higher Education*, 46(16), A60 - A61.
- De Wit, H. (2006). Quality assurance of internationalization. Paper presented at the Osaka Conference on Internationalization of Universities. Japan: Osaka.



- De Wit, H. (1995). **Strategies for internationalization of higher education: a comparative study of Australia, Canada, Europe, and United States**. Amsterdam: European Association for International Education.
- DiBiasio, D., & Mello, N.A. (2004). Multilevel Assessment of Program Outcomes: Assessing a Nontraditional Study Abroad Program in the Engineering Disciplines. **Frontiers: The Interdisciplinary Journal of Study Abroad**, 10(Fall 2004), 237-252.
- Drews, D. R., & Meyer, L. L. (1996). Effects of study abroad on conceptualization of national groups. **College Student Journal**, 30(4), 452-462.
- Dubois, D.R. (1995). Responding to the Need so four Nation: A Look at the Fulbright and NSEP Education Acts. **Frontiers: The Interdisciplinary Journal of Study Abroad**, 1(Fall). Retrieved July 14, 2008, from <http://www.frontiersjournal.com>
- Dufon, M.E., & Churchill, E. (2006). **Evolving threads in study abroad research**. In: M.E. Dufon and E. Churchill (Eds.). **Language learners in study abroad contexts**. (pp 1 – 29). Clevedon, England: Multilingual Matters.
- Dunn, N.W. (1994). **Public Policy Analysis**. Introduction. 2<sup>nd</sup>ed. Michigan: University of Pittsburgh. Prentice-Hall International.
- Duval, J.M., & Herrin, C.A. (2004). Outcomes and impacts of study abroad. In **The State and Future of Study Abroad in the United States. A Briefing Book for the Bipartisan Commission on the Abraham Lincoln Study Abroad Fellowship Program**. [n.p.].
- Dwyer, M.M. (2004). More is better: The impact of study abroad program duration. **Frontiers: The Interdisciplinary Journal of Study Abroad**, 10, 151 – 163.
- Dwyer, M.M. & Peters, C.K. (2004). **The benefits of study abroad**. *Transitions Abroad Magazine* (March/April). Retrieved December, 1, 2008, from <http://www.Transitionsabroad.com>
- Dye, T.R. (1978). **Understanding public policy**. 3<sup>rd</sup>ed. Englewood Cliffs, NJ: Prentice Hall.
- Education USA**. (2011). Retrieved April 23, 2011, from <http://www.educationusa.info/faq.php?id=1&iq=123&language=1#formgo>

Engardio, P. (2007). **Chindia: How China and India are revolutionizing global business**. New York:

McGraw-Hill.

Engle, L., & Engle, J. (2004). Assessing language acquisition and intercultural sensitivity

development in relation to study abroad program design. **Frontiers: The Interdisciplinary**

**Journal of Study Abroad**, 10, 219 – 236.

Erwin, T.D., & Coleman, P.K. (1998). The influence of intercultural experiences and second

language proficiency on college students' cross-cultural adaptability. **International**

**Education**, 28, 5 – 25.

Etzioni, A. (1971). Policy Research. **The American Sociologist**, 6, 8 – 12.

Euwema. (1966). **Undergraduates overseas: A Look at U.S. Programs**. A report on Three

conferences on "The Role of Undergraduate Study Abroad in American Education".

Council on student travel/ institute of international education. New York: The Institute of

International Education.

Falcetta, F.M. (2004). Globalization of the Community College, from: **Study Abroad: A 21<sup>st</sup> Century**

**Perspective, II**. American Institute for Foreign Study Foundation. Retrieved October 30,

2008, from [http://www.aifs.com/aifs\\_foundation/21cent\\_ury.htm](http://www.aifs.com/aifs_foundation/21cent_ury.htm)

Fantini, A. (1995). **Report by the intercultural communication competence task force**. Brattleboro,

Vermont: World Learning.

Fantini, A., Arias-Galicia, F., & Guay, D. (2001). **Globalisation and 21<sup>st</sup> Century Competencies:**

**Challenges for North American Higher Education**. Colorado: Western Interstate Commission

for Higher Education.

Farrell, P., & Suvedi, M. (2003). Studying Abroad in Nepal: Assessing Impact. **Frontiers: The**

**Interdisciplinary Journal of Study Abroad**, 9, 175 – 188.

- Fischer, F., Miller, J.G., & Sidney, M.S. (2007). *Handbook of Public Policy Analysis: Theory, Politics, and Methods*. [n.p.]: Public Administration and Public Policy/125.
- Fenner, J. (2010). *Study abroad and Economic Competitiveness: A Research Summary*. Retrieved May 30, 2011, from [http://www.nafsa.org/\\_/File/\\_/ study\\_abroad\\_and\\_economic.pdf](http://www.nafsa.org/_/File/_/ study_abroad_and_economic.pdf)
- Fischer, K. (2009). Study- Abroad Directors Adjust Programs in Response to Recession. *The Chronicle of Higher Education: International*, 55(26), A 25. Retrieved November 14, 2009, from <http://chronicle.com>.
- \_\_\_\_\_. (2010). *Students Pull Back on Short-Term Study Abroad, Forcing Colleges to Adapt*. [n.p.]: The Chronicle of Higher Education.
- Freed, B.F. (1995). *Second Language Acquisition in a Study Abroad Context*. Philadelphia: John Benjamins Publishing.
- Freire, P. (2000). *Pedagogy of the oppressed*. New York: Continuum.
- Friedman, T. L. (2007). *The World Is Flat: A brief history of the Twenty-First Century*. New York: Farrar, Straus and Giroux.
- Fry, G. W. (2002). The Evolution of Educational Reform in Thailand. *Paper Presented at the Second International Forum on Educational Reform: Key Factors in Effective Implementation*. [n.p.].
- \_\_\_\_\_. (1984). The Economic and Political Impact of Study Abroad. *Comparative Education Review*, 28(2), 203 – 220.
- Fry, G. W. & Kempner, K. (1996). A Subnational Paradigm for Comparative Research: Education and Development in Northeast Brazil and Thailand". *Comparative Education*, 32(3), 333-360.

- \_\_\_\_\_. (May 13-14, 2010). "Preparing Students for the new Multicultural and Global Era: Major Challenges Facing Humanities and Social Science Professor". **Humanities International Conference**. Seoul, Korea: Yonsei University.
- \_\_\_\_\_. (1984). The Economic and Political Impact of Study Abroad. **Comparative Education Review**, 28(2), 203 – 220.
- \_\_\_\_\_, & Paige, R.M. (2001). Assessing the long-term impact of study abroad: Testing the value-added hypothesis. **Presented at the Annual Conference of the Council for International Educational Exchange**. Portland OR.: [n.p.].
- \_\_\_\_\_. (June 10, 2009). **Personal communication**. Khon Kaen: Khon Kaen University, Thailand.
- Fry, G.W., Paige R.M., Jon, J.E., Dillow, J., Nam, K.-A. (2009). **Study Abroad and its Transformative Power. Occasional Papers on International Educational Exchange**. No.32. Portland, Maine. USA.: Council of International Education Exchange (CIEE).
- Fry, G.W., Nam, K.-A., & Tatpicha, N. (2011). An innovative approach to short term study abroad: The Lord Buddha and Paulo Freire meet in Northeast Thailand, Manuscript submitted to **Frontiers. The Interdisciplinary Journal of Study Abroad**, 25 (5), 26-30.
- \_\_\_\_\_. (2011). **The evolution of Thai Educational Reform: Past, Present, and Future**. Presentations at the Office of the Education Council, May 9, and Faculty of Education, Chulalongkorn University, May 18.
- Fuller, T.L. (2007). Study Abroad Experiences and Intercultural Sensitivity among Graduate Theological Students: A Preliminary and Exploratory Investigation. **Christian Higher Education**, 6, 321-332.
- Fuangchan, S. (1996). **Public Policy: Theory and Practice**. Department of Political Science. Faculty of Administration. Songklanakharin. Publisher O dient Store.
- Gardner, D. & Witherell, S. (2005). Open Doors 2005: U.S. students studying abroad: U.S. study abroad increases by 9.6 percent, continues record growth, Institute of International Education. **Open Doors Report**. Retrieved September 30, 2008, from <http://opendoors.iienetwork.org/?p=69735>
- Gardner, D. & Witherell, S. (2006). U.S. students abroad top 200,000, increase by 8 Percent. Institute of International Education, Open Doors Report. Retrieved November 13, 2008, from <http://opendoors.iienetwork.org/?p=89252>
- Garrett, S.A. (1986). **A Fulbright year in Thailand: Bang kok journal**. Carbondale and Edwardsville: South then Illinois University Press.

- Gertner, R.K. (2010). Similarities and differences of the effect of country images on tourist and study destinations. *Journal of Travel & Tourism Marketing*, 27, 383-395. Routledge: Taylor and Francis Group, LLC.
- Glaser, W. (1978). *The brain drain: Emigration and return*. Oxford: Pergamon Press.
- Glaser, B.G., & Strauss, A.L. (1967). *The discovery of grounded theory*. Chicago: Aldine.
- Geertz, C. (1973). *The Interpretation of Culture*. New York: Basic Books.
- Gernand, R., & Tuller M. (Eds.). (2001). *International Student Handbook*. 14<sup>th</sup> ed. New York: College Board New York.
- Go, A. (2007, November 19). The Dollars and Cents of Study Abroad; The weak American currency affects where students go. *U.S. News & World Report Washington*, 143(18), 86.
- Goldstein, S.B., & Kim, R.I. (2005). Predictors of US college students' participation in Study Abroad Programs; A longitudinal Study. *International Journal of Education*, 5 (6), 27-30.
- Green, F.M. (2003). The internationalized campus: A strategic approach. *International Educator*, (winter), 13 – 21.
- Greene, F.M. (2002). Internationalizing undergraduate Education: Challenges and Lesson of success. In D. Engberg and M.F. Green (Eds). *Promising practices: Spotting excellence in comprehensive internationalization* (pp. 7-20). Washington DC: American Council on Education.
- Weisner (Ed.). [n.d.]. *Discovering successful pathways in children's development: New methods in the study of childhood and family Life*. Chicago: University of Chicago Press.
- Green, M.F., & Olson, C. (2003). *Internationalizing the campus: A user's guide*. Washington DC: American Council on Education.

- Green, M.F. & Siaya, L. (2005). **Measuring Internationalization at Liberal arts colleges**. Washington DC: America Council on Education.
- Gribble, C., & McBurnie, G. (2007). "Problems with Singapore's Global Schoolhouse". **International Higher Education**, 48.
- Guba, E.G., & Lincoln, Y.S. (1989). **Fourth generation evaluation**. Newbury Park, CA: Sage.
- Gutierrez, R., Bhandari, R., & Obst, D. (2008). Meeting America's Global Education Challenge: Exploring Host Country Capacity for Increasing U.S. Study Abroad. **Second in a Series of White Paper on Expanding Capacity and Diversity in Study Abroad**. Institute of International Education. Retrieved January 28, 2011, from [http://www.immagic.com/eLibrary/ARCHIVES/GENERAL/IIE\\_US/I080519G.pdf](http://www.immagic.com/eLibrary/ARCHIVES/GENERAL/IIE_US/I080519G.pdf)
- Gutierrez, R., Auerbach, J., & Bhandari, J. (2009). In Peggy Blumenthal and Robert Gutierrez (2009). **Expanding Study Abroad Capacity at U.S. Colleges and Universities**. Meeting American's National Challenge. 6<sup>th</sup> in a Series White Paper on Expanding Capacity and Diversity in Study Abroad. New York. USA.: Institute of International Education.
- Haas, P.J., & Springer, J.F. (1998). **Applied Policy research: Concepts and Cases**. [n.p.]: Garland Science.
- Kanjananiyot, P. (2002). **Higher education reform: Master plan, policies and opportunities**. Retrieved October 20, 2009, from <http://www.qd.mahidol.ac.th/downloads/2550/asset/book/152allinone.p>
- Kauffmann, N. L. (1982). **The Impact of Study Abroad on Personality Change**. U.S.A.: Dissertation, University of Indiana.
- Khamanarong,S. (2005). **Policy Process. Principles and Application**. Humanities and Social Sciences. Khon Kaen University. Klungnana Publisher.

Harman, G. (2001). University-industry research partnerships in Australia: Extent, benefits and risks.

*Higher Education Research and Development*, 20(3), 245-264.

Klausner, W. (1981). *Author Reflections on Thai culture: collected writings of William J. Klausner*.

Bangkok: Suksit Siam.

Klineberg, O., & Hull, W. F., IV. (1979). *At a foreign university: An international study of adaption*

*and coping*. Retrieved August 12, 2009, from

[http://www.globaled.us/ro/book\\_research\\_weaver.htm](http://www.globaled.us/ro/book_research_weaver.htm)

Kotler, P., & Fox, K. (1985). *Strategic marketing for educational institutions*. Prentice-Hall. [n.p.].

Hamand Hill. (1993). *The policy process in the Modern Capitalist State*. 2<sup>nd</sup> ed. New York:

Harvester Wheatsheaf.

Hammer, M.R., & Bennett, M.J. (2001). *The Intercultural Development Inventory*. (IDI) Manual.

Portland, OR: Intercultural Communication Institute.

Hammer, M.R. Bennett, M.J., & Wiseman, R. (2003). Measuring intercultural sensitivity: The

intercultural development inventory. *International Journal of Intercultural Relations*, 27, 421

– 443.

Hanouille, L., & Leuner, P. (2001). Island Programs: Myths and Realities in International Education.

*World Education News and Reviews*, 14(1), Jan./Feb. Retrieved June 13,2009, from

<http://www.wes.org/ewenr/01jan/feature.htm>

Hansel, B. & Grove, N. (1986). International Student Exchange Programs: Are the Educational

Benefits Real? *NASSP Bulletin* 1986, 84 – 90.

Harari, M., (1989). *Internationalization of higher education: Effecting institutional change in the*

*curriculum and campus ethos*. Report 1, p.8, Long Beach, California: California State

University.

- Harari, M. (1992). The Internationalization of the Curriculum. In C.B. Klasek (Ed.). **Bridges to the Future: Strategies for the internationalization of higher education**. [n.p.]: Carbondale, AIEA.
- Harold, P., & Adams, P. (1970). **A brief historical sketch of educational development in Thailand**. Washington, DC. USA.: Agency for International Development (Department of State).
- Harman, G. (2001). University-industry research partnerships in Australia: Extent, benefits and risks. **Higher Education Research and Development**, 20(3), 245-264.
- Haas, P.J., & Springer, J.F. (1998). **Applied policy research: Concept and cases**. Volume 1051. New York: Garland Pub.
- Hayward, F., & Siaya, L. (2001). **Public experience, attitudes, and knowledge: A report on two national surveys about international education**. Washington D.C.: American Council on Education.
- Heart, P.D. (2008). **How should Colleges assess and improve students learning?**. Washington, DC.: Employers views on the accountability challenge.
- Heart, R.A., & Moutos, T. (1995). **Human capital employment and bargaining**. Great Britain: Cambridge University Press.
- Helmsley-Brown, J. & Oplatka, I. (2007). Universities in a competitive global market place: A systematic review of the literature on higher education marketing. **International Journal of Public Sector Management**, 19(4), 292-305.
- Hensley, T.R., and Sell, D.K. (1979). A Study-Abroad Program: An Examination of Impacts on Student Attitudes. **Teaching Political Science**, 6(4), 387-412. July.
- Henthorne, T.L., Miller, M.M., & Hudson, T.W. (2001). Building and positioning successful study abroad programs: A "hands on" approach. **Journal of Teaching in International Business**, 12(4), 49-63.



- Herrin, C. (2004). Its time for advancing Education Abroad. *International Educator*, 13(1), 3-4.3.
- Hollinger, C. (1965). *Mai pen rai means never mind*. Boston: Houghton Mifflin.
- Hoffa, B. (1998). New facts and hard questions. Understanding what study abroad has become and might be. *Transitions Abroad*, 21, 1-5.
- Hoffa, W.W. (2007). *A history of US study abroad: Beginning to 1650*. Carlise, PA: Frontiers Journal and the Forum on Education Abroad.
- Hoffa, W.W., & Depaul, S.C. (2010). History of U.S. study abroad:1965 - present. A Special Issue of *Frontiers. The Interdisciplinary Journal of Study Abroad*.
- Hoffman, J. E., & Zak, I. (1969). Interpersonal Contact and Attitude Change in a Cross-Cultural Situation. *Journal of Social Psychology*, 78, 165-71.
- Hofstede, G., & Hofstede, G.J. (2005). *Cultures and organizations: Software of the mind*. New York, NY.: McGraw-Hill.
- Horowitz, I.L. (ed). (1971). *The use and abuse of social science*. New Brunswick, NJ: E.P. Dutton.
- Hossler, D., Braxton, J., & Cooper, S. G. (1989). Understanding student college choice. In J.C. Smart (Ed.). *Handbook of Theory and Research 5*. New York: Agathon Press.
- Hossler, C., & Gallagher, K.S. (1987). Studyong college choices: A three-phase model and the implications for policy makers. *College and University*, 2, 207-221.
- H.R. 2410. Congressional budget office cost estimate: **Foreign Relations Authorization Act, Fiscal Years 2010 and 2011 as ordered reported by the House Committee on Foreign Affairs on May 20, 2009**. Retrieved August 12, 2009, from <http://www.cbo.gov/ftpdocs/102xx/doc10260/hr2410.pdf>
- Hubbard, G. (2000). *Strategic Management: Thinking, analysis and action*. New South Wales: Pearson Education.

Hudzik, J.K., and Herrin, C.A. (2004). Expanding Study Abroad: Meeting a Critical National Need.

In: **The State and Future of Study Abroad in the United States**. [n.p.]: A Briefing Book for the Bipartisan Commission on the Abraham Lincoln Study Abroad Fellowship Program.

Hudzik, J.K. & Stohl, M. (2009). **The modeling assessment of outcomes impacts of**

**internationalization**. In de Wit, H. (2009). (editor). Measuring success in the

internationalization of higher education. EAIE Occasional Paper 22. Amsterdam: European Association for International Education.

Huitt, R.K. (1968). Political feasibility. In A. Ranney (Ed.). **Political science and public policy**.

Chicago: Markham.

Hull, F.W., Lemke, W.H., & Houang, R.T. (1997). **The American Undergraduate, Off- Campus and**

**Overseas: A Study of the Educational Validity of Such Program**. Retrieved April 3, 2009, from <http://www.ciee.org/images/uploaded/pdf/occasional20.pdf>

IES. (2002). **The Institute for International Education of Students**. Retrieved June 12, 2009, from

[http://www.Clarku.edu/offices/studyabroad/pdfs/IES%20 Study.pdf](http://www.Clarku.edu/offices/studyabroad/pdfs/IES%20Study.pdf)

International Institute of Education (IIE). (2008a). **Study Abroad: Duration-Selected Years**. Retrieved

June 3, 2009 from <http://opendoors.iinetwork.org/?p=131560>

\_\_\_\_\_. (2008c). **Open Doors 2008: Americans Studying Abroad**. Retrieved June 2, 2009, from

<http://opendoors.iinetwork.org/?p=131592>

\_\_\_\_\_. (2008d). **Open Doors Fields of Study Abroad Students**. Retrieved June 2, 2009, from

<http://opendoors.iinetwork.org/?p=131559>

\_\_\_\_\_. (2008d). **Open Doors Fast Facts**. Retrieved June 3, 2009, from

[http://www.opendoors.iinetwork.org/file\\_depot/0-](http://www.opendoors.iinetwork.org/file_depot/0-1000000/10000/3390/folder68485/Open+Doors+Fast+Facts++2008.pdf)

[1000000/10000/3390/folder68485/Open+Doors+Fast+Facts++2008.pdf](http://www.opendoors.iinetwork.org/file_depot/0-1000000/10000/3390/folder68485/Open+Doors+Fast+Facts++2008.pdf)

- \_\_\_\_\_. (2010). **Open Doors Fast Facts**. Retrieved April 3, 2011, from <http://www.opendoors.iinetnetwork.org>
- \_\_\_\_\_. (2010). **Open Doors 60 years reports** (CD-Rom) from 1948/49 through 2008. Report on International Education Exchange, New York.
- International Programs Advisory Board. (2005). **Study abroad Program Types at California State University, Fresno**. [n.p.].
- Ingram, H.M. and Mann, D.E. (1980). **Why policies succeed and fail**. [n.p.]: Beverly Hill, CA, Sage.
- Ingraham, E., & Peterson, D. (2004). Assessing the Impact of Study Abroad on Student Learning at Michigan State University. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 10, 83 – 100.
- Inside Higher (Ed.). (2010). Academic Outcomes of Study Abroad. **Inside Higher Ed**. Retrieved July 22, 2010, from <http://www.insidehighered.com/news/2010/07/13/abroad>
- Institute of International Education (IIE). (2010). **Opendoors 2010 fast facts**. Retrieved June 16, 2011, from [http://www.iie.org/en/Research-and-Publications/Open-Doors/~/\\_media/Files/Corporate/Open-Doors/Fast-Facts/Fast%20Facts%202010.ashx](http://www.iie.org/en/Research-and-Publications/Open-Doors/~/_media/Files/Corporate/Open-Doors/Fast-Facts/Fast%20Facts%202010.ashx)
- Jones, C.O. (1970). **An Introduction to the Study of Public Policy**. Belmont, CA: Wadsworth.
- Juhasz, A.M., & A.M. Walker. (1988). The Impact of Study Abroad on University Students' Selfesteemand Self-efficacy. *College Student Journal*, 22, 329-341.
- Kafka, E.P. (1968). **The effects of overseas study on world-mindedness and other selected variables of liberal arts education**. Doctoral dissertation, Michigan State University, **Dissertation Abstracts International**, 29, 481A. Retrieved August 12, 2009, from [http://www.globaled.us/ro/book\\_research\\_weaver.htm](http://www.globaled.us/ro/book_research_weaver.htm)
- Kauffman, N.L. (1983). **The impact of study abroad on personality change**. Doctoral dissertation, Indiana University, 1983. **Dissertation Abstracts**

**International**, 44, 5A. Retrieved August 12, 2009, from [http://www.globaled.us/ro/book\\_research\\_weaver.htm](http://www.globaled.us/ro/book_research_weaver.htm)

- Klak, T., & Martin, P. (2003). Do university-sponsored international cultural events help students to appreciate differences? *International Journal of Intercultural Relations*, 27, 445 – 465.
- Knight, J. (1997). A shared vision? Stakeholders' Perspectives on the Internationalization of Higher Education in Canada. *Journal of Studies in International Education*, 1, 27 - 44.
- Knight, J. (1999). *Internationalization of Higher Education*. In J. Knight and H. deWit (Eds.). *Quality and Internationalization in Higher Education* (pp. 13-28). Paris: OECD/IMHE.
- Knight, J. (2004). Internationalization remodeled: Definition, approaches, and rationales. *Journal of Studies in International Education*, 8, 5 – 31.
- Knight, J. (2006). *Internationalization of Higher Education*. New Challenges. 2005 IAU Global Survey Report, International Association of Universities (IAU). [n.p.].
- Knight, J. (2009). Internationalization: Unintended Consequences? *International Higher Education*. The Boston College Center for International Education 2009(winter), (54), 8-9. Retrieved January 12, 2009, from <http://www.BostonInterHEjournal542009.pdf>
- Knight, J. (2011). Education Hubs: A Fad, a Brand, and Innovation?. *Journal of Studies in International Education*, 5(3). 221-240.
- Knight, J., & de Wit, H. (1995). Strategies for Internationalization of higher education. Historical and conceptual perspective. In H. de Wit (Ed.). *Strategies for Internationalization of Higher Education*. Amsterdam: European Association for International Education Publications.
- Koehn, P.H., & Rosenau, J.N. (2002). Vision of International Studies: Transnational competence in an emergent Epoch. *International Studies Perspectives*, 3(1), 105-127.

Komolmas, P.M. (1999). **New Trends in Higher Education Toward the 21th Century in Thailand.**

Retrieved January 6, 2008. from [http://www.journal.au.edu/abac\\_journal/jan99/article1.html](http://www.journal.au.edu/abac_journal/jan99/article1.html)

Krampf, R.F., & Heinlein, A.C. (1981). Developing market strategies and tactics in higher education through target market research. **Decision Science**, 12(2), 175-193.

Kurlantzick, J. (2005). **The Decline of American Soft Power.** Current History. Retrieved June 1, 2011, from <http://www.carnegieendowment.org/files/Kurlantzick.pdf>

Kuzel, A.J. (1992). Sampling in qualitative inquiry. In: Crabtree, B.F. and Miller, W.L. (Eds.). **Doing qualitative research (Research Methods for Primary Care Series, 3, 31-44.** Newbury Park: Sage.

Lasanowski, V. (2009). **International Students Mobility: Status Report 2009.** London: OBHE, June.

Lee, S.S. (2001). The Carnegie Classification of Institutions of Higher Education. 2000 Edition. **The Carnegie Foundation for the Advancement of Teaching.** Retrieved May 24, 2011. from: [http://classifications.carnegiefoundation.org/downloads/2000\\_edition\\_data\\_printable.pdf](http://classifications.carnegiefoundation.org/downloads/2000_edition_data_printable.pdf)

Lee, Everett. (1966). A Theory of Migration. **Demography**, 3(1), 47 - 57.

Lee, K.H., & Tan, J.P. (1984). The international flow of third level, lesser developed country students to developed countries; Determinants and implications. **Higher Education**, 13, 687 – 707.

Leerburger, B.A. (1987). **The insider's guide to foreign study: Everything you need to know about 400 academic adventures abroad.** Reading, MA: Addison-Wesley.

Levin, J.S. (1999). Mission and structure: Bringing clarity to perceptions about globalization and higher education in Canada. **Higher Education**, 37, 377 – 399.

Levinson, N. (2006). **Crafting Assessments: A Strategic Approach to Study Abroad.** Paper presented at the annual meeting of the APSA Teaching and Learning Conference: 18 Feb

2006, Renaissance Hotel, Washington, DC. Retrieved May25, 2009, from

[http://www.allacademic.com/meta/ p101331\\_index.html](http://www.allacademic.com/meta/ p101331_index.html)

Lewin, R. (2009). **The handbook of practice and research in study abroad: Higher education and the quest for global citizenship**. New York: Routledge.

Lewis, T.L., & Niesenbaum, R.A. (2005). The benefits of short term study abroad. **Chronical of Higher Education**, 51, B20.

Lewis, T. L., & Niesenbaum, R.A. (2005b). Extending the stay: using community-based researchandservice learning to enhance short-term study abroad. **Journal of Studies in International Education**, 3(9), 251-264.

Lincoln Commission. (2005). **Global competence and national needs: One million Americans studying abroad**. Washington, DC.: Final Report from the Commission on the Abraham Lincoln Fellowship Program.

Lincoln, Y.S., & Guba, E.G. (1986). **Naturalistic inquiry**. Beverly Hills, CA: Sage.

Lindblom, C.E., & Cohen, D. (1979). **Usable knowledge: Social Science and Social Problem solving**. Yale: New Heaven, CT. Yale University Press.

Lindgren-Gatfield, R., & Hyde, M. (2005). An examination of two case studies used in building a decision-making model. **International Education Journal**, 6, 555-566.

Lundquist, D.M., & Hunter, R. (2000). **A Snapshot of Higher Education in the United States**. New Jersey: Peterson's.

Machup, F. (1982). **Lecture on Theory of Human Capital**. Lecture in Development Economics No.1. Islamabad.: Pakistan Institute of Development Economics.

Majchrzak, A. (1984). **Methods for Policy Research**. Applied Social Research Methods, Series, Vol. 3. London, New Delhi: Sage Publications, Newbury Park.

- Mak, J. (2004). *Tourism and The economy: Understanding the economics tourism*. [n.p.]: Univesity of Hawai'i Press.
- Maringe, F., & Gibbs, P. (2009). *Marketing Higher Education. Theory and Practice*. [n.p.]: McGraw Hill, Open University Press.
- Marginson, S. (2007). *Going Global: Trends in Higher Education and Research in the APEC region*. Paper presented at the APEC HRDWG Symposium on Education Policy Challenges, Stamford Plaza Hotel, 17 April 2007.
- Marion, P. (1980). Relationships of Student Characteristics and Experiences with Attitude Changes in a Program of Study Abroad. *Journal of College Student Personnel*, 21, 58 – 64.
- Marshall, C., & Rossman, G. (1995). *Designing qualitative research*. 2<sup>nd</sup> ed. Thousand Oaks, CA: Sage.
- Maxwell, J.A. (1996). *Qualitative Research Design. An Interactive Approach*. Applied Social Research Methods Series. Vol. 41. Thousand Oaks, CA: Sage.
- Maxwell, J.A., & Loomis, D.A. (2003). Mixed Methods design: An alternative approach, In: A. Tashakkori and C. Teddlie (Eds.). *Handbook of mixed methods in social and behavioral research*. Thousand Oaks, CA: Sage. pp 241-71.
- Mazzarol, T.W. (1998). Critical success factors in the marketing of an education institution- A comparison of institutional and student perspectives. *Journal of Marketing for Higher Education*, 10(2), 39-57.
- Mazzarol, T., & Hosie, P. (1996). Exporting Australian higher education: future strategies in a maturing market. *Quality Assurance in Education*, 4(1), 37-50.
- Mazzarol, T., & Soutar, G.N. (2001). *The Global Market for Higher Education: Sustainable Competitive Strategies for the New Millionium*. [n.p.]: Edward Elgar.

- Mazzarol, T., & Soutar, G.N. (2002). Push-pull factors influencing international student destination choice. **The International Journal of Educational Management**, 16(2), 82-90.
- McCabe, L.T. (1994). The Development of a Global Perspective during Participation in a Semester at Sea: A Comparative Global Education Program. **Educational Review**, 46(3), 275-286.
- McDonough, P. (1997). **Choosing Colleges: How social class and schools structure opportunity**. Albany, NY.: SUNY Press.
- McKeown, J. S. (2009). **The first time effect: The impact of study abroad on college student intellectual development**. Albany, NY: State University of New York Press.
- McMahon, M.E. (1992). Higher Education in a world market: A historical look at the global context to international study. **Higher Education**, 24(4), 465-482.
- McMillan, J.H., & Schumacher, S. (1989). **Research in Education: A Conceptual Introduction**. Illinois: Scott, Foresman and Company.
- McMillan, A.R., & Opem, G. (2004). **Study Abroad: A Lifetime of Benefits**. Published in Abroad View.spring 2004. Retrieved December 5, 2008, from:  
[http://www.abroadview.org/going/planning/studyabroadbenefits\\_ies.htm](http://www.abroadview.org/going/planning/studyabroadbenefits_ies.htm)
- Medina-Lopez-Portillo, A. (2004). Intercultural learning assessment: The link between program duration and the development of intercultural sensitivity. **Frontiers: The Interdisciplinary Journal of Study Abroad**, 10, 179-199.
- Mello, N.A. (2001). How one Institution Provides A Global Perspective for Engineers. Paper presented at the proceeding of the 31<sup>st</sup> Annual Frontiers in Education Conference. **Institute of Electrical and Electronics Engineers**.
- \_\_\_\_\_. (2005). Preparing faculty of Global Experience. Paper presented at the Proceeding of the 35<sup>th</sup> Annual frontiers in Education Conference. **Institute of Electrical and Electronics**



### Engineers.

Merriam, S.B. (2001). **Qualitative Research and Case Study Applications in Education**. California:

Jossey-Bass Publishers.

Mertens, D.M. (2003). Mixed Methods and the politics of human research: The transformative-

emancipatory perspective. In A. Tashakkori and C. Teddie (Eds.). **Handbook of mixed**

**methods in social and behavioral research** (pp 135-164). Thousand Oaks, CA.: Sage.

Mestenhauser, J. A. (2002). In search of a comprehensive approach to international education: A

systems perspective. In W. Grunzweig & N. Reinhart (Eds.), **Rockin' in Red Square: Critical**

**approaches to international education in the age of cyberculture**, 165-202. Münster: Lit

Verlag.

Mestenhauser, J. A. & Elingboe, B. J. (Eds.). (1998). **Reforming the higher education Curriculum:**

**Internationalizing the campus**. Phoenix, Arizona: The Oryx Press.

Mezirow, J. (1990). **Fostering critical reflection in adulthood: A guide to transformative and**

**emancipatory learning**. The Jossey-Bass higher education series. San Francisco: Jossey-

Bass Publishers.

Michigan State University, Office of Study Abroad. (2004). Retrieved March 4, 2009, from

<http://studyabroad.msu.edu>

Ministry of University Affairs. (1990). **Thailand's long-term plan for higher education (1990-2004)**.

Bangkok, Thailand: Ministry of University Affairs September 1990.

\_\_\_\_\_. (1998). **Principles and guidelines for autonomous universities**. Bangkok, Thailand: Ministry

of University Affairs.

\_\_\_\_\_. (2000). **Thai higher education in brief**. Bangkok, Thailand: Ministry of University Affairs.

- Ministry of University Affairs Website [On-line]. Available from: <http://www.inter.mua.go.th>
- Ministry of Education (MoE). (2003). **Education reform in Thailand**. Retrieved October 15, 2009, from <http://www.moe.go.th/moe.html>
- Mok, K.H. (2007). Questing for Internationalization of Universities in Asia: Critical Reflections. **Journal of Studies in International Education**, 11. 433. Retrieved February 2, 2009, from <http://jsi.sagepub.com/cgi/content/abstract/11/3-4/433>
- Mok, K.H. (2006). **Education reform and education policy in East Asia**. London: Routledge Curzon.
- Mok, K.H., & James, R. (Eds.). (2005). **Globalization and Higher Education in East Asia**. Singapore: Marshall Cavendish Academic.
- Montrose, L. (2002). International Study and Experiential Learning: The Academic Context. **Frontiers: The Interdisciplinary Journal on Study Abroad**, 8, 1-15.
- Morse, J.M. (1994). Designing Funded Qualitative Research. In: Denzin, N.K. and Lincoln, Y.(Eds.). **Handbook of Qualitative Research**. (pp. 220-235). London: SAGE Publications.
- Ministry of University Affairs. (1996). **Higher Education Development Plan number8(2007-2011)**. Bangkok: Natikul Publisher.
- Naffziger, D.W., Bott, J.P., & Mueller, C.B. (2008). Factors Influencing Study Abroad Decision among College of Business Students. **International Business: Research, Teaching and Practice**, 2, 39-52.
- NAFSA: Association of International Educators. (2003). **Securing America's future: Global education**

for a global age. Report of the Strategic Task Force on Education Abroad.

\_\_\_\_\_. (2008). **Strengthening study abroad: Recommendations for effective institutional management.** Report of the Taskforce on Institutional Management of Study Abroad.

NAFSA. (2009). **U.S. House of Representatives Passes Simon Study Abroad Bill.** Press Room.

Retrieved June 7, 2011, from [http://www.nafsa.org/press\\_releases.sec/press\\_releases.pg/house\\_passes\\_simon/](http://www.nafsa.org/press_releases.sec/press_releases.pg/house_passes_simon/)

Nagel, S. (1982). Policy studies organization and policy studies developments. **Policy Studies Journal**, 10, 432 – 441.

Navarat, K. (2006). Models strategies in promoting Thailand as a regional education hubin Southeast Asia. **International Forum of Teaching and Studies**, 2(4), 17-25.

Nam, K-A. (2011). **Intercultural development in the short term study abroad programs: A Comparison of two case studies of global seminar in Asia and Europe.** Paper presented at the 6<sup>th</sup> Biennial Congress of the International Academy for Intercultural Research (IAIR). University of Hawaii, Hawaii. August 15-19.

Neiman, M., & Lovell, C. (1981). Mandating as a policy issue- The definitional problem. **Policy Studies Journal**, 9, 667 – 681.

NESDB. (2002). **The 9<sup>th</sup> National Economic and Social Development Plan 2002-2006.** [n.p.].

\_\_\_\_\_. (2004). **A half period evaluation of the 9<sup>th</sup> National Economic and Social Development Plan.** [n.p.].

National Center for Educational Statistics-NCES. (2007). **Digest of Educational Statistics:2007.**U.S.Department of Education. Retrieved June28, 2010, from [http://necs.ed.gov/programs/digest/d07/ch\\_3.asp](http://necs.ed.gov/programs/digest/d07/ch_3.asp)

Norfles, N. (2004). Defining Study Abroad. In **The State and Future of Study Abroad in the United States**. Briefing book for the bipartisan commission on the Abraham Lincoln Study Abroad Fellowship Program. [n.p.].

Nye Jr., Joseph S. (1990). **Bound to Lead: The Changing Nature of American Power**. New York: Basic Books.

Nye Jr., Joseph S. (2004). **Soft Power and Leadership**. Compass: A Journal of Leadership.

Nye, Jr., J.S. (2004). "The decline of America's soft power". *Foreign Affairs*, May/June.2004, 83(4). 16-20. Retrieved June 8, 2011, from <http://www.foreignaffairs.com/articles/59888/joseph-s-nye-jr/the-decline-of-americas-soft-power>

Obst, D., Bhandari, R., & Witherell, S. (2007). **Current Trends in US Study Abroad and Impact of Strategic Diversity Initiatives**. New York: Institute of International Education.

Obst, D., Bhandari, R., & Witherell, S. (2007). **Meeting America's Global Education Challenge: Current Trends in U.S. Study Abroad & The Impact of Strategic Diversity Initiatives**. First in a Series of White Papers on Expanding Capacity and Diversity in Study Abroad. New York. USA.: Institute of International Education.

Office of the Commission on Higher Education (OCHE). (2009). **Foreign Students in Thai Higher Education Institutions 2009**. Retrieved August 10, 2011, from <http://www.inter.mua.go.th/main2/article.php?id=96>

Office of the Commission on Higher Education (OCHE). (2010). **Policy and Issue**. Retrieved, August 10, 2011, from [www.inter.mua.go.th/mai](http://www.inter.mua.go.th/mai)

\_\_\_\_\_. (2011). **International Programs in Thailand 2010**. Retrieved September 1, 2011 from <http://www.inter.mua.go.th/main/article.php?id=97>

- OECD. (2004). **Internationalization and Trade of Higher Education: Opportunities and Challenges**. Paris: OECD.
- Ogden,A.C.,Soneson,H.M,Weting,P. (2010). In W.W. Hoffa and S.C. DePaul (Eds.). A history of U.S. study abroad: 1965- Present. A Special Publication of **Frontiers: The Interdisciplinary Journal of Study Abroad**, 2(2), 20-25.
- Paige, R.M. (1993). On the nature of intercultural experiences and intercultural education. In: R.M. Paige (Ed.). **Education for the Intercultural Experience**. 2<sup>nd</sup>ed. pp. 1-19. USA.: Yarmouth, M.E., Intercultural Press.
- Paige, R. M., Jacobs-Cassuto, M., Yershova, Y. A., & DeJaeghere, J. (2003). Assessing intercultural sensitivity: An empirical analysis of the Intercultural Development Inventory. **International Journal of Intercultural Relations**, 27, 467–486.
- Paige, M., & Fry, G. (2005). **Beyond immediate impact: Study abroad for global engagement** (SAGE). [n.p.]: University of Minnesota.
- Paige, R.M., Fry, G.W., Stallman, E.M., Horn, A, LaBrack, B., & Josic, J. (2007). **Global Engagement Survey**. Minneapolis, MN, University of Minnesota.
- Paige, R.M., LaBrack, B., Stallman, E.M., Josic, J., & Jon, Jae-Eun. (2009). **Study Abroad for Global Engagement: Results that Inform Research Agendas**. Forum on Education Abroad Conference 2009, Portland, Oregon.
- \_\_\_\_\_. (2005). Internationalization of higher education: Performance assessment and indicators. **Nagoya Journal of Higher Education**, 5, 99-122.
- \_\_\_\_\_, Cohen, A. D., & Shively, R. L. (2004). Assessing the impact of a strategies-based curriculum on language and culture learning abroad. **Frontiers**, 10, 253-276.

- Palapan, K. (2010). International Cooperation Strategies on Higher Education. Research Center of National Institute of Development Administration (NIDA). *NIDA Development Journal*, 50(4), 11-150.
- Panich, V. (2007). **The Framework of fifteen years of Higher Education Plan**. Retrieved, May15, 2009, from <http://gotoknow.org/blog/council/146843>
- Paola, R. A. (2004). **The experience of American undergraduate in study abroad programs in South Africa**. Africa: University of South Africa.
- Parkay, F.W., Sanrattana, W., Saenghiran, B., Promboon, S., & Heggins III, W. (2003). University Partners for Academic Leadership (UPAL): A Cross-National Model for Facilitating Higher Education Reform in Developing Countries. **Presented at the 2003 Annual Meeting of the American Educational Research Association (AERA)**. Chicago, U.S.A. April 25, 2003. Retrieved June10, 2009, from: [http://ednet.kku.ac.th/~edad/research\\_09.pdf](http://ednet.kku.ac.th/~edad/research_09.pdf)
- Parkinson, A. (2007). Engineering Study Programs: Formats, Challenges, Best Practices. *Journal for Global Engineering education*, 2(2). 1-15.
- Patton, M.Q. (1990). **Qualitative evaluation and research methods**. 2<sup>nd</sup> ed. Newbury Park, CA: Sage.
- Patton, C.V., & Sawicki, D.S. (1993). **Basic method of policy analysis and planning**. 2<sup>nd</sup> ed. page. 463-474. Englewood Cliffs, NJ.: Prentice Hall.
- Paulson, M.B. (1990). **College Choice: Understanding Student Enrollment Behavior**. Washington DC.: ASHE-ERIC Higher Education Report No 6, George Washington University, School of Education and Human Development.

- \_\_\_\_\_. (2001). The economics of human capital and investment in higher Education. In M.B. Paulson and J.C. Smart (Eds.) **The Finance of Higher Education: Theory, Research, Policy, and Practice**. (pp. 55 – 94). New York: Agathon Press.
- Paulson, M.B., & St. John, E.P. (2002). Social class and college costs: Examining the financial nexus between college choice and persistence. **The Journal of Higher Education**, 73, 189 – 239.
- Paulsen, M.B., & Toutkoushian, R.K. (2008). Economic models and policy analysis in higher education: A diagrammatic exposition. In J.C. Smart (Ed.). **Higher Education. Handbook of Theory and Research**, 23, 1 – 48. Dordrecht, The Netherlands: Springer.
- Peace Corps. (2009). **Fact Sheet 2009**. Retrieved March 18, 2009, from [http://multimedia.peacecorps.gov/multimedia/pdf/about/pc\\_facts.pdf](http://multimedia.peacecorps.gov/multimedia/pdf/about/pc_facts.pdf)
- Pearson, J. (1981). **The Role of the Institutional Setting and its Impact on Education Abroad**. from: Study Abroad: A21st Century Perspective, I. American Institute for Foreign Study Foundation. Retrieved March 8, 2009, From <http://www.aifs.com/aifsfoundation/21century.htm>
- Pedro, F. (1998). Globalization: Threats and opportunities for distance education. **Journal of International Education**, 9(3), 35 – 44.
- Perna, L.W. (2006). Studying College Access and Choice: A proposed conceptual model. In: J.C. Smart (Ed.). **Higher Education: Handbook of Theory and Research**, 21, 99 – 157.
- Perna, L.W., & Titus, M. (2005). The relationship between parental involvements as social capital and college enrollment. An examination of social/ ethnic group differences. **Journal of Higher Education**, 76, 485 – 518.
- Peterson. (2008). **Peterson's study abroad 2008**. Lawrenceville, NJ: Nelnet.
- Pettigrew, T.F. (1998). Intergroup Contact Theory. **Annual Review of Psychology**, 49, 65-85.

- \_\_\_\_\_. (2008). Future Directions for Intergroup Contact Theory and Research. *International Journal of Intercultural Relations*, 32, 187 – 199.
- Pettigrew, T.F. & Tropp, L.R. (2006). A meta-analytic test of intergroup contact Theory. *Journal of Personality and Social Psychology*, 90, 751 – 783.
- Pimpa, N. (2003). *Marketing of international education: The influence of normative referents on Thai students' choices of international education*. Ph.D. Thesis. Monash Centre for Research in International Education, Faculty of Education, Monash University, VIC 3600.
- \_\_\_\_\_. (2004). The relationship between Thai students' choices of international education and their families. *International Education Journal*, 5(3).
- Portes, A. (1998). Social capital: Its origin and application in contemporary sociology. *Annual Review of Sociology*, 24, 1 – 24.
- Porter, M. E. (1980). *Competitive strategy: Techniques for analyzing industries and competitors*. New York: Free Press.
- Porter, Michael. (1990). *The comparative advantage of nations*. New York: Free Press.
- Putt, A. D., & Springer, F. J. (1989). *Policy Research: Concepts and Methods*. Englewood Cliffs, NJ: Prentice Hall.
- Raby, R.L. (2007). Internationalizing the Curriculum: on and off campus strategies. *New Directions for Community Colleges*, Summer 2007 (138), 57-66.
- \_\_\_\_\_. (2008). *Expanding Education Abroad at US Community Colleges. Meeting America's Global Education Challenges*. Third in a series of White Papers on Expanding Capacity and Diversity in Study Abroad. [n.p.].



Redden, E. (2007a). Study abroad gone away. [electronic version]. **Inside Higher Education**.

Retrieved June 1, 2009, from <http://insidehighered.com/news/2007/11/13/Washington>

\_\_\_\_\_. (2007b). So what did you learn in London?[electronic version]. **Inside Higher Education**.

Retrieved May 29, 2009, from: <http://insidehighered.com/news/2007/06/01/research>

Robey, J.S. (1982). Major contributors to public policy analysis. **Policy Studies Journal**, 10, 442 – 447.

Rodenhouse, M.P. (ed). (2002). **Higher Education Directory**. 20<sup>th</sup> ed. Virginia: Higher Education Publications.

Rosenbaum, J.E. (1986). Institutional career structures and the social construction of ability. In J.G.

Richardson (Ed.). *Handbook of Theory and Research for the Sociology of Education*.

**International Education Journal**, 139 – 171. New York, N.Y: Greenwood Press.

Rossi, P.H., Wright, J.D., & Wright, S.R. (1978). The theory and practice of applied social research.

**Evaluation Quarterly**, 2, 171 – 191.

Rossmann, G. B., & Rallis, S. F. (1998). **Learning in the field: Sage Publications**. California: Thousand Oaks.

Rubin, A.M. (1995). U.S. enrollment in study-abroad programs grows as more students head for developing nations. **Chronicle of Higher Education**, 42 (11), A40-A41.

Salisbury, M.H.; Umbach, P.D., Paulson, M.B., & Pascarella, E.T. (2009). Going Global:

Understanding the Choice Process of the Intent to Study Abroad. **Research in Higher**

**Education**, 50, 119-143.

- Salter, C.A., & Teger, A.I. (1975). Change in attitudes toward other nations as a function of the type of international contact. *Sociometry*, **38**, 213-222. Retrieved August, 12, 2009, from [http://www.globaled.us/ro/book\\_research\\_h\\_weaver.htm](http://www.globaled.us/ro/book_research_h_weaver.htm)
- Saltzman, A., & Mulrine A. (1996). Roads less traveled. *U.S. News and World Report*, **120**, 57 – 59.
- Sangpikul, A. (2009). Internationalization of hospitality and Tourism Higher Education Perspective from Thailand. *Journal of Teaching and Travel& Tourism*, **9**, 2-20. Taylor and Francis Group.
- Sanrattana, W., & Oaks, M.M. (2008). Thailand. In I. Epstein and J. Pattnaik (Eds.). *The Greenwood Encyclopedia of Children's Issues Worldwide: Asia and Oceania*. (487-509). [n.p.]: Greenwood Publishing Group.
- Savicki V; Binder F; Heller L. (2008). Contrasts and changes in potential and actual psychological intercultural adjustment. In V.Savicki (Ed.). *Developing intercultural competence and transformation: theory, research, and application in international education*. (pages 111-127). Stirling, Virginia: Stylus.
- Schultz, P.T. (1992). "The Role of Education and Human Capital in Economic Development: An Empirical Assessment". paper presented at the conference on Economic Growth in the World Economy, Institut für Weltwirtschaft, Kiel, 1992.
- Schultz, T.W. (1963). *The economic value of education*. New York: Columbia University Press.
- \_\_\_\_\_. (1971). *Investment in Human Capital: The role of education and of research*. New York: The Free Press.
- Seidman, I. (1998). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. 2<sup>nd</sup> ed. New York: Teachers College.

Senator Paul Simon Study Abroad Foundation Act 2009. Retrieved April 1, 2009, from

[http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=111\\_cong\\_bills&docid=f:s473rcs.txt.pdf](http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=111_cong_bills&docid=f:s473rcs.txt.pdf)

Simon. (1980). *The tongue-tied American: Confronting the foreign language crisis*. New York: Continuum Publishing Company.

Sirowy, Larry, & Inkeles, Alex. (1985). University-Level Student Exchanges: The U.S. Role in Global Perspective. In G. B. Elinor (Ed.). *Foreign Student Flows: Their Significance for American Higher Education*. New York: Institute of International Education.

Schoorman, D. (1999). The Pedagogical Implications of Diverse Conceptualizations of Internationalization: A U.S. -Based Case Study. *Journal of Studies in International Education*, 3(2), 19-46.

Sell, D. (1983). Research on Attitude Change in U.S. Students Who Participate in Foreign Study Experiences: Past Findings and Suggestions for Future Research. *International Journal of Intercultural Relations*, 7, 131 – 147.

Sechrest, L. (1991). Roots. Back to our first generations. *Evaluation Practise*, 13, 1-7.

Sinlarat, P. (2005). Changing the culture of education in Thai universities. *Higher Education Policy*, 18, 265 – 269.

\_\_\_\_\_. (2007). New Leadership and new globalization in Thai higher education the path to the future. *ASAIHL-Thailand Journal*, 10(2), 38-65.

Sippanondha, K., & Textor, R. (1990). *The middle path for the future of Thailand: Technology in harmony with culture and environment*: Institute of Culture and Communication. [n.p.]: East-West Center.

- Sippanondha, K., & Fry, G.W. (1981). Relations between Educational research, Policy and Implication: The Thai experience. *International Review of Education*, 2(27), 141-152.
- Sjogren, C. (1986). *Diversity, Accessibility, and Quality. A Brief Introduction to American Education for Non-Americans*. New York, N.Y.: College Board.
- Smith, H.P. (1955). Do intercultural experiences affect attitudes? *Journal of Abnormal and Social Psychology*, 51, 469-477.
- Smith, C.T. (1971). The relationship of program characteristics of the Kalamazoo College foreign study programs to changes in participants attitudes, values, or Interests Doctoral dissertation. University of Michigan. In *Dissertation Abstracts International*, 31, 3909A.
- Somekh, B., & Lewin, C. (2005). *Research Method in the Social Sciences*. Thousand Oaks, CA: SAGE.
- Spiering, K., & Erickson, S. (2006). Study abroad as innovation: Applying the diffusion model to international education. *International Education Journal*, 7, 314-322.
- Stake, R.E. (1983). *The case study method in social inquiry*. In: G.F. Madaus, M.S. Scriven, and D. L. Stufflebeam (Eds.). *Evaluation models*. Boston: Kluwer-Nijhoff.
- \_\_\_\_\_. (1995). *The Art of case study research*. Thousand Oaks, CA: Sage.
- Stallman, E., Woodruff, G. A., Kasravi, J., & Comp, C. (2010). In W.W.Hoffa and S.C.DePaul( Eds.). *A history of U.S. study abroad: 1965- Present*. A Special Publication of Frontiers: The Interdisciplinary Journal of Study Abroad.
- Stephan, W.G., & Stephan, C.W. (1985). Intergroup anxiety. *Journal of Social Issues*, 41, 1957-1975.

- Stephenson, S. (1999). *Two Cultures Under One Roof: Study Abroad as a transformational Experience. Its Impact Upon Exchange Students And Host Nationals In Santiago, Chile. Frontiers: Interdisciplinary Journal of Study Abroad*, 5, Retrieved June1, 2009 from: <http://www.frontiersjournal.com/back/five/stephen.htm>
- Steglitz, I. E. (1993). *Intercultural perspective-taking: The impact of study abroad*. U.S.A.: Doctoral dissertation, University of Minnesota,
- Sullivan, E.E. (2004). *Study abroad for dummies*. [n.p.]: In dianapolis, IN, Wiley Publishing.
- Suntaree, K. (1990). *Psychology of the Thai people: Values and behavioral patterns*. Research Center, National Institute of Development Administration. [n.p.].
- Sutton, S.B. (2008). *I is for international: Global learning through direct experience*. Retrieved September 1, 2009, from <http://cls.iupui.edu/announce/Consortium/I%20is%20for%20International.pdf>
- Sutton, R. C., & Rubin, D. L. (2004). The GLOSSARI Project: Initial findings from a system wide research initiative on study abroad learning outcomes. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 10, 65-82.
- Sumka, S. (1999). *The Impact of Study Abroad. Educational Travel as a Model for Responsible Tourism*. Retrieve, Aug 16,2011,from <http://www.transitionsabroad.com/listings/study/articles/studymay1.shtml>
- Sweetland, S.R. (1996). Human Capital Theory: Foundation of a Field of Inquiry. *Review of Educational Research*. Fall, 3(66), 341-359.
- Tashakkori, A., & Teddlie, C. (1998). *Mixed Methodology. Combining Qualitative and Quantitative Approaches*. Applied Social Research Methods Series, 46, Thousand Oaks, London, Sage Publications.

Taylor, S. J., & Bogdan, R. (1984). *Introduction to qualitative research methods: The search for meanings*. New York: John Wiley & Sons.

Teichler, U. (2004). The changing debate on internationalisation of higher education. *Higher Education*, 48(1), 5-26.

Thai Farmers Bank. (1996). **Thai education in the era of globalization: Vision of a learning society**. Bangkok: The Commission on Thailand's Education in the Era of Globalization: Towards National Progress and Security in the Next Century.

The Center for Global Education. (2011). **Why Asian/Pacific Islander Americans should Study Abroad?**. Retrieved June 16, 2011, from [http://allabroad.us/statement\\_apia.php](http://allabroad.us/statement_apia.php)

The Commission on Higher Education. (2008). **Thai Higher Education Review. Quarterly Journal on Higher Education (January –March), 6(23)**. Retrieved July 13, 2009, from [http://www.inter.mua.go.th/main/files/file/publications/ther\\_vii01.pdf](http://www.inter.mua.go.th/main/files/file/publications/ther_vii01.pdf)

\_\_\_\_\_. (2009). **Study in Thailand 2008-2009**. Retrieved September 1, 2009 from <http://www.inter.mua.go.th/main/files/file/publications/BOOK%20STUDY%20IN%20THAI.pdf>

The Commission on Higher Education-CHE. (2011). **Study in Thailand 2010. Bureau of International Cooperation Strategy**. Retrieved August 10, 2011, from <http://www/inter.mua.go.th/main2/article.php?id=174>

**The Eight National Economic and Social Development Plan 1997-2001**. (1996). Bangkok: Office of the National Economic and Social Development Board.

The Forum on Education Abroad. (2009). *Standards of Good Practice for Short-Term Education Abroad Programs*. USA.: Dickinson College. Carlisle, PA.

The National Education Act 1999. (1999). **Rachkitjanubeksa (19August 1999). The Ninth National Economic and Social Development Plan 2002-2006. (2001)**. Bangkok: Office of the National Economic and Social Development Board.

The Nation. (2009, 24 June). Is Thailand ready to be an education hub? **The Nation**.

Retrieved July 25, 2009, from [http://www.nationmultimedia.com/2009/06/24/opinion/opinion\\_30105918.php](http://www.nationmultimedia.com/2009/06/24/opinion/opinion_30105918.php)

The World Bank Group. (2010). Chapter II: An Overview of Higher education in Thailand. Towards

a Competitive Higher Education System in a Global Economy. Retrieved January 6, 2011,

from: <http://siteresources.worldbank.org/INTTHAILAND/Resources/ch2.pdf>

\_\_\_\_\_. (2010). Why invest in Higher Education? Towards a Competitive Higher Education

System in a Global Economy. Retrieved January 6, 2011, from

<http://siteresources.worldbank.org/INTTHAILAND/Resources/ch1.pdf>

\_\_\_\_\_. (2010). Why invest in Higher Education? Towards a Competitive Higher Education

System in a Global Economy. Retrieved January 6, 2011, from

<http://siteresources.worldbank.org/INTTHAILAND/Resources/ch6.pdf>

Thomas, S.L., & McMahon, M.E. (1998). Americans abroad: Student characteristics, pre-departure

qualifications and performance abroad. *International Journal of Educational Management*,

12, 57- 64.

Thomlinson, T.D. (1991). Effects of a study-abroad program on university students. Toward a

predictive theory of intercultural compact. [n.p.].

Thomson, P. & Walker, M. (editors) (2010). *The Routledge Doctoral Student's Companion: Getting to*

*grips with research in Education and the Social Sciences*. London and New York:

Routledge, Taylor & Francis Group.

Thong-Ngok, S. (2005). **A current update of Higher Education in Southeast Asian Countries: A Case of Thailand**. Proceedings of Regional Seminar on Higher Education Southeast Asian Countries.

Tosto, P. (2008). Weak dollar raises the cost of studying abroad. **Mcclatchy-Tribune Business News**. Washington: Jan 21, 2008. Retrieved January 15, 2009 from  
<http://proquest.umi.com/pqdweb?did=1416002671&sid=2&Fmt=3&clientId=4790&RQT=309&VName=PQD>

TRIO. (2007). **The Federal TRIO Programs**. Retrieved November 21, 2008, from  
<http://www.ed.gov/about/offices/list/ope/trio/index.html>

Tropman, J.E., & McClure, J.K. (1980). Values dualism and social policy affecting the elderly. **Policy Studies Journal**, 9, 604 – 613.

The Office of National Economic and Social Development. (2007). **National Economic and Social Development Plan Number 10 (2007-2011)**. Retrieved March 30, 2009, from  
<http://www.knit.or.th/Plan10.pdf>.

The Office of National Education Commission. (2009). **The Report of Academic Seminar on “Roadmap of Higher Education Reform Number 4 New Century of Thai Higher Education. Lesson Learned from International Higher Education Reform**. Bangkok: PimpDee Publisher Limited.

\_\_\_\_\_. (2001). **Direction for Higher Education Reform according to the National Education Act 2009**. Bangkok: V.T.C. Communication Company Limited.

Thamrongthanyawong, S. (2000). **Public Policy: Principles Analysis and Process**. Faculty of Political Sciences. NIDA. 4<sup>th</sup> Edition. Sematham Publisher.



\_\_\_\_\_. (2000). **Public Policy: Principles Analysis and Process**. Faculty of Political Sciences.

NIDA. 11<sup>th</sup> Edition. Sematham Publisher.

**United States Information Agency**. (1991). **If You Want to Study in the United States:**

**Undergraduate Study**. Washington, D.C.: USIA.

Vaccaro, M.G. (2002). Broaden Your Horizons With Study Or Travel Abroad. **Career World**, 31(3),

22-24.

Vande Berg, M. J. (2007). Intervening in the Learning of U.S. Students Abroad. **Journal of Studies in**

**International Education**, 11, 392 – 399.

\_\_\_\_\_, Balkcum, A., Scheid, M., & Whalen, B.J. (2004). The Georgetown University Consortium

Project: A report at the halfway mark. **Frontiers: The Interdisciplinary Journal of Study**

**Abroad**, 10, 101 – 116.

Van Der Meid, J.S. (2004). Asian Americans: Factors Influencing the Decision to study abroad.

**Frontiers: An Interdisciplinary Journal Study Abroad**.

Van Maanen, J. (1988). **Tales of the field: On writing ethnography**. Chicago: University of Chicago

Press.

Van Maanen, J., Dabbs, J.M., Jr., & Faulkner, R.R. (1982). **Varieties of qualitative research**. Beverly

Hills, CA: Sage.

Varghese, N.V. (2004). Institutional restructuring in higher education in Asia: Trends and patterns. **The me**

**Paper presented at the Policy Forum on Institutional Restructuring in Higher Education in Asia**.

[n.p.]: Hue City, Vietnam.

Vaz, R.F. (2005). connecting Science and Technology Education with Civic Understanding. **Peer**

**Review**, 7(2), 13-16. Gale Group.

- \_\_\_\_\_. (2005). **Reflections on Fifteen Years of Service Learning Projects in Thailand**. Proceeding of the 2005 American Society for Engineering Education Annual Conference and Exposition. American Society for Engineering Education.
- Vichan, P. (2007). **Framework for a 15 years, Long Term Higher Education Plan number 2 (B.C.2551 to B.C. 2565)**. University Council. Retrieved May, 19, 2009, from <http://gotoknow.org/blog/council/146843>
- Washington, D.D. (1998). **African-American undergraduate students' perceptions of and attitudes toward study abroad programs**. Unpublished doctoral dissertation, George Mason University, Fairfax, VA (Umi No. 9901923).
- Wells, R. (2006). Non-traditional Study Abroad Destination: Analysis of a Trend. **Frontiers: The Interdisciplinary Journal of Study Abroad**. Retrieved May 9, 2009, from: [http://www.frontierjournal.com/documents/WellsFrontiers XIII\\_Fall06.pdf](http://www.frontierjournal.com/documents/WellsFrontiers XIII_Fall06.pdf)
- Weerayudh, W. (1973). **Theory of affiliative society**. Bangkok: Prasarnittr College of Education.
- Whalen, B.J. (1996). Learning outside the home culture: An anatomy and ecology of memory. **Frontiers: The Interdisciplinary Journal of Study Abroad**, 2, 1-16.
- Wolcott, H. F. (2008). **Ethnography: A way of seeing**. Plymouth, United Kingdom: Altamira Press.
- Wildavsky, A. (1979). **Speaking Truth to Power. The Art and Craft of Policy Analysis**. Boston: Little, Brown.
- Williams, T.R. (2005). Exploring the impact of study abroad on students' intercultural Communication skills: Adaptability and sensitivity. **Journal of Studies in International Education**, 9, 356 – 371.
- Williamson, W. (2004). **Study abroad 101**. Kalamazoo, MI: Agape Publishing.

- \_\_\_\_\_. (2010). 7 Signs of successful study abroad program. *Chronical of Higher Education*, 56(41), A27-A27.
- Woll, P. (1979). *Public Policy*. Cambridge, MA: Winthrop.
- Wolcott, H. (1994). *Transforming qualitative data: Description, analysis, and interpretation*. Thousand Oaks, CA: SAGE Publications.
- Wongsothorn, T. (1997). *The role of ICT for distance higher education development in the knowledge-based society*. Paper presented at the regional Conference of Higher Education: National Strategies and Regional Cooperation for 21<sup>st</sup> Century, Tokyo.
- Yang, R. (2005). *Globalisation and Higher Education Restructuring*. In: K.H. Mok and R. James (eds). *Globalisation and Higher Education in East Asia* (pp.22 – 55). Singapore, Marshall Cavendish Academic.
- \_\_\_\_\_. (1984). *Case study research: Design and methods*. Beverley Hills, CA: SAGE.
- \_\_\_\_\_. (1993). *Case Study Research. Design and Methods*. 2<sup>nd</sup> ed. Newbury Park, CA.: SAGE.
- \_\_\_\_\_. (1994a). Evaluation: A singular craft. In C. Reichardt and S. Rallis (Eds.). *New directions in program evaluation*. (pp. 71-84). San Francisco: Jossey-Bass.
- Yang, R. (1994b). *Case Study Research: Design and Methods*. 2<sup>nd</sup> ed. Applied Social Research Methods Series. V.5, Thousand Oaks, SAGE.
- \_\_\_\_\_. (2003). *Case Study Research: Design and Method*. 3<sup>rd</sup> edition. Applied Social Research Methods Series. Volume 5. International Publications. Thousand Oaks, CA: SAGE.
- Yavaprabhas,S.( 2007). *Public Policy*. Chulalongkorn University publisher. 3<sup>rd</sup>. Edition.
- Zha Qiang. (2003). Internationalization of Higher Education: towards a conceptual Framework. *Policy Futures in Education*, 1, 248 – 270.

Zusman, A. (2005). *Challenges facing higher education in twenty-first century*. In: P.G. Altbach, R.O. Bahdal and P.J. Gumport(Eds.), *Americans Higher Education in the twenty first century: Social, Political and economic challenges* (2<sup>nd</sup> Ed., pp.115-164). Baltimore. MD: The John Hopkins University Press.

## **APPENDICES**



**APPENDIX A**  
**SURVEY'S INSTRUMENT**





Welcome to this research project on US study abroad and of Thailand's capacity as a host destination. Thank you for spending your valuable time answering the questions in the attached survey.

The purpose of this project is to hear your reflections on your study abroad experience in Thailand both with regard to the program you had participated in and Thailand as your chosen destination.

I anticipate the valuable contributions made by former study abroad participants in Thailand like you. Your thoughts will provide valuable insight into how Thailand can attract more US students to study abroad there as well as how Thailand can offer the features and experiences that are most suitable to meet your needs and expectations. Your participation will help to build increasing and even more effective U.S. –Thai educational relations.

This research project is funded by the Commission on Higher Education in Thailand (CHE).

Section A

a. Gender :  Male  Female  Other

b. How would you describe your ethnic background/identity?

- |   |   |
|---|---|
| <input type="checkbox"/> Thai- American     | <input type="checkbox"/> Native -American           |
| <input type="checkbox"/> African - American | <input type="checkbox"/> Japanese American          |
| <input type="checkbox"/> Hmong - American   | <input type="checkbox"/> Vietnamese-American        |
| <input type="checkbox"/> White              | <input type="checkbox"/> Latino                     |
| <input type="checkbox"/> Chinese- American  | <input type="checkbox"/> Other, please specify..... |

c. Home institution:.....

d. Major(s):

- |   |   |
|---|---|
| <input type="checkbox"/> Natural/ Physical Science  | <input type="checkbox"/> Other Language study         |
| <input type="checkbox"/> Health Science             | <input type="checkbox"/> Business (not international) |
| <input type="checkbox"/> Engineering                | <input type="checkbox"/> International Business       |
| <input type="checkbox"/> Humanities                 | <input type="checkbox"/> Social sciences              |
| <input type="checkbox"/> Other, please specify..... |   |

e. Minor(s): .....

f. Year in university when studied abroad

- |                                   |   |
|-----------------------------------|---|
| <input type="checkbox"/> Freshmen | <input type="checkbox"/> sophomore                                  |
| <input type="checkbox"/> junior   | <input type="checkbox"/> senior <input type="checkbox"/> other..... |

g. Prior to studying in Thailand, how many courses had you taken about Asia?

- None       1 time       2 times  
 3 times       4 times or more

h. Prior to studying Thailand, did you take any Asian Language classes?

- None       1 semester/quarter       2 semesters  
 3 semesters       4 semesters or more

i. Prior to studying in Thailand, did you take any Thai language classes?

- None       1 semester/ quarter       2 semesters  
 3 semesters       4 semesters or more

j. Study abroad; Program model: (you may check more than one)

- direct enrollment       customized/island program       hybrid  
 faculty-led/other

Name of the program:.....

Provided by:

- CIEE       my institution       Thai institution       other, please

specify.....

k. Duration: (semester/year, example: fall semester 2006; year 1996).....

- < 1 month/       1-3 months/       4-6 months/  
 7-12 months/       > 1 year/

- l. City, Thailand:  Bangkok  Khon Kaen  Chiang Mai  
 other, please specify.....

- m. Type of housing: ( You may check more than one)

- Dormitory provided by host institution  
 Host family  
 Private rental  
 Other.....

- n. My roommate was:

- Single room  Thai roommate  Americans roommate  
 others,  please specify.....

- o. How did you finance your study abroad?

- Self  
 Scholarship  
 Study loan  
 Waiver of fees  
 Other, please specify.....

Section B

## 1. Which of the following factors influenced your decision to study abroad in Thailand?

Factors that influenced me	Not at all important <span style="float: right;">—————&gt; Very important</span>				
	1	2	3	4	5
1. Interested to learn about Thai/ cultures					
2.Desired to travel to an “exotic” destination					
3. Desired to learn Thai language skills					
4. Desired to become better acquainted with Thailand					
5.Program was a good fit with my academic					
6. The program was good fit with my schedule					
7. The length of my study abroad program was suitable					
8. Opportunity to gain credits toward the degree					
9. Publicity on Thailand from local and inter -national medias					
10. Expected the study abroad program to improve my career prospects					
11. It was a good investment for my future					
12. Opportunity to develop my character and to challenge myself					
13. Gained another perspective on my home country					
14. Opportunity to establish ties with family/ ethnic heritage					
15. Suggestion from my family member					

16. Suggestion from study abroad office					
17. Suggestion from my professor/faculty					
18. Suggestion from alumni who used to study abroad in Thailand.					
<b>Factors that influenced me</b>	Not at all important <span style="margin-left: 100px;">—————▶</span> Very important				
	1	2	3	4	5
19. Opportunity to get away from routine					
20. Opportunity to travel to other parts of the Thailand and neighboring countries after the program					
21. It was required by my academic program					
22. Program cost, it is cheaper than other destinations					
23. Availability of scholarships/financial aid					
24. It offered a topic I was interested in studying e.g. human rights, sustainable development, Buddhism, etc.					
25. Overall positive country image					
26. Easy access to exotic night, for example bars, alcohol, drugs, sex (boys & girls and child)					

2. How many times have you participated in study abroad?

- 1 time     
 2 times     
 3 times     
 more than 3 times

a. First time: Host region

- Europe     
 Latin America     
 Asia     
 Middle East  
 Africa     
 Caribbean

b. Second time:

- Europe     
 Latin America     
 Asia

Middle East     Africa     Caribbean

c. Third time:

Europe     Latin America     Asia  
 Middle East     Africa     Caribbean

3. How did you hear about the program in Thailand? ( you can answer more than one answer)

- Website(s) (name).....
- Alumni network       Words of mouth       Study abroad office.
- Friends                       Professor/ faculty
- Other ( please specify).....

4. How would you describe Thailand as a study abroad destination? Please indicate level of your opinion on the following aspects of your study abroad experience in Thailand (1 = strongly disagree; 5 = strongly agree)

Thailand	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5
1. Thailand is not a safe country					
2. Thailand has high quality medical and health care facilities					
3. Thailand has little racial discrimination					
4. Thai culture and its social system is so complex and too hard to understand by foreigners					
5. Thai hospitality is great and people are very welcoming					
6. The excessive heat in Thailand was a problem for me					
7. The visa process is difficult and inconvenient					
8. Thailand has very diverse cultures					
9. Thailand has a poor infrastructure, that is, lacks a good transportation system, telecommunication system.					
10. Thailand being primarily a Buddhist country					
11. Thailand offers a very limited variety of international programs					
12. Universities in Thailand offer good quality academic programs					

13. Several institutions have a good reputation and highly qualified professors to supervise students					
14. It is easy to organize activities or make contact/asking for cooperation with Thai NGOs, or other organizations					
<b>Thailand</b>	<b>Strongly Disagreed</b>	<b>Disagreed</b>	<b>Neutral</b>	<b>Agreed</b>	<b>Strongly agreed</b>
15. Living in Thailand offers unique and unusual experiences					
16. Thailand is a gateway to Asia, it is easy to travel to other countries from Thailand					
17. Political unrest in Thailand is not as dangerous as it has been reported					
18. Thailand can offer places for great learning experiences					
19. Thailand has many beautiful beaches, and natural settings to explore					
20. It is hard to make friend in Thailand					
21. Thais are open to interracial dating					
22. The country is poor					
24. Thailand has an active commercial sex industry					
25. Perception of the country as providing easy access to drugs					
26. Law and regulation enforcement are weak in Thailand					

5. Please indicate level of your satisfaction and comment on the following aspects of your study abroad experience in Thailand (1= not at all satisfied; 5 = very satisfied)

<b>Aspects of study abroad experience in Thailand</b>	Not at all satisfied <span style="font-size: 1.2em;">→</span> very satisfied				
	1	2	3	4	5
1. Host institution reputation					
2. Program provider reputation					
3. Program content /academic/ curriculum rigor					
4. The range of courses offered					
5. Course suitability					
6. Credit transferability					



7.Provisions for guided – on site mentors					
8.Level of cultural interaction					
<b>Aspects of study abroad experience in Thailand</b>	Not at all <span style="margin-left: 100px;">→</span> very satisfied satisfied				
	1	2	3	4	5
9. Quality of language instruction					
10.Availability of host family					
11.Length of program					
12.Reputation of the program					
13.Campus atmosphere					
14.Quality teaching/ teaching style by home institution					
15. Housing /accommodations					
16.Facilities /infrastructure e.g. library, internet access, phone etc.					
17.Costs of the program					
18.Administrative aspects of the program					
19.Field trips/excursions					
20.Interaction with local/Thai people					
21.Opportunity to travel other parts of the country outside the programs					
22.Safety and security					
23.Internship opportunities					
24.Personal gains and development					
25.Impact of learning experience on your life and perspective changes					
26. Service learning opportunities					

**Other comments:** (please be sure to include both positive aspects and things you would like to see improved).....

.....  
.....  
.....  
.....

6. Was the study of Thai language part of your program?  Yes  NO If Yes, how many hours a week did you formally study Thai?

- 1- 5 hours       6 -10 hours       11- 15 hours
- 16 -20 hours       more than 20

7. After studying in Thailand did you travel to other countries?  Yes  No

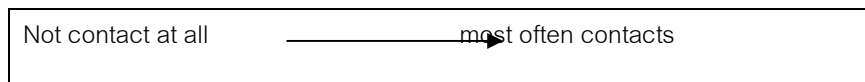
If so, which countries?:.....

- Laos       Cambodia       Vietnam
- other, please specify .....

8. Do you still maintain contact with friends in Thailand?  Yes  NO If so , how often?

Please indicate how often you have maintained contact with your friends in Thailand;

0 is no contact; 4 is frequent contacts (once a month or more)



0	1	2	3	4
---	---	---	---	---

How:

- Letter   
  Phone   
  Skype   
  Facebook  
 E-mail   
  other, please

specify.....

9. Have you ever returned to Thailand since you studied abroad there?

- Yes     No    If yes, what did you do?  
 To study again   
  vacation   
  to work   
  to visit friends

other, please specify .....

10. What were your best / worst experiences in Thailand?

i. Most positive experiences, which did you like most?.....

.....

.....

.....

.....

ii. Negative experiences and what you think needs improvement:

.....  
.....  
.....  
.....  
.....

11. What do you consider to be of lasting benefit of your study abroad experiences in Thailand that had the biggest impact on your life?

.....  
.....  
.....  
.....  
.....

Thank you very much; your time and effort are greatly appreciated!

Best regards,

Tatpicha Nunta  
Visiting Scholar at the University of Minnesota  
Department of Organizational Leadership, Policy and Development  
Minneapolis  
612-423-1211

## **APPENDIX B**

Interview Protocol



**Research questions:**

The interview is a semi-structured interview. The interview questions will be guided by the research questions.

1. To what extent has Thailand been a destination for US study abroad students?
2. What has been the trend over time?
3. What are major obstacles facing Thailand in attracting more US students? (opportunities and challenges)
4. What are examples of successful program in Thailand and what factors have contributed to their success? And how have they achieved their success?
5. What policies could Thailand pursue to enhance its attractiveness to US study abroad students?

**Interview Protocol: Key Topics**

- A. For Case Studies (WPI, CIEE, St.Olaf)

Topics to be covered in the interview:

1. Background on the program WPI (beginning to present).
2. WPI program model.
3. Curricula integration.
4. Characteristics of program in Thailand.
5. Components of a successful discipline (Key Success Factors).
6. Sites and host country, site specific and country specific.
7. Operational and administration of the program –faculties, administrators, students:  
(local networks, partnerships, stakeholders, sites staff, faculty, costs, budgeting, accommodations and risk management).
8. Opportunities and challenges.
9. Student learning experience and learning outcomes.
10. Recommendations.

**B. Interviews Protocol for experts**

1. What is study abroad and how important is it? for whom and how?  
  
(Objectives of US study abroad at each level)
2. History of study abroad in USA, development and trends.



(demands' characteristics and evolving toward which directions)

3. To what extent has Thailand been a destination for US study abroad?

(From past, present, and future trend; Thailand position's as a host destination for study abroad program in the US's perspectives)

4. What are pushes and pull factors for US study abroad in Thailand?

5. What are areas of disciplines in Thailand that might be of special interest for US study abroad students?

6. What are the models of study abroad program in US institutions?

What are they (faculty, students, administrators, parents) looking for?

(This will lead to issues and challenges in organizing the operating the programs; what types of messages to reach a specific targeted stakeholders).

7. What are the opportunities and challenges facing Thailand in attracting more US study abroad students?

8. What strategies should Thailand pursue in order to attract more US study abroad students?

9. What are your opinion and recommendations for Thailand at each level in order to become a more popular host destination for US study abroad? (National, Institutional, Departmental)

**B. Interview Questions (exploring multiple aspects)**

1. History of study abroad and trends and how US study abroad programs has evolved in terms of :

- a. Focus and disciplines i.e. Language and Culture
- b. Destinations
- c. Program models
- d. Curriculum
- e. Others

2. What are the models of study abroad program in US institutions?

- a. most popular models
- b. most effective models
- c. advantage and disadvantages of each particular model
- d. What are those models' objectives and expectations'?

3. What models are possible (also are most suitable) for US study abroad program in Thailand?

- a. Area of disciplines (content vs. context)
- b. What has been an increasing trend of study abroad program in Thailand and toward which model?

c. What policies Thailand (national, institutional) has and/or should have in order to facilitate and to attract more US study abroad students and programs to Thailand?

4. What are the characteristics of a quality study abroad program?

a. components / important elements

b. Key Success Factors (KSFs)

5. What are the opportunities and challenges in organizing / administering the study abroad program?

a. US institutions' perspectives

i What are factors to consider when choosing a host for the program?

ii Most commonly encountered issues and challenges. (host infrastructure; accommodation; facilities; costs/funding; courses; rigor of curriculum /disciplines; staff; administrative personal; students; risk management; technical support and other capacities etc.)

iii Your solutions and suggestions

iv Your experience so far

5. Other issues you would you to emphasize or add?

C. For students: Referring to the Survey

**APPENDIX C**  
**IRB APPROVAL**



**The IRB: Human Subjects Committee determined that the referenced study is exempt from review under federal guidelines 45 CFR Part 46.101(b) category #2 SURVEYS/INTERVIEWS; STANDARDIZED EDUCATIONAL TESTS; OBSERVATION OF PUBLIC BEHAVIOR.**

**Study Number: 1008E88112**

**Principal Investigator: Tatpicha Nunta**

**Title(s):**

**One Million Americans Study Abroad : Thailand's Capacity as a Host Destination for US Study Abroad.**

---

This e-mail confirmation is your official University of Minnesota RSPP notification of exemption from full committee review. You will not receive a hard copy or letter.

This secure electronic notification between password protected authentications has been deemed by the University of Minnesota to constitute a legal signature.

The study number above is assigned to your research. That number and the title of your study must be used in all communication with the IRB office.

Research that involves observation can be approved under this category without obtaining consent.

**SURVEY OR INTERVIEW RESEARCH APPROVED AS EXEMPT UNDER THIS CATEGORY IS LIMITED TO ADULT SUBJECTS.**

**This exemption is valid for five years** from the date of this correspondence and will be filed inactive at that time. You will receive a notification prior to inactivation. If this research will extend beyond five years, you must submit a new application to the IRB before the study's expiration date.

Upon receipt of this email, you may begin your research. If you have questions, please call the IRB office at (612) 626-5654.

You may go to the View Completed section of eResearch Central at <http://eresearch.umn.edu/> to view further details on your study.

The IRB wishes you success with this research.

**We have created a short survey that will only take a couple of minutes to complete. The questions are basic, but will give us guidance on what areas are showing improvement and what areas we need to focus on:**

<https://umsurvey.umn.edu/index.php?sid=36122&lang=um>

APPENDIX D

Survey's Launch Notice





Dear Former study abroad in Thailand alumni,

Welcome to this extremely important research project for both Thailand and the United States on "One Million US Students Study Abroad Program: Thailand's Capacity as a Host Destination". This research project is funded by the Commission on Higher Education in Thailand (CHE). It is related directly to Thailand's goal to internationalize higher education and to become an international education hub. Also there is bipartisan support in the US congress for the Senator Paul Simon Study Abroad Foundation Act which aims at sending one million US students annually to study overseas with specific focus on sending more US students to non-traditional destinations. Therefore, your sharing the nature of your study abroad experience in Thailand will provide valuable insight how Thailand can attract more US student there as well as how Thailand can offer the features and experiences that are most suitable and valuable for students' needs and expectations.

I am originally from a remote part of the northeast Thailand and would like to ask you for your kind help in assisting me with this project. The survey will take only a few minutes to complete. The questions will be related to “what had influenced your decision to study abroad in Thailand?” “How would you describe Thailand as your study abroad destination” and “the level of satisfaction with your experience studying abroad in Thailand”.

Your participation will help to build increasing and even more effective U.S. –Thai educational relations.

Thank you very much for spending your valuable time answering the questions in the attached survey at the following link:

<http://www.superhrm.com/survey/index.php?sid=14143&lang=en>

Yours sincerely,



Tatpicha Nunta

Visiting Scholar: University of Minnesota / Graduate student. Khon Kaen University

Department of Organizational Leadership Policy and Development

330 Wulling Hall, 86 Pleasant street SE

Minneapolis MN 55455

APPENDIX E

Survey's Reminder



Tuesday, November 16, 2010

Subject: Last Reminder: Your WPI Study Abroad Experience in Thailand

Dear WPI alums,

About two weeks ago you received an email with the link to a survey asking about your study abroad and subsequent experiences. WPI, CIEE-Khon Kaen and St.Olaf College are participating in a large research study seeing insights from study abroad alumni over a forty-year period. This research study titled "One Million Americans Study Abroad Program: Thailand's Capacity as a Host Destination".

If you have already completed and submitted the survey, please accept our sincere thanks. The answers from people who have already responded include valuable information about the impact that their study abroad experience has had on their lives and on society.

The study is drawing to a close, and this is the last contact that we will send to you.

We are writing again because of the importance that your response has for helping to get accurate results. We intend this survey to provide you with the opportunity to remember your WPI study abroad experience and to consider what impact it has had on your life since then. It is only by hearing from nearly everybody in the sample that the results are truly representative.

Your participation in this study consists of completing an online survey. It should take approximately 15-20 minutes, and you can stop and return to it. Your participation in the study is completely voluntary, and all responses will remain confidential.

We hope that you will complete this brief online survey (hosted by survey provider [www.superhrm.com](http://www.superhrm.com)):

<http://www.superhrm.com/survey/index.php?sid=14143&lang=en>

By clicking on the survey link, you affirm that you have read and agreed to the terms of consent at the end of this message.

Finally, we appreciate your willingness to consider completing this survey as we conclude this effort to know more about the impact study abroad alumni like you have had on society. Thank you very much.

Sincerely,

Tatpicha Nunta

Visiting Scholar at University of Minnesota / Ph.D. candidate

Department of Organizational Leadership Policy and Development

College of Education

University of Minnesota

APPENDIX F

Conferences and Publications







**An Innovative Approach to Short-Term Study Abroad:  
The Lord Buddha and Paulo Freire Meet in Northeast Thailand**

**Gerald W. Fry**  
University of Minnesota  
Department of Organizational Leadership, Policy, and Development (OLPD)  
Comparative International Development Education (CIDE)  
330 Wulling Hall, 86 Pleasant St. SE  
Minneapolis, MN 55455  
gwf@umn.edu

**Kyung-Ah Nam**  
American University  
School of International Service  
International Communication Program  
4400 Massachusetts Avenue, NW  
Washington, D.C. 20016  
nam0701@gmail.com

**Tatpicha Nunta**  
University of Minnesota  
Department of Organizational Leadership, Policy, and Development (OLPD)  
Comparative International Development Education (CIDE)  
330 Wulling Hall, 86 Pleasant St. SE  
Minneapolis, MN 55455  
tatpicha74@yahoo.com



# INSTITUTE OF INTERNATIONAL EDUCATION

## U.S. STUDY ABROAD IN THAILAND: HOST COUNTRY PERSPECTIVES AND GUIDELINES FOR PARTNERS

AN IIE BRIEFING PAPER  
AUGUST 2010

### INSTITUTE OF INTERNATIONAL EDUCATION (IIE)

An independent nonprofit founded in 1919, IIE is among the world's largest and most experienced international education and training organizations.

IIE Southeast Asia (IIE/SEA), based in Bangkok, is a branch of the Institute of International Education. IIE is dedicated to promoting closer educational relations between the people of the U.S. and those of other countries. IIE/SEA opened in 1962 as IIE's first office in Asia.

Institute of  
International Education  
609 United Nations Plaza  
New York, NY 10017  
[www.iie.org](http://www.iie.org)  
[policyresearch@iie.org](mailto:policyresearch@iie.org)

For press inquiries, contact  
Sharon Witherell, Director of  
Public Affairs  
[switherell@iie.org](mailto:switherell@iie.org)  
212-903-5300

**Institute of International Education, in cooperation with  
The Public Affairs Section of the U.S. Embassy in  
Thailand, and Mahidol University International College**

Report prepared by:

**Chalintorn Burian**, PhD, International Division Director IIE/SEA  
with **Michael Michalec**, Adjunct Lecturer, Thammasat University  
**Tatpicha Nunta**, PhD Candidate, Khon Kaen University, and  
**Chiranath Tejasen**, Program Officer, IIE/SEA

©Copyright Institute of International Education, 2010

The views expressed in this report are solely those of the authors. They do not necessarily represent the official positions of the Institute of International Education or the contributing organizations.

All Open Doors® data and material in this report are from IIE's *Open Doors 2009: Report on International Educational Exchange*, which is published with support from the Bureau of Educational and Cultural Affairs of the U.S. Department of State.





*Expanding U.S. Study Abroad in Thailand: Assessment Guidelines for Partners  
Bangkok, Thailand  
February 24-26, 2010*



INSTITUTE OF  
INTERNATIONAL  
EDUCATION

---



# **U.S. STUDY ABROAD IN THAILAND:**

**HOST COUNTRY PERSPECTIVES  
AND  
GUIDELINES FOR PARTNERS**

**AN IIE BRIEFING PAPER  
AUGUST 2010**





MAHIDOL UNIVERSITY

*Since 1888*

No. 0517.20/ -

Department of Educational Administration  
Faculty of Education, Khon Kaen University  
123 Mithranpharp Road, Muang District  
Khon Kaen 40002  
Thailand

10 March B.E. 2554 (2011)

**Subject: The 11<sup>th</sup> International Conference on Thai Studies**

Dear Miss Tatpicha Nunta,

The 11th International Conference on Thai Studies will be held during 26-28 July, 2011 in Bangkok, Thailand to provide a forum concerning Thai Studies, and in a special occasion of the 30<sup>th</sup> Anniversary of the founding of the Research Institute for Languages and Cultures of Asia.

As Organizing Chair on the Thai Studies Conference, I am pleased to inform you that your abstract entitled *One Million Americans Study Abroad Program: Thailand's Capacity as a Host Destination* has been reviewed and accepted for oral presentation.

We are looking forward to seeing you in Bangkok for the Thai Studies Conference on 26-28 July, 2011. Your participation in this event is cordially appreciated.

Please contact the Secretariat of the Conference for registration and accommodation at Email: [thaistudies2011@gmail.com](mailto:thaistudies2011@gmail.com) Tel: 662-8002308-14 ext. 3407; Fax: 662-800-2332.

Yours sincerely,

Prof. Dr. Somsong Burasphat  
Organizing Chair  
[www.jc.mahidol.ac.th/thaistudies2011/](http://www.jc.mahidol.ac.th/thaistudies2011/)

## CITI Collaborative Institutional Training Initiative

### Human Research Curriculum Completion Report Printed on 8/22/2010

**Learner:** Tatpicha Nunta (username: tnunta)

**Institution:** University of Minnesota

**Contact Information** Worcester Polytechnic Institute | 100 Institute Road,  
Worcester, MA 01609-2280 | +1-508-831-5000  
St. Olaf College, 1520 St. Olaf Avenue, Northfield, Minnesota  
55057  
CIEE-Portland Maine-USA and - CIEE Khon Kaen Program,  
Muang Khon Kaen Province, Thailand 40002  
Minneapolis, Minnesota MN 55455 United States of America  
Department: Department of Educational Policy and  
Administration  
Phone: 612-624-0294  
Email: tnunta@umn.edu

**Group 2.Social / Behavioral or Humanist Research Investigators and Key Personnel.:** Complete all required modules. The optional modules must be completed as they apply to your research activities. For questions, call 612-624-0212 or email rcr@umn.edu.

#### Stage 1. Basic Course Passed on 08/22/10 (Ref # 4792914)

Required Modules	Date Completed	Score
Introduction	08/22/10	no quiz
History and Ethical Principles - SBR	08/22/10	4/4 (100%)
Defining Research with Human Subjects - SBR	08/22/10	5/5 (100%)
The Regulations and The Social and Behavioral Sciences - SBR	08/22/10	5/5 (100%)
Assessing Risk in Social and Behavioral Sciences - SBR	08/22/10	3/5 (60%)
Informed Consent - SBR	08/22/10	4/5 (80%)
Privacy and Confidentiality - SBR	08/22/10	3/3 (100%)
University of Minnesota	08/22/10	no quiz

**For this Completion Report to be valid, the learner listed above must be affiliated with a CITI participating institution. Falsified information and unauthorized use of the CITI course site is unethical, and may be considered scientific misconduct by your institution.**

Paul Braunschweiger Ph.D.  
Professor, University of Miami  
Director Office of Research Education  
CITI Course Coordinator

[Return](#)



100 Institute Road  
Worcester, MA 01609-2280, USA  
508-831-5000, Fax: 508-831-6890  
www.wpi.edu

**Worcester Polytechnic Institute IRB #1  
IRB 00007374**

**14 September 2010  
File:10-111**

Worcester Polytechnic Institute  
100 Institute Road  
Worcester, MA 01609

**Re: IRB Application for Exemption 10-111 "One Million Americans Study Abroad :  
Thailand's Capacity as a Host Destination for US Study Abroad."**

Dear Ms. Nunta,

The WPI Institutional Review Committee (IRB) has reviewed the materials submitted in regards to the above mentioned study and has determined that this research is exempt from further IRB review and supervision under 45 CFR 46.101(b)(2): "Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:(i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation."

**This exemption covers any research and data collected under your protocol from 14 September 2010 to 13 September 2011, unless terminated sooner (in writing) by yourself or the WPI IRB. Amendments or changes to the research that might alter this specific exemption must be submitted to the WPI IRB for review and may require a full IRB application in order for the research to continue.**

Please contact the undersigned if you have any questions about the terms of this exemption.

Thank you for your cooperation with the WPI IRB.

Sincerely,

A handwritten signature in black ink that reads "Kent Rissmiller".

Kent Rissmiller  
WPI IRB Chair

Gophermail: Message Display

Page 1 of 2

**Printed:**

Tue 07 September 2010, 14:33:56 (CDT)

**Subject: 1008E88112 - PI Nunta - IRB - Exempt Study Notification****From: irb@umn.edu****Date: Wed, 1 Sep 2010 10:28:26 -0500 (CDT)****To: tnunta@umn.edu**

TO : gwf@umn.edu, gwf@umn.edu, tnunta@umn.edu,

The IRB: Human Subjects Committee determined that the referenced study is exempt from review under federal guidelines 45 CFR Part 46.101(b) category #2 SURVEYS/INTERVIEWS; STANDARDIZED EDUCATIONAL TESTS; OBSERVATION OF PUBLIC BEHAVIOR.

Study Number: 1008E88112

Principal Investigator: Tatpicha Nunta

Title(s):

One Million Americans Study Abroad : Thailand's Capacity as a Host Destination for US Study Abroad.

This e-mail confirmation is your official University of Minnesota RSPP notification of exemption from full committee review. You will not receive a hard copy or letter.

This secure electronic notification between password protected authentications has been deemed by the University of Minnesota to constitute a legal signature.

The study number above is assigned to your research. That number and the title of your study must be used in all communication with the IRB office.

Research that involves observation can be approved under this category without obtaining consent.

SURVEY OR INTERVIEW RESEARCH APPROVED AS EXEMPT UNDER THIS CATEGORY IS LIMITED TO ADULT SUBJECTS.

This exemption is valid for five years from the date of this correspondence and will be filed inactive at that time. You will receive a notification prior to inactivation. If this research will extend beyond five years, you must submit a new application to the IRB before the study's expiration date.

Upon receipt of this email, you may begin your research. If you have questions, please call the IRB office at (612) 626-5654.

You may go to the View Completed section of eResearch Central at <http://eresearch.umn.edu/> to view further details on your study.

The IRB wishes you success with this research.



10:45	One Million Americans Study Abroad Program: Thailand's Capacity as a Host Destination	Tatpicha Nunta	Panel 2S: Services and Perception: Social Issues (Robert Bickner, moderator)
11:00	Homeless in Bangkok: Their Way of Life and Denial of Shelter Services	Boonlert Visetpricha	
11:15	A Case of Mistaken Phuying Moi Dit: Sexual Violence and Gender in Thai Television Dramas	Rebecca Townsend	Panel 3S Transformations in Conceptualizations of Sex and Gender (Robert Bickner, moderator)
11:30	A Womb With a View: The Introduction of Western Obstetrics in Early Nineteenth Century Siam	Trails Pearson	
11:45	Discussion		
12:00	Lunch		
1:15	Introduction Keynote Address: Thailand and the (Un)Awareness of Rights	Niti Pawakapan	Keynote Address
2:15	Break		
2:30	A Sandy Path Near a Lake: Translating a Southern Thai Autobiography	Grant Olson & Chalermsee Olson	Panel 3S Cultural Frames - Translating Ways of Understanding Thai Structures
2:45	Thai Language and State Ideology	Pittaya Paladroi-Shane	
3:00	Old Power and the New City: Chiang Mai as a Micro-Colonial Space	Taylor Easum	
3:15	Discussion		
3:30	Break		
3:45	Thai Reactions to Western Reporting of the Thai 2010 Political Crisis: The Search to Understand Multiple 'Realities' and Transcend Misrepresentation	Gerald W. Fry	Panel 4S Current Thai Politics (Moderator: Puangthong Pawakapan)
4:00	Looking for Good News in Recent Thai Political Developments	Danny Unger	
4:15	Discussion		

☞ Sunday morning: Brunch at Katherine Bowie's house. Details to be announced. ☞

7:45	The Keng Tung Wars: King Mongkhat's Military Misadventures in the Shan States of Northern Burma	Ratanaporn Sethakul	
8:00	Municipal Politics in the Thailand-Burma Borderlands	Niti Pawakapan	
8:15	Thailand's Border Relations: Comparative Reflections on Clashes with Burma and Cambodia	Pinitbhand Paribatra	
8:30	Discussion		
8:45	Distant Mountains Slowly Turning Gold: Upland-Lowland Dynamics in the Apex of Lan Xang	Ryan Wolfson-Ford	Panel 3F Uplands/Lowlands, Resistance, and Religion
9:00	Lao Buddhist Monks in Thailand and Their Involvement in Militant Resistance to the Lao People's Democratic Republic Government since 1975	Ian Baird	
9:15	Khrubaa Srivichai and the Impact of the Military Conscription Act on Northern Thai Buddhism	Katherine Bowie	
9:30	Discussion		

Saturday Schedule			
Time	Title	Author / Presenter	Panel
8:30	Public Voices on Archaeological Resources: A View From a Thai Village	Thamik Lertchararit	Panel 1S The Material View: Recent Archaeological Research in Thailand, Organized by Wes Clarke and Alison Carter
8:45	Health and Disease on the Way to Social Stratification in Ancient Central Thailand	Chin-hsin Liu	
9:00	Stone Bead Production and Exchange in Iron Age Thailand	Alison Carter	
9:15	Revisiting Tambralinga: Recent Archaeological Work in Nakhon Sri Thammarat, Peninsular Siam	Wannasarn Noonsuk	
9:30	Preliminary Results of the 2009-2010 Archaeological Field Investigations at Kamphaen Saen, Changwat Nakhon Pathom	Matthew D. Gallon	
9:45	Buddhist Bones? The Intriguing Evidence from P'ong Tuk	Wesley Clarke	
10:00-	Discussion		
10:30			

## Council on Thai Studies 2010

### Schedule

Held at

Center for Southeast Asian Studies  
University of Wisconsin-Madison  
207 Ingraham Hall  
1155 Observatory Drive  
Madison, WI 53706-1397  
phone: 608.263.1755

Meetings will be held in 206 Ingraham Hall

Thank you to the Royal Thai Embassy for partial support of the Council on Thai Studies

Friday Schedule			
Time	Title	Author / Presenter	Panel
12:00	Introduction The Uthvil Society Movement in Thai-Cambodian Relations over the Preah Vihear Temple Conflict	Puangthong R. Pawakapan	Friday Forum
1:00-2:15	Lunch (Go down the hill to the Student Union)		
2:15-5:00	Film: King of the White Elephant & Discussion (and time for a break)		
5:00-5:30	Film: Boonkhun, a new documentary by Virada Chatkul ( <a href="http://www.viradachatkul.com/">http://www.viradachatkul.com/</a> ) Ms. Chatkul will be present for discussion afterwards		Panel 1F Creative Information Technologies in Thai Studies
5:30-6:00	QuickTime Virtual Reality Panoramas (QTVRs) in Archiving and Interpreting Isaan Temple Murals	Potkin & Raymond	
6:00-7:15	Dinner Break		
7:15	Public Service Professionalism in a Decentralized Context	Tatchalerms Sudhipongpracha	Panel 2F Politics and Political Culture: Issues
7:30	The Bolshevik Revolution in the Eyes of a Thai Royal	Jeffrey Shane	





College of Arts and Sciences  
Sociology/Anthropology Department  
Telephone: 262-595-3177  
Website: [www.uwsp.edu](http://www.uwsp.edu)

Kathleen Gillogly, Ph.D.

September 16, 2010

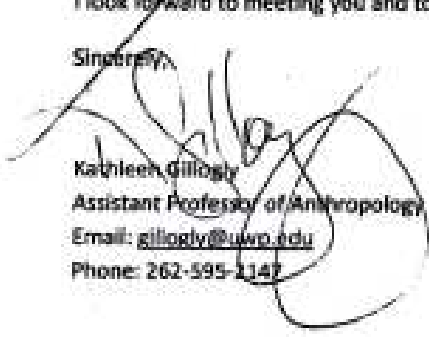
Ms. Tatpicha Nunta  
Department of Organizational Leadership, Policy  
and Development  
College of Education and Human Development  
330 Whiting Hall  
86 Pleasant Street S.E.  
Minneapolis MN 55455 -0221

Dear Ms. Nunta,

As organizer of the 2010 Council on Thai Studies meetings, I am delighted to extend this invitation to you to present your paper on "One Million Americans Study Abroad Program: Thailand's Capacity as a Host Destination." The conference is taking place at the University of Wisconsin-Madison on October 29-30, 2010.

I look forward to meeting you and to hearing your presentation.

Sincerely,



Kathleen Gillogly  
Assistant Professor of Anthropology  
Email: [gillogly@uwsp.edu](mailto:gillogly@uwsp.edu)  
Phone: 262-595-4147

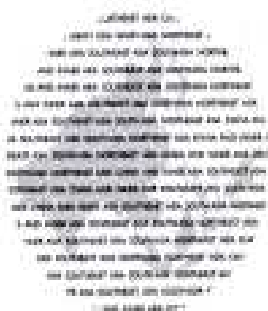
## ***Panel Description for Panel Number 594***

**Panel Description:** International Educational Flow

**Date:** 4/3/2011 **Time:** 8:00 AM- 10:00 AM **Room:**

**Area No :** 1 **Area Description:** Interarea/Border-Crossing

<i>Participant</i>	<i>Expires</i>	<i>Pos</i>	<i>Date Paid</i>	<i>Title</i>
508219 Wei Shen  297 Wu Song Road Shanghai 200080 CHN		P		ESSCA School of Management  Going Out and Coming Back - China's Changing Role in International Migration of Talents
517758 Matthew Kim  606 1/2 W. Market Street Bloomington IL 61701 USA	20104	P		Parkview College  Asian Studies Meets English Studies: Creating a Sustainable Future for Korean Students in Our U.S. Composition Courses
520623 Emi C. West Soedjono Jalan Tebet Barat Dalam IX D.No. D4 Jakarta Selatan Jakarta 12810 IDN		P		University of Indonesia  Teaching Material and Curriculum of Indonesia as a Foreign Language (Case study in BIPA Program of LBI FIB University of Indonesia)
520643 Cesar de Prado Barcelona Inst. of International Studies (IBEI) C. Elisabets, 10 Barcelona 08001 ESP		P		IBEI  Models of cooperation in Asian university and research systems: European, North American or Indigenous?
520669 Tarpicha T. Nanta  330 Wuling Hall, 88 Pleasant St. SE Minneapolis MN 55455 USA		P		University of Minnesota  One Million Americans Study Abroad Program: Thailand's Capacity as a Host Destination
528731 Sze-Mee Barton  5/1715-1718 Maher Road Glen Iris 3146 AUS		P		Deakin University  The influence of social and cultural factors in the adoption of e-learning in Malaysia, Indonesia, Turkey, Singapore and Australia



# Association for Asian Studies

1021 East Huron Street  
Ann Arbor, MI 48104-1628 USA  
Phone: (734) 665-2490  
Fax: (734) 665-3801

Fall, 2010

Dear Colleagues,

I am pleased to learn that you will be a participant on the formal program of the Joint Conference of the Association for Asian Studies (AAS) and the International Convention of Asia Scholars (ICAS), "70 Years of Asian Studies." As you know, the meeting will be held at the Hawaii Convention Center in Honolulu, Hawaii, March 31-April 3, 2011. Special hotel convention rates and other conference details are available on our website [www.asian-studies.org](http://www.asian-studies.org)

We hope this letter will help you in securing funds from your institution or other funding source. While the Association is not in a position to provide general financial help with travel and maintenance to the 3000 or more scholars who will be on the program; it does provide over several hundred carefully selected panels of important recent research, exhibitions of the latest publications on Asia, professional contacts, meetings of specific interest groups, continuous video showings and an opportunity to meet and visit with friends and colleagues.

If you need a personalized letter, please contact us as soon as possible. International visitors should allow at least 3 months for visa arrangements.

We look forward to March, 2011, and hope that all goes well as you make your plans. Please let us know if you have any questions or concerns.

Sincerely,

Michael Paschal  
Executive Director





International Convention  
of Asia Scholars

Dear Participants:

Congratulations on having your organized panel, paper or roundtable selected to the formal program for the Joint Conference of the Association for Asian Studies & the International Convention of Asia Scholars. Enclosed are materials for pre-registration and other pre-conference details. Please read the documents carefully.

1. **Your letter of invitation** from AAS Executive Director Michael Paschal, is provided on letterhead. If you need a personalized letter, please contact us as soon as possible. International visitors should allow at least 3 months for visa arrangements.
  
2. **Pre-registration** is necessary for your participation. All participants must register by December 2nd in order for your name to appear in the formal Conference Program. There are no refunds after this date. You may use the enclosed form to register by mail or you may register online at <http://www.asian-studies.org/Conference/Registration.htm>
  
3. **Panel Description for Panel Number** form indicates all pertinent information as it relates to your panel session. This sheet indicates your Panel #, Panel description, scheduled date and time of the panel. Room numbers will be assigned at a later date. We are unable to make time schedule changes at this point. **Please note your name** (this is the way it will appear on your name badge and in the formal program), your institution and the title of your paper. If you change the title of your paper or have other changes, please email all changes to [jones@asian-studies.org](mailto:jones@asian-studies.org). Make sure to indicate your panel number on all correspondence. If there is an error, please correct it on the form and **return it to our office prior to December 2**. Changes to abstracts must be in by February 1. Original abstracts will be posted online unless we have received our requested changes by the deadline.
  
4. **Membership information** and materials are enclosed in the event that you are not a member or that your membership is about to expire. You may renew membership by mail or through our website. Note that members may pre-register at a discounted member rate.
  
5. **Hotel reservations** can be made through the link on our website. Please check AAS website for special negotiated rates.
  
6. **Policies and procedures** relating to panel sessions are on the reverse side of this sheet. Let us know if you have questions or concerns. You will receive your program in March. All programs are sent bulk mail unless extra postage is paid prior to mailing in January.

## UNIVERSITY OF MINNESOTA

Twin Cities Campus

Department of Organizational  
Leadership, Policy, and Development  
College of Education and Human  
Development

330 Walling Hall  
85 Pleasant Street S.E.  
Minneapolis, MN 55455-0221  
Office: 612-624-1006  
Fax: 612-624-3377  
<http://ohedl.umn.edu/olpd>

### Support Letter from Academic Advisor for Ms. Tatpicha Nunta for Participation in 2011 AAS/ICAS Joint Conference

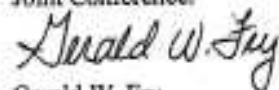
Ms. Tatpicha is an advanced doctoral student at Khon Kaen University (KKU) in northeast Thailand. KKU is one of Thailand's leading regional universities. Ms. Tatpicha is currently at the University of Minnesota as a Visiting Scholar with a major grant from the Royal Thai Government in support of her important research. I am her external international advisor.

She is proposing to present her important research at the 2011 AAS/ICAS conference. Her research has extremely important implications for the future of the field of Southeast Asian Studies. She is looking at the issue of US individuals choosing Thailand as a study abroad destination. Such individuals are an important pool for the development of future scholars of the region. Her research involves the use of rigorous mixed methods. She has been doing interviews across the US and is doing three rich cases of exemplary study abroad programs in Thailand.

Ms. Tatpicha's case is unusual in that she comes from a disadvantaged background in a remote part of Northeast Thailand where most individuals are of Lao and/or Khmer ethnicity as is Ms. Tatpicha. She has had to overcome many obstacles to become an advanced doctoral candidate with a major research fellowship.

Ms. Tatpicha has never had the chance to participate in either an AAS or ICAS conference. This will be a wonderful networking opportunity for her. In the future I anticipate that she will become an active member of the Thai Asian Studies community.

I strongly support her application to present at the upcoming AAS/ICAS Joint Conference.



Gerald W. Fry  
Distinguished International Professor  
Professor of International/Intercultural Education  
University of Minnesota

**Driven to Discover™**

## VITAE

Tatpicha Nunta was born on February 18, 1974 in Si Sa Ket province, as the daughter of Mr. Siam and Ms. Pad Nunta. Her academic interests are international education/ Internationalization / intercultural communication, and development, and higher education/ students' mobility. She aims at promoting understanding among people from different beliefs and backgrounds.

Graduated as Bachelor of Education (B.Ed., Hons.) in Elementary Education under the Thai Government Program for Teacher Development "Kuruthayath" from Faculty of Education, Khon Kaen University, Thailand, in 1996. Received Diploma in Business Management from Damelin College, Durban, South Africa, in 1998; Awardee of the South African government scholarship for Postgraduate Diploma in Business Management. Graduated as Master of Business Administration in Strategic Financial Management (MBA) from the Graduate School of Business, University of Natal, Durban, South Africa in 2003. Enrolled in a Ph.D. program in Educational Administration, Khon Kaen University, in 2007; received a scholarship from the Commission on Higher Education-Thailand; Sandwich program, CHE-PhD-SW-INDV for the years 2008-2011.

Spent one and a half years (April 2010 to September 2011) as a Visiting Scholar at the Department of Organizational Leadership, Policy and Development, College of Education, University of Minnesota, Twin Cities, United States of America. Has lived overseas for more than 10 years in South Africa, Caribbean, and the United States of America, very adaptable and great interpersonal skills with experience with people from diverse cultures, and backgrounds.

Professionally experienced as a business consultant for small businesses in South Africa and as a Vice Principal at a Bilingual School in Khon Kaen, responsible for Academic Affairs in the

International College, Khon Kaen University, before receiving the scholarship from the Commission on Higher Education. .