# STRATEGIES FOR STUDENT ADVISING AND OUTREACH IN ENGINEERING EXCHANGE

*Examples from Three Institutions*


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# *Learning objectives for this session*

- What do engineering students from 2 distinct U.S. institutions and one European look for in a study abroad program? What particular challenges do they face?
- How can education abroad professionals in distinct institutions and office settings best advise engineering students to meet their particular needs for study abroad and exchange?
- What unique approaches, strategies, or program models have these distinct institutions developed to meet the particular needs of their engineering students?

# THREE UNIVERSITIES: A BRIEF TOUR

# *Introduction: Two US Universities*

*Oregon State University*

- Public, land grant institution
- Approximately 30,000 students
- College of Engineering: approx. 7,000 students
- Follow a quarter calendar
- Known for undergraduate research

*Drexel University*

- Private, urban, research university
- Approx. 17,000 undergraduate and 9,000 grad students
- College of Engineering: 4,600+ students
- Follow a quarter calendar
- Known for the co-op program

# *Introduction: Lund University and The Faculty of Engineering LTH*

*Lund University*

- One of Europe's leading universities
- Founded in 1666
- 8 Faculties
- 47 000 students
- 2 900 research students
- 2014: Incoming exchange students: 2313, outgoing exchange students: 1264
- Sweden's most popular university for master's studies
- QS-ranking 2014: No 60 worldwide

*Faculty of Engineering LTH*

- Founded in 1961
- One of the largest faculties within the university
- 9 600 students
- 670 PhD students
- 16 Engineering programmes, Architecture and Industrial Design
- 2014: Incoming exchange students: 510, outbound: 472
- SEK 1 500 million turnover

# *THREE UNIVERSITIES: THREE OFFICE MODELS*

# *US: Two Distinct Study Abroad Offices*

## *Oregon State University*

- 1 full-time employee+ 2 undergraduate student workers
- Located within the College of Engineering
- Also oversees international student success and retention efforts
- Oversees study abroad advising by student workers in a multipurpose success center in the College
- Independently manages course approvals, study abroad advising, and partner relationship management
- Collaborates with the central campus EA office on new program development, website accuracy, and risk management

## *Drexel University*

- 7 employees – 3 are dedicated to undergraduate study abroad/exchange
- Serves all Drexel students from all majors (200 degree programs in 15 colleges and schools)
- Manages inbound and outbound exchange programs, partnerships, and balances
- Manages program advising, oversees course approvals, develops new programs, handles risk management
- 541 students studied abroad 2014-15 on credit-bearing programs
  - 501 undergraduate, 40 graduate
  - 65 COE and 13 CCI majors (14% of total) – was 10% in 2013-14

# *Europe: Two International Offices*

## *External Relations at Lund University*

- 80 employees
- Deals with marketing and recruitment, alumni coordination, development of strategic partnerships, commissioned education, university-wide exchange agreements
- Around 20 are involved in student exchange and organize "Arrival" and overall information and webinformation

## *International Office LTH*

- 7 employees – 4 are dedicated to study abroad (in- and outbound)
- Serves all 16 engineering programmes, architecture and Industrial Design
- Manages inbound and outbound exchange programs, partnerships and balances for LTH
- Manages program advising, develops new programs, handles risk management
- Course approval and recognition handled by each programme board
- Work in close collaboration with the External Relations Office at LU

# *Profile of Engineering Students: Oregon State University*

- Students are primarily **undergraduate**, most Oregon residents
- Students are interested in both engineering course offerings and **non-engineering** programs (core, electives, etc.) to a surprising degree
- Students' **support** for EA varies by academic program; students are advised centrally in the first year and then in academic units from year 2 onward

# *Profile of Engineering Students: Drexel University*

- Minimal or no experience/interest in foreign language—demand for UG courses in **English**
- Prefer **Western European** destinations and Hong Kong/Singapore
- Need programs that fit the Drexel **calendar** closely and won't require them to miss coursework or co-op at Drexel
- Want engineering coursework in their **major**—need/desire for electives/non-major courses is minimal
- Want **pre-approved** courses, and gravitate toward programs other Drexel students in their major have done
- Respond best to clear and sequential **instructions**

# *Profile of Engineering Students: Lund University - LTH*

- Students are **older** when they start university studies
- Over **60 % chose LTH** because of the study abroad opportunities
- Most common to spend the **4th year abroad** – one or two semesters
- Half study in **Europe**, half in the rest of the world
- English speaking countries are popular but interest for **Latin America** is growing
- The studies abroad should always be **recognized** at home

# *TOOLS & BEST PRACTICES*

# *Best Practices*

## Start With Academic Majors

- Targeted outreach by college and by major (information sessions, class visits)—partner with faculty and academic advisors who can help announce sessions to students
- Robust online search tools and information: http://engineering.oregonstate.edu/programs-major
- Course pre-approvals whenever possible

# *Best Practices*

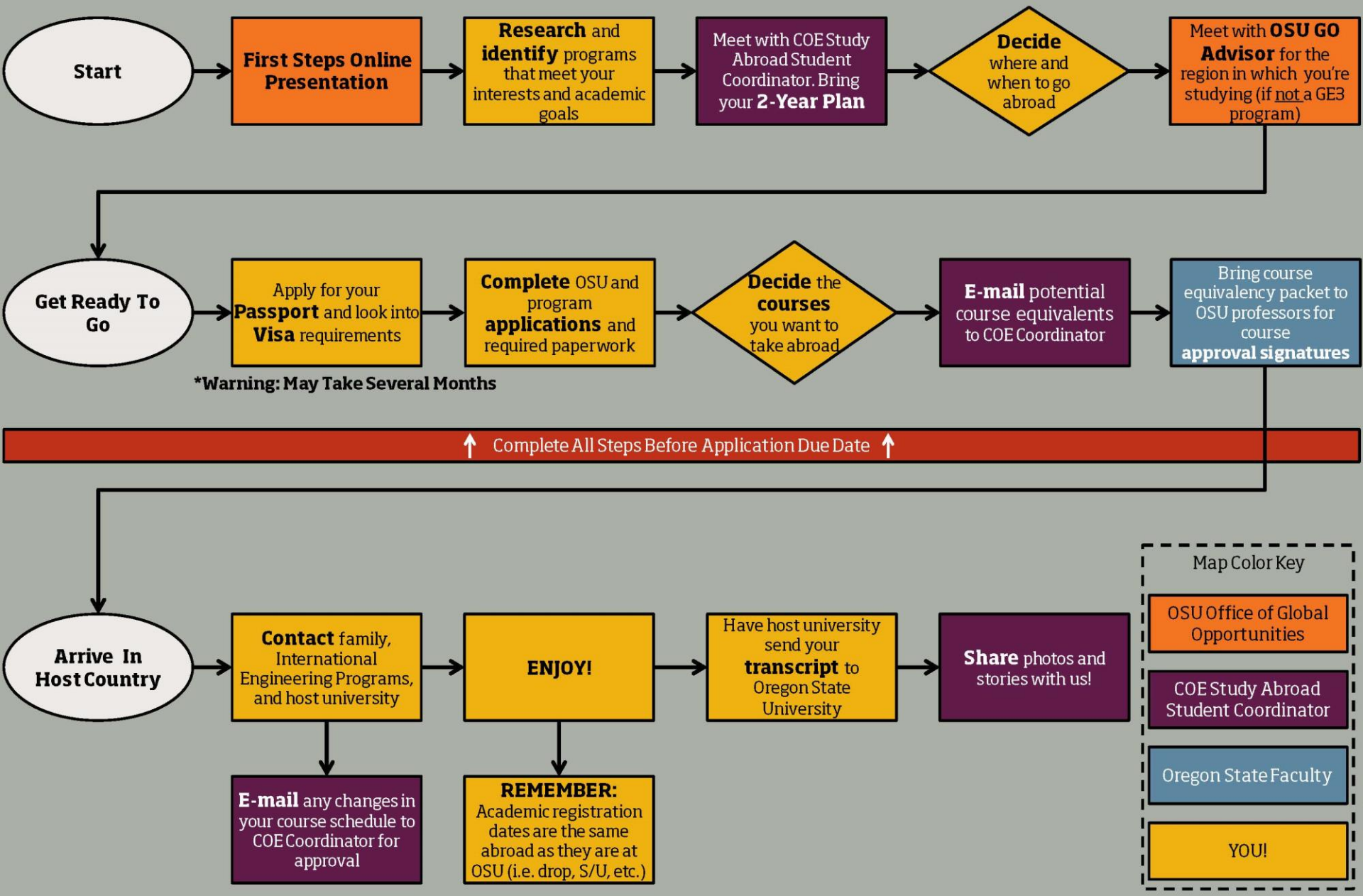
## Constant Contact

- Repeating opportunities for information (e.g. workshops, walk-in hours) throughout the academic year
- Use of program alumni for outreach—class visits, info sessions, pre-departure orientations

## Clear & Sequential Instructions

- Clear instructions and guidance (verbal and written)
- Guides that include clear, sequential instructions
- Clear rules on eligibility, selection, ranking and nomination

# Engineering Study Abroad: Start to Finish



# Programs Without Language Pre-requisites

**City University**
*Hong Kong*

**Sabanci University**
*Istanbul, Turkey*

**Institut Teknologi Bandung**
*Bandung, Indonesia*

**INSA Lyon**
*Lyon, France*
*Fall only*
*ECE & CCI students only*

**Bilkent University**
*Ankara, Turkey*

**University of Leeds**
*Leeds, UK*

**Nanyang Technological University (NTU)**
*Singapore*

**Denmark Technical University (DTU)**
*Lyngby, Denmark*
*Fall only*

**University of Sheffield**
*Sheffield, UK*

**Koç University**
*Istanbul, Turkey*

**Hong Kong University of Science and Technology (HKUST)**
*Hong Kong*

**Hong Kong University (HKU)**
*Hong Kong*

**Middle East Technical University (METU)**
*Ankara, Turkey*

**NUI Galway**
*Galway, Ireland*
*Fall only*

**Bogazici University**
*Istanbul, Turkey*
*BMES only*

## Drexel in Germany:
### *Engineering Spring in Bochum*

- *Program open to pre-juniors ONLY*
- *CHE and MEM majors ONLY*
- *Study at Ruhr University*
- *All courses taught in English*

## Drexel in Spain:
### *Engineering Winter in Madrid*

- *Program open to sophomores ONLY*
- *Open to most COE majors*
- *Study at UP Comillas*
- *All courses taught in English*

# *Best Practices*

## Strategic Programs

- Development of specialized, targeted programs
  - OSU:
    - *Summer internships: Turkey, Thailand*
  - Drexel:
    - *Ruhr University customized program*
  - Lund:
    - *Pre-approved semester abroad*
    - *The China-profile*
    - *Summer research school*
    - *Undergraduate research: Canadian students*

# *QUESTIONS?*