



OFF-CAMPUS STUDY 2016-2017 ANNUAL REPORT



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L.Off-Campus Study

Study Abroad: Two hundred and twenty-five students participated in study abroad for credit during the 2016-17 academic year including sixty-five Swarthmore students who participated in embedded study abroad short-term programs (an additional five students from Haverford and Bryn Mawr also attended these programs). The number of short-term, embedded study abroad programs increased from two to three from the 2015-16 academic year, and the number of students participating in those programs more than doubled. The overall number of students studying abroad for credit increased by 41 percent from the previous year. The number of students who participated in semester and year abroad programs increased by 28 percent. It's interesting to note that the offering of embedded study abroad courses did not result in a decrease in the semester and year abroad enrollment.

Our first DACA (Deferred Action for Childhood Arrival) student studied abroad in the fall 2016 semester. Another DACA student planned to study abroad in the fall 2017 semester but ultimately decided that it was too much of a risk given the policies of the current federal government administration.

The percent of study abroad participation is calculated by graduating class. **Table I** shows that 34 percent of graduating students participated in semester and year abroad programs, and when participation in short-term embedded study abroad courses is included, the number of students who received credit for study abroad is 37 percent. This does not reflect individual student participation in multiple programs.

Table I. Percent Study Abroad Participation by Graduating Class

Note: Some students may have participated in both semester and short-term programs.

Note: The study abroad participation rate including short-term programs was not calculated prior to 2017.

| Graduating Class | Study Abroad Participation Rate | Participation Rate with Short-Term Programs included |
|-------------------------|--|---|
| 2012 | 39% | NA |
| 2013 | 39% | NA |
| 2014 | 38% | NA |
| 2015 | 39% | NA |
| 2016 | 36% | NA |
| 2017 | 34% | 37% |

Domestic Opportunities: One student participated in the domestic Off-Campus Study program, Semester in Environmental Science at the Marine Biological Laboratory in Woods Hole, Massachusetts. Professor Rachel Merz took 17 students to Friday Harbor Laboratories in Washington state in summer 2017, and the students received .5 credits for an Invertebrate Biology Attachment.

Travel Considerations: As the number of students going abroad in various capacities has increased, so has the need for policies and procedures to support them. OCS spearheaded the discussion of having a dedicated travel agency for education abroad travel. Currently OCS provides funds to study abroad participants based on an estimate for the cost of an international round-trip flight, with Philadelphia as the gateway city. A dedicated travel agency would arrange the travel based on parameters provided by OCS. The athletics department has an interest in services provided by a dedicated agent to assist their coaches in arranging travel. Several offices are part of this ongoing conversation. Nathaniel Graf, Climate Action Senior Fellow, and Cindy Urick,

Contracts and Purchasing Manager, have organized meetings with interested offices to move the conversation forward.

Orientation: OCS provided orientation for students going abroad in the summer or during the academic year. The orientation sessions were videotaped and students who were not able to attend the sessions were required to report once they had watched the videos. The orientation programs for the students who went abroad through OCS for credit, as well as for the students who were funded through the Lang Center, included tabletop exercises for managing crises. New information on cyber security was provided in the orientation sessions.

OCS provided orientation for students who were funded by the Provost Office and the Lang Center, and who conducted their research or projects in the US, but who were not going to live at home or remain at Swarthmore. OCS will evaluate the effectiveness of providing this type of orientation programming to students staying in the US. If continued, the two groups (those with domestic or international projects) will likely have separate orientations.

For the athletic groups, training and handbooks were provided to the coaches but OCS staff did not meet with the team members. The students had group travel health meetings (followed up with individual meetings as necessary) provided by the Worth Health Center. Jiajia Wang, Visiting Assistant Professor from the Chinese section, provided an intercultural orientation for the women's volleyball team trip to China. This is a great model for other travel by athletic teams.

OCS conducted special orientations for the students who participated in the three embedded study abroad courses.

Risk Management: Members of the International Travel Risk Management Committee (ITRMC) were instrumental in the negotiations with the travel agency that organized the trip for the embedded study abroad course to Cuba. Swarthmore required the agency to secure liability insurance. The committee reviewed and approved the faculty-led program to Israel/Palestine and reviewed student requests to study or pursue other activities in countries with travel warnings or advisories (Columbia, Egypt, Ethiopia, Jordan, Kenya, Lebanon, Tunisia, Israel/Palestine, Mexico, Nigeria, Haiti, Kenya). These locations were reviewed with the appropriate security analysts at the State Department's Overseas Security Advisory Council (OSAC). The committee discussed using a template to document approved student travel.

OCS registered the US citizens who participated in the embedded study abroad programs to Israel/Palestine, China/Hong Kong/Taiwan, and Cuba, as well as the participants in the athletics group travel programs, in the U.S. State Department STEP program.

Additional topics covered by the committee: an externship to Ukraine and communication with Career Services re. risk management; travel by a minor to Puerto Rico; Lang Center safety and security procedures for vetting placements; the nature of the College's relationship to the Village Education Project; the role of house guards for the Cape Town program; the discussion of risk management in the OCS mission statement; and the development of the International Travel Risk Management Committee charge and website.

In 2016-17 there were three major terrorist actions in the UK. OCS practice is to reach out to the students to make sure that they are okay and to remind them of security protocols, which include their own personal crisis management plans. Not all students respond to emails from OCS, and very few students contact OCS on their own after an incident to let the office know if they are okay. OCS plans to assess the use of apps or texting as possible better methods to reach students and to elicit a response from them in emergency situations.

Information concerning the role of the ITRMC was developed for the OCS website. Pat Martin worked with Kim Fremont to develop an application for faculty who would like to offer an embedded study abroad course. Mike Hill, Director for Public Safety, developed a form for use by faculty/staff abroad program directors for Clery Act reporting purposes.

Insurance: CISI insurance was renewed for 2017-18. According to CISI the insurance claims have been well within the expected range. If the number of international travelers increases any further, the OCS budget for insurance will need to increase.

OCS Committee:

| | |
|------------------------|--|
| Diego Armus | Professor of History |
| Bernard, Rosa | Assistant Director, Off-Campus Study Office, ex officio |
| Braun, Liz | Dean of Students |
| Duffins, Varo | Director of Financial Aid |
| Loomis, Jeremy | Head Women's Tennis Coach, Athletics |
| Martin, Patricia | Co-Chair OCS Committee. Director, OCS |
| Paley, Robert | Professor of Chemistry |
| Ramirez, David | Director, Counseling & Psychological Services |
| Warner, Martin | Registrar |
| Yervasi, Carina | Co-Chair OCS Committee. Advisor for Off-Campus Study & Associate Professor of French |
| Meunier, Brian | Professor of Art |
| Sirisoponsilp, Chanoot | Class of 2019 |
| White, Tyrene | Professor of Political Science |

The OCS Committee assisted in the development of the OCS mission and vision statements and goals and objectives; approved the new Yale-NUS exchange program; reviewed student study abroad petitions; and discussed the ongoing political situation following the presidential election and its impact on study abroad.

Exchanges: Through conversations with the Dean's Office it has been determined that for fall 2017, Tomoko Sakamura will advise the exchange student from the University of Tokyo and Liz Derickson will advise the two exchange students from Yale-NUS. Lesa Scheiber will advise the exchange student from Pomona College.

1. Ashesi University College. Ashesi informed us that they would not send us any exchange students until the exchange is in balance. We have received three Ashesi students and have sent one Swarthmore student. There is a student interested in spring 2018.

2. University of Tokyo. In 2016-17 the exchange program was reset due to the establishment of the university-wide exchange program known as USTEP. The previous program known as AIKOM no longer exists. Four Swarthmore students studied at the University of Tokyo during the 2016-17 academic year (two each semester). One student will study there during the fall 2017 semester. Swarthmore received one fall semester student and will receive an academic year participant for 2017-18. Since the reset, in number of semesters Swarthmore has sent five students; the University of Tokyo has sent three students. To date students have taken most or all of their courses at Komaba, the English-language liberal arts campus. The fall 2017 participant plans to study physics in Japanese at the Hongo (main) campus.

3. Yale-NUS. Our new exchange program with Yale-NUS will officially launch in fall 2017 with the receipt of two exchange students for the fall semester and with one Swarthmore student

attending Yale-NUS. The Swarthmore student who attended Yale-NUS in fall 2016 is included in the exchange numbers and so the exchange is currently balanced.

Swarthmore-Administered and Swarthmore-Affiliated Study Abroad Programs:

1. ISLE (Sri Lanka). Plans are underway for the program to transition away from administration by Bowdoin College to a study abroad program provider in spring 2018. One Swarthmore student plans to attend for fall 2017 and another for spring 2018.

2. HECUA. Carina Yervasi served on the HECUA board during her three years as OCS faculty advisor. She plans to continue on the board for the time being and may visit a HECUA program during the 2017-18 academic year.

3. Globalization, the Environment, and Society in Cape Town. Carr Everbach served as the visiting faculty member for the program in January, 2017 and plans to serve in this capacity again in January 2018 and possibly in January 2019. Pat and Carr attended the annual meeting at Macalester College in July. The annual meeting will be held at Swarthmore College in 2018. Lynne Quick, Student Affairs Coordinator for the Cape Town program, visited Swarthmore in December, and OCS and Campus Safety provided crisis management training.

4. University of Ghana and ISEP. There have not been any participants since fall 2014 which is likely due to Professor Sharon Friedler's retirement. OCS is trying to determine if the dance department has any interest in supporting this program. Through the arrangement with ISEP students can study at the University of Ghana and do not have to take dance tutorials.

5. Central European Programs. There were no participants for the ISEP direct program at Masaryk University in Brno, Czech Republic during the 2016-17 academic year, but there one student will attend in the fall 2017 semester. Her academic program was coordinated by Art McGarity. There were not any participants for the program in Krakow, Poland in 2016-17.

6. Taktse International School. The development of the study abroad program with Taktse has been suspended. Educational Studies has a relationship with Taktse, and Professor Diane Anderson may visit Taktse during her sabbatical in the upcoming year. She may visit some study abroad programs in India and Nepal as well.

Embedded Study Abroad Programs:

1. Israel/Palestine. Thirty-five students participated in the program. Sa'ed Atshan, Caroline Crouch, Keith Reeves, and Lee Smithey served as faculty leaders. Sa'ed worked with the Israeli consulate in New York to assure that all students would receive visas to participate and unlike last year, Sa'ed was also permitted entry. One lesson learned is that if possible, when students are not all on the same flight, a faculty member should be with each group. Also, attention should be paid to lay over cities and the possible need for transit visas for each group.

2. Cuba. Fourteen Swarthmore students participated, along with three students from Bryn Mawr and Haverford. Dion Lewis, Jamie Thomas, Nina Johnson, and Desiree Diaz served as faculty/staff leaders. The new application system for faculty-led embedded study abroad courses should help raise up any action items earlier in the process, such as the need to negotiate contracts and make sure that providers have appropriate liability insurance.

3. China, Hong Kong, and Taiwan. Seventeen Swarthmore students and two non-Swarthmore students participated. The faculty leaders were Haili Kong, Carol Nackenoff, and Liliya Yatsunyk. Pat Martin was able to participate for a few days of the program in Hong Kong. There are a few things that should be discussed such as participation by graduated seniors who miss a

substantial part of the program due to graduation, and how credit is assigned to seniors for this part of the course.

OCS Projects:

1. MIIS. OCS worked with a team of graduate students from the Middlebury Institute of International Studies throughout the fall semester as they did a needs assessment and made recommendations for the OCS mission and vision statements, and goals and objectives, and made recommendations for an assessment strategy.

2. Credit Evaluation System. OCS worked with Jean Pagnotta, Systems Analyst from ITS, on the new web-based credit review and evaluation process. This is expected to go live in the fall semester.

3. Digitized Student Files. OCS prepared student files from the previous three decades and then sent them out to be digitized.

Program Agreements: Affiliation agreements were finalized with the School for International Training, DIS – Study Abroad in Copenhagen, SACI College of Art and Design, and University College Cork.

Events:

1. Major OCS annual events: study abroad fair, pre-departure gatherings (orientation) and welcome back gatherings for participants in the semester/year abroad program, orientation for students participating in summer activities, a session for parents during Garnet Weekend, Ride the Tide, and co-sponsored events with Career Services and the Financial Aid office. In addition, OCS sponsored a student-run study abroad event for LGBTQ students and to discuss sexual harassment and other concerns.

2. Passport Caravan. OCS offered a one-time CIEE Passport Caravan event. Through this event over 70 students received either new passports or passport renewals for free from CIEE.

3. Meet and Greet. OCS and the International Students Office offered a Meet and Greet event to encourage interaction between international students and study abroad participants. This was well attended by international students and less well attended by the study abroad participants.

Faculty Engagement:

OCS worked closely with faculty who organized and led the following abroad programs:

1. Globalization, the Environment, and Society in Cape Town. Carr Everbach

2. China, Hong Kong, and Taiwan Embedded Study Abroad Program. Haili Kong, Carol Nackenoff, and Liliya Yatsunyk

3. Cuba Embedded Study Abroad Program. Dion Lewis, Jamie Thomas, Nina Johnson, and Desiree Diaz

4. Israel/Palestine Embedded Study Abroad Program. Sa'ed Atshan, Catherine Crouch, Keith Reeves, Lee Smithey

5. Athletics Trip to China. Harleigh Chwastyk

6. Athletics Trip to Costa Rica. Todd Ankaitis

7. Athletics Trip to Puerto Rico. Karin Colby

8. Athletics Trip to Spain. Eric Wagner

OCS also worked with faculty who accompanied students for research projects or to attend conferences:

1. Research in Japan. Carol Guess

2. **Research in Brazil (and conference in Mexico).** Elizabeth Nichols
3. **Guatemala conference.** Milton Machuca- Galvez
4. **Morocco. UN Climate Change conference.** Carol Nackenoff and Giovanna Di Chiro

OCS supported the following faculty site visits or program-related travel:

1. Betsy Bolton participated on the SEA Semester colleague voyage from Brooklyn to Cape Cod in May.
2. María Luisa Guardiola participated in program site visits in Spain. In October she visited the Brown University CASA program and the Bucknell en Espana program in Granada. In June, she visited Tufts-Skidmore and CIEE in Madrid.

OCS Staff Professional Development and Site Visits:

Carina Yervasi and Pat Martin co-chaired the Off-Campus Study Committee. Carina participated in the development and testing of the online credit review and evaluation project and in the development of the OCS mission and vision statement and goals and objectives. Carina, as OCS faculty advisor, also participated in the International Travel Risk Management Committee. Carina met with all returning study abroad participants for the final credit review and also to discuss their study abroad experiences. Carina participated in all of the major OCS events including Passport Caravan, and orientation and re-entry programs.

Pat Martin conference and workshop attendance: OSAC safety and security conference in Washington, DC and an OSAC workshop for study abroad advisors in Arlington, Virginia; the Forum on Education Abroad conferences in Athens and in Seattle; and the NAFSA conference in Los Angeles.

Pat Martin site visits: August 2016 - the AMIDEAST and Qasid programs in Amman, Jordan. October - the College Year in Athens program and several programs in France (Dickinson in Toulouse, and the Middlebury, Sweet Briar, Vassar-Wesleyan, APA, and IFE programs in Paris). May - the University of Hong Kong, the Chinese University of Hong Kong, Lingnan University, Hong Kong Baptist University, and City University of Hong Kong.

Pat Martin participated in the Clery Act Compliance Committee, the Crisis Planning Action Committee, and the Summer Funding Group. She coordinated a crisis planning table top exercise for the Lang Center and participated in a regular review of policies and services with the health center and the Dean's Office, and met with Career Services and IRB to review policies. She also gave a presentation to the Parent Council on study abroad.

Pat Martin served as editor of NAFSA's book *Crisis Management and Education Abroad* (published spring 2017) and presented on the publication at the NAFSA conference in Los Angeles in June 2017. The book has been reissued with URMIA as a co-sponsor.

Rosa Bernard visited the College Year in Athens program and attended the Forum on Education Abroad conference in Athens. She also attended the NAFSA conference in Los Angeles. Rosa is the advisor for the Boren scholarship and two students were granted scholarships for the 2017-18 year. Rosa, along with Diana, coordinated the preparation of OCS student files for outsourcing to be digitized.

Diana Malick attended the Terra Dotta conference in Las Vegas. She developed many aspects of the Terra Dotta software including the course equivalency database and has explored the potential of using the critical incident database. Diana and Rosa have been very involved in the meetings with Jean Pagnotta to develop the new online OCS credit approval process. Diana organized the CIEE Passport Caravan event.

II. Off-Campus Study Enrollment and Demographics

Table II breaks down the numbers of students who received credit from study abroad programs according to type of program: fall semester only, spring semester only, year abroad, participation in the embedded study abroad courses, and transfer credit for summer study abroad. The table also shows when students have participated in more than one credit-bearing program.

Table II. Number of Students who Received Credit for Academic Work Taken Abroad

| | Fall only | Spring only | Year* | Attended one Semester & one Short-term Program | Attended two Short-Term Programs | Short-term only | Summer only | Totals |
|---------|-----------|-------------|-------|--|----------------------------------|-----------------|-------------|--------|
| 2011-12 | 83 | 54 | 13 | NA | NA | NA | 6 | 156 |
| 2012-13 | 69 | 57 | 8 | 0 | NA | 13 | 5 | 152 |
| 2013-14 | 76 | 63 | 12 | 0 | NA | 6 | 7 | 164 |
| 2014-15 | 55 | 70 | 5 | 1 | NA | 14 | 6 | 151 |
| 2015-16 | 64 | 50 | 9 | 4 | NA | 27 | 6 | 160 |
| 2016-17 | 66 | 80 | 11 | 5 | 1 | 59 | 3 | 225 |

*In 2013-14 five full-year students participated in two separate semester programs; in 2014-15 one full-year student attended two different semester programs; in 2015-16 four full-year students attended two different semester programs; in 2016-17 three full-year students attended two different semester programs.

Some students decide to take a leave of absence from the College in order to study abroad. They do not receive credit. Their numbers are represented in **Table III**.

Table III. Study Abroad Totals (including students on leaves of absence)

| | Number of Students who Received Credit* | Students on Leaves of Absence for Study Abroad (no transfer credit) | Totals Abroad |
|---------|---|---|---------------|
| 2011-12 | 156 | 5 | 161 |
| 2012-13 | 152 | 1 | 153 |
| 2013-14 | 164 | 6 | 170 |
| 2014-15 | 151 | 8 | 159 |
| 2015-16 | 160 | 5 | 165 |
| 2016-17 | 225 | 4 | 229 |

* These figures include students who received Swarthmore credit for their participation in the international field component of an on-campus course, referred to as embedded short-term programs (i.e., this is not transfer credit).

Chart I is a representation of the number of students who participated in each type of program for which students received credit. In 2016-17 there was a significant increase in the number of students who participated in spring semester and embedded study abroad programs.

Chart I. Study Abroad by Duration of Program

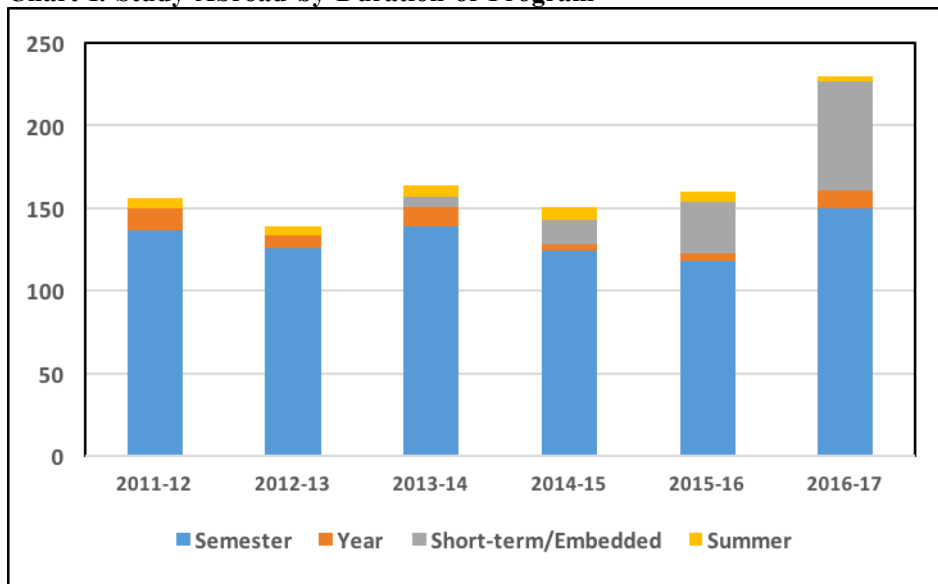
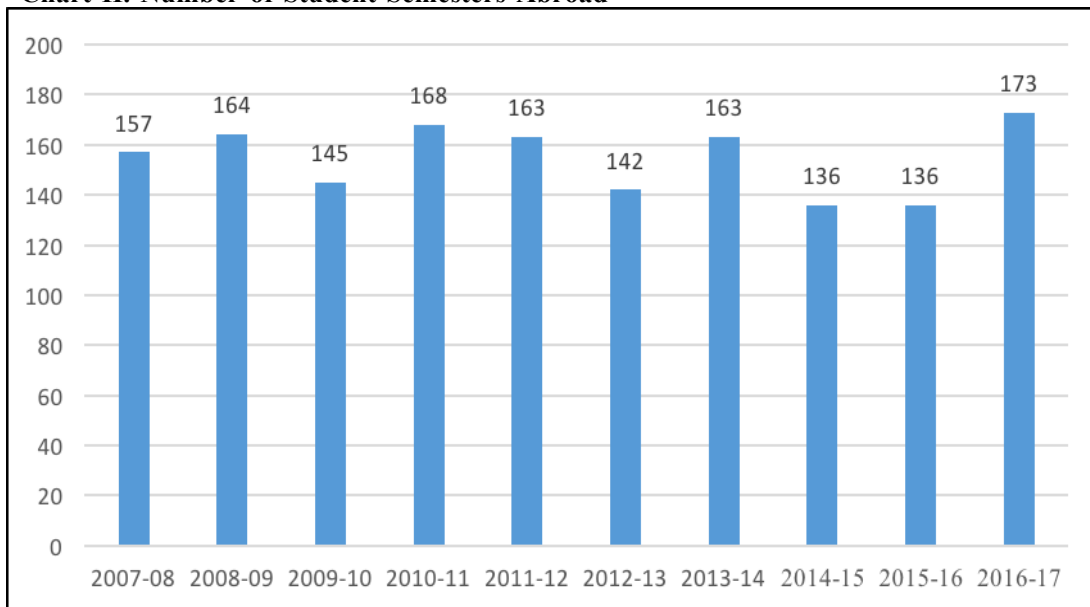


Chart II shows the total number of semesters that students spent abroad. 2016-17 had the highest number of student semesters abroad in ten years.

Chart II. Number of Student Semesters Abroad



Embedded study abroad courses allow for the participation of freshman and fall semester sophomores, who are not eligible to participate in the semester/year abroad programs.

Table IV. Participation in Faculty-led Embedded Study Abroad Courses

| Programs | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|------------------------|---------|---------|---------|---------|---------|
| China/Hong Kong/Taiwan | 5 | 6 | 15 | 14 | 17 |
| Brazil | 7 | NA | NA | NA | NA |
| Israel/Palestine | NA | NA | NA | 19 | 35 |
| Cuba | NA | NA | NA | NA | 14 |
| Totals | 12 | 6 | 15 | 33 | 66* |

*One student studied on two programs.

Table V. Participation in the Semester/Year Abroad Program and Short-term Study Abroad by Class Note: The data does not include summer transfer credit

| Year | Freshmen | Sophomores | Juniors | Seniors | Total |
|---------|----------|------------|---------|---------|-------|
| 2012-13 | 2 | 8 | 135 | 2 | 147 |
| 2013-14 | 2 | 6 | 144 | 5 | 157 |
| 2014-15 | 5 | 9 | 124 | 7 | 145 |
| 2015-16 | 13 | 11 | 124 | 6 | 154 |
| 2016-17 | 16 | 32 | 165 | 12 | 225 |

The following chart provides the numbers of participants in Swarthmore-administered programs and exchange programs. The Swarthmore in Buenos and Northern Ireland programs are discontinued.

Table VI. Enrollment in Swarthmore Programs for Credit over a Five-Year Period – Swarthmore Students Only. Note: Short-term programs are included. Note: The percent of students participating in programs organized by Swarthmore is given in the five-year totals.

| Swarthmore Programs | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|--------------------------|----------|----------|----------|----------|---------|
| Buenos Aires | 4 | 4 | 8 | NA | NA |
| Cape Town, So Africa | 1 | 2 | 6 | 4 | 5 |
| University of Ghana/ISEP | 0 | 1 | 2 | 0 | 0 |
| Northern Ireland, UK | 0 | 2 | NA | NA | NA |
| Krakov, Poland | 1 | 0 | 1 | 2 | 0 |
| Masaryk U, Czech Rep | NA | 0 | 1 | 0 | 0 |
| Ashesi U exchange Ghana | NA | NA | 1 | 0 | 0 |
| U Tokyo exchange | 0 | 0 | 1 | 1 | 4 |
| Short-term Programs | 12 | 6 | 15 | 33 | 66 |
| Five Year Totals | 18 (12%) | 15 (10%) | 35 (24%) | 40 (26%) | 75(33%) |

Table VII. Non-Swarthmore Student Participation in Swarthmore Semester/Year Abroad Programs

| Program | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|----------------------------------|---------|---------|---------|---------|-----------|
| Poland | L: 1 | 0 | 0 | 0 | 0 |
| S. Africa | H: 2 | H:1 | BM:1 | H:1 | 0 |
| Embedded/Short-Term Study Abroad | 0 | 0 | 0 | 0 | BM:2, H:3 |
| Total | 3 | 1 | 1 | 1 | 5 |

BM = Bryn Mawr College, H = Haverford, L = Lafayette

The information in **Tables VIII – XI** is provided by the Office of Institutional Research. Starting with the graduating class of 2017, two sets of data are provided: semester and year abroad participants, and semester and year abroad with embedded study abroad included.

Thirteen percent of the graduating class of 2017 were first generation college participants and 28 percent of them participated in Off-Campus Study. Forty-two percent of Off-Campus Study participants were NSE majors (compared with 44% of all majors). Sixteen percent were

humanities majors (compared with 17% overall), forty-eight percent were social science majors (compared with 45% overall) and sixteen percent had interdisciplinary majors (compared with 13% overall).

Non-resident aliens comprised 9% (33 students) of the 2017 graduating class and 12% of them (3 students) participated in Off-Campus Study.

Table VIII. Percent of Non-Resident Aliens in each Graduating Class who Studied Abroad (Only Semester and Year Abroad Study Included)

| 2012 | 2013 | 2014 | 2015 | 2016 | Sem/Yr Only 2017 | All Study Abroad 2017 |
|------|------|------|------|------|---------------------|--------------------------|
| 30% | 9% | 19% | 18% | 21% | 12% | 12% |

Women represented 48% of the 2017 graduating class and 37% (67 students) participated in Off-Campus Study. Men represented 52% of the graduating class and had a 37% (73 students) participation rate in Off-Campus Study.

Table IX. Percent of Female and Male Students by Graduating Class who Studied Abroad

| | 2013 | 2014 | 2015 | 2016 | Sem/Yr only - 2017 | All Study Abroad -2017 |
|---------------|------|------|------|------|-----------------------|------------------------|
| Female | 46% | 45% | 47% | 43% | 36% | 37% |
| Male | 31% | 30% | 29% | 29% | 32% | 37% |

Twenty percent of the graduating class of 2017 were considered underrepresented minorities and 36 percent (26 students) of those students participated in Off-Campus Study. Students who identified as Hispanic of any race, or Asian (non-Hispanic), were underrepresented in Off-Campus Study, while all other groups were over-represented, compared to their representation in the graduating class.

Table X. Percent of Students by Reported Race/Ethnicity in each Graduating Class who Studied Abroad

| Ethnicity | 2013 | 2014 | 2015 | 2016 | Sem/Yr only - 2017 | All Study Abroad – 2017 |
|--|------|------|------|------|-----------------------|----------------------------|
| Race or ethnicity unknown | 36% | 40% | 35% | 32% | 38% | 38% |
| Hispanics of any race | 48% | 42% | 51% | 44% | 25% | 29% |
| American Indian or Alaska Native, non- Hispanic | 50% | 0% | 100% | NA | NA | NA |
| Asian, non-Hispanic | 33% | 22% | 18% | 33% | 25% | 35% |
| Black or African American, non-Hispanic | 57% | 55% | 42% | 33% | 48% | 52% |
| White, non-Hispanic | 40% | 42% | 44% | 40% | 38% | 40% |
| Two or more races, non- Hispanic | 39% | 38% | 50% | 33% | 57% | 60% |

Table. XI. Honors and Study Abroad Participation in each Graduating Class

| | 2013 | 2014 | 2015 | 2016 | Sem/Yr only - 2017 | All Study Abroad- 2017 |
|--|------|------|------|------|--------------------|------------------------|
| Percent of all Students Who Completed Honors | 24% | 22% | 19% | 20% | 24% | 24% |
| Percent of Study Abroad Participants Who Completed Honors | 22% | 20% | 23% | 18% | 19% | 19% |
| Percent of all Students Who Studied Abroad and Completed Honors | 8% | 7% | 9% | 6% | 6% | 7% |
| Percent of Students Who Completed Honors, who also Studied Abroad | 35% | 33% | 46% | 32% | 27% | 31% |

III. Programs and Locations

Table XII. Semester/Year Abroad: Number of Participants, Programs, and Countries

Note: Participants in short-term programs and summer study abroad is not included.

| Year | Participants | Programs | Countries |
|---------|--------------|----------|-----------|
| 2012-13 | 134 | 81 | 36 |
| 2013-14 | 151 | 87 | 36 |
| 2014-15 | 131 | 72 | 30 |
| 2015-16 | 127 | 76 | 39 |
| 2016-17 | 162 | 96 | 33 |

Table XIII. Semester/Year & Embedded Study Abroad: Number of Participants, Programs, and Countries Note: Summer study abroad is not included.

| Year | Participants | Programs | Countries |
|---------|--------------|----------|-----------|
| 2012-13 | 134 | 81 | 36 |
| 2013-14 | 151 | 89 | 36 |
| 2014-15 | 144 | 73 | 30 |
| 2015-16 | 154 | 78 | 39 |
| 2016-17 | 222 | 99 | 38 |

Table XIV. Study Abroad Participation by World Region (with multi-country programs distributed by country) 2016-17 Note: Summer study abroad participants are not included.

| | Semester/Yr Participants | Short-term Participants | Multi-country Distributed by Region | Total Students per Region |
|----------------------|--------------------------|-------------------------|-------------------------------------|---------------------------|
| Asia | 18 | 17 | 1 | 36 |
| Europe | 91 | 0 | 0 | 91 |
| Latin America | 20 | 14 | 2 | 36 |
| Middle East/N Africa | 7 | 35 | 0 | 42 |
| North America | 1 | 0 | 0 | 1 |
| Oceania | 18 | 0 | 0 | 18 |
| Sub-Saharan Africa | 7 | 0 | 2 | 9 |
| Totals | 162 | 66 | 5 | 233 |

Chart III. Study Abroad Participation by World Region (Semester/Year abroad only) 2016-17

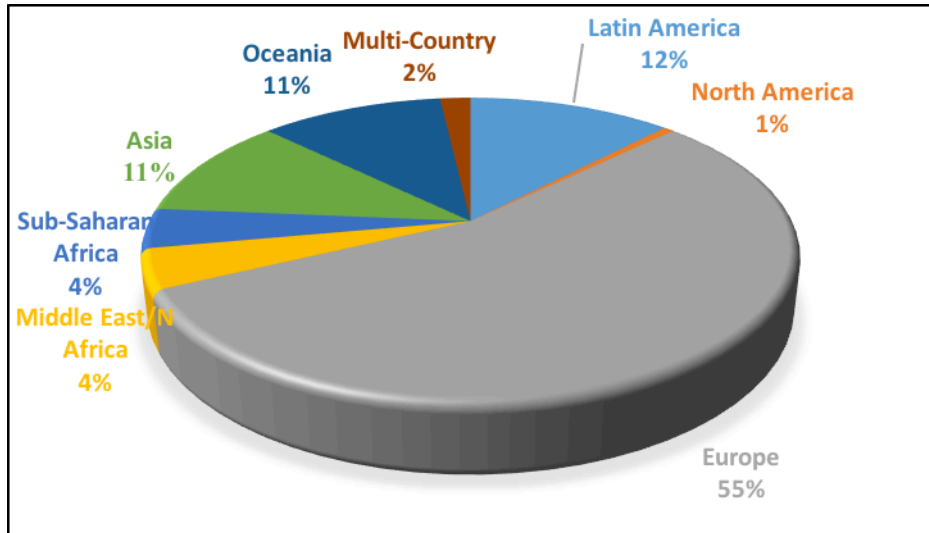


Chart IV. Study Abroad Participation by World Region (Semester/Year abroad plus short-term programs & with all countries in multi-country programs factored in) 2016-17

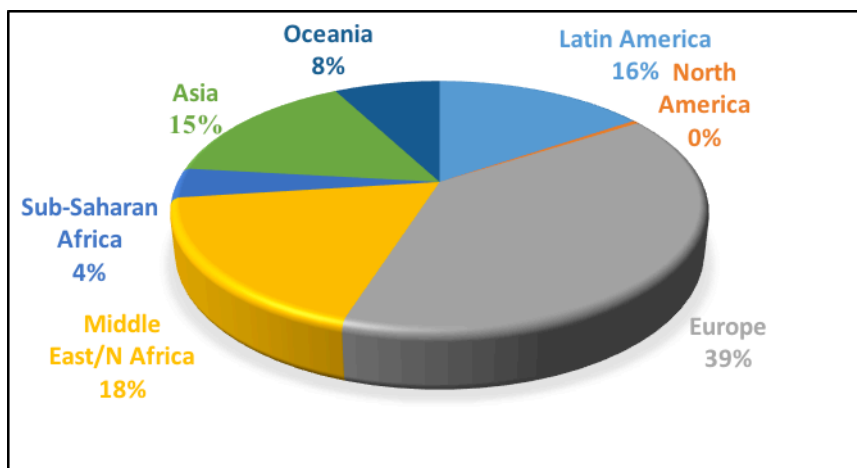


Table XV. Countries with Highest Number of Participants over a Four-Year Period with Multi-Country Programs Counted as if One Country

Note: Participants in short-term programs are not included.

| Countries | 2013-14 | 2014-15 | 2015-16 | 2016-17 | Totals |
|-------------------------------|----------------|----------------|----------------|----------------|---------------|
| UK | 32 | 27 | 27 | 30 | 116 |
| Spain | 20 | 11 | 7 | 17 | 55 |
| Australia | 4 | 9 | 7 | 15 | 35 |
| Denmark | 5 | 7 | 10 | 10 | 32 |
| France | 11 | 5 | 4 | 9 | 29 |
| Italy | 5 | 10 | 3 | 9 | 27 |
| Hungary | 5 | 5 | 8 | 7 | 25 |
| China | 5 | 2 | 3 | 4 | 24 |
| South Africa | 5 | 6 | 6 | 6 | 23 |
| Argentina | 7 | 11 | 1 | 1 | 20 |
| Cuba | 5 | 2 | 5 | 7 | 19 |
| Multi-country Programs | 6 | 4 | 5 | 3 | 18 |
| Japan | 6 | 0 | 4 | 7 | 17 |
| Chile | 5 | 1 | 3 | 6 | 15 |
| Czech Rep | 5 | 5 | 2 | 1 | 13 |
| Ireland | 4 | 4 | 3 | 2 | 13 |
| Morocco | 2 | 3 | 3 | 2 | 10 |
| Germany | 3 | 2 | 2 | 2 | 9 |

Table XVI. Countries with Highest Number of Participants over a Four-Year Period with Multi-Country Programs Counted as if One Country

Note: Participants in short-term programs are included.

| Countries | 2013-14 | 2014-15 | 2015-16 | 2016-17 | Totals |
|-------------------------------|----------------|----------------|----------------|----------------|---------------|
| UK | 32 | 27 | 27 | 30 | 116 |
| Multi-country Programs | 6 | 19* | 5 | 38* | 68 |
| Spain | 20 | 11 | 7 | 17 | 55 |
| Israel/Palestine | 0 | 0 | 16 | 38 | 54 |
| Australia | 4 | 9 | 7 | 15 | 35 |
| Cuba | 5 | 2 | 5 | 21 | 33 |
| Denmark | 5 | 7 | 10 | 10 | 32 |
| France | 11 | 5 | 4 | 9 | 29 |
| China | 6 | 2 | 15 | 4 | 27 |
| Italy | 5 | 10 | 3 | 9 | 27 |
| Hungary | 5 | 6 | 8 | 7 | 26 |
| South Africa | 5 | 6 | 8 | 6 | 25 |

| | | | | | |
|------------------|---|----|---|---|----|
| Argentina | 7 | 10 | 2 | 1 | 20 |
| Japan | 6 | 0 | 4 | 7 | 17 |
| Chile | 3 | 1 | 3 | 6 | 13 |
| Czech Rep | 5 | 5 | 2 | 1 | 13 |
| Ireland | 4 | 4 | 3 | 2 | 13 |
| Morocco | 2 | 3 | 3 | 2 | 10 |
| Germany | 3 | 2 | 2 | 2 | 9 |

* The multi-country programs category includes 15 students who participated in the short-term program to China and Taiwan (14-15); 35 who studied in China, Hong Kong, and Taiwan (16-17)

Table XVII. Top Countries with Highest Number of Participants over a Four-Year Period with Short-term and Multi-Country Programs Distributed as Separate Countries

| Countries | 2013-14 | 2014-15 | 2015-16 | 2016-17 | Totals |
|-------------------------|----------------|----------------|----------------|----------------|---------------|
| UK | 32 | 27 | 27 | 30 | 116 |
| China | 12 | 17 | 15 | 21 | 65 |
| Spain | 20 | 11 | 7 | 17 | 55 |
| Israel/Palestine | 0 | 0 | 16 | 38 | 54 |
| Australia | 4 | 9 | 7 | 15 | 35 |
| Taiwan | 0 | 17 | 0 | 17 | 34 |
| Cuba | 5 | 2 | 5 | 21 | 33 |
| Denmark | 5 | 7 | 10 | 10 | 32 |
| France | 11 | 5 | 4 | 9 | 29 |
| South Africa | 6 | 7 | 8 | 8 | 29 |
| Italy | 5 | 10 | 3 | 9 | 27 |
| Hungary | 5 | 6 | 8 | 7 | 26 |
| Argentina | 10 | 11 | 2 | 2 | 25 |
| Hong Kong | 1 | 0 | 0 | 18 | 19 |
| Chile | 5 | 1 | 5 | 6 | 17 |
| Japan | 6 | 0 | 4 | 7 | 17 |
| Czech Republic | 6 | 5 | 2 | 1 | 14 |
| Ireland | 4 | 4 | 3 | 2 | 13 |

Table XVIII. Programs & Universities with the Highest Enrollments over Five Years

| Programs | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | Totals |
|---|----------------|----------------|----------------|----------------|----------------|---------------|
| Danish Institute for Study Abroad | 10 | 5 | 7 | 10 | 10 | 42 |
| Hamilton in Madrid, Spain | 9 | 13 | 3 | 2 | 2 | 29 |
| University College London | 5 | 4 | 6 | 11 | 3 | 29 |
| Swarthmore, Macalester, Pomona Cape Town | 1 | 2 | 6 | 4 | 5 | 18 |
| University of Edinburgh | 3 | 1 | 4 | 3 | 6 | 17 |
| Swarthmore in Buenos Aires, Argentina | 4 | 4 | 8 | NA | NA | 16 |

| | | | | | | |
|---------------------------------|---|---|---|---|---|----|
| Temple University Rome, Italy | 6 | 2 | 4 | 2 | 2 | 16 |
| AIT Budapest | 0 | 1 | 4 | 3 | 5 | 13 |
| Sarah Lawrence Cuba | 0 | 5 | 2 | 4 | 2 | 13 |
| Queen Mary London | 3 | 2 | 2 | 1 | 3 | 11 |
| Academic Programs Abroad, Paris | 5 | 1 | 2 | 0 | 3 | 11 |
| University of Sydney | 0 | 0 | 0 | 3 | 8 | 11 |

Table XIX. Top Program Providers over Five Years

| Program Provider | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | Totals |
|------------------------------------|---------|---------|---------|---------|---------|--------|
| School for International Training | 11 | 14 | 9 | 16 | 10 | 60 |
| Denmark Institute for Study Abroad | 10 | 5 | 7 | 10 | 10 | 42 |
| Hamilton College | 9 | 13 | 3 | 2 | 2 | 29 |
| CIEE | 5 | 10 | 4 | 6 | 2 | 27 |
| Middlebury College | 2 | 4 | 0 | 4 | 10 | 20 |
| Brown University | 1 | 3 | 2 | 3 | 8 | 17 |
| Temple University | 6 | 2 | 4 | 2 | 2 | 16 |
| Columbia University | 4 | 4 | 2 | 4 | 1 | 15 |
| Sarah Lawrence College | 0 | 7 | 2 | 4 | 2 | 15 |
| IES Abroad | 5 | 1 | 1 | 4 | 3 | 14 |
| AIT Budapest | 0 | 1 | 4 | 3 | 5 | 13 |
| Academic Programs Abroad, Paris | 5 | 1 | 2 | 0 | 3 | 11 |
| Arcadia University | 3 | 1 | 2 | 0 | 5 | 11 |
| Bard College | 0 | 2 | 3 | 4 | 1 | 10 |
| HECUA | 4 | 4 | 0 | 1 | 1 | 10 |
| IFE (Paris and Strasbourg) | 0 | 6 | 2 | 1 | 1 | 10 |
| AMIDEAST | 2 | 3 | 2 | 2 | 1 | 10 |

Table XX. Student Participation in Semester/Year Abroad by Program Type

Note: In some years totals exceed number of students because some students study in more than one program in one academic year.

| Program Type | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|----------------------------------|------------|------------|------------|------------|------------|
| Swarthmore Semester Programs | 6 | 6 | 20 | 6 | 5 |
| Swarthmore Embedded Study Abroad | 13 | 6 | 15 | 33 | 66 |
| Direct Enrollment | 37 | 26 | 40 | 42 | 58 |
| Exchanges | 0 | 1 | 1 | 1 | 5 |
| Consortia/Special Relationships | 35 | 29 | 2 | 3 | 4 |
| Study Abroad Programs | 56 | 87 | 66 | 68 | 83 |
| Art/Film/Performance Programs | 0 | 2 | 2 | 1 | 1 |
| Totals | 147 | 157 | 145 | 154 | 222 |

Consortia/Special Relationship Category: 2013-14: HECUA, Semester in Northern Ireland, Hamilton in Madrid, Cloud Forest, DIS, CHP, Swedish Program. 2014-15: HECUA, Cloud Forest, CHP, Swedish Program. 2015-16: HECUA, Swedish Program. 2016-17: HECUA, Cloud Forest, Swedish Program

Table XXI. Top Universities for Direct Enrollment over Five Years

| University Attended | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | Totals |
|----------------------------|---------|---------|---------|---------|---------|--------|
| University College London | 5 | 4 | 6 | 11 | 3 | 29 |
| University of Edinburgh | 3 | 1 | 4 | 3 | 6 | 17 |
| Queen Mary London | 3 | 2 | 2 | 1 | 3 | 11 |
| University of Sydney | 0 | 0 | 0 | 3 | 8 | 11 |
| Goldsmiths College London | 0 | 7 | 1 | 0 | 1 | 9 |
| Hertford College, Oxford | 1 | 2 | 1 | 2 | 3 | 9 |
| University of St Andrews | 1 | 2 | 2 | 2 | 1 | 8 |
| King's College London | 1 | 1 | 2 | 3 | 0 | 7 |
| SOAS | 2 | 2 | 0 | 1 | 2 | 7 |
| James Cook University | 1 | 1 | 2 | 2 | 1 | 7 |
| London School of Economics | 1 | 1 | 1 | 2 | 2 | 7 |
| Trinity College Dublin | 1 | 0 | 2 | 2 | 1 | 6 |
| U of New South Wales | 3 | 0 | 2 | 0 | 1 | 6 |
| St Edmund Hall Oxford | 1 | 1 | 1 | 0 | 2 | 5 |

Table XXII. Participation in all Oxford University Programs over Five Years

| Oxford College | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | Totals |
|------------------------|---------|---------|---------|---------|---------|--------|
| Hertford College | 1 | 2 | 1 | 2 | 3 | 9 |
| Lady Margaret Hall | 1 | 0 | 0 | 0 | 1 | 2 |
| Mansfield College | 1 | 2 | 0 | 1 | 0 | 4 |
| Regent's Park Petition | 1 | NA | NA | NA | NA | 1 |
| Sarah Lawrence | 0 | 1 | 0 | 0 | 0 | 1 |
| St Anne's College | 0 | 0 | 2 | 0 | 4 | 6 |
| St Edmund Hall | 1 | 1 | 1 | 0 | 2 | 5 |
| Total | 5 | 6 | 4 | 3 | 10 | 28 |

IV. Language Study

The following tables show language study on programs divided into types: all courses in a language other than English; courses offered in English with one required language course; courses taught in English but language courses available in countries in which English is not the primary language of instruction; all courses in English in countries where English is the language of instruction and participation in multi-country programs. These tables do not include participation in the short-term embedded study abroad programs.

Table XXIIIa. Language Study is Main Focus of Program and/or Study in a Language other than English. Some courses may be available in English.

| Country | 2014-15 | 2015-16 | 2016-17 |
|-----------|---------|---------|---------|
| Argentina | 11 | 1 | 1 |
| Brazil | 1 | 0 | 3 |
| Chile | 1 | 3 | 6 |
| China | 0 | 1 | 2 |

| | | | |
|--|------------|------------|------------|
| Costa Rica | 0 | 1 | 0 |
| Cuba | 2 | 5 | 7 |
| Ecuador | 0 | 1 | 0 |
| France | 5 | 4 | 8 |
| Germany | 1 | 2 | 0 |
| Italy | 0 | 0 | 1 |
| Japan | 0 | 4 | 3 |
| Jordan | 1 | 1 | 2 |
| Kazakhstan | 0 | 0 | 1 |
| Madagascar | 0 | 1 | 0 |
| Morocco | 1 | 1 | 1 |
| Mozambique | 0 | 0 | 1 |
| Nepal | 1 | 0 | 0 |
| Peru | 1 | 2 | 1 |
| Russia | 3 | 2 | 0 |
| Senegal | 0 | 2 | 0 |
| Spain | 7 | 6 | 13 |
| Switzerland | 0 | 2 | 0 |
| Taiwan | 1 | 0 | 1 |
| Uruguay | 0 | 0 | 1 |
| Total | 36 | 39 | 52 |
| Percentage of Total Student Participation | 28% | 30% | 32% |

Table XXIIIb. Language Study is Main Focus of Program and/or Study in a Language other than English. Some courses may be taught in English.

| Language of Instruction | 2014-15 | 2015-16 | 2016-17 |
|-------------------------|---------|---------|---------|
| Arabic | 2 | 2 | 3 |
| Chinese | 1 | 1 | 3 |
| French | 5 | 9 | 9 |
| German | 1 | 2 | 0 |
| Italy | 0 | 0 | 1 |
| Japanese | 0 | 4 | 3 |
| Nepalese | 1 | 0 | 0 |
| Portuguese | 1 | 0 | 4 |
| Russian | 3 | 2 | 1 |
| Spanish | 23 | 19 | 29 |

Table XXIIIc. Courses Offered in English. One Required Language Course (particularly when the student has no prior language study). English is not the primary language of instruction of the country. For some programs, advanced language study is available.

| Country | 2014-15 | 2015-16 | 2016-17 |
|---------|---------|---------|---------|
| Austria | 0 | 2 | 0 |

| | | | |
|--|-----|-----|-----|
| Brazil | 1 | 0 | 0 |
| China | 2 | 1 | 1 |
| Costa Rica | 1 | 0 | 1 |
| Czech Republic | 4 | 2 | 0 |
| Germany | 1 | 0 | 0 |
| India | 3 | 0 | 0 |
| Israel | 0 | 0 | 2 |
| Italy | 1 | 2 | 7 |
| Jordan | 0 | 1 | 0 |
| Mexico | 0 | 1 | 0 |
| Morocco | 1 | 2 | 1 |
| Peru | 0 | 1 | 0 |
| Poland | 1 | 2 | 0 |
| South Africa | 0 | 0 | 1 |
| South Korea | 0 | 0 | 1 |
| Spain | 2 | 1 | 2 |
| Tunisia | 0 | 1 | 0 |
| Turkey | 0 | 1 | 0 |
| Total | 17 | 17 | 16 |
| Percentage of Total Student Participation | 13% | 13% | 10% |

Table XXIII d. Courses Taught in English. Language Courses may be available but not required. English is not the primary language of instruction of the country.

| Country | 2014-15 | 2015-16 | 2016-17 |
|--|----------------|----------------|----------------|
| Bhutan | 0 | 0 | 2 |
| China | 0 | 1 | 0 |
| Czech Republic | 1 | 0 | 0 |
| Denmark | 7 | 10 | 10 |
| France | 0 | 0 | 1 |
| Germany | 0 | 0 | 2 |
| Hungary | 5 | 3 | 7 |
| Italy | 9 | 1 | 1 |
| Israel | 0 | 1 | 1 |
| Netherlands | 1 | 1 | 1 |
| Spain | 0 | 0 | 2 |
| Taiwan | 1 | 0 | 0 |
| Sweden | 0 | 2 | 3 |
| Total | 24 | 19 | 30 |
| Percentage of Total Student Participation | 18% | 14% | 19% |

Table XXIIIe. English is one of the Languages of Instruction of the Country & Multi-country Programs conducted in English. May be possible to study languages.

| Country | 2014-15 | 2015-16 | 2016-17 |
|--|------------|------------|------------|
| Australia | 9 | 7 | 15 |
| Ghana | 3 | 0 | 0 |
| Hong Kong | 0 | 0 | 1 |
| Ireland | 4 | 3 | 2 |
| Multiple Countries | 2 | 5 | 3 |
| New Zealand | 1 | 3 | 3 |
| Singapore | 0 | 0 | 1 |
| South Africa | 6 | 6 | 5 |
| Turks and Caicos | 0 | 0 | 1 |
| United Kingdom | 27 | 27 | 30 |
| Total | 53 | 56 | 61 |
| Percentage of Total Student Participation | 41% | 43% | 38% |

V. Swarthmore College Funded Short-term International Activities

Table XXIV. Winter/Summer Funded Activities

| College Sponsors | Summer 2014 | Summer 2015 | Winter/Summer 2016 | Summer 2017 |
|--------------------------|-------------|-------------|--------------------|-------------|
| Evans Scholars | 3 | 4 | 1 | 0 |
| Lang Center | 31 | 25 | 33 | 18 |
| Summer Research Funding* | 31 | 23 | 43 | 43 |
| Separate Dept. Funding | 5 | 9 | 3 | 4 |
| Totals | 70 | 61 | 80 | 65 |

*Summer 2016: Fourteen students pursued language study. China-4, France-3, Japan-3, Jordan-1, South Korea-1, Taiwan-2.

*Summer 2017: Seven students pursued language study. China-5, Japan-1, Taiwan-1

Table XXV. Number of Students who Participated in Non-Credit International Activities (Swarthmore students only)

| | Projects or Summer Study Sponsored by Provost Office/Dep | Social Action | Men's & Women's Athletics | Linguistics Summer School* | Conference Participation | Debate Society | Externships | Totals |
|--------------|--|---------------|---------------------------|----------------------------|--------------------------|----------------|-------------|--------|
| 13-14 | 39 | 31 | 33 | NA | NA | NA | NA | 103 |
| 14-15 | 36 | 27 | 0 | 4* | 5 | 3 | NA | 75 |
| 15-16 | 46 | 31 | 23** | 0* | 6 | 5 | NA | 111 |
| 16-17 | 50 | 19 | 112*** | NA | 13 | 9 | 7 | 210 |

* Non-Swarthmore students also participated in these programs (9 students in summer 2015 and 12 students in summer 2016). ** The women's tennis team traveled to Puerto Rico (23 participants).

***The swim team traveled to Puerto Rico (48 participants).

Table XXVI. Winter/Summer Destinations (e.g., Evans Scholars, Lang Center, Summer Research, Department Funded). 2016: 77 students went to 34 countries. 2017: 65 students went to 35 countries.

| Country | Summer 2015 Number of Participants | Summer 2016 Number of Participants | Summer 2017 Number of Participants |
|-------------------------|---|---|---|
| Argentina | 1 | 1 | 1 |
| Australia | 0 | 0 | 2 |
| Austria | 1 | 0 | 0 |
| Bolivia | 1 | 0 | 0 |
| Brazil | 2 | 1 | 4 |
| Canada | 0 | 1 | 2 |
| China | 5 | 7 | 6 |
| Colombia | 0 | 0 | 1 |
| Costa Rica | 0 | 1 | 0 |
| Ecuador | 6 | 3 | 0 |
| Egypt | 2 | 0 | 1 |
| El Salvador | 1 | 0 | 0 |
| Ethiopia | 0 | 0 | 1 |
| France | 3 | 5 | 2 |
| Germany | 0 | 1 | 2 |
| Ghana | 2 | 2 | 1 |
| Greece | 0 | 5 | 1 |
| Haiti | 1 | 1 | 0 |
| Iceland | 1 | 0 | 0 |
| India | 3 | 3 | 1 |
| Indonesia | 0 | 3 | 1 |
| Iran | 1 | 5 | 0 |
| Ireland | 2 | 2 | 5 |
| Israel/Palestine | 0 | 2 | 4 |
| Italy | 5 | 4 | 4 |
| Jamaica | 0 | 1 | 1 |
| Japan | 3 | 9 | 2 |
| Jordan | 1 | 1 | 2 |
| Kazakhstan | 0 | 0 | 1 |
| Kenya | 0 | 2 | 2 |
| Lebanon | 0 | 1 | 1 |
| Mexico | 2 | 2 | 1 |
| Micronesia | 4 | 0 | 0 |
| Mongolia | 1 | 0 | 0 |
| Mozambique | 0 | 2 | 0 |

| | | | |
|---------------------|---|---|---|
| Myanmar | 0 | 1 | 0 |
| Nepal | 1 | 1 | 3 |
| Nicaragua | 1 | 0 | 0 |
| Nigeria | 1 | 1 | 0 |
| Panama | 2 | 0 | 1 |
| Peru | 1 | 0 | 1 |
| Philippines | 1 | 0 | 0 |
| Senegal | 0 | 0 | 1 |
| South Africa | 0 | 0 | 1 |
| South Korea | 1 | 1 | 1 |
| Spain | 2 | 1 | 2 |
| Sri Lanka | 1 | 2 | 1 |
| Switzerland | 0 | 0 | 1 |
| Taiwan | 2 | 2 | 3 |
| Uganda | 0 | 2 | 1 |
| UK | 3 | 6 | 0 |
| Vietnam | 1 | 2 | 0 |
| Zambia | 0 | 0 | 1 |

Chart V. Summer 2017 Participants by World Region

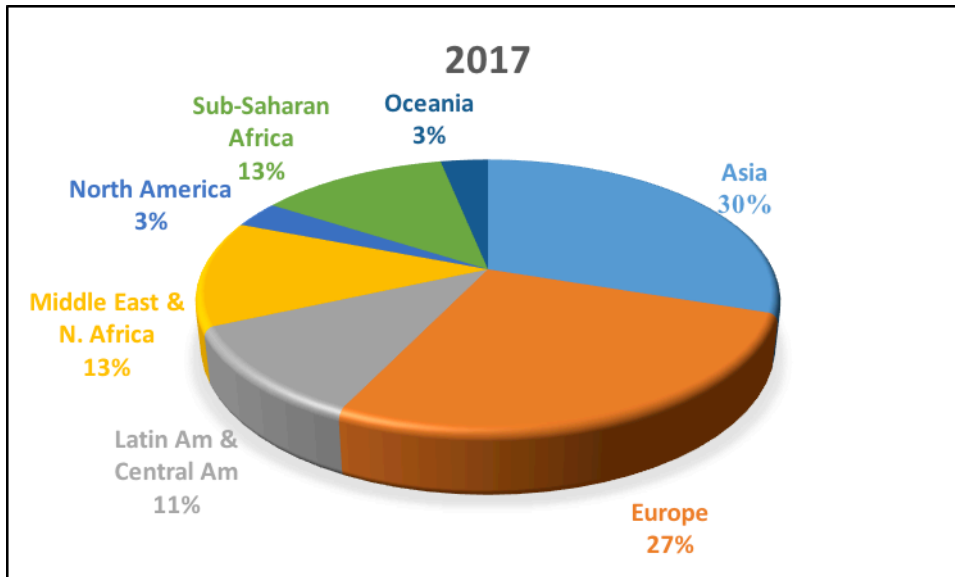
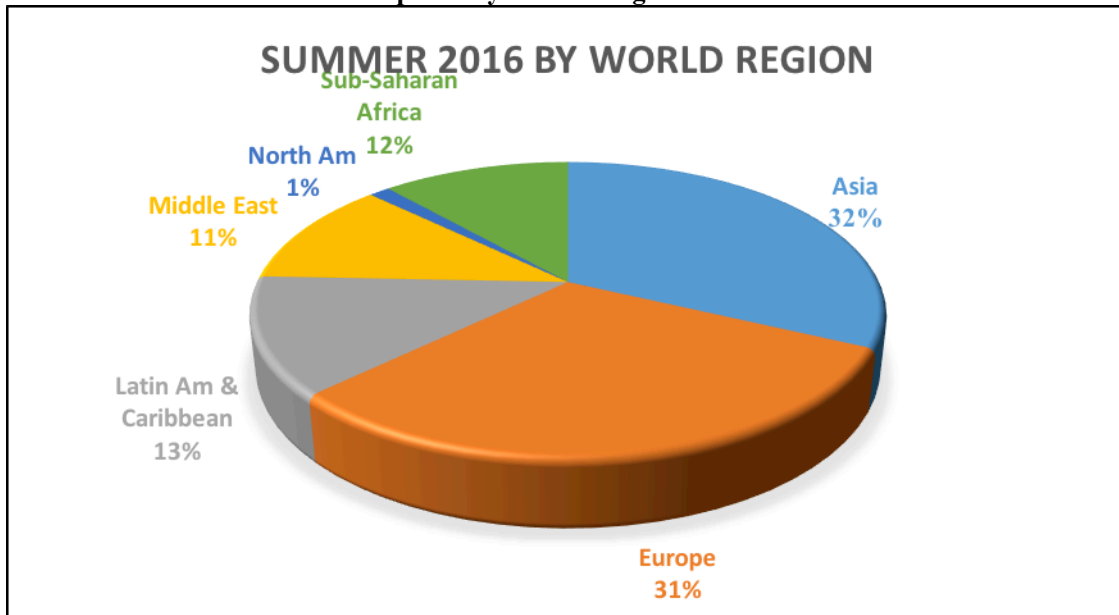


Chart VI. Summer 2016 Participants by World Region



The numbers of students who participated in College-sponsored international activities other than study abroad for credit are indicated in the chart below. When added to the study abroad totals, students participated in at least 443 international activities in 2016-17, compared with 281 in 2015-16. The only decrease in funded or sponsored international activity was by students funded through the Lang Center. The athletics department ran four trips abroad, compared to one in the prior year and the number of embedded study abroad courses increased from two to three. 2016-17 saw a 58% increase in the number of students who were tracked in the OCS Terra Dotta registry and who received services by OCS.

OCS creates travel registries for these activities, trains faculty and staff, creates handbooks for the faculty, and helps prepare students for the athletics and faculty-led programs through orientation programming. The students, along with faculty and staff who traveled with them, were registered in the travel registry, and were registered for CISI health and travel assistance insurance. Group programs were registered by OCS for the State Department STEP program.

OCS coordinates information concerning compliance with student enrollment with the Worth Health Center, Provost Office, the Lang Center, additional sponsoring departments, athletics, career services, and any other sponsors of student travel.

The Worth Health Center staff provided travel health consultations for nearly all of the 443 travelers (the exception being students who were off-campus during the semester prior to travel). The health center organized group travel health consultations for participants in the embedded study abroad courses and for the athletics groups.

OCS also provided assistance to Professor Rachel Merz who will take sixteen students to the Friday Harbor Laboratories in Washington state. The students are enrolled in the travel registry.

Table XXVII. Numbers of Students who Participated in More Than One College-Sponsored International Activity

| College-Sponsored International Activities | Class of 2015 | Class of 2016 | Class of 2017 |
|--|----------------------|----------------------|----------------------|
| Study abroad and one other international activity | 28 | 21 | 28 |
| Study abroad and two other international activities | 4 | 4 | 10 |
| Study abroad and three other international activities | 0 | 0 | 1 |
| Two international activities (no study abroad) | 0 | 3 | 12 |
| Three international activities (no study abroad) | 1 | 1 | 3 |
| Four international activities (no study abroad) | 0 | 0 | 1 |
| Totals | 33 | 29 | 55 |

APPENDIX

Table I. Majors of Students who Studied Abroad (Semester & Year) by Graduating Class

| | 2013 | 2014 | 2015 | 2016 | 2017 |
|---|-------------|-------------|-------------|-------------|-------------|
| Art History | 9 | 1 | 4 | 3 | 2 |
| Art | 3 | 4 | 4 | 3 | 3 |
| Asian Studies | 0 | 2 | 1 | 1 | 0 |
| Biology | 12 | 11 | 16 | 15 | 18 |
| Chemistry | 1 | 0 | 2 | 0 | 4 |
| Chinese | 2 | 4 | 1 | 0 | 0 |
| Classical Studies | 0 | 0 | 1 | 1 | 0 |
| Comparative Literature | 1 | 0 | 0 | 2 | 2 |
| Computer Science | 4 | 12 | 9 | 7 | 12 |
| Dance | 1 | 0 | 0 | 0 | 0 |
| Economics | 13 | 20 | 14 | 22 | 20 |
| Engineering | 3 | 6 | 1 | 7 | 11 |
| English Literature | 14 | 8 | 7 | 13 | 1 |
| Environmental Studies | NA | NA | NA | NA | 0 |
| Film & Media Studies | 4 | 0 | 1 | 4 | 2 |
| French & Francophone Studies | 1 | 1 | 4 | 1 | 2 |
| German Studies | 2 | 0 | 3 | 0 | 0 |
| Greek | 1 | 0 | 0 | 1 | 1 |
| History | 11 | 11 | 11 | 7 | 1 |
| Latin | 0 | 1 | 0 | 1 | 0 |
| Linguistics | 8 | 3 | 5 | 3 | 2 |
| Mathematics | 3 | 8 | 6 | 8 | 6 |
| Music | 0 | 1 | 0 | 1 | 0 |
| Philosophy | 2 | 7 | 4 | 2 | 1 |
| Physics | 0 | 1 | 0 | 0 | 1 |
| Political Science | 23 | 17 | 22 | 20 | 13 |
| Psychology | 13 | 14 | 14 | 7 | 8 |
| Religion | 5 | 4 | 4 | 3 | 0 |
| Russian | 1 | 1 | 1 | 1 | 1 |
| Sociology & Anthropology | 9 | 9 | 17 | 6 | 12 |
| Spanish | 4 | 2 | 5 | 3 | 4 |
| Sp: Aesth & Philosophy of Film | 1 | 0 | 0 | 0 | 0 |
| Sp: Arabic | NA | NA | NA | 2 | 1 |
| Sp: Africana Studies | 1 | 0 | 0 | 0 | 0 |
| Sp: Arabic and French | 1 | 0 | 0 | 0 | 0 |
| Sp: Archaeology | NA | NA | 1 | 0 | 0 |
| Sp: Architecture Study in Art | NA | 1 | 0 | 1 | 0 |
| Sp: Astrophysics | 0 | 0 | 1 | 0 | 1 |
| Sp: Behavioral Economics | NA | 1 | 0 | 0 | 0 |
| Sp: Biochemistry | 1 | 0 | 1 | 0 | 1 |
| Sp: Bioethics | NA | NA | NA | NA | 1 |
| Sp: Black Studies | 1 | 0 | 0 | 0 | 0 |
| Sp: Black Studies & Education St | NA | NA | 1 | 0 | 0 |

| | 2013 | 2014 | 2015 | 2016 | 2017 |
|---|------|------|------|------|------|
| Sp: Black Studies & Literature | NA | NA | NA | 1 | 0 |
| Sp: Cognitive Science | NA | NA | NA | 1 | 1 |
| Sp: Dance and Anthropology | NA | NA | NA | 2 | 0 |
| Sp: Dance and Black Studies | NA | NA | 1 | 0 | 0 |
| Sp: Dance and Education Studie | NA | NA | 1 | 0 | 0 |
| Sp: East Euro Peace Studies | 1 | 0 | 0 | 0 | 0 |
| Sp: Environment & Educa Stu | NA | 1 | 0 | 1 | 0 |
| Sp: Environmental Governance | NA | NA | 1 | 0 | 0 |
| Sp: Environmental Studie & Bio | NA | 1 | 0 | 1 | 0 |
| Sp: Environ Protection & Tech | NA | 1 | 0 | 0 | 0 |
| Sp: Environme Theory & Action | NA | NA | NA | NA | 1 |
| Sp: Film & Media & Educa Studies | 0 | 0 | 1 | 0 | NA |
| Sp: Folklore and Mythology | NA | NA | 1 | 0 | NA |
| Sp: Gender, Global Health & Dev | NA | NA | NA | 1 | 0 |
| Sp: Gender & Sexuality Studies | 1 | 2 | 0 | 1 | 0 |
| Sp: Global Peace & Justice | NA | NA | NA | NA | 1 |
| SP: Health & Societies | NA | NA | 1 | NA | 0 |
| Sp: History & Education Studies | 0 | 1 | 0 | 0 | 0 |
| Sp: Interdisciplina Chinese Stud | NA | 1 | 0 | 0 | 2 |
| Sp: Interpretation Theory | NA | NA | 1 | 0 | 0 |
| Sp: Japanese | 1 | 0 | 1 | 0 | 0 |
| Sp: Japanese Lang, Lit & Culture | 0 | 0 | 0 | 0 | 1 |
| Sp: Latin American Studies | 3 | 0 | 3 | 0 | 0 |
| Sp: Latin Amer Studies & Educ | NA | NA | 3 | 0 | 0 |
| Sp: Linguistics & Educa Studies | 0 | 0 | 0 | 0 | 0 |
| Sp: Linguistics/Languages | 2 | 0 | 0 | 1 | 1 |
| Sp: Lit in Trans/Trans in Lit | NA | 1 | 0 | 0 | 0 |
| Sp: Math & Educational Studies | 1 | 0 | 0 | 0 | 1 |
| Sp: Medical Anthropology | NA | NA | NA | NA | 1 |
| Sp: Middle Eastern Studies | 1 | 0 | 1 | 0 | 1 |
| Sp: Migration Studies | 1 | 0 | 0 | 0 | 0 |
| Sp: Neuroscience | 1 | 1 | 2 | 5 | 4 |
| Sp: Organizational Behavior | NA | NA | NA | NA | 1 |
| Sp: Peace & Conflict Studies | 1 | 1 | 0 | 1 | 2 |
| Sp: Peace & Conflict Education | NA | NA | 1 | 0 | 0 |
| Sp: Peace, Conflict & Gender St | NA | NA | NA | NA | 1 |
| Sp: Poetry and Translation | NA | NA | NA | 1 | 0 |
| Sp: Political Conflict | NA | 1 | 0 | 0 | 0 |
| Sp: Poli Sci & Educ Studies | 2 | 1 | 4 | 2 | 0 |
| Sp: Psychology & Educ Studies | 0 | 5 | 1 | 2 | 1 |
| Sp: Russian Lit, Hist, Comp Pol | NA | NA | 1 | 0 | 0 |
| Sp: Sign Language Theatre | 1 | 0 | 0 | 0 | 0 |
| Sp: Soc-Anth & Educatio Studies | 4 | 4 | 3 | 2 | 4 |
| Sp: Spanish & Education Studies | NA | NA | NA | NA | 1 |
| Sp: Span Lit & Education Studies | NA | NA | NA | NA | 1 |
| Sp: Theatre and Dance | NA | NA | NA | 1 | 0 |
| Sp: Urban Studies | NA | NA | 1 | 0 | 0 |

| | | | | | |
|---------------------------------------|-----|-----|-----|-----|-----|
| Sp: Urban History and Politics | NA | NA | NA | 1 | 0 |
| Theatre Studies | 1 | 2 | 3 | 0 | 2 |
| Total | 176 | 173 | 192 | 169 | 161 |

Note: Students with double majors are counted with both

Table II. Top Majors of Students who Studied Abroad (Sem & Year) by Graduating Class

| | 2013 | 2014 | 2015 | 2016 | 2017 |
|---|-------------|-------------|-------------|-------------|-------------|
| Art | 3 | 4 | 4 | 3 | 2 |
| Art History | 9 | 1 | 4 | 3 | 3 |
| Biology | 12 | 11 | 16 | 15 | 18 |
| Computer Science | 4 | 12 | 9 | 7 | 12 |
| Economics | 13 | 20 | 14 | 22 | 20 |
| Engineering | 3 | 6 | 1 | 7 | 11 |
| English Literature | 14 | 8 | 7 | 13 | 1 |
| History | 11 | 11 | 11 | 7 | 1 |
| Linguistics | 8 | 3 | 5 | 3 | 2 |
| Mathematics | 3 | 8 | 6 | 8 | 6 |
| Philosophy | 2 | 7 | 4 | 2 | 1 |
| Political Science | 23 | 17 | 22 | 20 | 13 |
| Psychology | 13 | 14 | 14 | 7 | 8 |
| Religion | 5 | 4 | 4 | 3 | 0 |
| Sociology & Anthropology | 9 | 9 | 17 | 6 | 12 |
| Soc & Anthro & Education | 4 | 4 | 4 | 2 | 4 |
| Spanish | 4 | 2 | 5 | 3 | 4 |

Note: Students with double majors are counted with both

Table III. Minors of Students who Studied Abroad by Graduating Class

| | 2013 | 2014 | 2015 | 2016 | 2017 |
|------------------------------------|-------------|-------------|-------------|-------------|-------------|
| Ancient History | 0 | 0 | 0 | 1 | 0 |
| Arabic Studies | 0 | 0 | 0 | 0 | 1 |
| Art History | 7 | 4 | 0 | 1 | 0 |
| Asian Studies | 0 | 0 | 1 | 0 | 0 |
| Biology | 4 | 3 | 1 | 6 | 3 |
| Black Studies | 2 | 4 | 3 | 3 | 2 |
| Chemistry | 0 | 1 | 1 | 0 | 4 |
| Chinese | 3 | 1 | 3 | 2 | 1 |
| Classical Studies | 1 | 2 | 1 | 1 | 0 |
| Cognitive Science | 0 | 4 | 1 | 1 | 2 |
| Computer Science | 1 | 5 | 2 | 1 | 4 |
| Dance | 0 | 0 | 1 | 0 | 1 |
| Economics | 2 | 1 | 1 | 0 | 0 |
| Educational Studies | 12 | 2 | 4 | 4 | 2 |
| Engineering | 0 | 1 | 0 | 0 | 0 |
| English Literature | 9 | 12 | 6 | 4 | 3 |
| Environmental Studies | 1 | 2 | 2 | 7 | 6 |
| Film and Media Studies | 4 | 2 | 3 | 0 | 0 |
| French & Francophone St | 4 | 4 | 0 | 3 | 3 |

| | | | | | |
|--------------------------------------|-----|----|-----|----|----|
| Gender & Sexuality Stud | 0 | 0 | 2 | 0 | 1 |
| German Studies | 2 | 2 | 1 | 1 | 1 |
| Greek | 0 | 1 | 0 | 0 | 0 |
| History | 7 | 1 | 9 | 2 | 3 |
| Interpretation Theory | 1 | 1 | 2 | 1 | 1 |
| Islamic Studies | 2 | 1 | 5 | 0 | 0 |
| Japanese | 0 | 0 | 0 | 0 | 3 |
| Latin | 1 | 0 | 2 | 0 | 0 |
| Latin American Studies | 12 | 5 | 2 | 0 | 0 |
| Latin Am & Latino Studies | 0 | 0 | 0 | 1 | 2 |
| Linguistics | 3 | 1 | 4 | 1 | 1 |
| Mathematics | 2 | 4 | 1 | 3 | 3 |
| Peace and Conflict Studies | 7 | 1 | 5 | 3 | 4 |
| Philosophy | 6 | 2 | 5 | 3 | 4 |
| Physics | 0 | 0 | 0 | 0 | 1 |
| Political Science | 3 | 2 | 2 | 5 | 1 |
| Public Policy | 3 | 3 | 4 | 6 | NA |
| Psychology | 6 | 4 | 6 | 3 | 8 |
| Religion | 2 | 5 | 3 | 2 | 2 |
| Sociology & Anthropology | 0 | 2 | 1 | 2 | 0 |
| Spanish | 9 | 4 | 10 | 5 | 6 |
| Statistics | 6 | 3 | 3 | 3 | 3 |
| Theatre Studies | 0 | 0 | 2 | 0 | 0 |
| Total | 122 | 92 | 102 | 80 | 80 |

Note: Students with two minors are counted for both.

Table IV. Top Minors of Students who Studied Abroad by Graduating Class

| | 2013 | 2014 | 2015 | 2016 | 2017 |
|--------------------------------------|-------------|-------------|-------------|-------------|-------------|
| Art History | 7 | 4 | 0 | 1 | 0 |
| Biology | 4 | 3 | 1 | 6 | 3 |
| Black Studies | 2 | 4 | 3 | 3 | 2 |
| Chinese | 3 | 1 | 3 | 2 | 1 |
| Computer Science | 1 | 5 | 2 | 1 | 4 |
| Educational Studies | 12 | 2 | 4 | 4 | 2 |
| English Literature | 9 | 12 | 6 | 4 | 3 |
| Environmental Studies | 1 | 2 | 2 | 7 | 6 |
| French & Franco Studies | 4 | 4 | 0 | 3 | 3 |
| History | 7 | 1 | 9 | 2 | 3 |
| Latin American Studies | | | | | |
| Latin Am & Latino Studies | 12 | 5 | 2 | 1 | 2 |
| Linguistics | 3 | 1 | 4 | 1 | 1 |
| Mathematics | 2 | 4 | 1 | 3 | 3 |
| Peace & Conflict Studies | 7 | 1 | 5 | 3 | 4 |
| Philosophy | 6 | 2 | 5 | 3 | 4 |
| Political Science | 3 | 2 | 2 | 5 | 1 |

| | | | | | |
|----------------------|---|---|----|---|----|
| Public Policy | 3 | 3 | 4 | 6 | NA |
| Psychology | 6 | 4 | 6 | 3 | 8 |
| Religion | 2 | 5 | 3 | 2 | 2 |
| Spanish | 9 | 4 | 10 | 5 | 6 |
| Statistics | 6 | 3 | 3 | 3 | 3 |

Table V. Numbers of Students who Participated in More Than One International Activity

| College-Sponsored International Activities | Class of 2015 | Class of 2016 | Class of 2017 |
|--|----------------------|----------------------|----------------------|
| Study abroad and summer research/dept funded | 14 | 7 | 6 |
| Study abroad and summer social action | 6 | 3 | 7 |
| Study abroad and athletics trip | 6 | 5 | 9 |
| Study abroad and short-term/embedded study progr | 0 | 4 | 3 |
| Study abroad and international conference | 0 | 1 | 2 |
| Study abroad and debate competition | 1 | 0 | 0 |
| Study abroad and Evans funded project | 1 | 1 | 1 |
| Study abroad, summer research, and conference | 2 | 0 | 0 |
| Study abroad, summer research, and athletics | 1 | 0 | 0 |
| Study abroad, summer research, and social action | 0 | 2 | 1 |
| Study abroad, social action, and athletics | 0 | 0 | 2 |
| Study abroad and two research projects | 1 | 1 | 0 |
| Study abroad and two social action projects | 0 | 1 | 1 |
| Study abroad, social action, embedded study program | 0 | 0 | 3 |
| Study abroad, embedded study abroad, externship | 0 | 0 | 1 |
| Study abroad and two embedded study abroad | 0 | 0 | 1 |
| Study abroad and two debate trips | 0 | 0 | 1 |
| Study abroad and three social action projects | 0 | 0 | 1 |
| Two summer social action projects | 1 | 1 | 2 |
| Two embedded study abroad programs | 0 | 0 | 1 |
| One summer research and one social action project | 0 | 0 | 3 |
| One summer research and one embedded study abr | 0 | 0 | 1 |
| One social action and one athletics trip | 0 | 0 | 1 |
| One embedded study abroad and one athletics trip | 0 | 0 | 1 |
| Linguistics summer school and research | 0 | 1 | 0 |
| Research and conference | 0 | 0 | 1 |
| Research and athletics | 0 | 0 | 1 |
| Two athletics trips | 0 | 0 | 1 |
| Two Evans-funded programs | 0 | 1 | 0 |
| Research and two debate competitions | 0 | 1 | 0 |
| Three summer research/dept funded | 0 | 0 | 1 |
| Two summer research projects and one conference | 0 | 0 | 1 |
| Three social action projects | 0 | 0 | 1 |
| Four debate trips | 0 | 0 | 1 |
| Totals | 33 | 29 | 55 |

Table VI. Domestic Off-Campus Study

| Location | Program | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 |
|----------------|-----------------------------------|-------|-------|-------|-------|-------|
| Woods Hole, MA | Semester in Environmental Science | NA | NA | NA | 1 | 1 |

Table VII. Enrollment in the Semester/Year Abroad Programs over Five Years

Notes: Students enrolled in the same program for one academic year are counted once. If individual students participate in more than one study abroad program in the same year, the column totals will not equal the number of students who studied abroad that year. Grey rows indicate approved programs that have not had Swarthmore participants in the past five years. Students enrolled in the spring short-term program to China and Israel/Palestine are not included.

P = Participation in a Petition Program. * = No longer approved.

NA = Program is not available or was not approved in earlier years

| Country | Program | '12-'13 | '13-'14 | '14-'15 | '15-16 | '16-'17 |
|-----------|-----------------------------------|---------|---------|---------|--------|---------|
| Argentina | CIEE | 0 | 2 | 2 | 1 | 0 |
| Argentina | IFSA-Butler in Mendoza | NA | 0 | 0 | 0 | 0 |
| Argentina | Knox College in Buenos Aires | 0 | 0 | 0 | 0 | 1 |
| Argentina | Middlebury College | NA | NA | NA | NA | 0 |
| Argentina | School for International Training | 1 | 1 | 1 | 0 | 0 |
| Argentina | Swarthmore in Buenos Aires | 4 | 4 | 8 | NA | NA |
| Australia | Australian National University | 0 | 0 | 0 | 1 | 1 |
| Australia | Butler/University of Tasmania | 0 | 0 | 0 | 0 | 0 |
| Australia | Griffith University | 0 | 0 | 0 | 0 | 0 |
| Australia | James Cook University | 1 | 1 | 2 | 2 | 1 |
| Australia | Macquarie University | 0 | 0 | 0 | 0 | 1 |
| Australia | University of Melbourne | 1 | 1 | 1 | 1 | 0 |
| Australia | School for Field Studies | 1 | 1 | 1 | 0 | 0 |
| Australia | School for International Training | 0 | 1 | 1 | 0 | 1 |
| Australia | University of Adelaide | 0 | 0 | 0 | 0 | 0 |
| Australia | University of New South Wales | 3 | 0 | 2 | 0 | 1 |
| Australia | University of Queensland | 0 | 0 | 2 | 0 | 2 |
| Australia | University of Sydney | 0 | 0 | 0 | 3 | 8 |
| Australia | University of Western Australia | 0 | 0 | 0 | 0 | 0 |
| Austria | Binghamton University | 1 | 0 | 0 | 0 | 0 |
| Austria | Bowling Green State University | 0 | 0 | 0 | 0 | 0 |
| Austria | IES | 2 | 0 | 0 | 2 | 0 |

| Country | | Program | '12- '13 | '13- '14 | '14- '15 | '15- '16 | '16- '17 |
|------------|---|---------------------------------------|-------------|-------------|-------------|-------------|-------------|
| Belgium | | IFE Europe/Brussels | NA | 0 | 0 | 0 | 0 |
| Bhutan | | School for Field Studies | NA | NA | NA | 0 | 2 |
| Bolivia | | School for International Training | 1 | 0 | 0 | 0 | 0 |
| Botswana | | Pitzer College | 0 | 1 | 0 | 0 | 0 |
| Brazil | P | Brown | NA | NA | NA | NA | 1 |
| Brazil | | CIEE | 1 | 0 | 1 | 0 | 1 |
| Brazil | | School for International Training | 0 | 0 | 1 | 0 | 1 |
| Cambodia | | School for Field Studies | 0 | 0 | 0 | 0 | 0 |
| Cameroon | | School for International Training | NA | NA | NA | 0 | 0 |
| Chile | | IFSA-Butler | 1 | 0 | 0 | 2 | 0 |
| Chile | | Middlebury College | 0 | 1 | 0 | 0 | 1 |
| Chile | | SIT Comparative Education | 1 | 2 | 0 | 0 | 2 |
| Chile | | SIT Public Health | 1 | 2 | 1 | 1 | 2 |
| Chile | | Tufts University | 0 | 0 | 0 | 0 | 1 |
| China | | ACC Hamilton College | 0 | 1 | 0 | 0 | 1 |
| China | P | Alliance Shanghai | 1 | NA | NA | 1 | 0 |
| China | | CET Academic Programs | 1 | 0 | 0 | 0 | 0 |
| China | P | CIEE Shanghai China in Global Context | NA | NA | NA | 1 | 0 |
| China | P | IES Shanghai | 2 | NA | 0 | 0 | 0 |
| China | | Inter-Univ Chinese Language Studies | 0 | 0 | 0 | 0 | 0 |
| China | | Jingdezhen Ceramic Institute | NA | 0 | 1 | 0 | 0 |
| China | | Middlebury College | 1 | 2 | 0 | 1 | 2 |
| China | | Pitzer College | 0 | 2 | 0 | NA | NA |
| China | | School for International Training | 0 | 0 | 0 | 0 | 1 |
| China | P | NYU Shanghai | NA | NA | 1 | NA | NA |
| China | P | Columbia/Tsinghua University | 1 | NA | NA | NA | NA |
| China - HK | | Chinese University of Hong Kong | 0 | 0 | 0 | 0 | 0 |
| China - HK | | University of Hong Kong | NA | 1 | 0 | 0 | 1 |
| China - HK | | University of Hong Kong/Tufts | 0 | 0 | 0 | 0 | 0 |
| Costa Rica | | Augsburg College | 0 | 0 | 0 | 0 | 0 |
| Costa Rica | | Cloud Forest School | 3 | 1 | 1 | 0 | 1 |
| Costa Rica | | ICADS | 0 | 0 | 0 | 1 | 0 |
| Costa Rica | | IFSA-Butler Universidad Nacional | 0 | 0 | 0 | 0 | 0 |
| Costa Rica | | Pitzer College | 0 | 1 | 0 | 0 | 0 |
| Costa Rica | | School for Field Studies | 0 | 0 | 0 | 0 | 0 |
| Costa Rica | | University of Kansas | 0 | 0 | 0 | 0 | 0 |
| Cuba | | Brown in Cuba CASA | NA | NA | NA | 1 | 4 |
| Cuba | P | Hampshire College | NA | NA | NA | NA | 1 |
| Cuba | | IFSA-Butler | NA | NA | NA | 0 | 0 |

| Country | Program | '12- '13 | '13- '14 | '14- '15 | '15- 16 | '16- '17 |
|--------------------|---|-------------|-------------|-------------|------------|-------------|
| Cuba | Sarah Lawrence University | 0 | 5 | 2 | 4 | 2 |
| Cuba | School for International Training | NA | NA | NA | 0 | 0 |
| Czech Republic | Collegium Hieronymi Pragensis | 1 | 4 | 1 | 0 | NA |
| Czech Republic | Prague Film School | 0 | 0 | 1 | 0 | 0 |
| Czech Republic | ISEP/Swarthmore in Brno | 0 | 0 | 1 | 0 | 0 |
| Czech Republic | SIT | 0 | 0 | 1 | 1 | 0 |
| Czech Republic | UPCES | NA | 1 | 1 | 1 | 1 |
| Denmark | Danish Institute for Study Abroad | 10 | 5 | 7 | 10 | 10 |
| Dominican Republic | CIEE | 0 | 0 | 0 | 0 | 0 |
| Ecuador | Duke University | 1 | NA | NA | NA | NA |
| Ecuador | HECUA | 2 | 3 | 0 | 0 | 0 |
| Ecuador | Pitzer College | 0 | 0 | 0 | 0 | 0 |
| Ecuador | School for International Training | 0 | 0 | 0 | 1 | 0 |
| Egypt | American University of Cairo | 1 | 0 | 0 | 0 | 0 |
| Egypt | Hedayet | 0 | 0 | 0 | 0 | 0 |
| France | Academic Programs Abroad | 5 | 1 | 2 | 0 | 3 |
| France | P American University Center Provence | 1 | NA | NA | NA | NA |
| France | P AIFS Grenoble | NA | NA | NA | NA | 1 |
| France | P Columbia University | NA | NA | 1 | NA | NA |
| France | P Georgia Tech Lorraine | NA | NA | NA | NA | 1 |
| France | P IES Nice | NA | NA | NA | 1 | NA |
| France | Internships in Francophone Europe Paris | 0 | 6 | 0 | 1 | 0 |
| France | IFE Strasbourg | NA | NA | 2 | 0 | 1 |
| France | Middlebury College/Bordeaux | 1 | 0 | 0 | 0 | 0 |
| France | Middlebury – Paris | 0 | 0 | 0 | 1 | 2 |
| France | Middlebury - Poitiers | NA | NA | NA | 0 | 0 |
| France | Smith College | 0 | 0 | 0 | 0 | 0 |
| France | Sweet Briar College | 2 | 0 | 0 | 1 | 0 |
| France | Vassar-Wesleyan | 1 | 2 | 0 | 0 | 0 |
| France | Wellesley College | 1 | 2 | 0 | 0 | 1 |
| Germany | Berlin Consortium – Columbia | 2 | 2 | 1 | 2 | 0 |
| Germany | Dickinson College | 0 | 0 | 0 | 0 | 0 |
| Germany | Duke University | 0 | 0 | 1 | 0 | 0 |
| Germany | P IES Abroad Germany | 1 | NA | NA | NA | NA |
| Germany | P Jacobs University | NA | NA | NA | NA | 2 |
| Germany | Junior Year in Munich | 0 | 0 | 0 | 0 | 0 |
| Germany | P New York University | NA | 1 | NA | NA | NA |
| Germany | Smith College | 0 | 0 | 0 | 0 | 0 |
| Germany | Tufts University | 1 | 0 | 0 | 0 | 0 |

| Country | Program | '12-'13 | '13-'14 | '14-'15 | '15-'16 | '16-'17 |
|-----------|---|---------|---------|---------|---------|---------|
| Germany | Wesleyan/Vanderbilt/Wheaton Regensburg | 0 | 0 | 0 | 0 | 0 |
| Ghana | School for International Training | NA | NA | NA | NA | 0 |
| Ghana | Ashesi University College Exchange | NA | NA | 1 | 0 | 0 |
| Ghana | Swarthmore - University of Ghana Legon/ISEP (started spring 2014) | 0 | 1 | 2 | 0 | 0 |
| Greece | Arcadia University | 0 | 0 | 0 | 0 | 0 |
| Greece | College Year Abroad | 0 | 0 | 0 | 0 | 0 |
| Guatemala | University of Arizona | 0 | 0 | 0 | 0 | 0 |
| Hungary | AIT/Budapest | 0 | 1 | 4 | 3 | 5 |
| Hungary | Bard/Central European University | 0 | 1 | 0 | 2 | 1 |
| Hungary | Budapest Semester in Mathematics | 1 | 2 | 1 | 2 | 1 |
| Hungary | Budapest Semester Math & Education | NA | NA | NA | 1 | 0 |
| Hungary | CIEE | 0 | 1 | 0 | 0 | 0 |
| Iceland | School for International Training | NA | NA | NA | NA | 0 |
| India | Carlton/Antioch College | 0 | 0 | 1 | 0 | 0 |
| India | Associated Colleges of the Midwest | 0 | 0 | 0 | 0 | 0 |
| India | P Brown University | 1 | NA | NA | NA | NA |
| India | Emory Tibetan Studies | NA | 0 | 0 | 0 | 0 |
| India | School for International Training | 0 | 1 | 1 | 0 | 0 |
| India | SITA | 0 | 0 | 0 | 0 | 0 |
| India | CET/University of Wisconsin | 0 | 0 | 1 | 0 | 0 |
| Indonesia | School for International Training | NA | NA | NA | NA | 0 |
| Ireland | NUI Galway | 2 | 1 | 1 | 0 | 0 |
| Ireland | Trinity College Dublin | 1 | 0 | 2 | 2 | 1 |
| Ireland | University College Cork | 1 | 2 | 0 | 1 | 0 |
| Ireland | University College Dublin | 0 | 1 | 1 | 0 | 1 |
| Ireland | University of Limerick | 0 | 0 | 0 | 0 | 0 |
| Israel | Ben Gurion University | 0 | 0 | 0 | 0 | 1 |
| Israel | Hebrew University | 0 | 0 | 0 | 0 | 1 |
| Israel | Tel Aviv University | 0 | 0 | 0 | 1 | 0 |
| Israel | University of Haifa | 0 | 0 | 0 | 0 | 1 |
| Italy | CET | 0 | 0 | 0 | 0 | 0 |
| Italy | Duke/ICCS | 0 | 0 | 3 | 0 | 3 |
| Italy | P Indiana U BCSP Consortium | 1 | NA | NA | NA | NA |
| Italy | IES | 0 | 0 | 0 | 0 | 1 |
| Italy | P John Cabot University Rome | 1 | NA | NA | NA | NA |
| Italy | Pitzer College | 0 | 0 | 0 | 0 | 1 |
| Italy | P Providence College/CEA Rome | NA | 1 | NA | NA | NA |
| Italy | Siena Italian Studies | 0 | 0 | 0 | 0 | 0 |

| Country | Program | '12- '13 | '13- '14 | '14- '15 | '15- 16 | '16- '17 |
|-------------|------------------------------------|-------------|-------------|-------------|------------|-------------|
| Italy | Siena School for Liberal Arts | 0 | 2 | 2 | 0 | 0 |
| Italy | Smith College | 0 | 0 | 0 | 0 | 0 |
| Italy | Studio Arts Center International | 0 | 0 | 0 | 1 | 1 |
| Italy | Temple University Rome | 6 | 2 | 4 | 2 | 2 |
| Italy | Trinity College Rome | 0 | 0 | 1 | 0 | 1 |
| Japan | AIKOM/U. of Tokyo Exchange (16/17) | 0 | 1 | 0 | 1 | 4 |
| Japan | Carlton/Antioch College | 1 | 2 | 0 | 0 | NA |
| Japan | Associated Kyoto Program AKP | 0 | 1 | 0 | 0 | 0 |
| Japan | Columbia, Kyoto Consortium | 1 | 2 | 0 | 2 | 1 |
| Japan | IES – Nagoya | 0 | 0 | 0 | 1 | 2 |
| Japan | P Kansai Gaidai Asian Studies | 1 | NA | NA | NA | NA |
| Japan | Tamagawa University | 0 | 0 | 0 | 0 | 0 |
| Jordan | AMIDEAST | 1 | 2 | 1 | 1 | 0 |
| Jordan | CIEE | 0 | 0 | 0 | 0 | 0 |
| Jordan | Middlebury | NA | NA | NA | 0 | 0 |
| Jordan | Qasid | 0 | 0 | 0 | 0 | 2 |
| Jordan | School for International Training | 0 | 0 | 0 | 1 | 0 |
| Kazakhstan | ACTR | NA | NA | NA | NA | 1 |
| Kenya | School for Field Studies | 0 | 0 | 0 | 0 | 0 |
| Kenya | St. Lawrence University | 0 | 0 | 0 | 0 | 0 |
| Kenya | School for International Training | 0 | 0 | 0 | 0 | 0 |
| Kyrgyzstan | Bard | NA | NA | NA | NA | 0 |
| Lebanon | American University in Beirut | 0 | 0 | 0 | 0 | 0 |
| Madagascar | School for International Training | 0 | 2 | 0 | 1 | 0 |
| Mexico | Border Studies Earlham Program | 0 | 0 | 0 | 0 | 0 |
| Mexico | IFSA-Butler Univ Autonoma Yucatan | 0 | 0 | 0 | 0 | 0 |
| Mexico | P Mexico Solidarity Network | NA | 1 | NA | NA | NA |
| Mexico | P Technologico de Monterrey | NA | NA | NA | 1 | 0 |
| Mongolia | School for International Training | 0 | 0 | 0 | 0 | 0 |
| Morocco | AMIDEAST | 1 | 1 | 1 | 1 | 0 |
| Morocco | AMIDEAST Regional Studies French | NA | NA | NA | NA | 1 |
| Morocco | P Qalam wa Lawh | NA | NA | NA | 1 | NA |
| Morocco | School for International Training | 0 | 1 | 2 | 1 | 1 |
| Mozambique | P ACTR | NA | NA | NA | NA | 1 |
| Namibia | Augsburg College | 0 | 0 | 0 | 0 | 0 |
| Nepal | Cornell | 0 | 0 | 0 | 0 | 0 |
| Nepal | Pitzer College | 0 | 0 | 1 | 0 | 0 |
| Nepal | School for International Training | 0 | 0 | 0 | 0 | 0 |
| Netherlands | CIEE | 0 | 3 | 1 | 1 | 1 |

| Country | Program | '12-'13 | '13-'14 | '14-'15 | '15-16 | '16-'17 |
|--------------|---|---------|---------|---------|--------|---------|
| Netherlands | School for International Training | 0 | 0 | 0 | 0 | 0 |
| New Zealand | P EcoQuest | NA | NA | 1 | NA | NA |
| New Zealand | HECUA | 1 | 0 | 0 | 0 | 0 |
| New Zealand | University Auckland | 2 | 0 | 0 | 1 | 1 |
| New Zealand | University of Canterbury | 0 | 0 | 0 | 0 | 1 |
| New Zealand | University of Otago | 0 | 0 | 0 | 2 | 1 |
| New Zealand | Victoria University | 0 | 0 | 0 | 0 | 0 |
| Nicaragua | ICADS | 0 | 0 | 0 | 0 | 0 |
| Nicaragua | School for International Training | 0 | 0 | 0 | 0 | 0 |
| Norway | HECUA | 1 | 1 | 0 | 0 | 0 |
| Palestine | Birzeit University | 0 | 0 | 0 | 0 | 0 |
| Panama | School for International Training | NA | NA | NA | 0 | 0 |
| Peru | IFSA-Butler | 0 | 0 | 1 | 1 | 1 |
| Peru | School for International Training | NA | NA | NA | 1 | 0 |
| Peru | School for Field Studies | NA | NA | NA | 1 | 0 |
| Poland | Swarthmore College | 1 | 0 | 1 | 2 | 0 |
| Portugal | CIEE | 1 | 0 | 0 | 0 | 0 |
| Puerto Rico | SUNY/Oswego | 0 | 0 | 0 | 0 | 0 |
| Russia | ACTR | 0 | 0 | 0 | 0 | 0 |
| Russia | Bard-Smolny Program | 0 | 1 | 3 | 2 | 0 |
| Russia | CIEE | 0 | 0 | 0 | 0 | 0 |
| Russia | Math in Moscow | 0 | 0 | 0 | 0 | 0 |
| Russia | Middlebury College | 0 | 0 | 0 | 0 | 0 |
| Russia | O'Neill National Theatre | 0 | 0 | 0 | 0 | 0 |
| Rwanda | School for International Training | 1 | 0 | 0 | 0 | 0 |
| Samoa | School for International Training | 0 | 1 | 0 | 0 | 0 |
| Senegal | CIEE | NA | 1 | 0 | 1 | 0 |
| Senegal | Kalamazoo College | 1 | NA | NA | NA | NA |
| Senegal | School for International Training | 0 | 0 | 0 | 1 | 0 |
| Singapore | Yale-NUS Exchange | NA | NA | NA | NA | 1 |
| South Africa | CIEE | 1 | 3 | 0 | 2 | 0 |
| South Africa | Macalester/Pomona/Swarthmore College | 1 | 2 | 6 | 4 | 5 |
| South Africa | OTS | 0 | 0 | 0 | 0 | 0 |
| South Africa | School for International Training | 0 | 0 | 0 | 0 | 1 |
| South Korea | CIEE | 1 | 0 | 0 | 0 | 0 |
| South Korea | SUNY | 0 | 0 | 0 | 0 | 1 |
| Spain | Arcadia | 3 | 1 | 2 | 0 | 0 |
| Spain | Arcadia Fundacion Ortega-Maranon Toledo | 0 | 0 | 0 | 0 | 5 |
| Spain | Brown in Barcelona | NA | 3 | 2 | 1 | 2 |

| Country | | Program | '12- '13 | '13- '14 | '14- '15 | '15- 16 | '16- '17 |
|--------------|---|------------------------------------|-------------|-------------|-------------|------------|-------------|
| Spain | P | Brown in Cantabria | NA | NA | NA | 1 | 0 |
| Spain | | Bucknell in Granada | NA | 1 | 2 | 1 | 1 |
| Spain | P | Elisava/Barcelona | NA | NA | 1 | NA | 0 |
| Spain | | Hamilton College | 9 | 13 | 3 | 2 | 2 |
| Spain | | Middlebury Madrid Getafe | NA | NA | NA | 0 | 0 |
| Spain | | Middlebury Madrid Sede Prim | NA | NA | NA | 2 | 3 |
| Spain | | NYU Madrid | NA | NA | NA | 0 | 2 |
| Spain | | School for International Training | 0 | 1 | 0 | 0 | 0 |
| Spain | P | Smith College in Cordoba | NA | 1 | NA | NA | NA |
| Spain | P | Skidmore in Spain | NA | NA | NA | NA | 1 |
| Spain | P | Sweet Briar College | 1 | NA | NA | NA | NA |
| Spain | P | USAC San Sebastian | NA | NA | NA | NA | 1 |
| Sri Lanka | | ISLE | 0 | 0 | 0 | 0 | 0 |
| Sweden | | Swedish Program | 3 | 0 | 0 | 2 | 2 |
| Sweden | P | DIS | NA | NA | NA | NA | 1 |
| Switzerland | | School for International Training | 1 | 0 | 0 | 2 | 0 |
| Switzerland | | Smith College – Geneva | 0 | 0 | 0 | 0 | 0 |
| Taiwan | | Int'l Chinese Language Program/NTU | 0 | 0 | 1 | 0 | 1 |
| Taiwan | P | National Taiwan University | NA | NA | 1 | NA | NA |
| Taiwan | | Mandarin Training Center | 0 | 0 | 0 | 0 | 0 |
| Taiwan | | National Cheng Kung University | 0 | 0 | 0 | 0 | 0 |
| Tanzania | | School for Field Studies | NA | NA | NA | 0 | 0 |
| Tanzania | | School for International Training | NA | NA | NA | 0 | 0 |
| Thailand | | CIEE | 0 | 0 | 0 | 0 | 0 |
| Thailand | | University of Wisconsin | 0 | 0 | 0 | 0 | 0 |
| Tunisia | | School for International Training | 0 | 0 | 0 | 1 | 0 |
| Turkey | | CIEE | 1 | NA | NA | 0 | 0 |
| Turkey | P | Duke University | 0 | 0 | 0 | 1 | 0 |
| Turkey | | SUNY Binghamton | 0 | 0 | 0 | 0 | 0 |
| Turks/Caicos | | School for Field Studies | 0 | 0 | 0 | 0 | 1 |
| Uganda | | School for International Training | 1 | 0 | 0 | 0 | 0 |
| UK, England | P | Central Saint Martin's | NA | NA | 1 | NA | 0 |
| UK, England | | Courtauld/IES | NA | 1 | 1 | 0 | 0 |
| UK, England | | Goldsmiths, University of London | 0 | 7 | 1 | 0 | 1 |
| UK, England | | Hertford College, Oxford | 1 | 2 | 1 | 2 | 3 |
| UK, England | | INSTEP | 0 | 0 | 0 | 0 | 0 |
| UK, England | | King's College London | 1 | 1 | 2 | 3 | 0 |
| UK, England | | Laban Center for Dance/Butler | 0 | 1 | 0 | 0 | 0 |
| UK, England | | Lady Margaret Hall, Oxford | 1 | 0 | 0 | 0 | 1 |

| Country | Program | '12- '13 | '13- '14 | '14- '15 | '15- 16 | '16- '17 |
|---------------|---|-------------|-------------|-------------|------------|-------------|
| UK, England | LAMDA | 0 | 0 | 0 | 0 | 0 |
| UK, England | Lucy Cavendish, Cambridge | 0 | 0 | 0 | 0 | 0 |
| UK, England | London School of Economics | 1 | 1 | 1 | 2 | 2 |
| UK, England | Mansfield College, Oxford | 1 | 2 | 0 | 1 | 0 |
| UK, England | Queen Mary, University of London | 3 | 2 | 2 | 1 | 3 |
| UK, England | Pembroke College, Cambridge | 1 | 0 | 3 | 0 | 0 |
| UK, England | P Regent's Park College/Oxford | 1 | NA | NA | NA | NA |
| UK, England | Royal Holloway, University of London | 1 | 0 | 0 | 0 | 0 |
| UK, England | Sarah Lawrence, Oxford | 0 | 1 | 0 | 0 | 0 |
| UK, England | Sarah Lawrence Theater BADA | 0 | 1 | 0 | 0 | 0 |
| UK, England | School of Oriental and African Studies | 2 | 2 | 0 | 1 | 2 |
| UK, England | Sheffield University | 0 | 0 | 0 | 0 | 0 |
| UK, England | St Anne's College, Oxford | 0 | 0 | 2 | 0 | 4 |
| UK, England | St Edmund Hall, Oxford | 1 | 1 | 1 | 0 | 2 |
| UK, England | University of Bristol | 0 | 0 | 0 | 0 | 0 |
| UK, England | University of Lancaster | 0 | 0 | 0 | 0 | 0 |
| UK, England | University College London | 5 | 4 | 6 | 11 | 3 |
| UK, England | University of East Anglia | 0 | 0 | 0 | 0 | 0 |
| UK, England | University of Manchester | 0 | 0 | 0 | 0 | 0 |
| UK, England | University of Sussex | 0 | 0 | 0 | 0 | 0 |
| UK, England | University of York | 0 | 0 | 0 | 0 | 0 |
| UK, England | University of Westminster | 0 | 0 | 0 | 0 | 0 |
| UK, England | Wolfson College, Cambridge University | 0 | 0 | 0 | 0 | 0 |
| UK, N Ireland | HECUA | NA | NA | NA | 1 | 1 |
| UK, N Ireland | Swarthmore College/New Semester In N. Ireland began 2013-14 | 0 | 2 | NA | NA | NA |
| UK, N Ireland | Queens University, Belfast | 0 | 0 | 0 | 0 | 0 |
| UK, N Ireland | University of Ulster | 0 | 0 | 0 | 0 | 0 |
| UK, Scotland | University of Aberdeen | 0 | 0 | 0 | 0 | 1 |
| UK, Scotland | University of Edinburgh | 3 | 1 | 4 | 3 | 6 |
| UK, Scotland | University of Glasgow | 0 | 1 | 0 | 0 | 0 |
| UK, Scotland | University of St. Andrews | 1 | 2 | 2 | 2 | 1 |
| UK, Scotland | University of Stirling | 0 | 0 | 0 | 0 | 0 |
| UK, Scotland | Cardiff University | 0 | 0 | 0 | 0 | 0 |
| UK, Wales | University of Wales, Bangor | 0 | 0 | 0 | 0 | 0 |
| Uruguay | Middlebury College | NA | 1 | 0 | 0 | 1 |
| Uruguay | School for International Training | NA | NA | NA | 0 | 0 |
| Vietnam | CET | 0 | 0 | 0 | 0 | 0 |
| Vietnam | CIEE | 0 | 0 | 0 | 0 | 0 |
| Vietnam | School for International Training | 0 | 0 | 0 | 0 | 0 |

| MULTI-COUNTRY | | | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 |
|--|--|---|--------------|--------------|--------------|--------------|--------------|
| Croatia, Bosnia, Serbia | | School for International Training | 0 | 0 | 0 | 0 | 0 |
| Germany/Austria | | Macalester College | 0 | 2 | 0 | 0 | 0 |
| Guatemala, Costa Rica, Nicaragua | | Augsburg College | 0 | 0 | 0 | 0 | 1 |
| Namibia, South Africa | | Augsburg College | 0 | 0 | 0 | 0 | 1 |
| Mexico and Central America | | Augsburg College | 0 | 0 | 0 | 0 | 0 |
| Poland, Germany, Turkey, Czech Republic, Netherlands | | Carlton College Women's and Gender Studies in Europe | 0 | 1 | 0 | 0 | 0 |
| Various | | IHP/Cities in 21st Century Sp 15: Brazil, India, UAE Sp 16: Brazil, India, South Africa) | 2 | 1 | 1 | 2 | 0 |
| Various | | IHP/Climate Change Sp 15: Bolivia, Morocco, Vietnam | NA | NA | 1 | 0 | 0 |
| Various | | IHP/Health & Community Fall (2) 15: Argentina, Hong Kong, Vietnam Fall 16: Argentina, South Africa, Vietnam | 1 | 1 | 0 | 1 | 1 |
| Various | | IHP/Human Rights Fall 15: Chile, Jordan, Nepal | NA | NA | NA | 2 | 0 |
| Various | | Int'l Honors Program/Globalization | 1 | NA | NA | NA | NA |
| Totals | | | 134 | 156 | 131 | 131 | 165 |