

Model	Strengths	Weaknesses	Opportunities	Threats
<p>Orientations & Meetings The pre-departure meeting is intended to prepare students for the education abroad experience, which should be inclusive of the challenges and struggles of returning from a program abroad. At the most basic level, a pre-departure meeting will start the conversation by discussing the realities of reverse culture shock. All orientations and meetings should be designed to address learning outcomes outlined in returnee services.</p>	<ul style="list-style-type: none"> • High participation rates among faculty and students, if mandatory • Information from other campus constituents can be incorporated into information/materials • Celebration of experience abroad prior to sojourn 	<ul style="list-style-type: none"> • If students have traveled before, it may be likely the meeting will be viewed as unnecessary 	<ul style="list-style-type: none"> • Can anchor returnee services objectives to career to aid students in developing vocabulary useful for post-graduate employment/graduate school interviews • Develop a resource guide for students to use while abroad • Design evaluation of effectiveness of meeting and achievement of student learning outcomes • Since this model is designed to aid students in advance of departure, learning can continue during time abroad and after so as to increase transformation process 	<ul style="list-style-type: none"> • Time <ul style="list-style-type: none"> ○ Staff and faculty commitment to organize and execute ○ Students may be overwhelmed by pre-departure expectations

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<p>Conferences</p> <p>Returnee conferences are a collaborative effort hosted and organized by volunteer professionals in higher education (including international education organizations and career services) for all returning students in a geographical region. The goal of the returnee conference is to allow students to process their time spent abroad in a group setting with peers from the region. The conference model allows for resource sharing among colleges, universities, and international education organizations. Finally, it allows students to connect with a larger peer group to support transitions, adjustment and networking.</p>	<ul style="list-style-type: none"> • Diverse information being conveyed while uniting students from different colleges/universities • Collaboration amongst international education organizations and colleges/universities • Time is used wisely so as to maximize learning/processing impact in half day or one day conference 	<ul style="list-style-type: none"> • Volunteer based = large coordination and time commitment • Doesn't provide unique reintegration into student's home campuses • Timing and place of conference could pose an issue for students outside a reasonable circumference 	<ul style="list-style-type: none"> • Possibility to develop pre-conference online reflection • Initiate more intimate roundtable discussions during open sessions (i.e. lunch) • Stagger volunteers so as to reduce fatigue • Encourage discussions on the impact of gender, race, sexuality etc. during their time abroad via guided/facilitated conversations • Potential to offer internship credit for graduate students that help with the conference 	<ul style="list-style-type: none"> • Staffing the conference could pose challenges due to current "overworked" staff conditions • Concerns about the emotional subjects that may be brought up without the type of staff necessary to handle them • Concern that the conference might grow to be too large, neglecting the needs of individual students as the hope is to be able to address/benefit each one

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<p>Returnee Courses</p> <p>Returnee courses give students the opportunity to unpack their experiences in a reflective and academic setting. It is important that a course provides guidance through a process of self-reflection such that students are able to articulate skills gained and integrate them into future professional aspirations. Depending on the organization's goals and circumstances, a returnee course can be credit bearing, a certificate program or an extracurricular model (i.e., non-credit bearing). Collaboration with other departments can be helpful in building varying perspectives and resources into a returnee course that supports reflection, articulation and integration holistically.</p>	<ul style="list-style-type: none"> • A course allows for continuity of the study abroad experience through a gradual process that is well thought out and well organized • Allows students the opportunity to transfer their experience into experience for a future job • Allows the students to transform tourist skills into skills applicable in the professional world 	<ul style="list-style-type: none"> • Directs <i>how</i> students are to “unpack” which may not suit the learning styles of all students • The audience of the class becomes the only audience to articulate the abroad experience to • A course has the potential to lead from struggle not from celebratory place • A non-required course will only benefit students that chose to participate 	<ul style="list-style-type: none"> • Provides a venue for intentional/structured assignments to be done while abroad (i.e. Journaling) allowing the students to be reflective while abroad, thus engaging the student in a plan-do-check-act model of learning • Can engage non-study abroad students through mandatory visits to other classes, resulting in a wider outreach and opportunities for further/deeper dialog/analysis • It would be ideal for students to participate in every phase of the course (before, during and after) 	<ul style="list-style-type: none"> • Re-entry shock discussions have the potential to lead to much negativity if not contextualized appropriately • Relies on student engagement to make the class fulfilling • Academic calendar poses challenges for mixing students coming from different term lengths

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<p>Global Ambassador/Peer Advisor Program</p> <p>Peer mentor and global ambassador programs can improve and enhance returnee services while encouraging greater interaction between prospective, accepted, and past participants in abroad experiences. Examples may include student-led returnee dinners, coffee hours, weekend retreats, and collaborative informational sessions with departments across campus. Additionally, peer mentor and ambassador programs can provide needed marketing and outreach support for education abroad opportunities as well as enhance and strengthen alumni relations and professional networking initiatives. Successful peer mentor and ambassador programming must have clearly outlined and stated objectives, an assessment and evaluation processes, and strongly supportive leadership.</p>	<ul style="list-style-type: none"> • Returnees have knowledge and ability to assist students in both their pre-departure and return process • Works as a way for students to keep their experience abroad “alive” • Helps ease the workload of Study Abroad Offices if mentors are trained to relay their knowledge • Gives mentors an opportunity to assess what events/information the applicant pool will respond to positively 	<ul style="list-style-type: none"> • A Study Abroad Office would need to consider what incentives there are for the ambassadors? Experience to list on resume? Internship? Paid position? • May require extensive training of the ambassadors to have the ability to be sensitive to the diversity of the student body • Consideration needs to be given to how ambassadors are selected for the program? If voluntary, there is the possibility of having a high turnover, resulting in continuous trainings and an increase in Study Abroad Office staff workload 	<ul style="list-style-type: none"> • Can utilize the ambassadors as office help as well as recruiting • Can utilize ambassadors’ ideas concerning events as a way to integrate their experiences onto the campus community/culture • It is suggested that the Study Abroad Office Staff create an assessment of the goals/ outcomes achieved by the ambassadors • Ambassadors can be encouraged to work across campus to get more people on board concerning returning student services • Can consider offering scholarships based on participation in an ambassador program upon return from sojourn 	<ul style="list-style-type: none"> • Impossible to supervise ambassadors all of the time resulting in misguidance • Large time commitments for Study Abroad Office Staff and students • Too many types of ambassadors to keep track of

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<p>Guided Reflection and Public Expression</p> <p>For a number of education abroad returnees, the most effective processing takes place when students are simply given a venue to tell their stories. Facilitating guided reflection through storytelling can be a valuable and multifaceted tool for students to both process their unique set of experiences, and to share with others about the ways those experiences have contributed to personal growth. Through the process of recollecting, formulating, writing, depicting, and telling a meaningful story, students think about their experiences more intentionally, and with fresh perspective on its long-lasting impact. Utilizing a variety of media and/or traditional formats, students can tell their stories in ways that both capture and explain the complexity of their experiences abroad, and require them to articulate how their own pictures, videos, and cultural knowledge inform their ever-changing perspectives and future endeavors.</p>	<ul style="list-style-type: none"> • The creativity of the model draws student’s attention • Involving the pre-departure students brings the whole experience full circle which ensures longevity • Student centered 	<ul style="list-style-type: none"> • Non-mandatory participation can result in reduced attendance rates • Limited timeline might give the impression that the experience ends when the program does 	<ul style="list-style-type: none"> • Credit given for participation • Entitle the workshop so as to draw students who are less “touchy-feely” • Allows for the creation of publishable writings or films 	<ul style="list-style-type: none"> • Resources at a larger institution could become an issue • Justification of human resources for non-credit course