

# AMERICAN INSTITUTE FOR FOREIGN STUDY

Customer Satisfaction Ratings Report 2010







# FROM THE CHAIRMAN

To our esteemed business partners and AIFS staff:

AIFS had a good year in 2009 despite our reduced enrollments and the weak global economy. This was accomplished through a careful reduction in our expenses and hard work from our dedicated staff throughout the world. We greatly appreciate the efforts of our staff in creatively approaching the economic realities of the day. We would like to thank our 500 employees throughout the world and our business partners, field staff and affiliated colleges and universities for helping us to “bring the world together”.

The lead program in 2009 was the Au Pair division followed by the College Division. The most improved financial result was achieved by ACIS who increased their financial contribution from the previous year even with reduced participants.

- The current year continues to be challenging, although we are beginning to see positive economic changes to our marketplace. As we near the half way point of 2010, we can point out the following division accomplishments:
- The College Division has launched new academic programs in Brazil, China and New Zealand.
- Au Pair in America is beginning to show growth in the number of new host family applications and continues to be a financial success.
- Camp America has made excellent progress reducing expenses and is poised for another successful year. It has recently launched a Camper Recruitment program to enroll international students in U.S. camps.
- ACIS, our high school division, has had a remarkable year as it reorganized itself as the quality leader in the industry while greatly increasing its financial contribution.
- Academic Year in America is having another fine year as the Foundation increases its fund balance and scholarships to students. It has also engaged in a partnership with the Institute of International Education to produce books and studies of important developments in educational and cultural exchange.
- CISI has gained many new influential clients as it adds to the

safety and security of our participants and students from other organizations.

- Summer Institute for the Gifted has increased its enrollment greatly in 2010 as it enters its first year as a separate 501(c)3 non-profit organization. It has introduced a new program at Dartmouth University and expanded its popular commuter program.

Once again, AIFS and its affiliate Foundations will award nearly \$1.5 million in scholarships. Partners include Carmel Hill Foundation, the Hispanic Association of Colleges and Universities (HACU), the National Association for Equal Opportunities in Higher Education (NAFEO), the Robert F. Kennedy Center for Social Justice and Human Rights plus trustee donors from the National Society for the Gifted and Talented (NSGT) and the AIFS Foundation.

In 2010, in addition to the aforementioned Camper Recruitment program, we are establishing the China Studies Institute to increase the number of U.S. students studying in China and bring more Chinese students to the U.S. to attend our colleges and universities. This new membership organization will also hold an annual conference and publish important studies in the field.

Our University Prep program and International Student Recruitment Service will launch in 2010. We hope to expand our worldwide recruiting of students for academic programs much like we have expanded our recruiting of high school students, au pairs and camp counselors.

In total, more than 1.5 million students and teachers have participated in AIFS programs since we were founded in 1964. We are extremely proud of having changed so many lives for the better. This has been achieved by your tremendous efforts.

At the cornerstone of our success are our program evaluations. Without measuring and delivering quality, there can be no success. Our evaluations for 2009 were strong; nine out of ten of our participants and affiliates (including au pairs, au pair host families, Camp America counselors, camp directors, high school students and university partners) have rated our services excellent or good.

Yours sincerely,

Sir Cyril Taylor, GBE  
Chairman

# AIFS GROUP-WIDE

## AIFS AND FOUNDATION TOTALS Would you recommend the program?

	2009			2008		
	# responses	% yes	% no	# responses	% yes	% no
ACIS group leaders	494	96	4	800	95	4
Au Pair in America host families	1,132	94	6	1,187	94	6
Au Pair in America participants	1,068	92	8	1,144	90	10
Camp America participants	3,027	87	13	2,568	85	14
Camp America directors	352	97	3	548	95	4
Resort America managers	11	100	0	30	88	2
Resort America participants	114	82	18	179	90	10
Cultural Insurance Services International	155	99	1	72	99	1
Academic Year in America students	580	96	3	271	97	3
Academic Year in America host families	262	87	12	191	88	12
College spring semester students	1,132	93	5	929	92	5
College fall semester students	519	97	2	714	94	7
College summer students	657	94	4	623	97	2
Richmond visiting students—spring	171	86	14	106	89	11
Richmond visiting students—fall	81	93	7	109	97	3
Richmond visiting students—summer	223	97	3	223	98	2
Partnership programs—spring	529	96	4	534	98	2
Partnership programs—fall	236	98	2	223	97	3
Partnership programs—summer	698	96	4	1,005	96	4
Summer Institute for the Gifted parents	335	94	6	353	93	7
Summer Institute for the Gifted students	1,385	90	10	1,360	91	9
<b>Total</b>	<b>13,161</b>	<b>94</b>	<b>6</b>	<b>13,169</b>	<b>94</b>	<b>6</b>

Would you recommend program? *based on 13,161 responses*



# COLLEGE DIVISION

## Academic Year and Semester (AY&S) and Summer abroad programs

The College Division of AIFS provides comprehensive programs for students wishing to study abroad for an academic year, semester or summer. Each year over 5,000 students participate in AIFS programs.

AIFS programs are all inclusive, and offered at fees affordable to the average student. Locations include Australia, Austria, Brazil, China, Costa Rica, the Czech Republic, England, France, Germany, India, Ireland, Italy, New Zealand, Peru, Russia, South Africa and Spain. AIFS partners with the finest colleges and universities in these countries to ensure high academic standards and a diverse range of course offerings.

Internship programs provide students the opportunity to gain valuable work experience in international settings such as Sydney, Australia; Salzburg, Austria; Cannes, France; Florence, Italy; and London, England.

### Would you recommend the College Division program?

*based on 1,098 responses from 1,132 spring semester participants (at all campuses except Richmond)*

YES  93%

NO  5%

## Overall measurement

Quality control is an on-going process. To ensure that AIFS programs meet the needs of students and their home institutions, a variety of evaluation, inspection and review mechanisms are used.

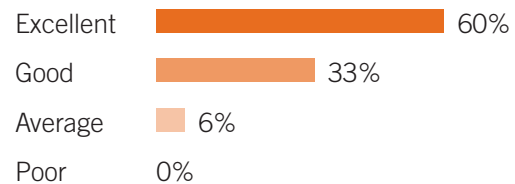
## Student evaluations

Students are asked to complete an evaluation before leaving campus at the end of the semester. The local Resident Director reviews all evaluations and forwards them to London and Stamford, usually with a brief report. The evaluations are read by the Director of Programs in London and the responses in each category are tabulated. The tabulated responses are compared with responses from previous semesters. The Director of Programs reviews responses with each Resident Director and, where appropriate, with the host institution. Evaluations are then forwarded to the Stamford office and are reviewed by the College Division staff.

*Responses from spring 2009 semester students*

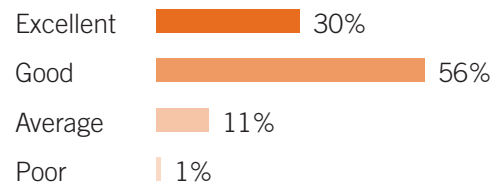
### Overall Experience

*based on 1,098 responses*



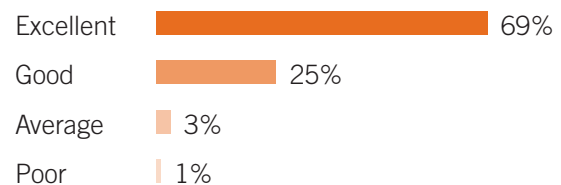
### Educational Content

*based on 1,098 responses*



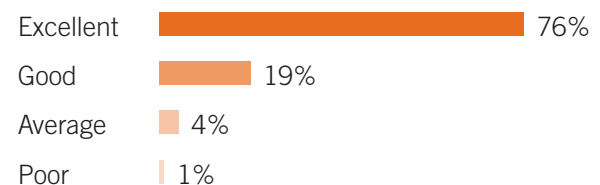
### Cultural Activities

*based on 1,098 responses*



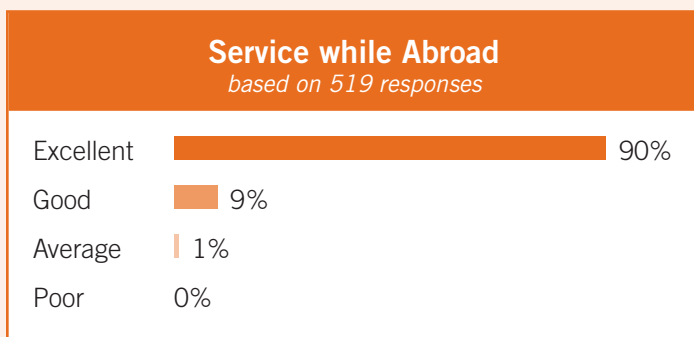
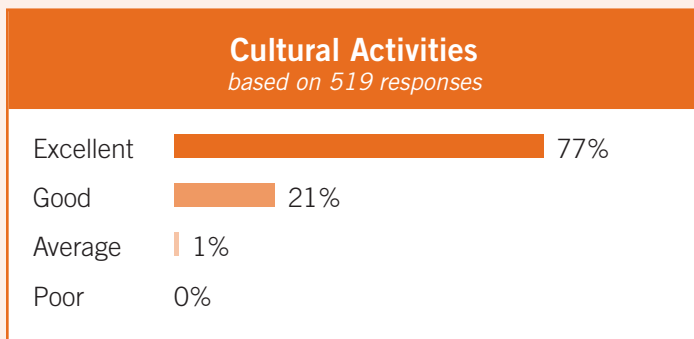
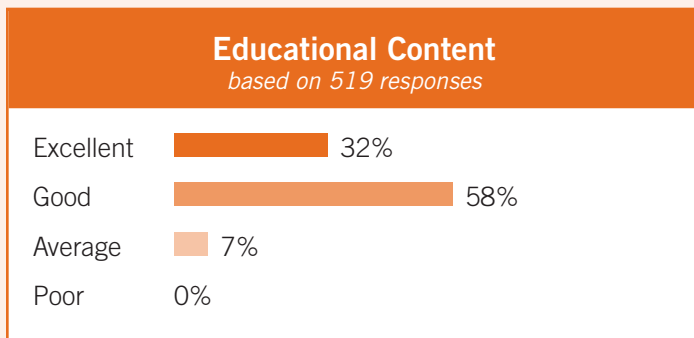
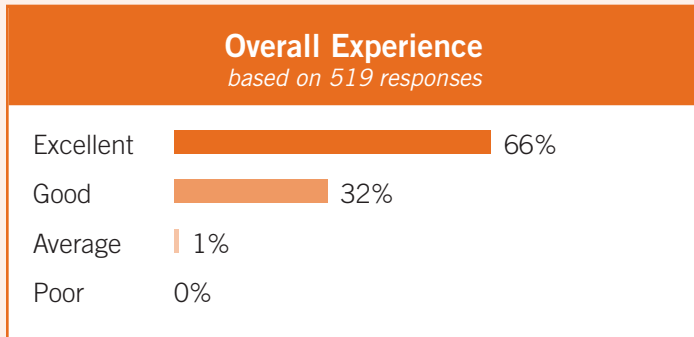
### Service while Abroad

*based on 1,098 responses*



*(When less than 100% some questions were not answered)*

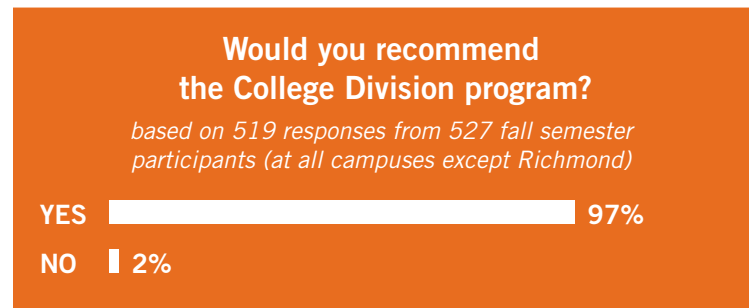
Responses from fall 2009 semester students



The College Division records remarks of students who say they would not or are unsure if they would recommend the program. Use of student responses is intended to identify areas in which the Stamford admissions staff, with input from local Resident Directors, can better prepare students for the reality of living and studying abroad. Evaluations from students on our summer programs are tabulated in the same way.

## Resident Directors

AIFS always employs a local Resident Director to coordinate aspects of the program and to serve as a liaison between the students, the university, host families and AIFS. The AIFS Resident Director is a permanent employee who speaks the local language fluently, provides counseling and academic advising, arranges cultural and social activities and assists students who require medical attention.



## Site Visits

AIFS invites representatives from U.S. colleges and universities to participate in organized visits to its program locations. Hosted by the Resident Director and senior AIFS staff, study abroad administrators and faculty tour program and local campus facilities, visit classes and interact with student participants. Two to three site visits are arranged each semester.

## Visits by key AIFS Staff

Senior staff from London and Stamford regularly visit program sites to review operations and consult with local staff, university representatives and students.

## Board of Advisors

The AIFS Board of Advisors is made up of study abroad professionals from U.S. Colleges and Universities who volunteer to advise AIFS on student program management and development.

## What distinguishes AIFS from other study abroad programs?

The AIFS price includes tuition, housing and meal plans. AIFS guarantees its advertised prices, providing students protection from fluctuations in currency values. AIFS also includes cultural and social activities, which serves to reduce the out of pocket expenses students will incur while abroad.

AIFS arranges round-trip air transportation for students who request it. AIFS staff meet students on arrival and provide ground transport to the program site.

AIFS programs are centrally located, providing students with easy access to campus, cultural activities, and their residence or home-stay.

AIFS provides each student comprehensive medical and evacuation insurance.

With offices in London and Stamford, together with the local program office, AIFS provides an extensive support and communication network capable of dealing with any issue that may arise.

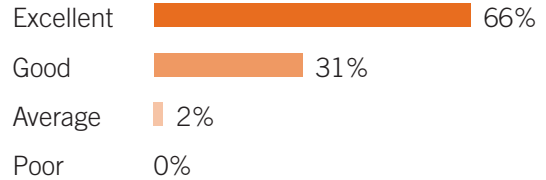
### Would you recommend the College Division program?

*based on 657 responses from 664 summer semester participants (at all campuses except Richmond)*



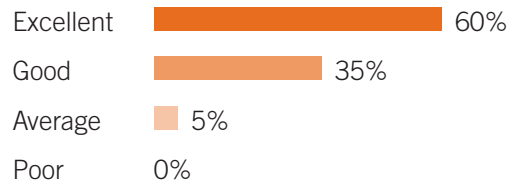
### Overall Experience

*based on 657 responses*



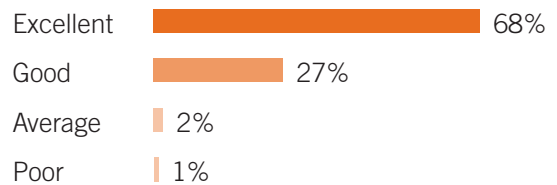
### Educational Content

*based on 657 responses*



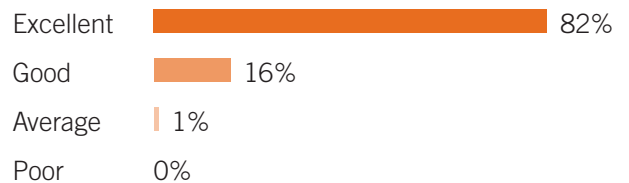
### Cultural Activities

*based on 657 responses*



### Service while Abroad

*based on 657 responses*

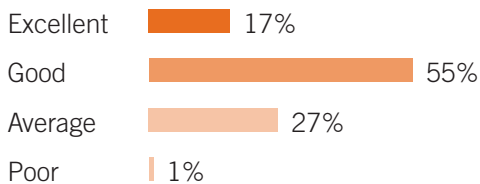


# RICHMOND, THE AMERICAN INTERNATIONAL UNIVERSITY IN LONDON

Responses from spring 2009 semester students

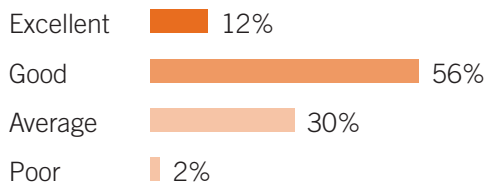
## Overall Experience

based on 171 responses



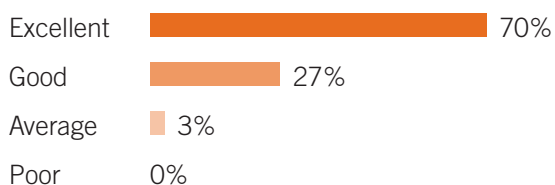
## Educational Content

based on 171 responses



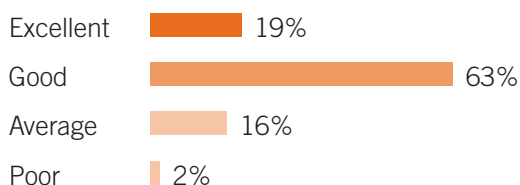
## Staff Service Before Departure

based on 171 responses



## Staff Service While Abroad

based on 171 responses



Like the city in which it is located, Richmond, The American International University in London, provides a diverse, multicultural environment. The University combines the student-centered approach of an American liberal arts college with outstanding British and American faculty in fully accredited AA, BS, BA and MA programs. Students come to Richmond from more than 100 countries. Small classes and personal attention from the faculty, an extensive advising service and a wide range of courses make Richmond an ideal study abroad choice.

## Would you recommend the Richmond program?

based on 171 responses from 178 spring semester participants



Richmond is an independent, co-educational, non-profit international liberal arts and professional studies university with a student body of more than 1,000. The University is licensed to award degrees by the Department of Education of the state of Delaware. It is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, one of the regional accrediting bodies recognized by the U.S. Department of Education. Its degrees are also validated by the British Open University. All of Richmond's degrees are designated by the Department for Business, Innovation and Skills of Her Majesty's Government in the United Kingdom.

Richmond has more than 35 years experience making international students feel at home. Whether for a semester or a year, the time you spend with us in London will open the world to you.

Richmond welcomes visiting students wishing to study for a semester or year. Its two campuses are in Kensington and Richmond upon Thames, Surrey. Freshmen and sophomore students live and study at the Richmond Hill Campus. Juniors and seniors are housed and take classes at the Kensington Campus.

The Richmond Hill Campus is centered in an impressive neo-Gothic structure built in 1843 in a park-like campus. At a bend in the River Thames, the Richmond Hill Campus provides the best of village life within a short hop of central London—riverside gardens covered in flowers in the spring, sailing regattas in the summer, long walks under golden trees in the autumn and convivial pubs, theaters and restaurants to warm away the winter.

The Kensington Campus is located in one of the most picturesque areas of central London. Within walking distance of half a dozen museums and three Royal Parks, Kensington provides easy access to shopping, sports and entertainment.

Each campus is complete with updated computer labs, extensive library, science labs and visual arts studios. Kensington has facilities for photography, video editing, sculpture, painting, ceramics and theater. London's public transportation system easily connects you to both locations and the city.

### Would you recommend the Richmond program?

*based on 81 responses from 98 fall semester participants*

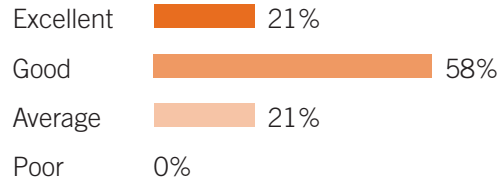


### Richmond offers students:

- A chance to study liberal arts at a fully-accredited 4-year, U.S. degree granting university in England.
- An international internship program with leading multinational and European companies.
- A field study project that takes students on an academic residency in another country.

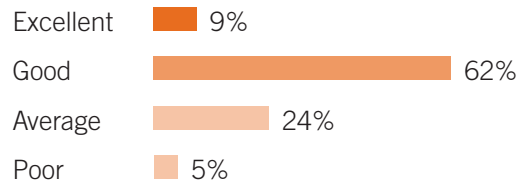
### Overall Experience

*based on 81 responses*



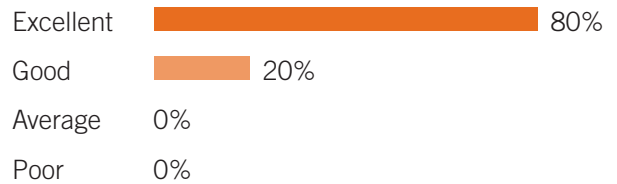
### Educational Content

*based on 81 responses*



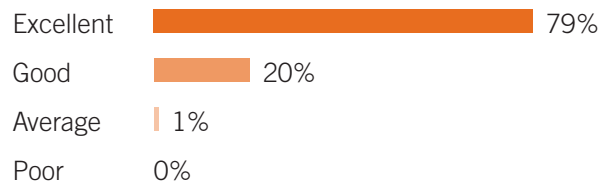
### Staff Service Before Departure

*based on 81 responses*

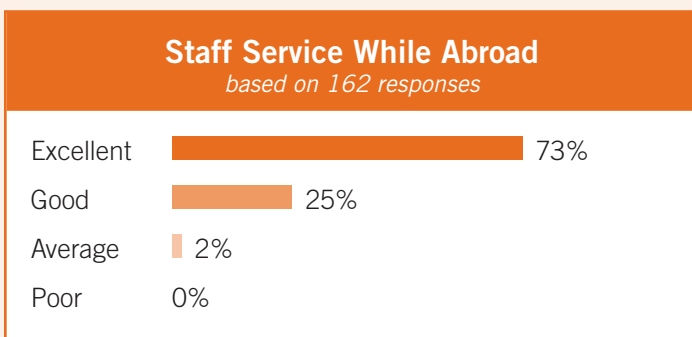
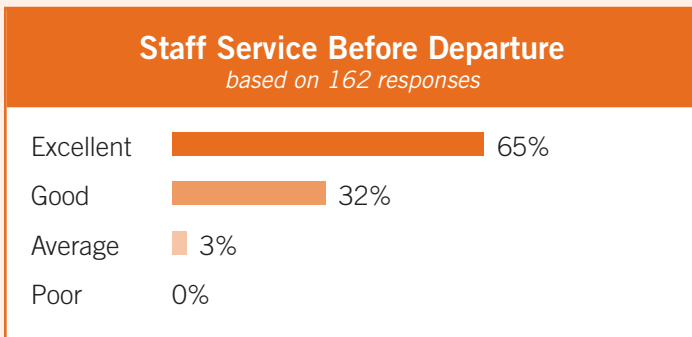
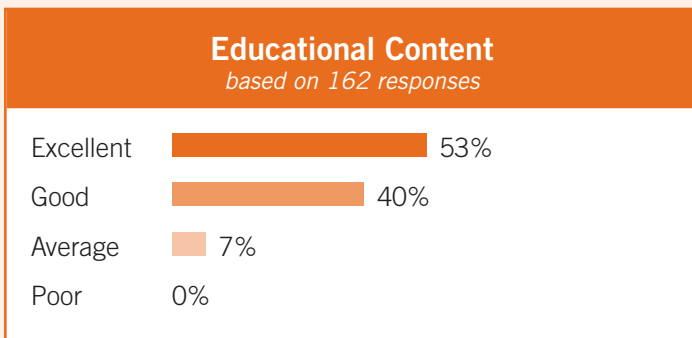
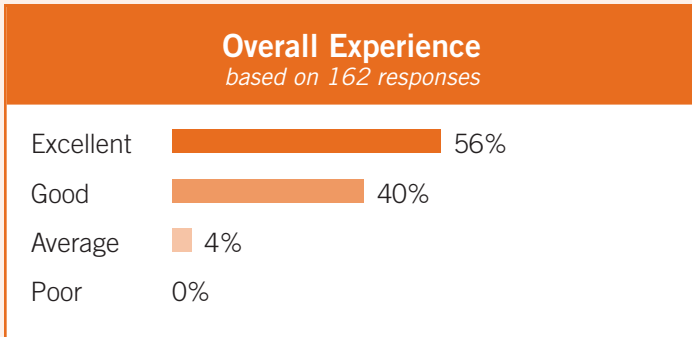


### Staff Service While Abroad

*based on 81 responses*



Responses from summer 2009 students



Spring and fall participants were asked to rate quality on a scale from “agree strongly” to “disagree strongly.” Wording has been modified for consistency.

## Evaluation

Every visiting student is asked to complete a detailed confidential evaluation at the end of each semester. These are analyzed by the Senior Vice President and Director of Enrollment Services in Stamford. Statistics are reviewed by the Chairman. Items evaluated are overall experience, academic program, Stamford staff and transportation, Richmond Study Abroad Director’s office, cultural programs, meals, housing and recommendations.



# AIFS PARTNERSHIP PROGRAMS

## About the program

The College Division of AIFS has operated Partnership programs since 1980. Its headquarters are in the Bloomsbury quarter of London, with programs in Buenos Aires, Argentina; Cairns and Sydney, Australia; Beijing, Shanghai and Nanjing, China; San José and Santa Barbara; Costa Rica; Prague, Czech Republic; London, Oxford and Cambridge, England; Paris, France; Berlin, Germany; Greece; Dublin and Galway, Ireland; Florence, Rome, Bologna, Sicily and Sorrento, Italy; Cuernavaca and Guanajuato, Mexico; Cusco, Peru; Rwanda; Cape Town, S. Africa and Barcelona, Santander, Salamanca, Granada and Madrid, Spain.

AIFS works with colleges and universities in the United States to facilitate their own study abroad programs in the above locations. Academic credit and most teaching are provided by the partner school, with AIFS providing classroom facilities, student housing, on-site offices and support staff, a cultural program, supplementary academic components, travel arrangements and pre-program planning services. In 2009, AIFS Partnership programs had over 1,540 students; 816 students on semester/quarter programs, plus 724 on short-term, summer and winter programs.

### Would you recommend the Partnership Program?

*based on 529 responses from 568 spring semester participants*

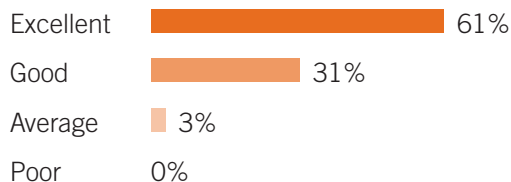
YES  96%

NO  4%

*Responses from spring 2009 semester students*

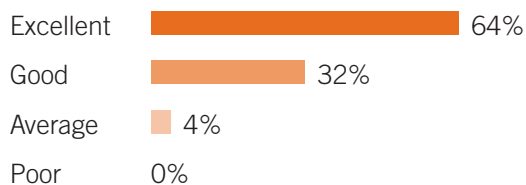
### Overall Experience

*based on 529 responses*



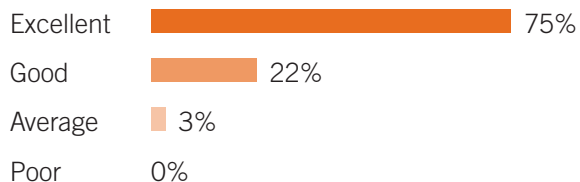
### Cultural Content

*based on 529 responses*

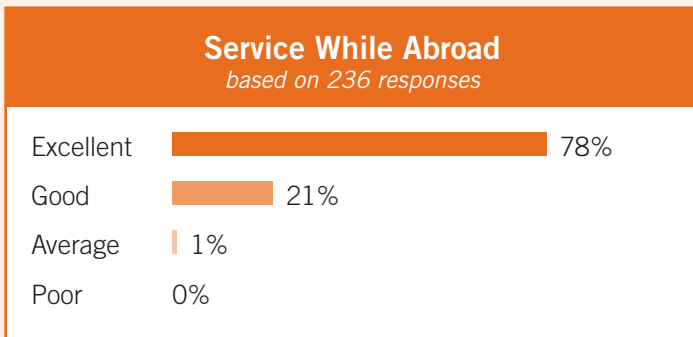
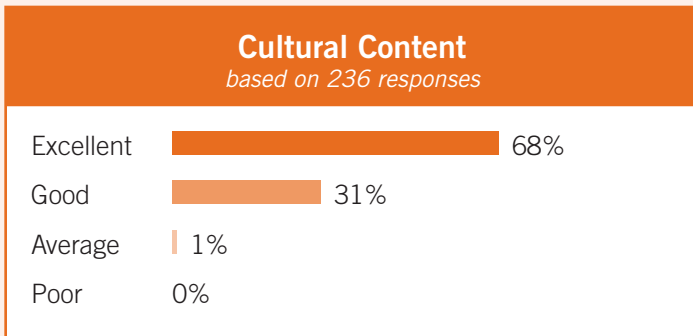
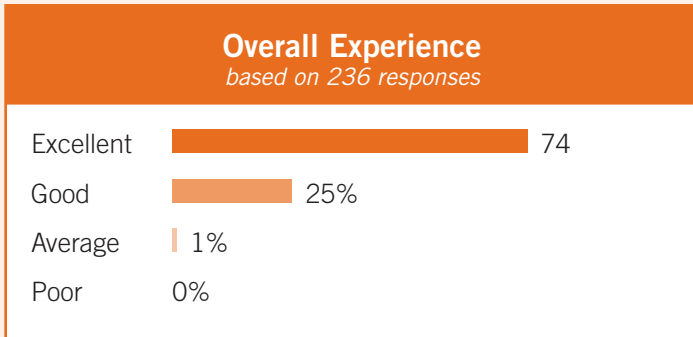


### Service While Abroad

*based on 529 responses*



Responses from fall 2009 semester students



## Partnership overall evaluation

To ensure that AIFS programs meet the needs of the partner schools, students and faculty, a variety of evaluation, inspection and review mechanisms are used.

## Evaluations from students

Every student is required to complete a detailed, confidential evaluation of both pre-program and on-site services. The evaluations are analyzed by the Senior Vice President responsible for the programs, and statistical summaries are reviewed by the Chairman. Any problem areas are reviewed and appropriate action taken.

## On-going student feedback

AIFS Program Coordinators operate an open door policy and students are encouraged to discuss any problems they may encounter. Focus group meetings are held at regular intervals to monitor student satisfaction levels.



## Inspection visits by college representatives

Facilities and services are regularly inspected by senior administrators from the partner schools in order to ensure they meet with their approval.

## Visits by key AIFS staff

The Senior Vice President visits each program site during the period of the program to review its operation with the AIFS coordinator, the U.S. faculty and participating students.

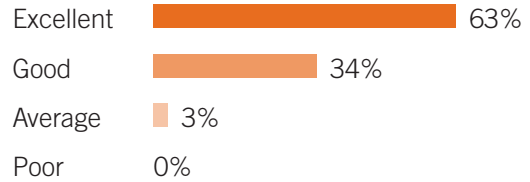
### Would you recommend the Partnership Program?

*based on 698 responses from 724 summer participants*



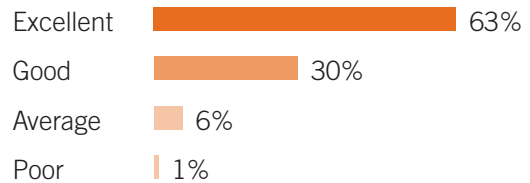
### Overall Experience

*based on 236 responses*



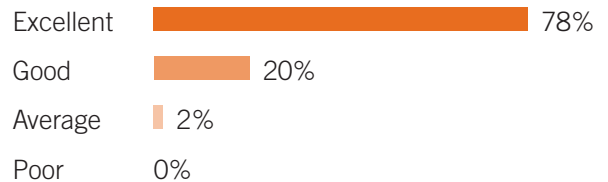
### Cultural Content

*based on 236 responses*



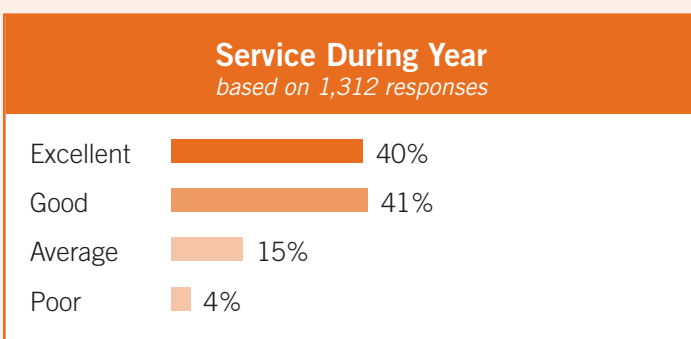
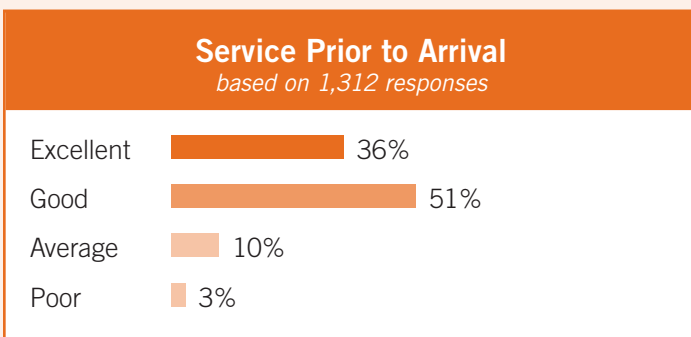
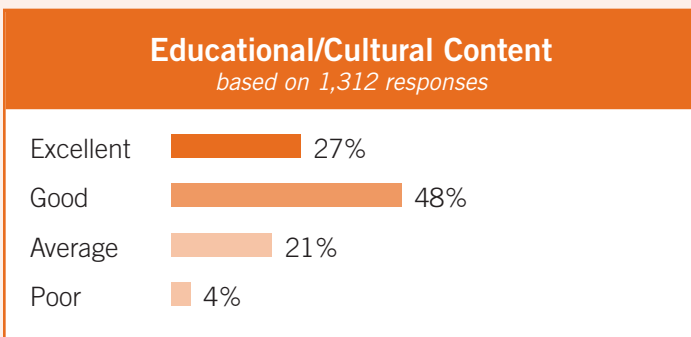
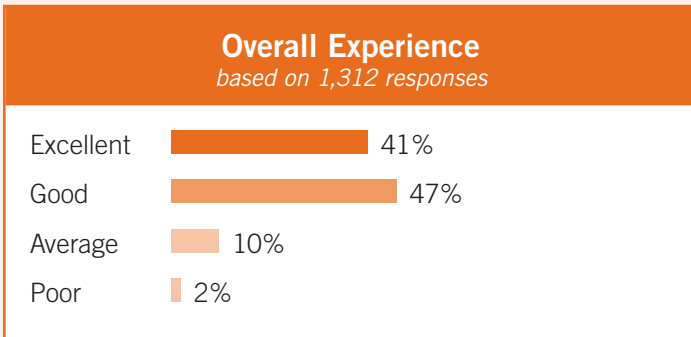
### Service While Abroad

*based on 236 responses*



# AU PAIR IN AMERICA

Responses from au pair host families



## About the program

The Au Pair in America program was begun in 1986 to provide a unique cultural exchange opportunity for western Europeans between the ages of 18 and 26. More than 80,000 young people have participated in this homestay experience while caring for the children of an American host family.

Au Pair in America was the first organization designated by the U.S. Department of State to use visas for the program. It is currently servicing more than 5,000 host families in 180 "cluster" areas based in 40 states.

Community Counselors oversee placements for cluster groups averaging 24 host families/au pairs. AIFS offices in London, England; Bonn, Germany and Sydney, Australia coordinate the recruitment and selection of au pairs from around the world.



## Au pair overall measurement

### Host Family Quality Enhancement Program

Surveys are mailed each quarter to host families who have completed a program contract during the prior 3-month period. The survey is four pages in length; results assess:

- Satisfaction with the placement process and field support.
- Satisfaction with the au pair interviewing and screening.
- Overall evaluation of the au pair.
- Compatibility in program expectations with the au pair.
- Satisfaction with the au pair's preparation, child care ability, integration into the host family, English language skills and driving ability.

### Au pair evaluations

Au pair evaluations have been distributed since early in the program's history. An additional evaluation was introduced to assess predeparture satisfaction with the program by au pairs (including an analysis of their interviewer).



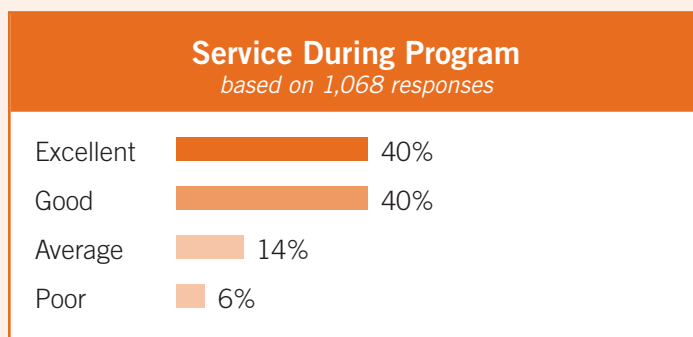
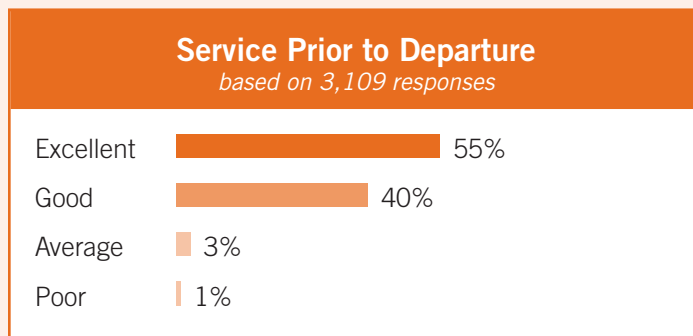
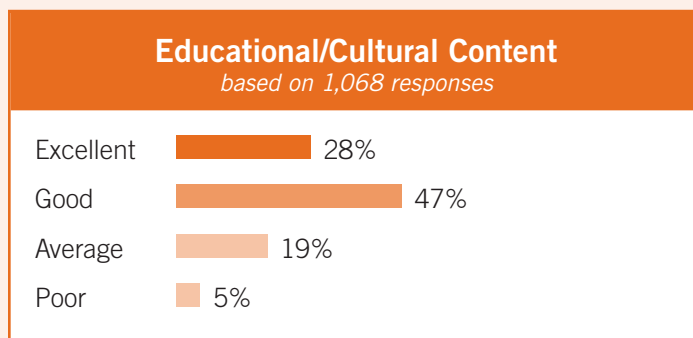
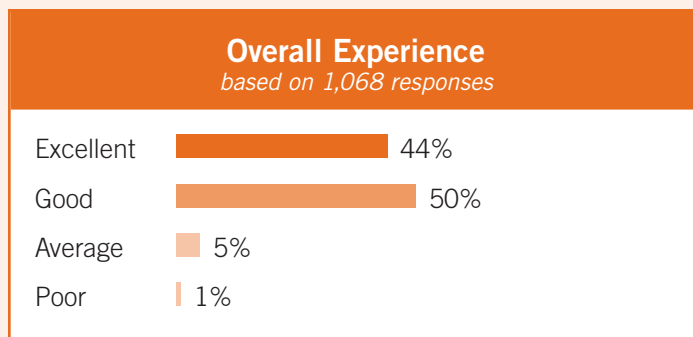
### “How are we doing?” surveys

The Au Pair in America program is only as good as our service provided on the local level by Community Counselors. Results are shared with the group annually.

### Other key indicators

Seventy-two percent of au pair families were repeat families; 20 percent of au pairs returned early; and 24 percent were rematches. The number of years families have been with the Au Pair in America program are as follows:

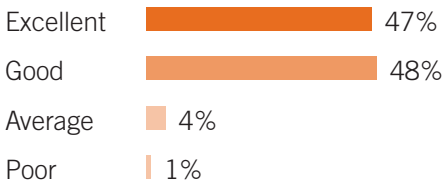
One	24%
Two	21%
Three-four	28%
Five-seven	17%
Eight+	10%



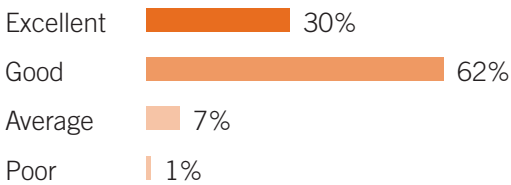
# CAMP AMERICA

## Responses from camp directors

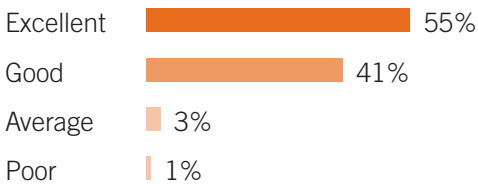
### Overall Experience *based on 352 responses*



### Educational/Cultural Content *based on 352 responses*

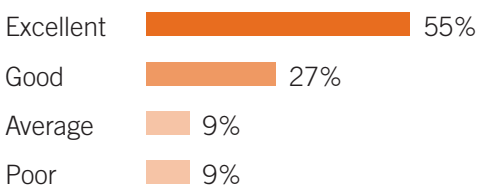


### Staff Service *based on 352 responses*



## Responses from resort directors

### Overall Experience *based on 11 responses*



## About the program

First designated by the U.S. Department of State in 1969, Camp America conducts a J-1 cultural exchange program for summer camps in the United States and international participants. The counselor program provides camp counselors and specialists in various activity areas. Camppower is a travel/work program that provides support staff in kitchen, maintenance and office positions. Activities include recruitment and screening of applicants, marketing to camps, matching staff positions with suitable applicants, operations and logistics and program support.

The London office of Camp America oversees the recruitment process, while the Stamford office is responsible for placement and implementation of the program in the United States. Camp America's market in the United States includes independent agencies, special needs, Christian, Jewish and Girl Scout camps. Camp America currently places more than 5,400 international participants in 600 camps nationwide.

### Would you recommend the Camp America program?

*based on 352 responses from camp directors*



## Camp America overall measurement

### Camp Director evaluations

Camp Directors are asked to prepare an evaluation of the services received from Camp America. Evaluated areas include account representative activities, logistics, emergency support and competitive factors. Each participant is rated and commented on. Separate evaluations of Camp Directors' Fairs are also requested and compiled.

### Camp visits

Each season, more than 300 camps are visited by full-time staff, interviewers and area organizers. A comprehensive report is filed providing insight into the camp environment. That report covers aspects such as atmosphere, relationship with American staff, suitability of placement, getting out of camp during time off, food and satisfaction with Camp America.

### Participant evaluations

Program participants evaluate their experience on two levels:

1. With respect to the service provided by Camp America as far as application, interview, placement, visa, travel, orientation, information and support, and
2. In terms of their overall camp experience. Responses are compiled and necessary components addressed in periodic business reviews. Camps that generate consistently negative responses undergo a thorough review procedure.

#### Would you recommend the Camp America program?

based on 3,207 responses from participants



### Contact drive

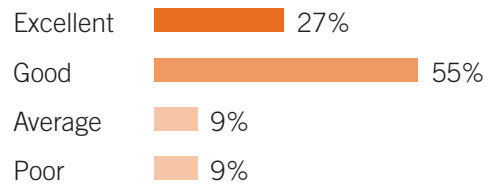
Each autumn, account representatives contact each of their camp accounts for a review of the prior season. Items include discussion of the camp's evaluation of the program and their international staff, evaluations received from participants about their camp experience and camp visit reports. Areas for improvement are identified and appropriate action is planned. Major complaints and problem accounts are referred to Camp America management upon completion.

### Board of Advisors

Both Camp America in the United States and the United Kingdom retain active Boards of Advisors. The role of members is to keep the program advised of trends in camping and recruitment and to give advice as to program materials, procedures and strategies.

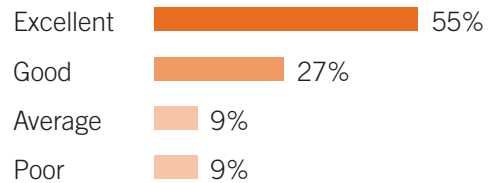
#### Educational/Cultural Content

based on 11 responses



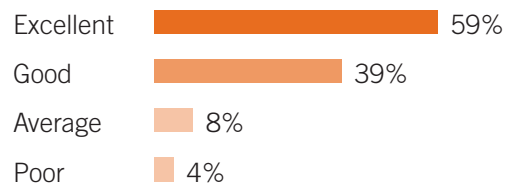
#### Staff Service

based on 11 responses



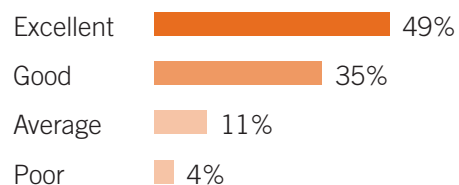
#### Overall Experience

based on 3,207 responses

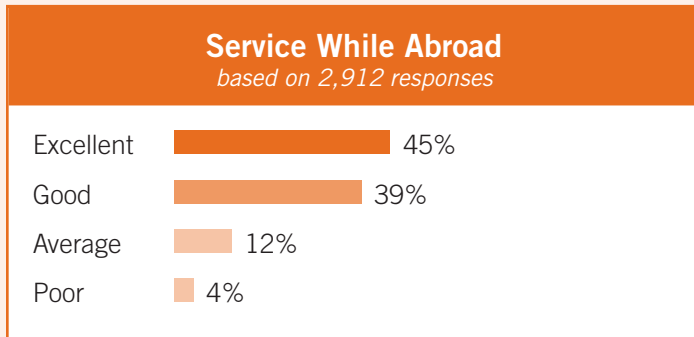


#### Service Before Departure

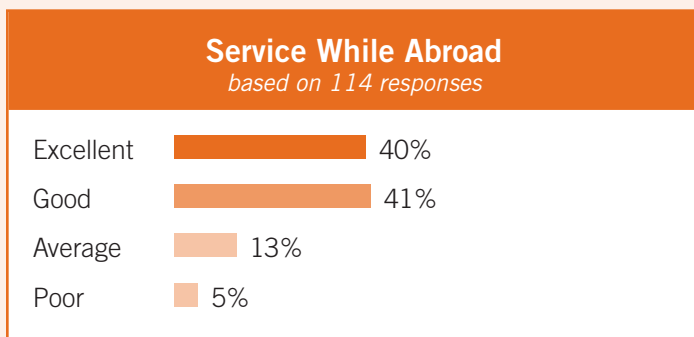
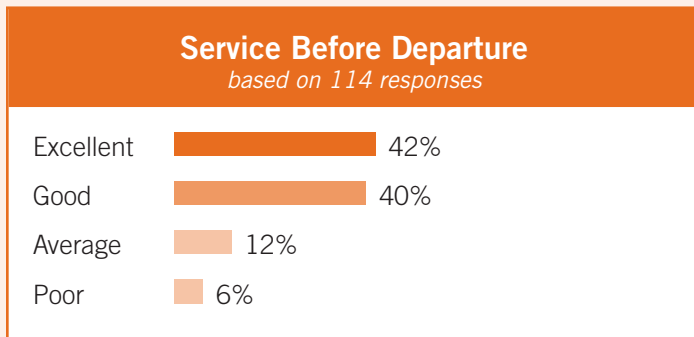
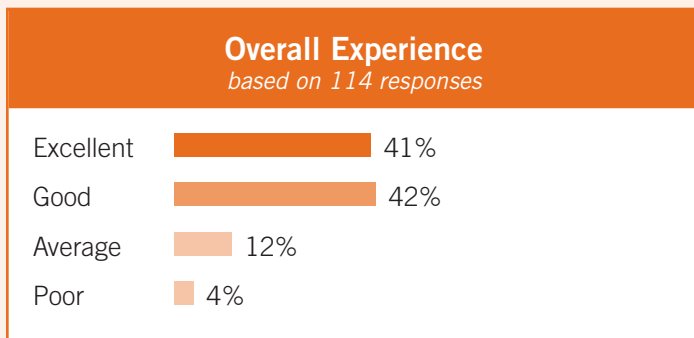
based on 3,207 responses



Responses from camp participants

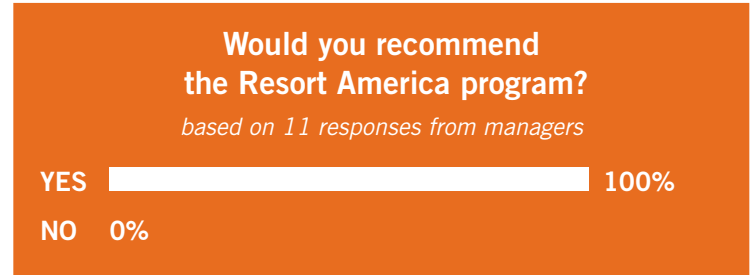


Responses from resort participants



## About Resort America

Started in 1997 as an offshoot of the Camp America program, Resort America provides international staff to resorts, hotels and other vacation properties nationwide. Participants are European students on the J-1 Work/Travel visa who are placed in hospitality positions over their summer break.



## Other key indicators

Ninety-seven percent of placements were from repeat camps; 35% of applicants were not placed. 21 participants returned early due to medical reasons and the total number of participants that returned early was 216.

# THE AMERICAN COUNCIL FOR INTERNATIONAL STUDIES (ACIS)

## About the program

Founded in Boston in 1978, ACIS became part of AIFS in 1987. Its headquarters are in Boston, Massachusetts. Overseas operations are provided through ACIS offices in London and Paris and through affiliated offices in Madrid, Rome and other major cities. ACIS works with teachers, educators and group leaders nationwide, encouraging them to enroll participants to travel on a variety of programs worldwide, lasting from extended weekends to five weeks in length. A new group leader can travel free on an ACIS program when he/she enrolls as few as five full-paying participants. The majority of the programs take place in western Europe, but non-European destinations are becoming very popular.

## ACIS overall measurement

ACIS has been proactive from the outset in making certain that the company meets the actual needs of group leaders who organize groups to travel abroad. An extensive quality control system is now in place to carefully evaluate each area of the company. Measuring quality at ACIS includes:

### Evaluations from group leaders who enroll groups to travel on ACIS and our divisions programs

At the conclusion of each program, the group leader completes an extensive questionnaire dealing with specific aspects of their ACIS experience. These evaluations are read, with responses tabulated for each specific service. ACIS can immediately see if a hotel is not well received, if meals in a specific restaurant are not receiving good evaluations or if a tour manager is not performing up to standard and much more. Evaluation responses are carefully reviewed with each overseas office or representative making appropriate changes in hotels, meals, tour managers, state-side service and itinerary content for future groups. ACIS also provides separate evaluations for stateside services.

*Responses from ACIS group leaders on educational tours*

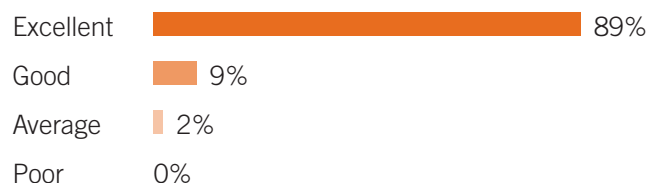
### Would you recommend the program?

*based on 494 responses*



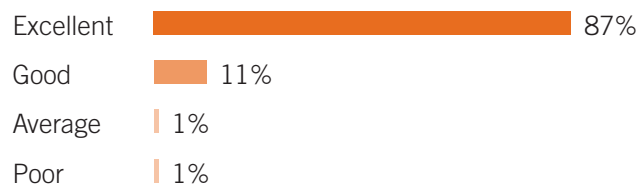
### Overall Experience

*based on 430 responses*

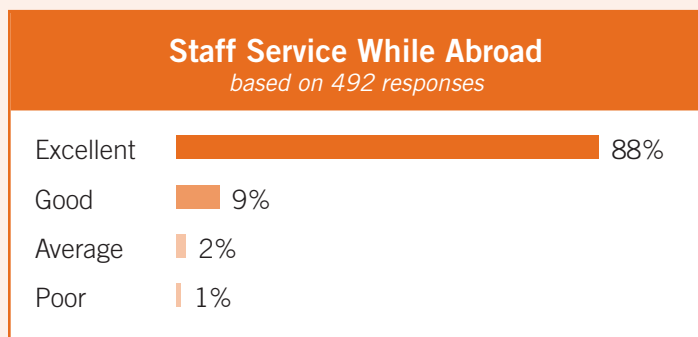


### Educational/Cultural Content

*based on 892 responses*



Responses from ACIS group leaders on educational tours



### **On-site visits with group leaders**

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During peak seasons (primarily around Easter and in June and July), ACIS staff travel overseas to visit with group leaders and tour participants during their actual program experience. Visits usually take place in major cities such as London, Paris, Rome and Madrid. These staff persons thank the group leader for traveling with ACIS and ask specifically how well the program is being run. When there are problems, the staff person then works with the appropriate ACIS office or representative abroad to immediately correct any problem.

### **'Red Cards!'**

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In the final packet prior to his/her educational tour each ACIS Group Leader receives three red cards: a "Hotel Red Card", a "Restaurant Red Card," and a "Tour Manager Red Card." Instructions are given to the group leader on how to use these cards to obtain immediate action while abroad if a hotel, restaurant or their tour manager is not meeting their expectations. It is extremely rare that these cards are used, but group leaders realize they can be helped in the rare event such assistance is needed.

### **Other key indicators**

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Sixty-three percent of ACIS group leaders had previously traveled with ACIS.

# CULTURAL INSURANCE SERVICES INTERNATIONAL (CISI)

## About the program

Cultural Insurance Services International (CISI) provides insurance coverage to participants of international education and cultural exchange programs that include coverage for sickness, accidents, trip cancellation/delay, personal effects, personal liability and 24-hour emergency assistance including medical referrals, evacuation, repatriation and legal assistance. CISI currently provides insurance coverage and travel assistance to more than 150,000 international students with over 100 different coverage plans, accessing both domestic and international insurance markets.

### Would you recommend the CISI program?

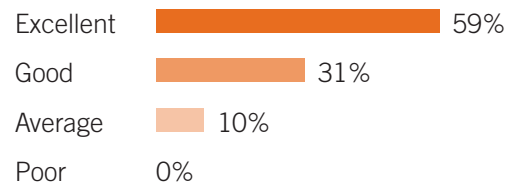
*based on 155 responses*



*Responses from CISI program participants*

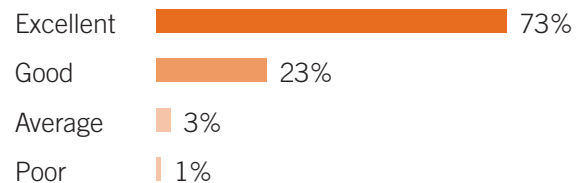
### Overall Experience

*based on 156 responses*



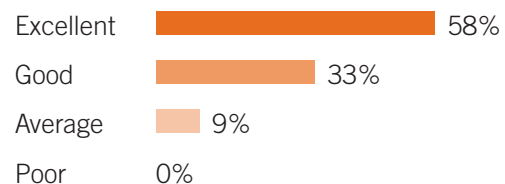
### Service During Enrollment

*based on 150 responses*



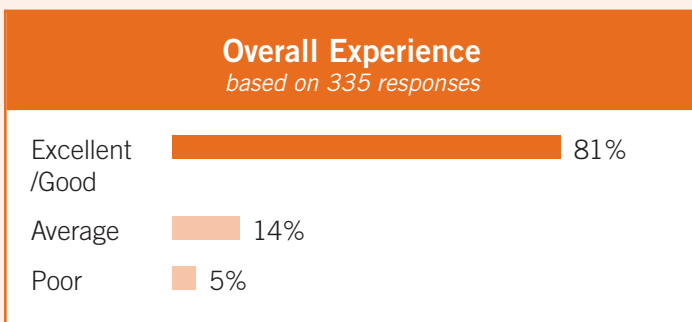
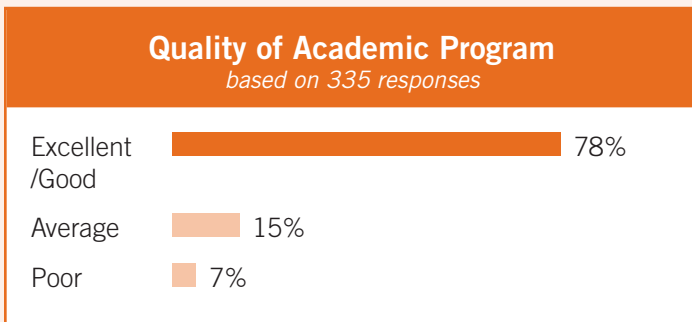
### Service During Coverage

*based on 155 responses*



# SUMMER INSTITUTE FOR THE GIFTED (SIG)

Responses from parents of SIG participants



## About the program

The Summer Institute for the Gifted (SIG) is a stimulating and prestigious three-week residential and day, co-educational, summer program for academically talented students in grades K through 11. SIG blends a strong and challenging academic program of introductory through college-prep courses, an opportunity for cultural exposure and social growth, and traditional recreational summer camp activities to create an effective, well-balanced, rewarding, and enjoyable summer experience.

In 2009, nine SIG Residential sessions were held at the following locations: Amherst College, Amherst, MA; Bryn Mawr College, Bryn Mawr, PA; Emory University, Atlanta, GA; Princeton University, Princeton, NJ; University of California, Berkeley, CA (two sessions); UCLA, Los Angeles, CA; Vassar College, Poughkeepsie, NY and University of Texas, Austin, TX. SIG Day programs were held at Boston University Academy, Boston, MA; Bryn Mawr College, Bryn Mawr, PA; Fairfield University, Fairfield, CT; Manhattanville College, Purchase, NY; Moorestown Friends School, Moorestown, NJ; Out of Door Academy, Sarasota, FL and Stuart County Day School, Princeton, NJ.

Last year 1,537 students from 40 states plus the District of Columbia and 30 other countries participated in the program. In 2010, SIG will offer ten residential sessions: Amherst College, Amherst, MA; Bryn Mawr College, Bryn Mawr, PA; Dartmouth College, Hanover, NH; Emory University, Atlanta, GA; Princeton University, Princeton, NJ; University of California, Berkeley, CA (two sessions); UCLA, Los Angeles, CA; Vassar College, Poughkeepsie, NY and UT Austin, Austin, TX.



## Background and objectives

SIG proactively ascertains customer satisfaction information from students and parents in order to meet their educational needs and expectations. Evaluations are acquired regularly. High customer satisfaction is vital to sustaining high levels of overall customer retention and, with that, high levels of customer participation. The objectives of the annual student and parent surveys are to:

Measure overall satisfaction as well as satisfaction within various component programs of SIG

Measure quality, professionalism and educational value to the customer

Compare customer satisfaction results among the different SIG sites

Compare customer satisfaction results to the previous years' and customer satisfaction between SIG and other programs

Measure the extent of "customer delight" (for purposes of customer retention).

## Methodology

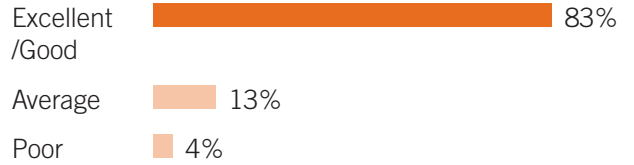
There are two methods used to monitor the quality of SIG and evaluate customer satisfaction:

1. Student satisfaction with various components and aspects of the SIG program
2. Parent satisfaction with various components and aspects of the SIG program

Student satisfaction data are collected during the SIG session with respect to various quality attributes such as academic instruction, residential staff performance, evening programs success, and Saturday trips quality and enjoyment. SIG uses various survey instruments in order to measure student satisfaction with respect to the different components and aspects of the SIG program. All student surveys are written questionnaires.

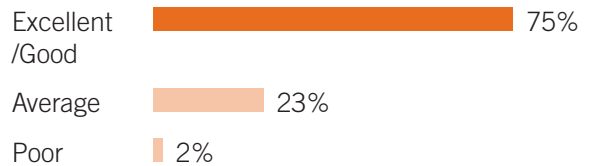
### Customer Service

based on 335 responses



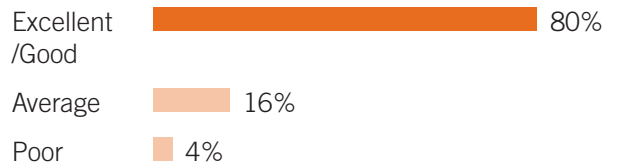
### Student Activities

based on 335 responses

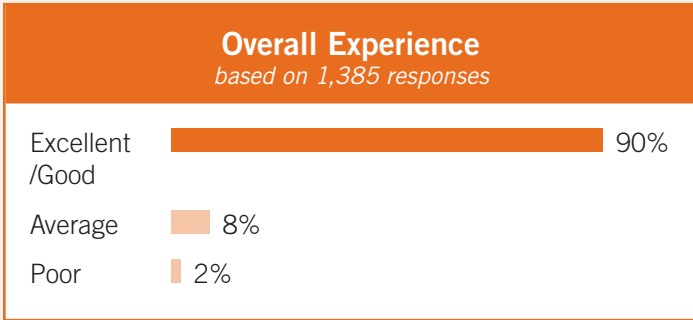


### Residential Experience

based on 335 responses



Responses from SIG students



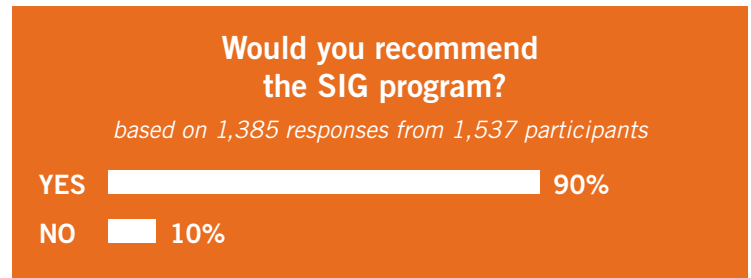
Parent satisfaction data are collected from an online survey. Quantitative parent satisfaction data are collected with respect to various quality attributes such as academic instruction, residential staff, evening programs, Saturday trips, nursing staff, Parent Visitation Day, Final Program, campus facilities (dorm, food, classrooms and labs, etc.), support staff and overall satisfaction with the SIG program for that particular session. Qualitative parent satisfaction data are collected with respect to the parents' perceptions of the benefits for their son or daughter attending SIG and suggested areas for improvements.

### Results of student and parent questionnaires

In 2009, a total of 1,537 students attended the 17 SIG residential and day sessions. There were 1,385 student responses. There were 335 parent responses to the online survey.

### Other key indicators

Forty percent of students were returning students.



# ACADEMIC YEAR IN AMERICA (AYA)

## About the program

The American Institute For Foreign Study Foundation's Academic Year in America program is one of the nation's most respected cross-cultural educational exchange programs. The program enables high school students from more than 35 countries to visit the United States and live with American families while attending high school for a semester or an academic year.

Academic Year in America (AYA) has been in operation since 1981. The program is sponsored by the American Institute For Foreign Study Foundation, a not-for-profit educational organization founded in 1967 with the assistance of the late Senator Robert F. Kennedy, to promote worldwide understanding through cross-cultural exchanges. The Foundation has been designated by the U.S. Department of State as an Exchange Visitor Program authorized to issue the DS 2019 form, which enables qualified participants to apply for a J-1 exchange visitor visa from the nearest U.S. consulate or embassy.

### Would you recommend the AYA program?

*based on responses from 580 AYA students*



## AYA overall evaluation

Methods used to further evaluate the program are:

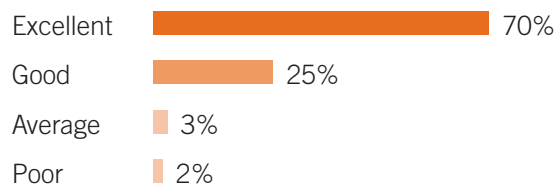
### Board of Trustees

The Board meets regularly to review the effectiveness and quality of the Foundation's Academic Year in America program to ensure that standards of excellence are being met. The Foundation is governed by a Board of Trustees that includes prominent educators and international business leaders.

*Responses from AYA students*

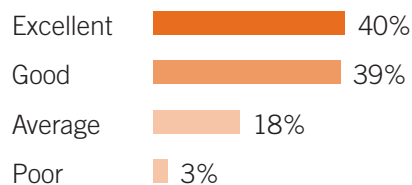
### Overall Experience

*based on 580 responses*



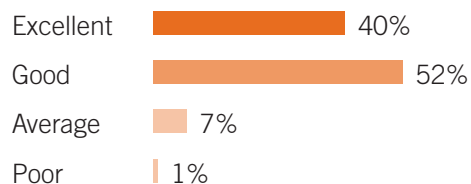
### Staff Service

*based on 580 responses*

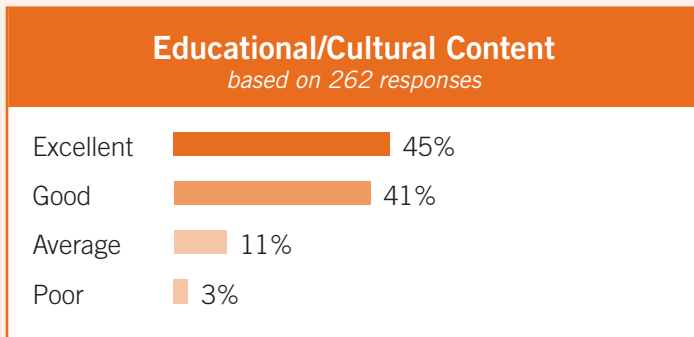
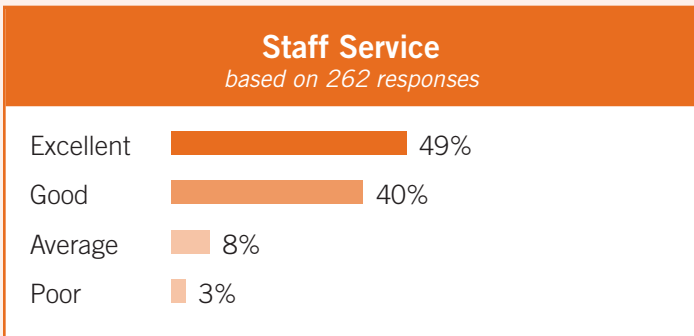
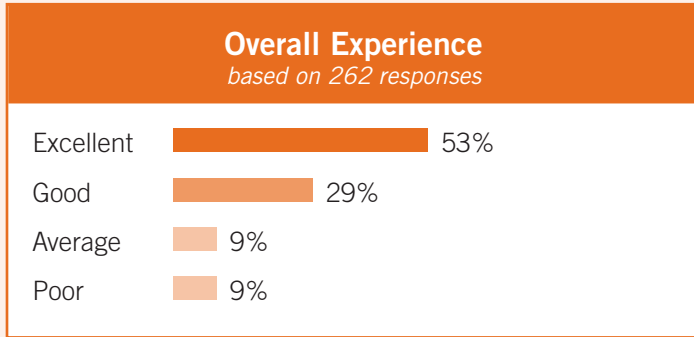


### Educational/Cultural Content

*based on 580 responses*



Responses from AYA families



**Student, host family and school surveys**

Each survey is carefully reviewed by AYA staff who ensure that all questions are answered and necessary follow-up action is taken. The input from these surveys assists AYA in the planning and operation for the next year's program.

**Student reports**

In September, November, January, March and May of each year, AYA Local Coordinators compile a progress report on each student based on monthly discussions with the student, high school and host family. Regional Directors from the national office review these reports and follow up as necessary. Reports are then copied for the student file and forwarded to the overseas partner and the student's natural parents.

**Daily communication**

The AYA main office maintains daily contact with its overseas offices regarding specific student adjustment issues. By identifying potential difficulties early, the staff can prevent situations from becoming major problems.

**National Meeting**

Each year AYA convenes a national meeting for Local Coordinators. The purpose of this meeting is to communicate with and personally train field staff through large group meetings as well as small break-out sessions and workshops. New topics have included overseas partner relations, school relations, risk and liability issues, the importance of documentation and counseling skills for cross-cultural work with teenagers.





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