Eighty-two institutions reported statistics on U.S. undergraduates studying in Mexico. Less than half that number (34) reported having undergraduates studying in Canada during the 1992-1993 academic year. Similarly, eight U.S. institutions reported having students on internship programs in Canada compared to 20 on such programs in Mexico. While 67% of U.S. undergraduates reported to be studying in Canada participated in programs sponsored by their own institutions, 90% of those in Mexico were attending programs sponsored by their home campuses.

The primary motivating forces behind the development of linkages with both Canada and Mexico were faculty contacts and the international education program focus of the U.S. institution. Over 50% of the institutions foresee major changes in their linkage programs in the next three years, involving expansion of existing programs, development of new linkages and an increase in faculty participation in linkages with both Canada and Mexico. "Model" programs that were reported in the inventory involved distance learning, joint research and teaching programs, and co-sponsorship of conferences and publications.

Lack of student interest and financial constraints were reported as the main obstacles to linkages with Canada. The need to find financial assistance for U.S. and Mexican student and faculty exchanges was listed as the main problem for institutions with Mexican linkages, with secondary problems of inadequate student interest or language competence. Problems with linkage implementation focussed on funding and communications issues. However, suggested solutions indicated that U.S. institutions are finding ways to deal with these issues and are not withdrawing from linkages or decreasing their participation because of them.

While university support is the leading funding source for U.S. faculty teaching and conducting research in both Canada and Mexico, undergraduate students from all three countries are largely self-funded while studying on linkage exchanges.