



THE
FORUM
ON EDUCATION
ABROAD

2015
STATE OF THE FIELD
SURVEY REPORT



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INTRODUCTION

The Forum on Education Abroad has collected data via the State of the Field Survey since 2006 to take the pulse of the field on key issues and trends: to report on important data that is considered useful to the field at large; to inform the projects of Forum committees and working groups; and to shape The Forum's research and program agendas. With this in mind, subsequent surveys in 2008, 2009, 2011, and 2013 have all revealed interesting trends from the data collected and raised vital questions for future inquiry. Thus, the 2015 State of the Field Survey further builds on the knowledge base of the previous five surveys. In addition, the 2015 State of the Field Survey revisits the questions asked in The Forum's 2007 Survey on Program Management in Education Abroad for the first time. The results of the State of the Field Survey are shared with Forum members at The Forum's annual conference and made publicly available on The Forum's website.

As a resource for education abroad, The Forum's State of the Field Survey provides a reference for institutions and organizations to assess their own education abroad practices while comparing them with others in the field. The Survey may also be used in the planning of future program and resource development and expansion through the analysis of various trends and information as reported. Finally, The Forum uses the Survey to help set the agenda for identifying and creating necessary resources for the field of education abroad and providing applicable training to its members.

"Participating in this 2015 State of the Field Survey really allows us to take a closer look at our organization and consider those changes, and enhancements, and strategies that we would like to incorporate in our action plan for 2016–2017."

– Forum institutional representative

HIGHLIGHTS FROM THE 2015 STATE OF THE FIELD

Snapshot of the Field

- There is a decrease in the inclusion of international education in the mission statements for Forum member U.S. institutions, whereas host institutions and U.S.-based program providers both report an increase.
- The pressures felt by Forum member institutions regarding rising costs and declining resources seem to have decreased at both U.S. and host institutions while increasing for most U.S.-based program providers.
- Academic oversight committees are increasingly being used to approve courses.
- A majority of institutions continue to identify students' learning outcomes for education abroad, while fewer institutions report plans to assess these outcomes beyond program assessments.

Reacting to Public Scrutiny

- Institutions increasingly check with senior administrators, legal counsel, and risk management professionals regarding the ethical implications of their practices. There has also been an increase in transparency efforts through both communication and publicity.

Approving Programs

- Cooperation between U.S. institutions and third-party independent program provider organizations and consortia has increased greatly since 2007.
- Many U.S. institutions report relying on an external advisory board or committee to provide guidance on responding to the needs of the institution, with lesser roles for providing guidance on the needs of students and the formal evaluation and approval of programs.

Site Visits

- While there seems to be a decrease in full funding for paid site visits on the part of program providers, there seems to be more cost-sharing efforts and overall support for all types of affiliations to participate. Many institutions report that they do not have a policy about site visits.

Funding, Scholarships, Financial Aid, etc.

- There has been an increase in funding provided via federal, state, need-based, and merit-based financial aid for education abroad programs. This includes a slight increase in study abroad scholarships at member institutions.

METHODOLOGY

The 2015 State of the Field Survey was developed and implemented by The Forum Data Committee and Forum staff. Previous surveys were used to identify continued areas of interest with some revision to reflect the desire for collecting information to address current events and future projects. (Copies of previous surveys are available on The Forum's website.)

Links to the online survey were sent by Crafted Analytics, LLC via SurveyMonkey Inc. online survey services on October 27, 2015. As in previous years, survey invitations were sent by email to the designated institutional representative from each member institution and organization to ensure that each member was represented only once among survey respondents. Several email reminders were sent after the initial distribution and responses were received through December 8, 2015. Out of 734 survey invitations sent, a total of 298 member institutions responded (40% response rate). This represents a continuous growth in Survey participation since the first survey conducted in 2006 (199 responses were gathered in the first survey in 2006 and 217 responses were gathered in the last survey conducted in 2013).

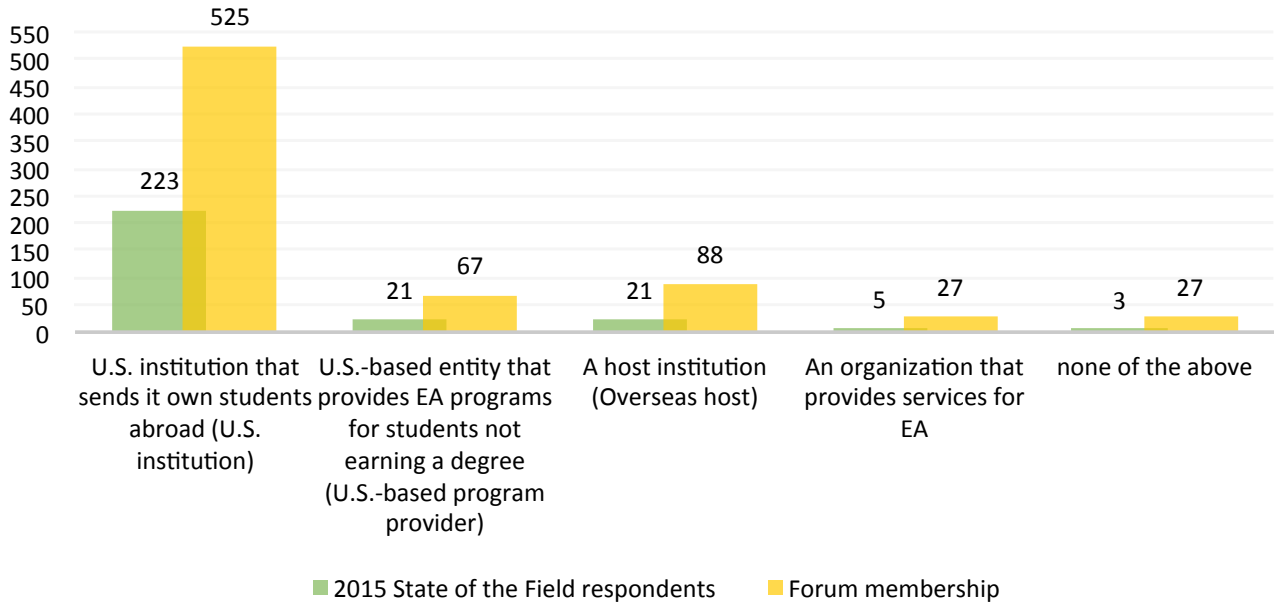
Limitations

Where possible throughout this report, the data is presented in the context of previous surveys and comparisons are drawn between the present data and the results observed the last time a question was asked of Forum members, either in the 2013 State of the Field Survey or in the 2007 Survey on Program Management in Education Abroad. The numbers of institutions and organizations participating in these surveys is different, especially in the case of the 2007 survey, due in large part to the large increase in Forum membership in the intervening years. In particular, overseas host institutions and program provider organizations are better represented in the current survey than they were in previous years. Additionally, in some cases the wording of questions and response options, though similar, has been adjusted or refined over the years. These limitations are noted throughout the report and for these reasons the discussion focuses on current and potential implications for education abroad practices. Readers are reminded to consider such limitations, as well, when drawing their own conclusions.

Respondent Profile

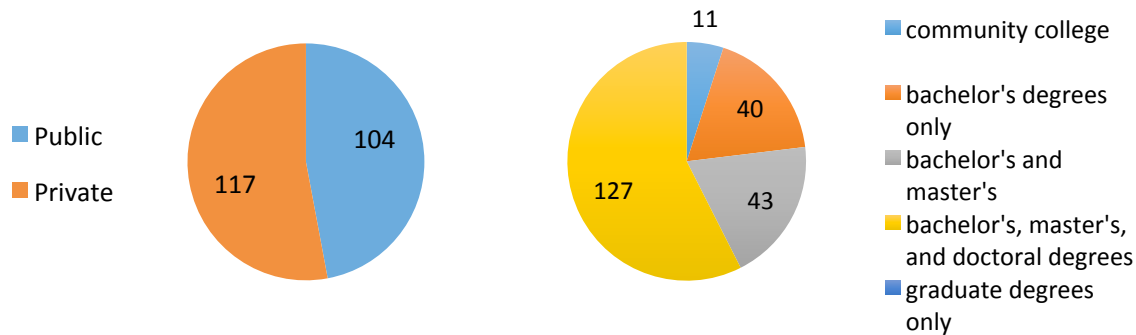
Survey responses this year, as in past years, were overwhelmingly received from U.S. institutions that send their own students abroad (223 or 74.8%). This generally reflects the composition of Forum membership overall. Figure 1 below shows the number of respondents for the 2015 Survey compared with the number of Forum members overall for each organization or institution type. (NB: “Education abroad” is abbreviated as “EA” in some figures and tables to aid readability.)

Figure 1. Institution/Organization Type



Among U.S. institution respondents, public (47%) and private (53%) institutions were almost equally represented. Additional respondents came from community colleges (5%), institutions offering only bachelor’s degrees (18%), institutions offering bachelor’s and master’s but not doctoral degrees (19%), and institutions offering all levels of degrees (58%) (see Figure 2 below).

Figure 2. Characteristics of U.S. Sending Institutions



International Education as a Priority

54% of respondents indicated that international education was included in the mission statement of their institution or organization, including 46% of U.S. colleges and universities, 76% of overseas host institutions or program providers, and 85% of U.S.-based program providers. This indicates a decrease from the 2013 survey when 60% of all respondents indicated international education was included in their mission statements; however, this decrease between 2013 and 2015 was found primarily at U.S. colleges and universities (58% in 2013) whereas overseas host institutions (58% in 2013) and U.S.-based program providers (79% in 2013) have both increased.

SNAPSHOT OF THE FIELD

The questions in this section have been asked in the State of the Field Survey since 2006. All previous State of the Field Survey reports are available on The Forum website at www.forumea.org/resources/data-collection.

Concerns of the Field

2015 State of the Field respondents were asked to rate how concerned they were (on a 5-point Likert scale, 1 = very unconcerned, 5 = very concerned) about various issues in education abroad rated by respondents in past State of the Field Surveys. The concerns ranked as follows (2015 average rating in parentheses, with noted variations from 2013 average ratings in italics):

1. Program costs and rising costs (4.3 ; *-0.2*)
2. Health and safety (4.3 ; *-0.2*)
3. Adequate preparation of students (4.2 ; *-0.1*)
4. Need for better funding (4.1 ; *-0.2*)
5. Academic quality (4.1)
6. Curriculum integration (4.1)
7. Helping students maximize their experience (4.0)
8. The commodification of education abroad (3.7)
9. Parent involvement (3.6 ; *+0.2*)
10. Disparity between student expectations and the reality of the experience (3.6)
11. Increasing participation on short-term programs (3.2)

Other issues raised by member responses in the Survey include:

Emotional health and well-being

“Staff turnover in [education abroad] offices”

Saturation of the education abroad market

“[Education abroad staff] being overworked or on the verge of overworked”

Environmental and social impacts on host sites

“Ethical considerations for student ambassador programs and embedded providers on U.S. campuses”

Managing student and parent expectations

“Diversity of students participating!”

Outcomes assessment

“Increase in non-credit international activities as part of academic programs”

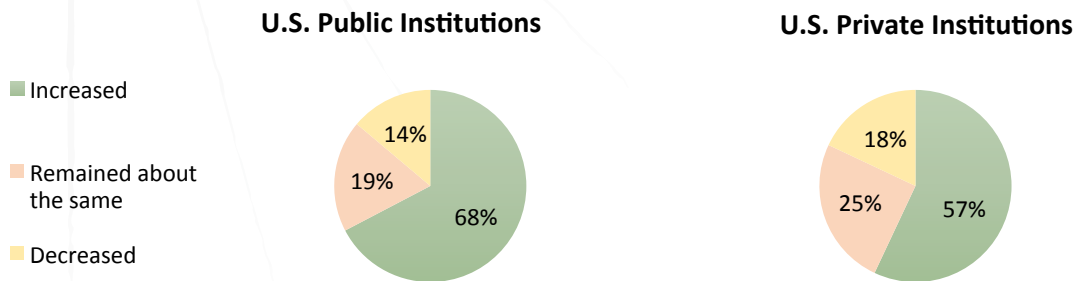
Legal reporting requirements

“The continuing shortening of student experiences. At what point is it different from tourism?”

Increasing Participation in Education Abroad

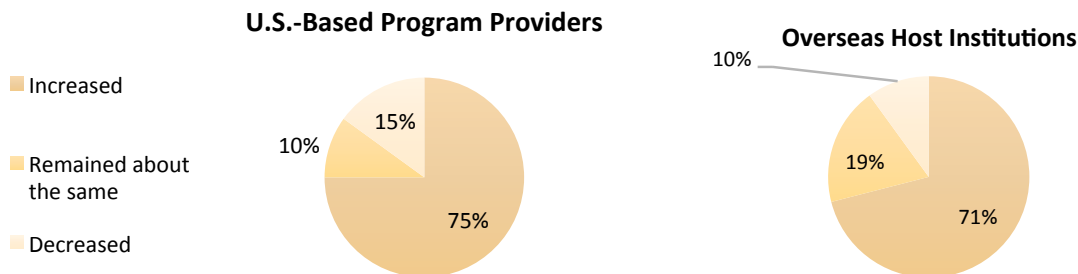
With the launch in recent years of the U.S. government’s 100,000 Strong initiatives (www.state.gov/100k), along with the Institute for International Education’s (IIE) Generation Study Abroad initiative (www.iie.org/programs/generation-study-abroad), a priority has been set at the national level to increase the number of students U.S. colleges and universities send abroad, and to diversify the regions to which they go. What challenges do institutions and organizations face when trying to achieve these goals? What strategies are they using to accomplish this?

Figure 3. Since 2010, education abroad participation at my institution has...



The above figure (Figure 3) shows that 43% of private institutions’ education abroad participation has remained the same or decreased over the past five academic years compared with 33% of public institutions. Given that the institutions referenced above are sending students while the organizations and institutions referenced below are receiving many of them, the rates of decrease at U.S.-based entities and overseas host institutions and program providers were similar, as shown in Figure 4 (below). (See Appendix A for the average numbers of students participating.)

Figure 4. Since 2010, education abroad participation at my institution has...



This stable or decreased participation may reflect wider trends whether or not institutions are currently attempting to increase the numbers of students in study abroad programs. Every respondent (100%) among U.S.-based program providers and overseas program providers and host institutions was actively seeking greater numbers in 2015, while U.S. institutions show a slight increase in their efforts (84%, up from 82% in 2013). Interestingly, private U.S. institutions were less likely to be actively trying to send greater numbers of students abroad than public U.S. institutions (31% vs. 3% respectively responded “No”).

Table 1. Top 5 Challenges to Increasing the Number of Students Participating in Education Abroad

Rank	U.S. Public Institutions	U.S. Private Institutions	U.S.-Based Program Providers	Overseas Host Institutions
1	Rising costs of participation	Rising costs of participation	Rising costs of participation	Not enough federal funding
2	Not enough endowment or scholarship funding	Not enough endowment or scholarship funding	Not enough federal funding (tied with below)	Not enough endowment or scholarship funding
3	Not enough federal funding	Rising cost for program operation and administration	Rising cost for program operation and administration	Rising costs of participation
4	Rising cost for program operation and administration	Not enough staff and advisors to handle more students	Not enough endowment or scholarship funding	Impact of education abroad on on-campus enrollment
5	Not enough staff and advisors to handle more students	Not enough federal funding	Not enough interesting on the part of faculty members	Rising cost for program operation and administration
				Not enough interesting on the part of faculty members (tied)

Survey responses and a review of comments about significant challenges to increasing participation provide additional insights into challenges experienced in the field. Financial matters (e.g., rising costs for students, rising costs for program operations, not enough federal funding, not enough scholarships or endowments) are identified as top challenges by both sending and receiving institutions and organizations. (See Table 1 above for a rank of the top five challenges by organization type. See Appendix B for a complete ranked list of all identified challenges and their ratings as reported.)

Rising costs for students was the top challenge identified as a barrier to increasing education abroad participation and received the most comments from both public and private sending institutions. While U.S. public institutions rated it as more of a challenge (4.48 on a 5-point Likert scale vs. 3.93 for U.S. private institutions), it was mentioned twice as much among U.S. private institutions in the space provided for additional comments – especially related to a lack of financial aid for summer programs, extra expenses abroad, and as a deterrent for diverse populations of students. (See below for direct quotes gathered from respondents on these matters.) Additionally, U.S. private institutions, more than U.S. public institutions, reported having already met or exceeded their target goals in 2015; though it cannot be deduced from the survey data whether this could be related to lower target goals for U.S. private institutions or due to the unique challenges faced by U.S. public institutions.

“Merit scholarships funded through institutional tuition discounting have made study abroad more expensive for students.”

“As the institution allows students to apply a portion of their tuition toward study away program costs, the institutional cost of allowing participation is high. As such, two things are true: (1) There is a cap on the total number of semester participants; and (2) The percentage that students may apply has rapidly decreased as the campus has faced budgetary problems.”

“For semester programs there is full funding but for short-term programs there is not. Student demand is for short-term summer programs so funding becomes an issue in this area. Also the faculty and student culture here is very much about staying on campus during the academic year—we market and lobby constantly to gain acceptance and approval of the programs.”

“Because we allow 100% of need and merit institutional aid to transfer abroad there’s always a concern that costs or total “export” of college resources will become unaffordable. [This] makes budget stewardship an essential aspect of our role. We guard our advising practices very carefully from this pressure and have a complex set of participation/affiliation guidelines to ensure access, equity and quality for all participants across our diverse student body ([e.g.,]race, ethnicity, Pell, 1st gen[eration]).”

“Increased strain of cost of attending the college in general means that families are already stretching their budgets to attend on campus, and the concept of study away, even when there is funding to aid students, is that it is too expensive so students do not even consider the option and never discover that there is funding to assist them and to keep costs from being significantly more than on-campus.”

Another challenge rising to the top among the concerns of both U.S. public and private colleges and universities trying to increase the number of students participating in education abroad is insufficient staff and advisors to handle the additional students such efforts would bring. For those interested in how offices are staffed at institutions like their own, Appendix C provides the average number of permanent full-time and temporary staff working in education abroad offices at different institution types.

When asked what is expected to be the primary growth area for education abroad at their institution or organization, U.S. private institutions indicated anticipated growth in both semester (30%) and short-term (35%) programs as the trending areas, whereas U.S. public institutions overwhelmingly see short-term programs (67%) as their major growth area. U.S.-based program providers also anticipate their greatest growth to be in short-term programs (60%). (Unfortunately, due to an error in data collection, the responses from overseas host institutions and program providers could not be similarly analyzed.)

Matching Strategies to Challenges

Respondents who are actively trying to increase education abroad participation were also asked to provide further information about the strategies being used to achieve the goal, with a list of options to choose from (checking all strategies that apply). A new option added to this question in 2015, “Exploring new models to provide greater access to a greater diversity of students”, has been used frequently, especially by U.S. institutions (with little difference between public and private institutions) and U.S.-based program providers. A complete ranking of the strategies by organization type is represented in Table 2 (below).

The top strategy used by all respondent types is to increase the diversity of programs offered. In 2013, only U.S.-based program providers had this as a top goal. However, in 2015 (and the three previous surveys), when survey respondents were asked to identify the areas that pose a significant challenge for increasing the number of U.S. students studying abroad, offering more diverse programs and number of programs were considered among the least likely to pose a significant challenge for all respondents. Perhaps this is because, as Table 2 demonstrates, this strategy is already being employed effectively. In 2013, U.S. and host institutions were focusing more on increasing the number of programs available. Increasing the number of programs available was also included among the top three strategies across all organization types in 2015.

In what can be seen as an answer to the top challenge Forum member organizations report facing (i.e., rising cost of participation for students), increasing financial support for students is also among the top four strategies used by all types of respondents in 2015. Of note, 70% of U.S.-based entities are now working on increasing financial support for students (in 2013, none selected this option). Policy changes continue to be the least-used strategy by all respondents.

Table 2. Strategies Used to Increase Student Participation in Education Abroad

Rank	U.S. Institutions	U.S.-Based Program Providers	Overseas Host Institutions
1	Increasing the diversity of programs offered (85%)	Increasing the diversity of programs offered (90%)	Increasing the diversity of programs offered (67%)
2	Exploring new models to provide greater access to a greater diversity of students (76%)	Increasing number of programs available (85%) (tied with below)	Increasing staff support and advising for students (57%)
3	Increasing number of programs available (68%)	Exploring new models to provide greater access to a greater diversity of students (85%) (tied with above)	Increasing number of programs available (52%)
4	Increasing financial support for students for EA (66%)	Increasing financial support for students for EA (70%) (tied with below)	Increasing financial support for students for EA (48%) (tied with below)
5	Increasing staff support and advising for students (46%)	Increasing staff support and advising for students (70%) (tied with above)	Exploring new models to provide greater access to a greater diversity of students (48%) (tied with above)
6	Changing academic policies to improve access (37%)	Changing other policies to improve access (40%)	Changing academic policies to improve access (33%)
7	Changing other policies to improve access (35%)	Changing academic policies to improve access (35%)	Changing other policies to improve access (33%)

*Number in parentheses indicates percentage of respondents indicating use of the strategy at their organization.

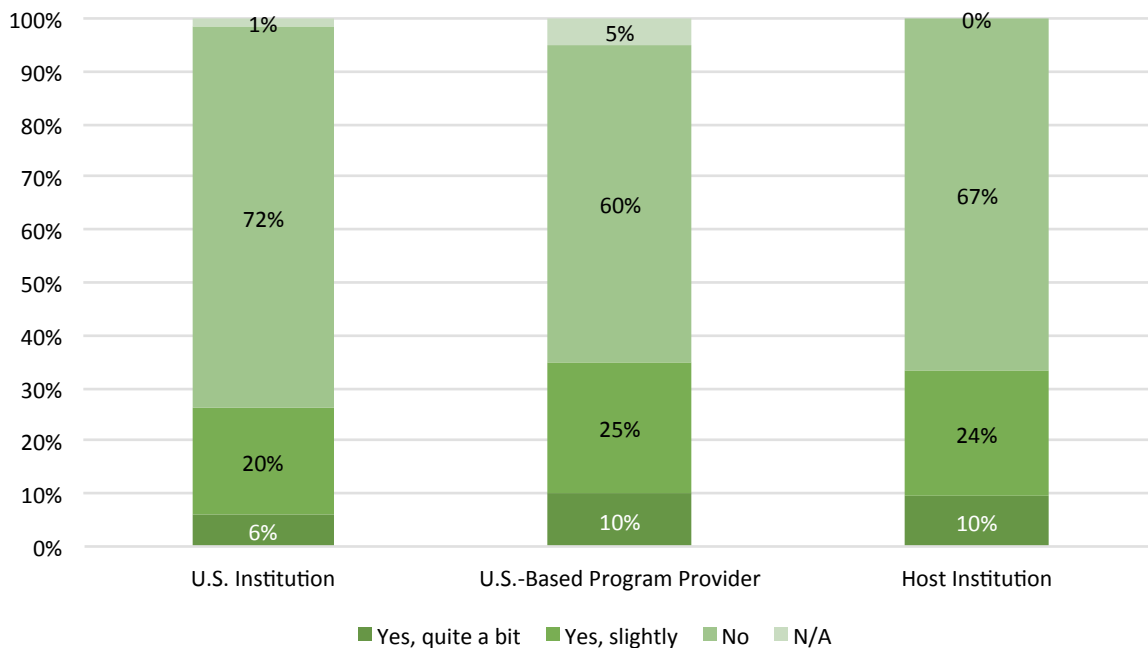
12% of U.S. colleges and universities and 14% of overseas host institutions also indicated other strategies they employ for increasing student participation in education abroad (no U.S.-based program providers selected this option). Other strategies mentioned by U.S. institutions include:

- more faculty outreach,
- more/better marketing on campus,
- reducing options or eliminating underutilized programs,
- curriculum integration/curriculum requirements,
- outreach to underrepresented student groups and the offices who represent them, and
- exploring new financial models.

Overseas host institutions are also focused on:

- deepening partner relationships and establishing new partnerships, and
- offering direct support to students for financial aid, housing, etc.

Figure 5. Have rising costs or declining resources led your organization to significantly change its education abroad programming for the coming 2015-2016 year?



Despite financial issues appearing in multiple ways among the top challenges institutions and organizations face, when asked specifically whether rising costs or declining resources has led institutions and organizations to significantly change their education abroad programming for the coming year (2015-2016), only 26% of U.S. colleges and universities, 35% of U.S.-based program providers, and 34% of overseas host institutions indicated that they did. The majority of those that have indicated making changes answered “Yes, slightly” (see Figure 5 above).

Institutions and organizations were also asked to consider future strategies by ranking the top three most significant factors that *would* help to increase the number of education abroad students at their institution from a list of possible factors. Each factor was then given an average rank score from 0-3 points based on how many respondents had included it in their top three. A first place rank was worth 3 points, a second place rank worth 2 points, and a third place rank worth 1 point per respondent. The sum for each factor was then divided by the total number of respondents who had included the factor in their individual top three. As such, the top three factors are listed in Table 3 below and comparable by organization type.

Table 3. Top 3 Factors that Would Help to Increase the Number of Education Abroad Students

Rank	U.S. Institutions	U.S.-Based Program Providers	Overseas Hosts
1	More education abroad scholarship opportunities for students	More education abroad scholarship opportunities for students	Establishing more programs with third-party providers
2	Stronger commitments from faculty/departments	Stronger commitment from faculty/departments	Stronger commitment from home faculty/departments
3	Stronger commitment from institutional leadership Stronger commitment from financial aid office	Establishing more programs in other countries	More education abroad scholarship opportunities for students

According to the results presented in Table 3 (above), U.S. colleges and universities ranked more education abroad scholarships (2.2), stronger commitments from faculty and departments to integrate programs and ensure credit count towards a degree (2.1), and strong commitments from institutional leadership (2.0) and financial aid offices (2.0) among the top three factors to increase the number of students in education abroad. This year shows a rise in the importance of commitments from institutional leadership and financial aid offices, neither of which made the top three factors in 2013. Other factors also clustered fairly closely together, with more institutional funding for the education abroad office (1.8), establishing more programs with independent program providers (1.7) and establishing more programs with potential host institutions in other countries (1.6) rounding out the list. (In the 2015 iteration of the Survey, U.S. colleges and universities were not given the opportunity to indicate other factors.)

U.S.-based program providers also rank more education abroad scholarships (2.3) and stronger commitment from faculty and departments (2.3) as top factors that would help them send more students abroad on their programs, as in 2013. A new finding for 2015 is that these organizations now see establishing more programs in other countries (2.0) as a growing factor, where it was not in the top three considerations in the previous survey. More institutional funding for students (1.9), stronger commitment from institutional leadership (1.8), and enhanced technology to communicate with students and advisors (1.0) received lower rankings.

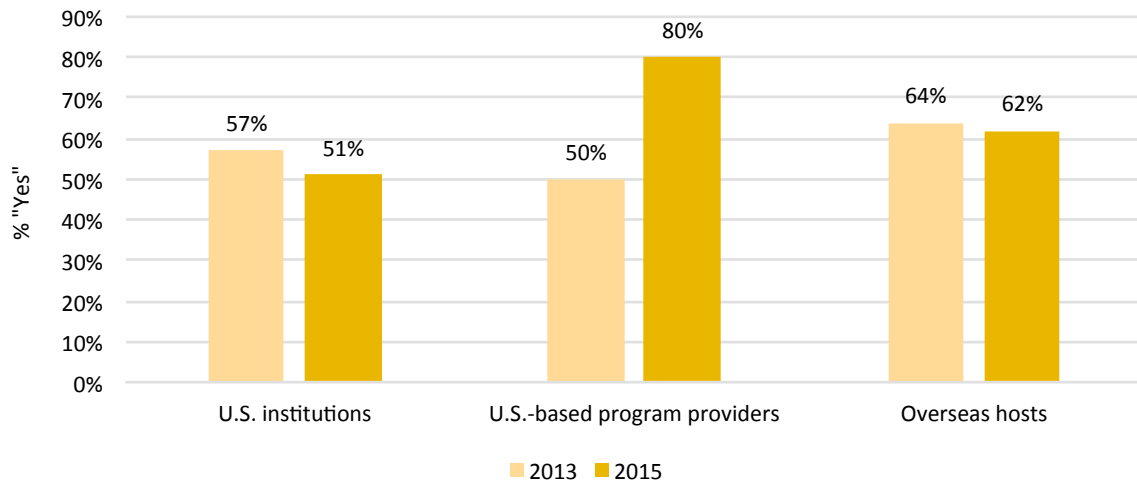
Overseas host institutions and program provider organizations reported establishing more programs with third-party program providers (2.8) as the top factor in 2015 that would help to increase the number of U.S. education abroad students at their institutions; however, it was one of the lowest factors in 2013. Also among the top three factors reported were a stronger commitment from faculty and departments (2.2) and more education abroad scholarships (2.1), similar to 2013. Stronger commitment from institutional leadership (2.0), more funding for the education abroad office (2.0), enhanced technology to communicate with students and advisors (1.8), and more institutional funding for students (1.8) received lower scores from this group.

Assessing Learning Abroad

The field of education abroad has increased efforts in recent years to assess learning outcomes in order to document the personal and academic gains students experience by studying abroad, not simply their satisfaction with the experience.

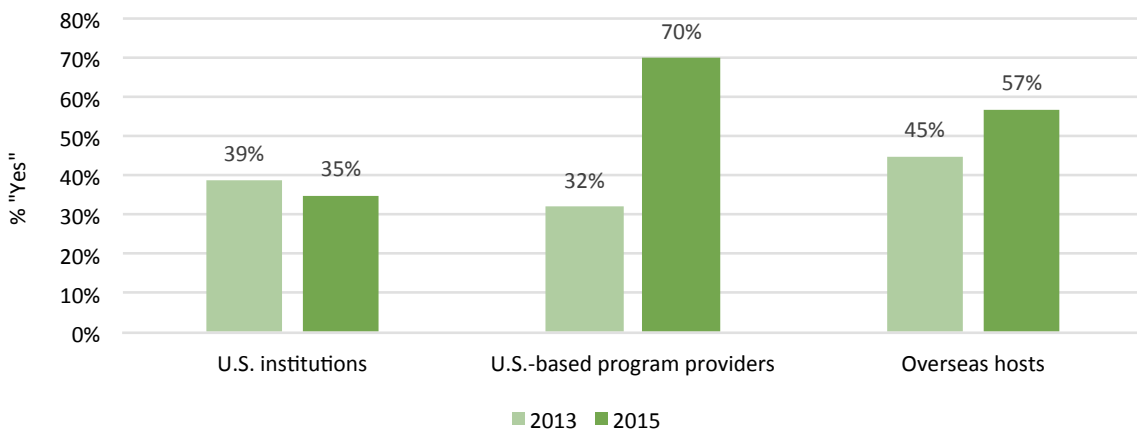
Figure 6 (below) displays the percentage of respondents in each organization type who have indicated that their organization has identified learning outcomes for their education abroad programs. While this practice among U.S. institutions and overseas host institutions and organizations has remained fairly stable, more U.S.-based program providers indicate that they are now identifying learning outcomes for their programs than did in 2013. Similarly, the use of assessment plans to measure the learning outcomes for students in education abroad has also increased greatly among U.S.-based program providers since 2013 (see Figure 7 below).

Figure 6. Our institution or organization has identified learning outcomes for our education abroad programs.



As in 2013, comments from respondents regarding these questions most frequently indicated that the development of learning outcomes and an accompanying assessment plan was “in the works” or in its initial phases. Some member institutions indicated that they had more developed assessment plans than others, while others mentioned that their offices were moving away from “customer satisfaction-like” surveys and more in the direction of measuring learning outcomes.

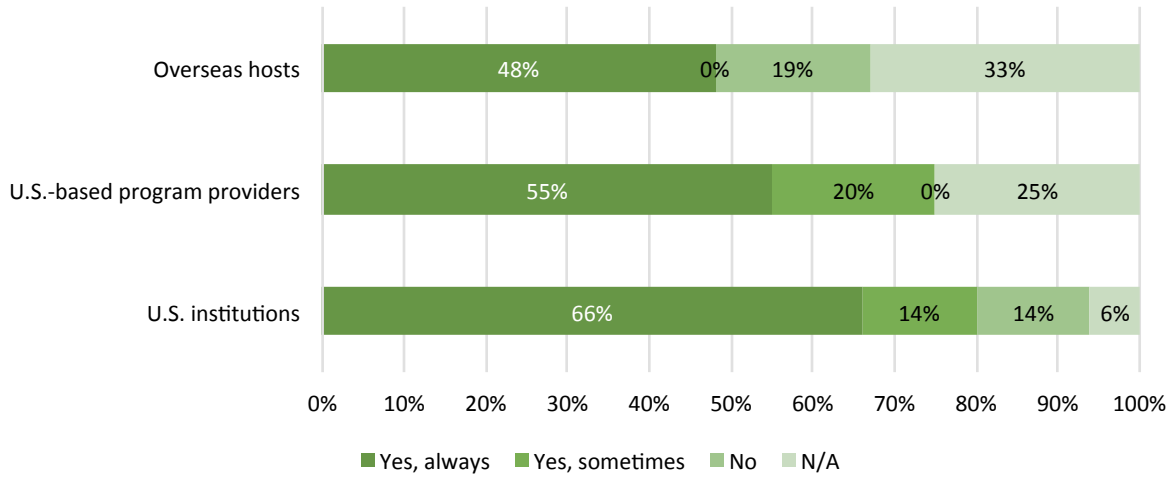
Figure 7. Our institution or organization has an assessment plan to measure the extent the learning outcomes are achieved by our education abroad programs.



Approval of Courses Abroad

When asked whether courses taught by their organization were approved by an academic oversight committee (see Figure 8 below), overseas host institutions marked “not applicable” more in 2015 (33%) than in the 2013 survey (21%), and more than any other respondent type. Another finding indicates it is more common for U.S. institutions and program providers to require or receive approval by an oversight committee than it is for overseas host institutions and program providers. One reason behind this disparity may be that students studying abroad at a host institution, in general, enroll in courses that are approved as part of a standing curriculum overseen by academic programs and departments and are thus not approved as separate study abroad courses *per se*.

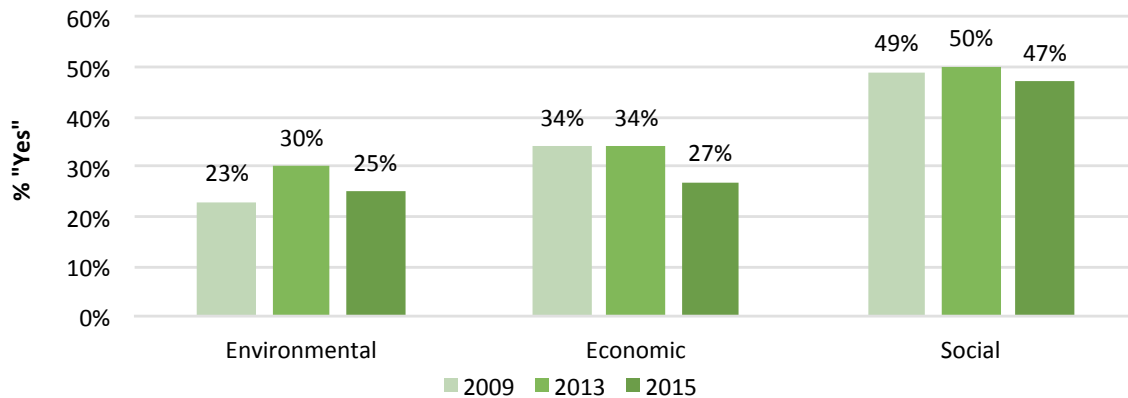
Figure 8. Are for-credit courses, taught by your organization, approved by an academic oversight committee?



Considering Our Impact on Host Communities

Reflecting an interest among Forum members and the public about the potential impact that study abroad programs can exert on host communities, the State of the Field Survey in recent years has asked member institutions to indicate whether their organization considers and prepares for the environmental, economic, and social consequences of their programs' presence in the host country when approving, designing, and managing programs. These questions were first introduced in 2009.

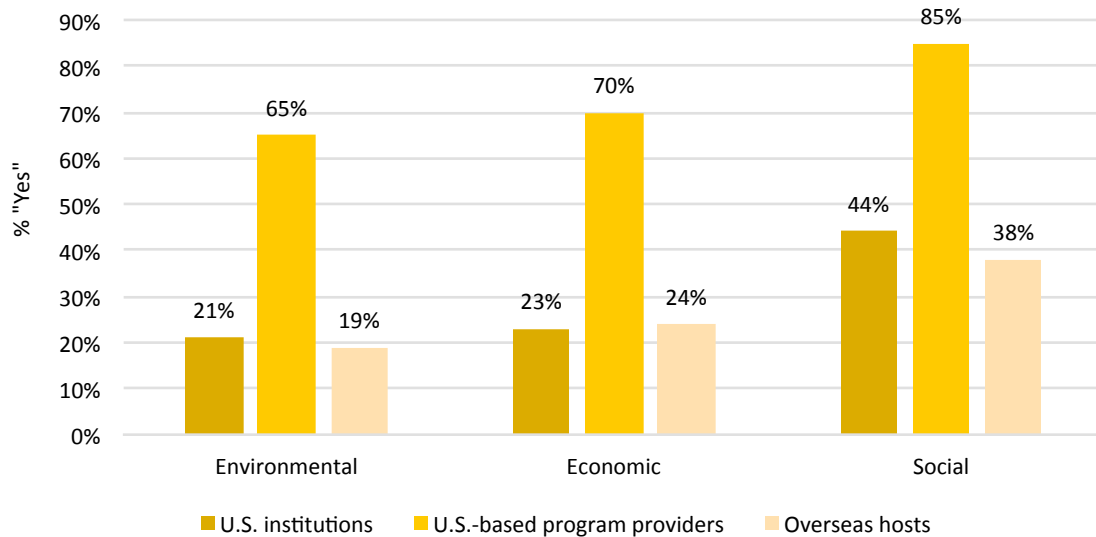
Figure 9. Respondents Indicating Consideration and Preparation for Environmental, Economic, or Social Consequences of Programs' Presence in Host Country



Overall, 2015 respondents indicate having more consideration and preparation regarding social consequences, followed by economic consequences, and, least of all, environmental consequences, a trend that has persisted over the years (see Figure 9 above). These differences could be attributed either to priority, as determined by some constituency, or they may simply be attributable to the relative or perceived ease with which certain kinds of consequences can be addressed.

Though direct comparisons of responses between program provider organizations and U.S. institutions would not be reliable based on the data as collected, it is still interesting that a far greater percentage of U.S.-based program providers are considering and preparing for all three of these types of consequences in their education abroad programming when compared with the other groups (see Figure 10 below).

Figure 10. 2015 Respondents Indicating Consideration and Preparation for Environmental, Economic, and Social Consequences by Organization Type



As in past surveys, respondents were provided with an opportunity to comment on the manner in which they consider each of these impacts. Common considerations and preparations for environmental consequences mentioned include tracking, reducing, and off-setting carbon emissions, and working with local NGOs and host communities:

“We offer students the opportunity to purchase carbon offset credits, and the payments go toward projects with both environmental and social benefits.”

“[We] work with the Manager of Campus Energy and Sustainability in design and implementation of our own programs, providing necessary information and training to students.”

“We ... do not impose large group programs in delicate social/environmental arenas.”

As in past years, fair wages and compensation, hiring locally, and using local resources continue to be the primary ways that member institutions and organizations consider and prepare for the economic consequences of their programs:

“[We] pay locally appropriate salaries for in-country staff and locally appropriate fees for services. Hire and purchase locally as much as possible. Consult with local staff about programmatic decisions with economic consequences. Pay into local tax and social welfare systems.”

“[We consider] how our interaction with host universities will affect the financial prospects of our partners.”

“We recognize that a cancellation of a program can have significant ramifications and seek to make timely decisions.”

“[We prepare] by carefully reviewing proposals of our own faculty-led programs; by working with partners on the ground; by considering how our faculty/staff are connected to and have prepared working relationships with our local partnerships.”

“We build in reciprocity according to the needs of the partner institution and country.”

Separately, respondents were asked to comment on how they consider and prepare for the social consequences of their presence in the host country in the approval, design, and management of programs:

“Students are asked in their application how they can/will impact the host country location. Through advising and pre-departure orientation, we discuss with students the importance of becoming familiar with the laws, customs and cultural norms of their host country. We ask faculty leading programs abroad consider how their program will impact the host location.”

“[We] conduct training on the appropriate role of “the outsider,” ethics of community engagement, etc. Consult regularly with Forum’s Code of Ethics, utilizing this document to inform institutional decision-making.”

“Our Mission drives programs to have strong emphasis on the exchange learning, equal respect for local people and local knowledge, and self-respect.”

“This is the heart of curriculum design for us. We are fostering associative behavior and curating social interactions across difference. Every dimension of the program needs to take this into account--from homestays, to community-based learning, to IRB for research projects, to university-community partnerships.”

“In our marketing materials, program design, and orientation programs, we always discuss the social implications and potential outcomes of the student abroad experience -- both on the host society and the home society.”

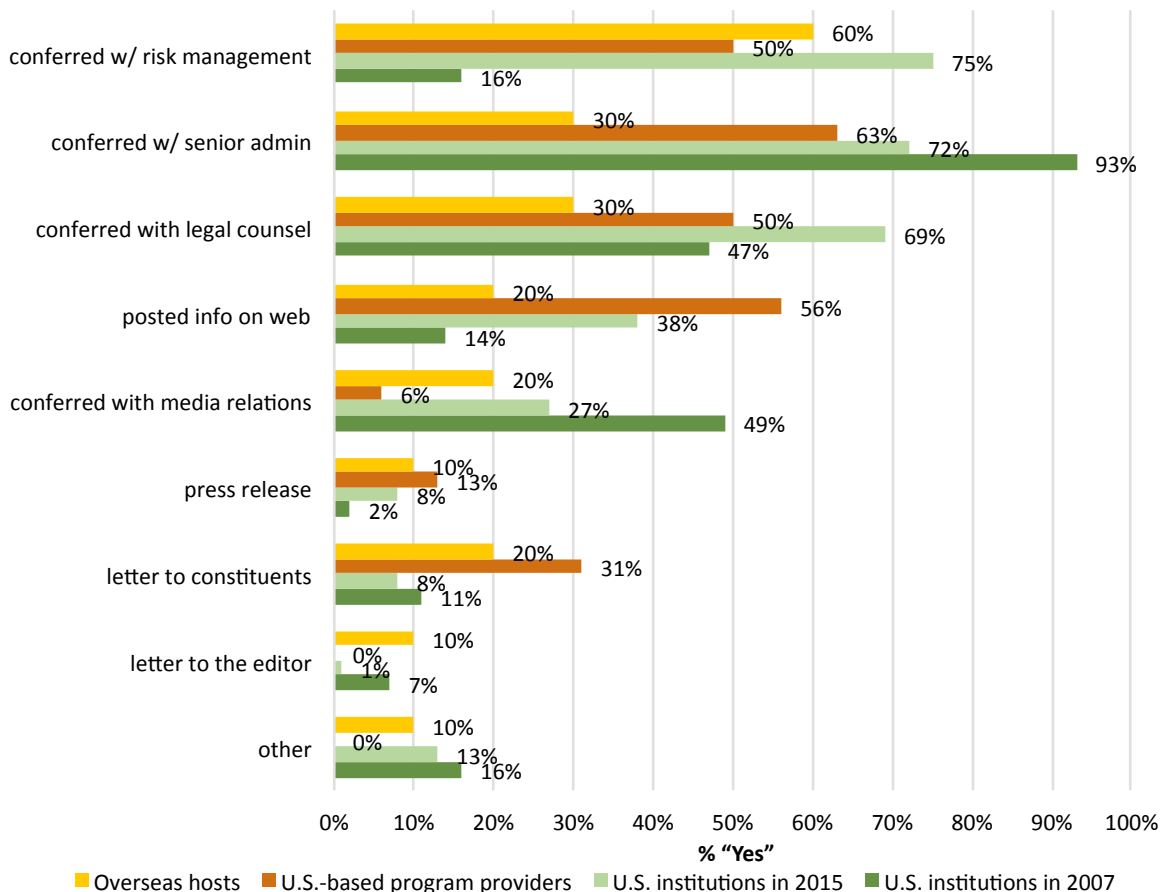
ETHICAL PRACTICES IN PROGRAM MANAGEMENT

Reacting to Public Scrutiny

In August 2007, the Attorney General of New York launched an investigation into the relationships between U.S. colleges and universities and program provider organizations. The Attorney General of Connecticut followed with its own investigation in January of the next year. These inquiries were aimed at investigating if there were incentives or perks which may limit students' education abroad choices, escalate the price of programs, and adversely impact program quality. At the time, The Forum reacted quickly, convening an Ethics Summit and polling the field about its practices in the 2007 Survey on Program Management in Education Abroad in order to advocate on behalf of its membership and further develop and refine *The Standards of Good Practice* to address perceived gaps. This year, the State of the Field survey revisited many of the questions from that 2007 survey in order to see how practices have changed and have been standardized over the years. Where pertinent, the 2015 responses are compared with the 2007 responses in the text below. A full report of the 2007 Survey on Program Management in Education Abroad is available on the Forum website at www.forumea.org/resources/data-collection.

This year, all respondents were asked what actions they have taken to address public interest in education abroad practices. By comparison, only U.S. institutions answered this question in 2007 as they were the primary focus of the investigation. Figure 11 below shows the responses by organization type and includes the 2007 comparison data for U.S. institutions.

Figure 11. In the past 12 months, have staff at your organization done any of the following in reference to education abroad practices?



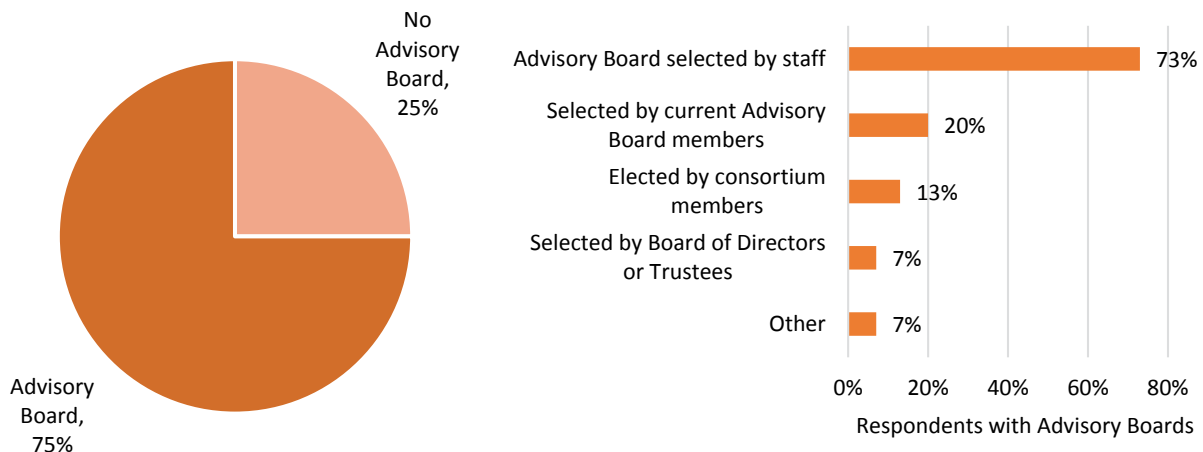
Compared to the 2007 survey, the responses gathered in 2015 seem to demonstrate a marked increase in the number of institutions that check with legal counsel, senior administrators at their institution, and risk management professionals. There is also an observed increase in communication, such as posting information on the web or writing a letter to constituents. This trend points to an overall increase both in collaboration and conferral with other professionals and experts in related fields, as well as increased efforts at transparency and making education abroad constituencies and the general public more aware of education abroad practices. Other practices identified by respondents in 2015 include: conferring with officers who specialize in Clery Act or Title IX compliance and increased communication directly with students, especially through the use of Facebook and other social media outlets.

Oversight

When asked whether their institution or organization had a whistleblower or other type of confidential policy in place for anonymous reporting about ethics and business practices, 65% of all respondents answered “yes” in 2015. U.S. institutions were the most likely to have such a policy, with 70% indicating “yes,” while 37% of host institutions indicated having such a policy. U.S.-based program providers were evenly divided 50%-50% on whether such a policy was in place.

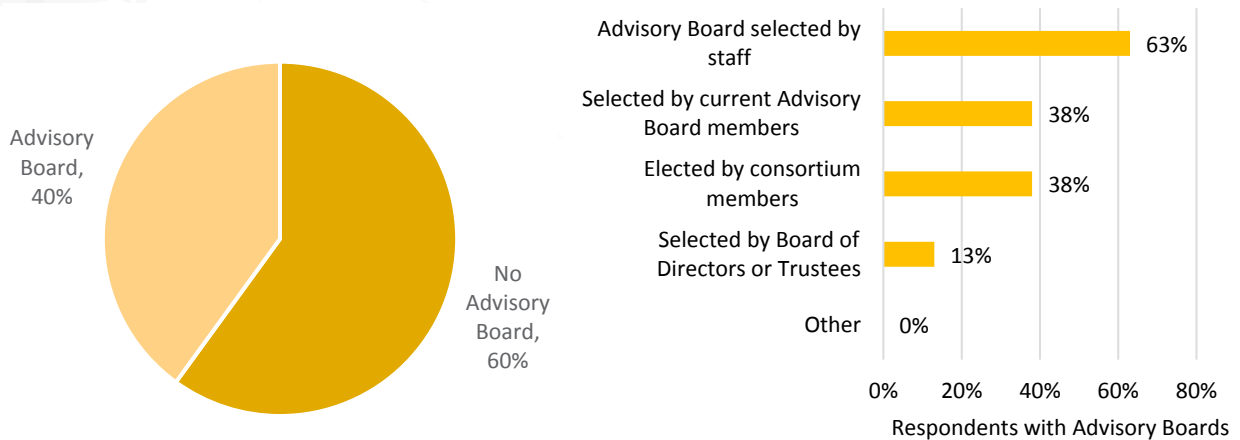
U.S.-based program providers and overseas host institutions and provider organizations were also asked whether there was an external advisory board or committee to oversee their practices, and if so, how that board or committee was selected and what its role was in the organization (Figure 12 below). As such, 75% of U.S.-based program providers indicated that they had such a body. Among those answering “yes,” 73% of the program providers said that the members of the board or committee were selected by staff, 20% stated that members were chosen by current advisory board members, and only 13% were selected by consortium members.

Figure 12. U.S.-Based Program Providers: Advisory Boards and Selection Procedures



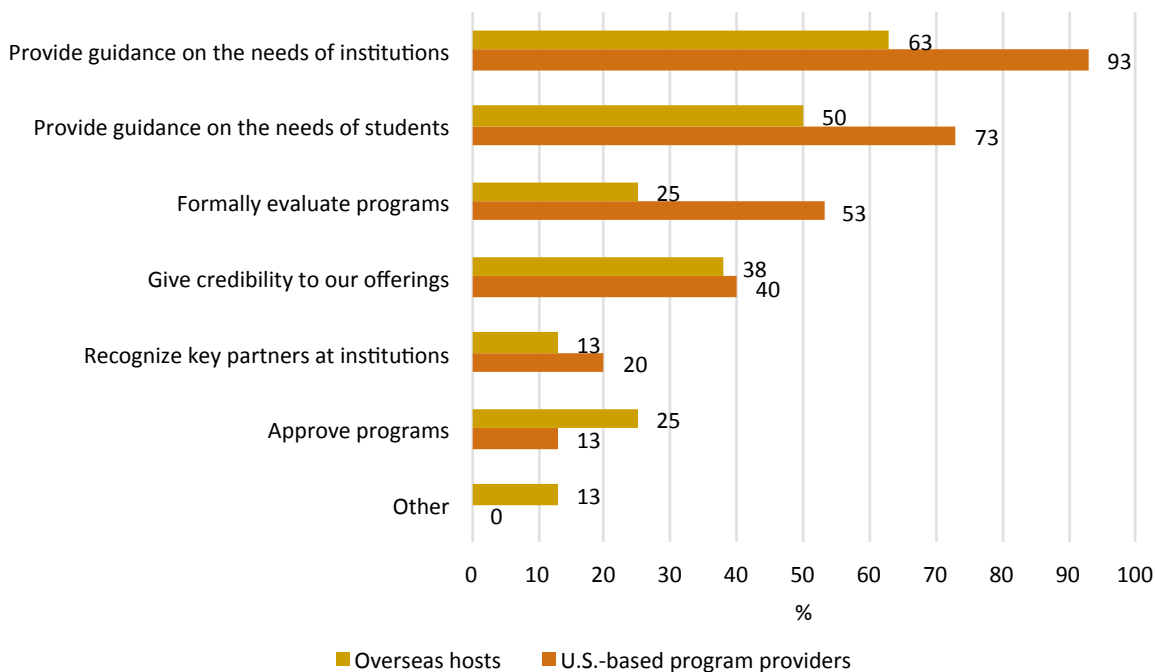
The answers to this question were quite different for respondents from overseas host institutions and provider organizations (Figure 13 below), where only 40% of respondents indicated having advisory boards. Of the overseas hosts with advisory boards or committees in place, 63% indicated that board or committee members were chosen by staff, while 38% indicated that incoming advisory members were chosen by current advisory board or committee members and 38% choose to elect incoming members via consortium members. Finally, only 13% of overseas institutions indicated that their board of directors or trustees selected advisory board/committee members.

Figure 13. Overseas Hosts: Advisory Boards and Selection Procedures



The responsibilities of these boards also differed markedly between U.S.-based program providers and overseas host institutions and organizations (see Figure 14 below).

Figure 14. What are the goals and responsibilities of your organization’s Advisory Board or similar group?



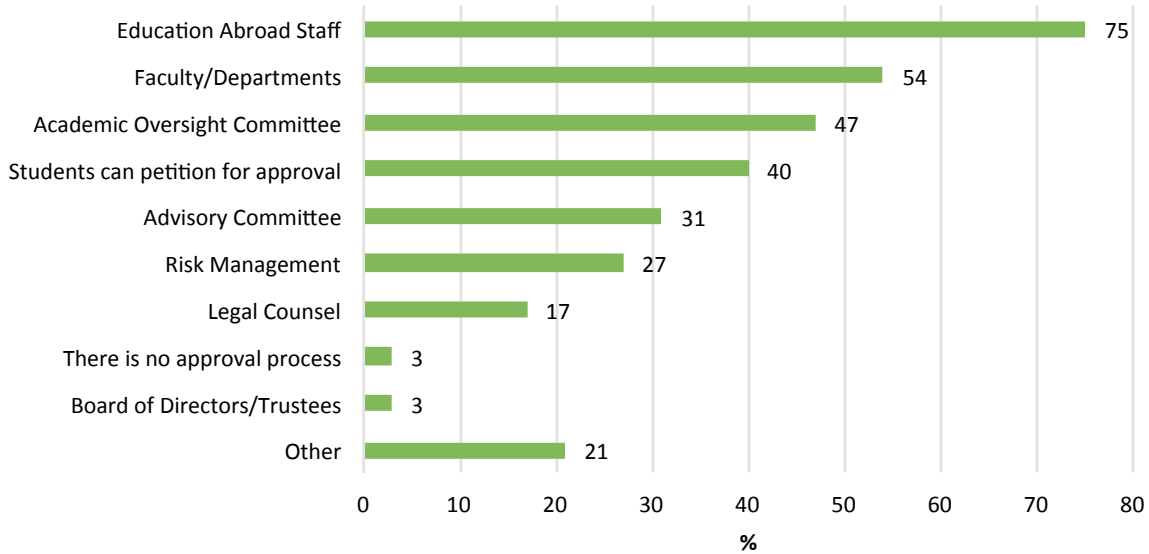
Approving Programs

Before considering the responses to questions regarding program offerings, it should be noted that the definition of ‘approved programs’ varies from institution to institution. Some institutions require a high level of vetting in order to ensure high academic compatibility with the home institution, strong support services and risk management policies, and a comparable pricing structure. Some may have a list from which students must select programs. At other institutions, petitions are

common and frequently approved; if a student petitions for a program, it may automatically become approved for future students. Thus, the answers presented in Figure 15 (below) provide a picture of the wide variety of approval methods used by U.S. colleges and universities.

Figure 15. U.S. Institutions: How are programs approved on your campus? (Check as many as apply.)

Among those members who identify other methods for program approval, such methods included approval from high-level



administrators across campuses (i.e., provosts, deans, presidents or vice presidents, registrars, or finance officers). Several other respondents indicated that their program approval process differs depending on the type of program being considered (i.e., faculty-led programs vs. programs offered through a third-party provider). Strategies used when deciding to approve or affiliate with certain programs or program providers and the ranked importance of certain factors in such decisions are shown below.

Top 10 Strategies Used to Decide Whether or Not to Approve a Program

1. Analyze materials submitted by programs
2. Evaluate the receptiveness of the provider to listen to and act on evaluative comments about their programs
3. Gather feedback from trusted colleagues at institutions that already use the program
4. Host visits to your institution by program representatives
5. Consider whether the program recognizes the *Standards of Good Practice* and best practices as published by The Forum or other relevant disciplinary bodies
6. Conduct site visits paid for by your institution
7. Determine whether the program contributes to the local community through service or community-based learning
8. Look for programs where the program fee is less than your home school tuition and fees
9. Get feedback from program alumni
10. Gather information via an inquiry sent to SECUSS-L

Top 10 Factors Considered When Deciding Whether or Not to Approve a Program

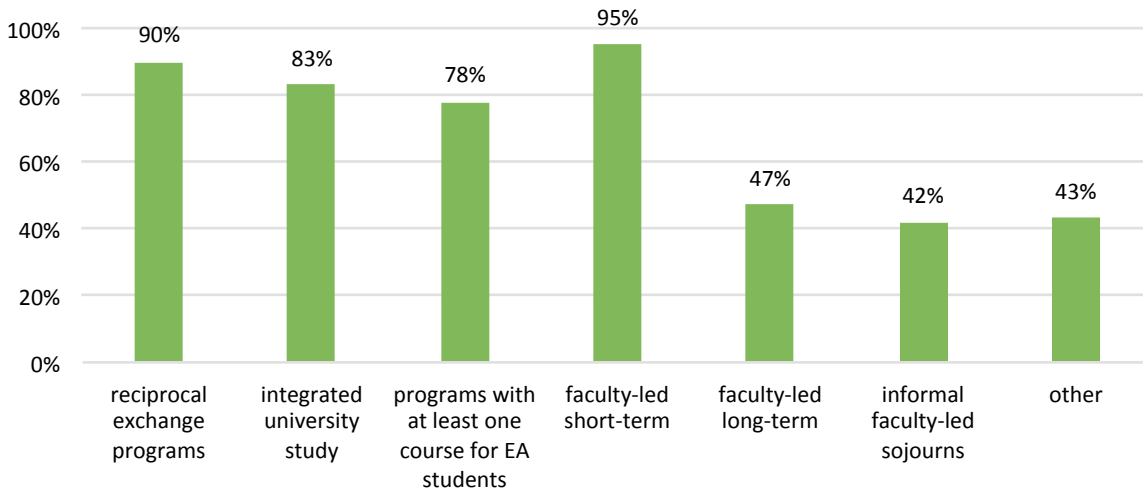
1. Academic quality
2. Health and safety
3. In-country support (e.g., resident directors, co-curricular activities)
4. Cost
5. Quality of program administration and ease of working with the program provider
6. Ability to manage risks
7. Possibility for exchanges
8. Experience of former students
9. Program structure (e.g., direct enrollment, hybrid, field study)
10. Whether a provider offers many programs of interest (vs. just one or a few)

When asked whether their institution or organization has written ethical guidelines that it follows when considering agreements with other organizations, the majority of U.S.-based program providers (60%) report adhering to written ethical guidelines, while a smaller proportion of U.S. institutions (35%) and overseas host institutions (43%) say the same.

Program Portfolios

U.S. Colleges & Universities

Figure 16. Does your institution offer or approve...



Among U.S. colleges and universities that responded to the 2015 survey, 90% indicated that they had reciprocal exchange programs. Furthermore, 83% indicated they had or approved non-exchange direct enrollment programs where students take courses alongside host university students overseas and 78% reported having or approving programs that have at least one special course designed for U.S. or other international students not taught by their own faculty (see Figure 16 above).

Exchanges or direct enrollment without an exchange remain the most common type of approved programs, followed by hybrid programs that offer at least one class designed specifically for education abroad students. The present data, however, do not distinguish the degree of difference between these options. For instance, some direct enrollment options are basically

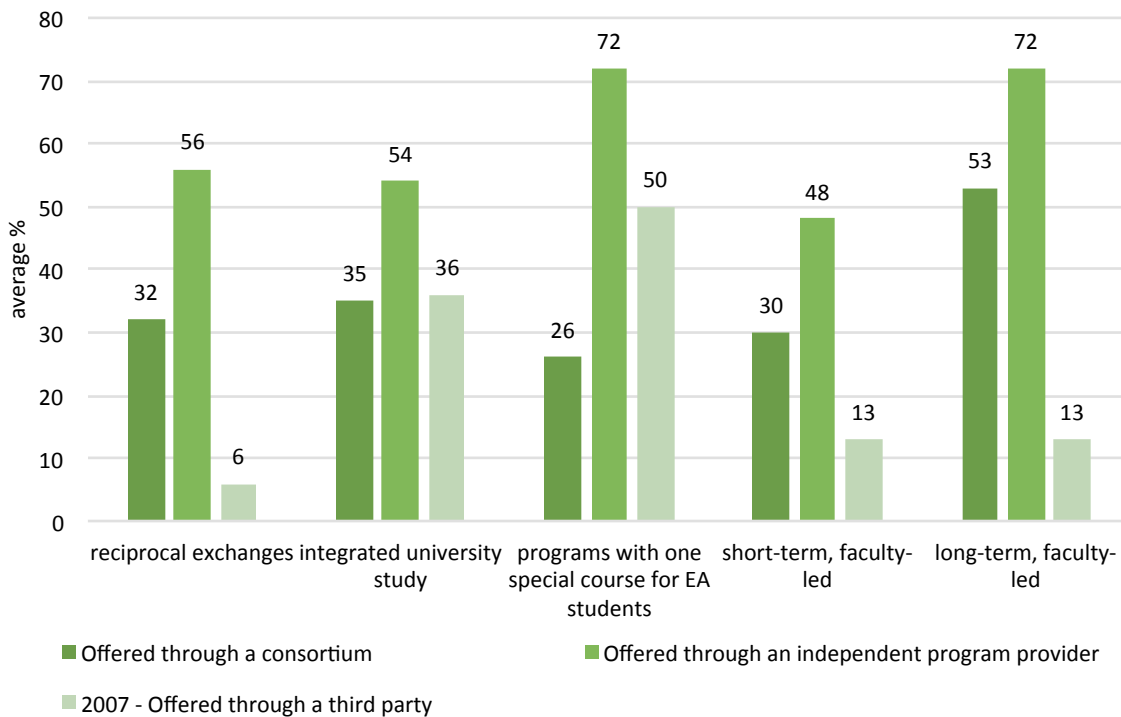
exchanges from an academic framework, only with a different fee structure. Other options may have significant additional student support built in. In addition, institutions may offer all of these types of programs or only one. Some institutions may have a preferred model, while others may utilize a wider variety of models, depending upon student and faculty needs and interests, as well as institutional history and culture. Finally, financial models for program pricing at an institution can also determine the institutional preference for different types of programs.

One data point of note is that 42% of institutions offer or approve opportunities where faculty take students abroad for coursework that is not formally approved as education abroad programs. This may be significant because it suggests that a relatively large number of institutions are not fully vetting all aspects of overseas study. Future inquiries should thus focus on exploring these informal faculty-led sojourns.

At the other end of the spectrum, short-term faculty-led programs are extremely common (95% of institutions offer or approve these) while long-term faculty-led programs (over 8 weeks) are only offered or approved by 47% of colleges and universities surveyed.

Respondents were also asked to indicate what percentage of the program types they offered were being offered through third parties, which comprise both independent program providers and consortia. In 2007, the question asked about third parties generally and did not distinguish between independent program provider organizations and consortia. Responses from 2007 and 2015 are shown in Figure 17 below.

Figure 17. Average Percentage of Programs Offered through Third-Parties (by program type)



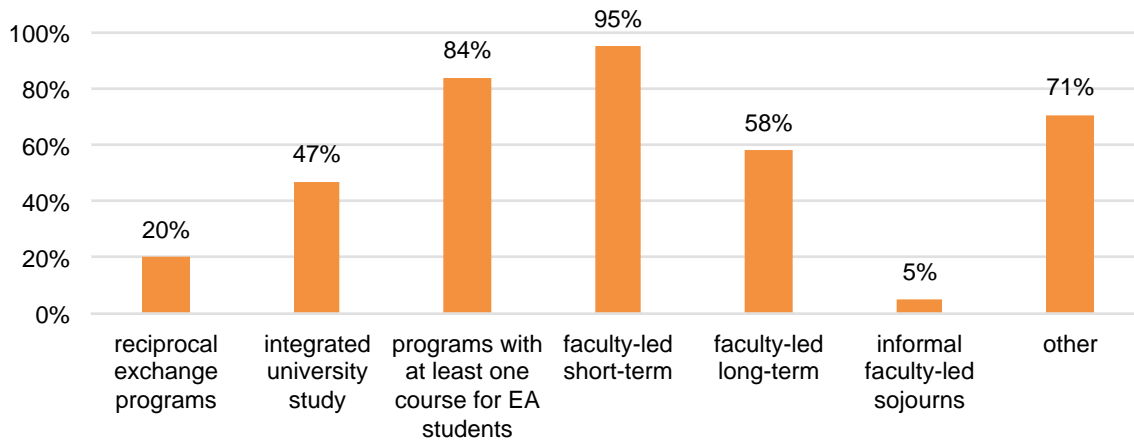
These responses demonstrate the high degree to which U.S. universities and colleges offer programs in cooperation with program providers and consortia. Such cooperation has increased markedly among Forum member institutions since this question was asked in 2007. This is likely related to the top strategy for increasing the number of students studying abroad (indicated in Table 2 above), increasing diversity of programs offered, which is more feasible for institutional study abroad offices if the staff time and responsibility for development and management of them is shared with a third party. It is likely also due in part to a number of other factors, including escalating costs, increased healthy and safety concerns, and the demand for student services which independent program providers can help institutions to address.

Of note, for U.S. colleges and universities that offer or approve reciprocal exchange programs, 56% are offered through an independent program provider. As reciprocal exchange programs are often direct agreements between two colleges or universities, it would be useful to examine these models further in future surveys.

Despite frequent use of third-party program providers for education abroad programming, 97% of U.S. colleges and university respondents indicated that they *do not* have any exclusive agreements with program providers.

U.S.-Based Program Providers

Figure 18. Does your organization offer...



For U.S.-based program providers (see Figure 18, above), only 20% offered reciprocal exchange programs while 47% offered non-exchange programs where students take regular host university classes with local students. Interestingly, 84% offer programs that have at least one course specifically designed for U.S. or other international students with no participation from U.S. or home university faculty.

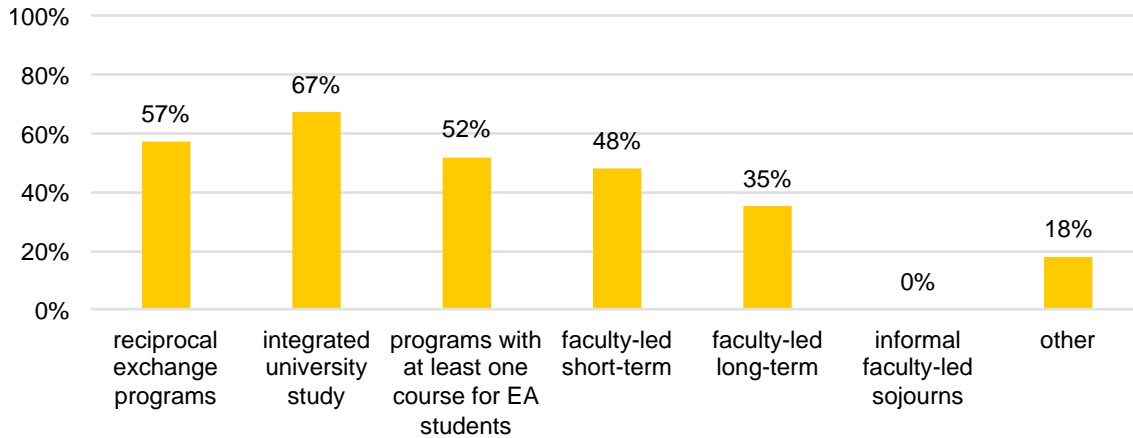
One figure of particular interest here is that 95% of U.S.-based program providers offer short-term programs (up to 8 weeks) that are led by faculty from a U.S. home university, and 58% offer long-term programs that are led by U.S. home university faculty. This indicates that there are partnerships between colleges and universities that may include customized or hybrid programs. Furthermore, 5% offer programs led by home university faculty that do not have their institution's approval, and 71% offer other types of programs that are not otherwise mentioned.

15% of U.S.-based program providers said that they sometimes ask institutions to sign exclusive agreements with them. The remaining 85% indicated that they never ask institutions to do this.

Overseas Program Providers & Host Institutions

As shown in Figure 19 below, of overseas host institutions and program providers, 57% offer reciprocal exchange programs; 67% offer non-exchange programs where students take only regular university courses; 52% offer programs that have developed at least one course specifically for U.S. or other international students on the program (with no on-site participation by home university faculty); 48% offer short-term programs of 8 weeks or less that are led by U.S. home university faculty; 35% offer long-term programs of more than 8 weeks that are led by U.S. home university faculty; none offer programs led by home university faculty that do not have their institution's approval; and 18% offer other types of programs not mentioned here.

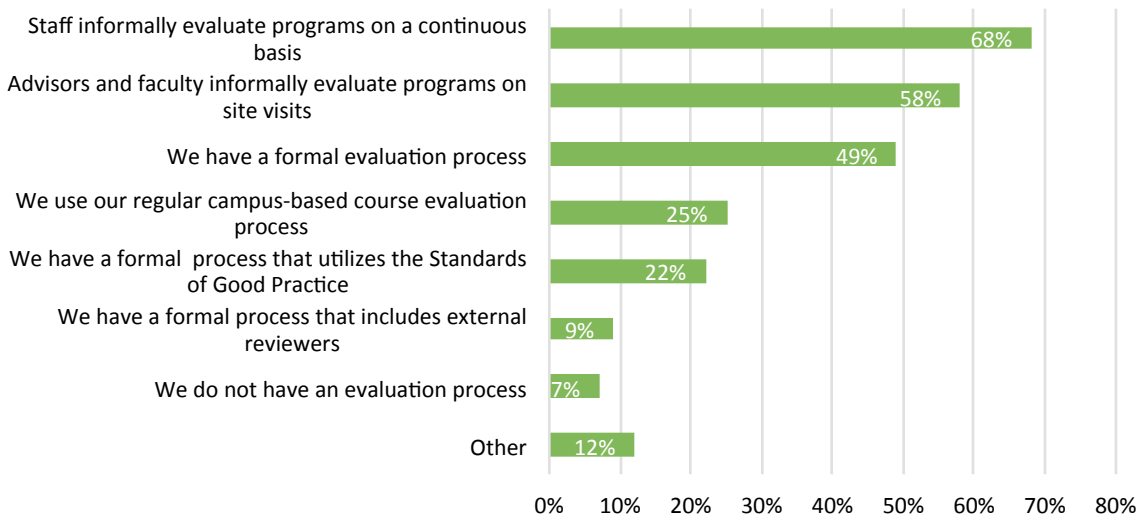
The overwhelming majority (95%) of overseas hosts indicated that they never ask partner institutions to sign exclusive agreements. The remaining 5% answered "I don't know" or "Not applicable".

Figure 19. Does your institution or organization offer...

An unintended consequence of interpreting the responses from different constituencies regarding approved program models was the realization that the questions asked in 2007 may no longer be adequate for the field of education abroad today. In recent years, program models and relationships between organizations and institutions within the field have changed drastically. These response options may not capture the complex mixed models that are developing. Future surveys should investigate this in more detail.

Evaluating Programs

Once created or approved, it is recommended that education abroad programs should be evaluated regularly to ensure that quality is maintained over time. Information about how evaluation is handled among different types of Forum member institutions is included in Figures 20, 21, and 22 below. Respondents were able to select as many options as applied.

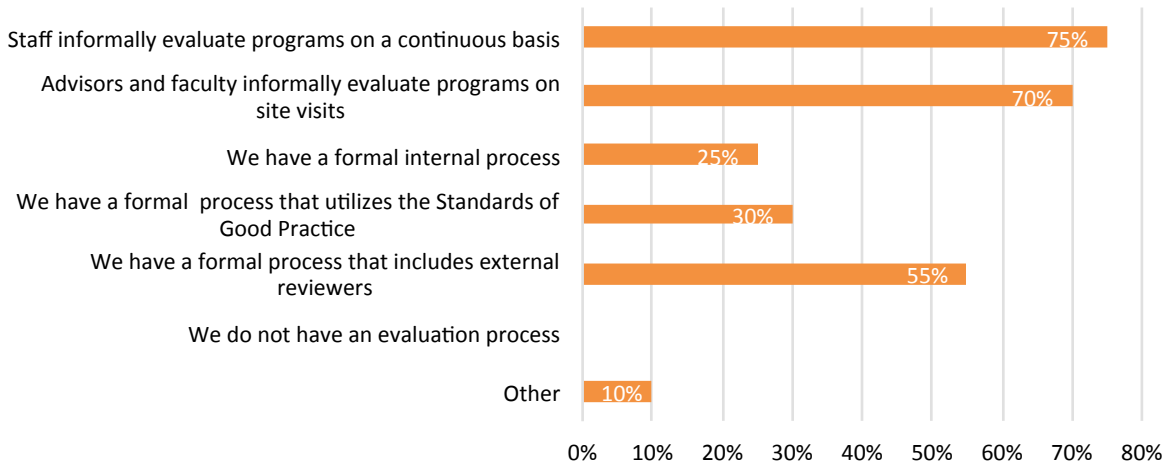
Figure 20. U.S. Institutions: How are programs evaluated on your campus?

Among those U.S. institutions selecting “Other”, many stated that they are working on developing or standardizing their evaluation practices. Several others pointed out that the question was difficult to answer due to budgetary limitations; e.g., in theory they conduct site visits, but in practice, site visits only occur when an immediate problem must be addressed.

When asked to rate the importance of the following elements in their evaluation process, U.S. institutions ranked them as follows:

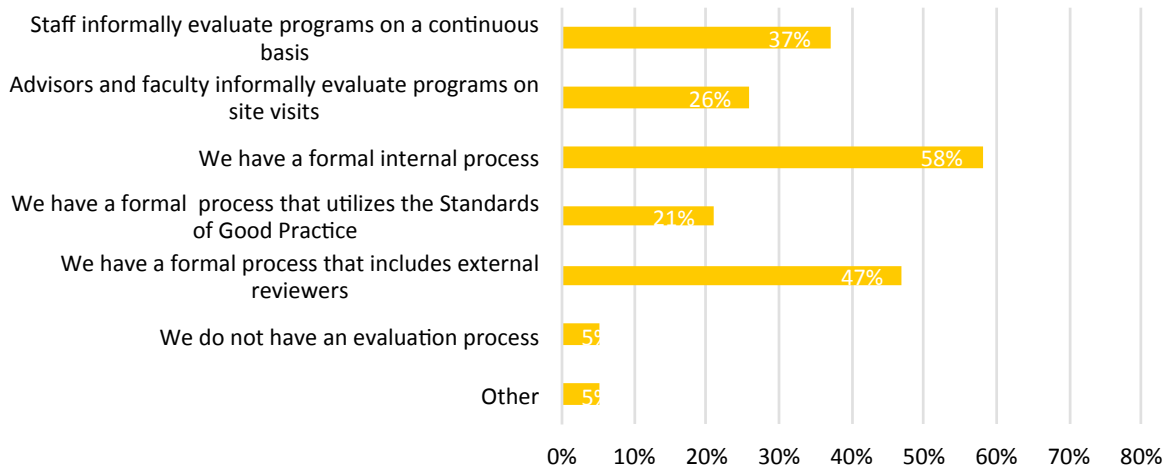
1. We review student evaluations.
2. We survey current students.
3. We review all written materials.
4. We review all correspondence.
5. We conduct a site visit.
6. We survey program alumni.
7. We survey our faculty.
8. We review academic work completed by our students on the program.
9. We participate in a regional group that shares information about programs.
10. We survey on-site faculty and contacts.

Figure 21. U.S.-Based Program Providers: How are your organization’s programs evaluated?



Among U.S.-based program providers selecting “Other,” nearly all respondents mentioned the use of student evaluations.

Figure 22. Overseas Host Institutions and Program Providers: How are your organization’s programs evaluated?



Site Visits

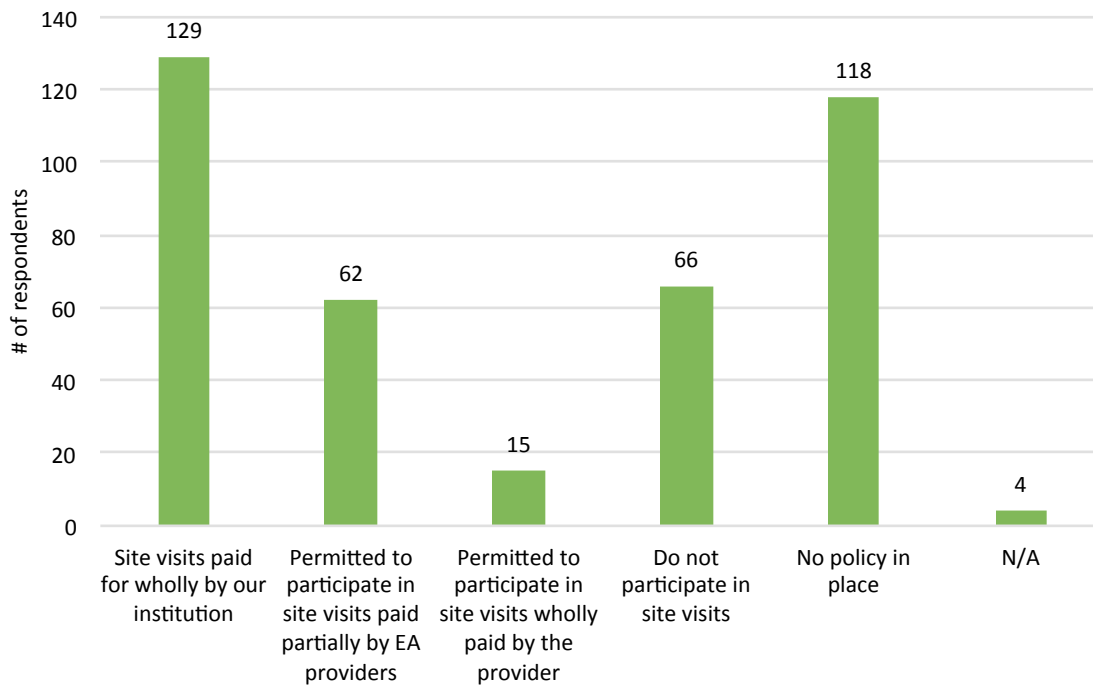
As indicated by the previous responses to questions regarding approval and evaluation procedures, site visits are an important tool for U.S. colleges and universities to use to evaluate potential program offerings initially and on an ongoing basis. They also provide valuable opportunities for program providers and host institutions to demonstrate what their programs have to offer. This section provides more information about how often institutional representatives participate in site visits and how those visits are funded.

When data on this topic was last collected in 2007, only 75 U.S. institutions, 19 U.S.-based program providers, and 1 host institution located outside the U.S. responded to the survey. In the 2015 survey, there was a large increase in the responses to a total of 223 U.S. institutions, 21 U.S.-based program providers, and 21 host institutions and program providers located outside the U.S., permitting a somewhat greater picture of how site visits are managed.

U.S. Colleges & Universities

U.S. colleges and universities continue to participate in site visits where they are responsible for all or some of the cost. As shown in Figure 23 below, from the 2015 data, 129 U.S. institutions said they participated in site visits that are wholly paid for by their college or university (58%), 62 US institutions (28%) indicated they partially pay the costs, and 66 (30%) said they do not participate in site visits at all. (Respondents were permitted to check more than one option; thus, totals are more than 100%).

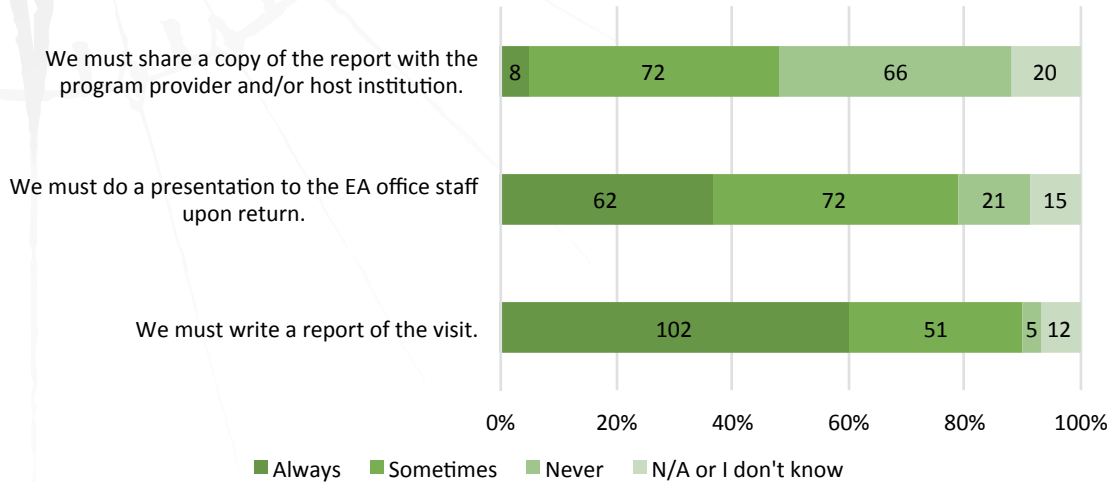
Figure 23. Which statement best reflects your institution's policy on staff/faculty participation in site visits?



The 2007 survey asked the questions a bit differently and received responses indicating that 76% of U.S. colleges and universities always or sometimes paid for site visits, 37% responded that site visits were sometimes paid for by program providers, and 67% responded that site visits were “always or sometimes” paid for *in part* by the program provider. Although the question was not asked in 2007, the current 2015 data indicate that about 53% of U.S. institutions do not currently have a policy in place about participation in site visits. About 7% of U.S. institutions reported that they would participate in a site visit wholly funded by a provider. This would indicate that although participation in site visits paid for by the program providers is down from 2007, many institutions still do not have a formal policy in place about site visits.

U.S. institutions were also asked what reporting requirements there were for staff or faculty who participate in site visits (Figure 24 below). Results show that expectations of reporting back to the home institution are high, while sharing feedback with the program provider or host institution visited is a low priority.

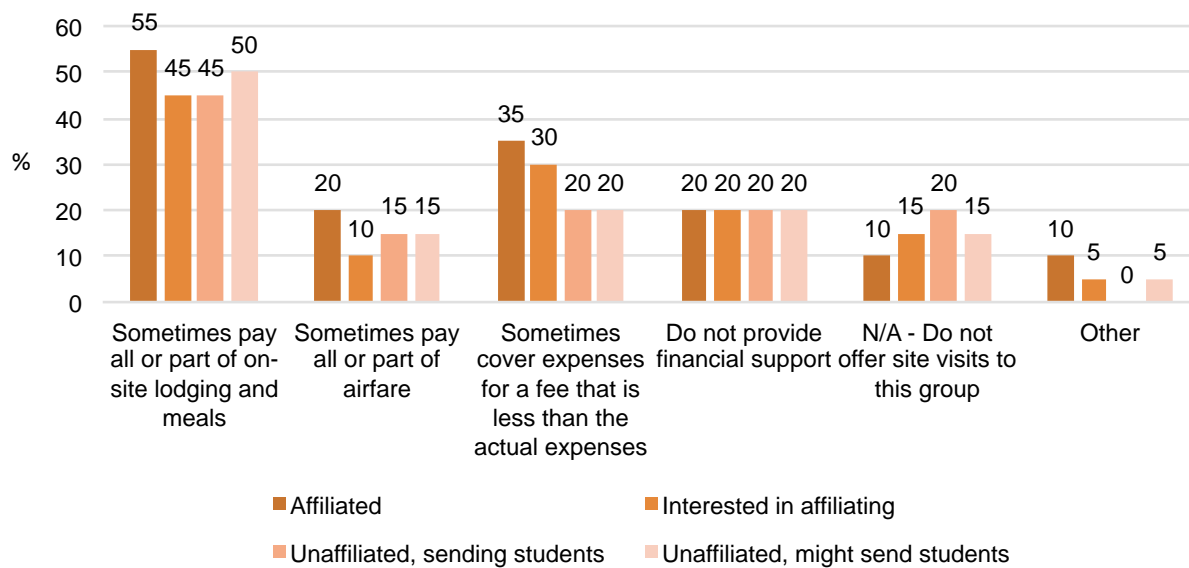
Figure 24. Reporting Requirements for Staff/Faculty Participating in Site Visits



U.S.-Based Program Providers and Overseas Program Providers and Host Institutions

In 2007, U.S.-based program providers supported affiliated institutions’ site visits, with 80% saying they sometimes paid for all or part of the cost of lodging and meals and 60% saying they paid for all or part of the airfare. On the other hand, for those U.S. colleges and universities who were not affiliated with program providers, 63% of the program providers only sometimes paid for all or part of the cost of lodging and meals.

Figure 25. Financial Support for Site Visits Provided by U.S.-Based Program Providers

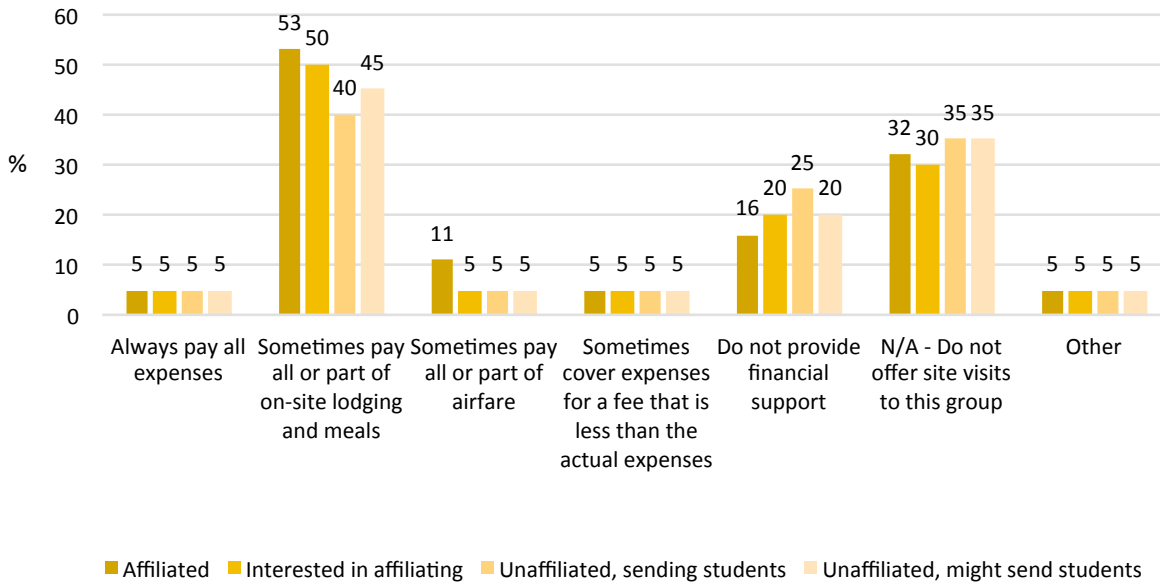


In the current survey, U.S.-based program providers and overseas program providers and host institutions were asked about site visit financial support for four different groups: current affiliate, future affiliate, unaffiliated institution sending students, and institution that might like to send students in the future. These responses are reported in Figures 25 (above) and 26

(below). Financial support for all groups was relatively similar. As expected, affiliated institutions received the most financial support with 55% of U.S.-based program providers and 53% of host institutions sometimes paying for all or part of on-site lodging and meals.

It is interesting to note that no U.S.-based program providers indicated that they always pay all related expenses for site visits. However, in the “Other” comments section it was indicated that certain program providers cover all expenses in some cases, with site inspection visits and visits by prospective faculty cited as examples.

Figure 26. Financial Support for Site Visits Provided by Overseas Hosts and Program Providers



In the 2015 data, 50% of U.S.-based program providers and 45% of overseas host institutions and program providers said they would sometimes pay lodging and meals for U.S. institutions who might like to send students on their programs. This is a higher percentage of support from U.S.-based program providers and host institutions than for U.S. institutions *interested* in an affiliation or *unaffiliated* institutions sending students.

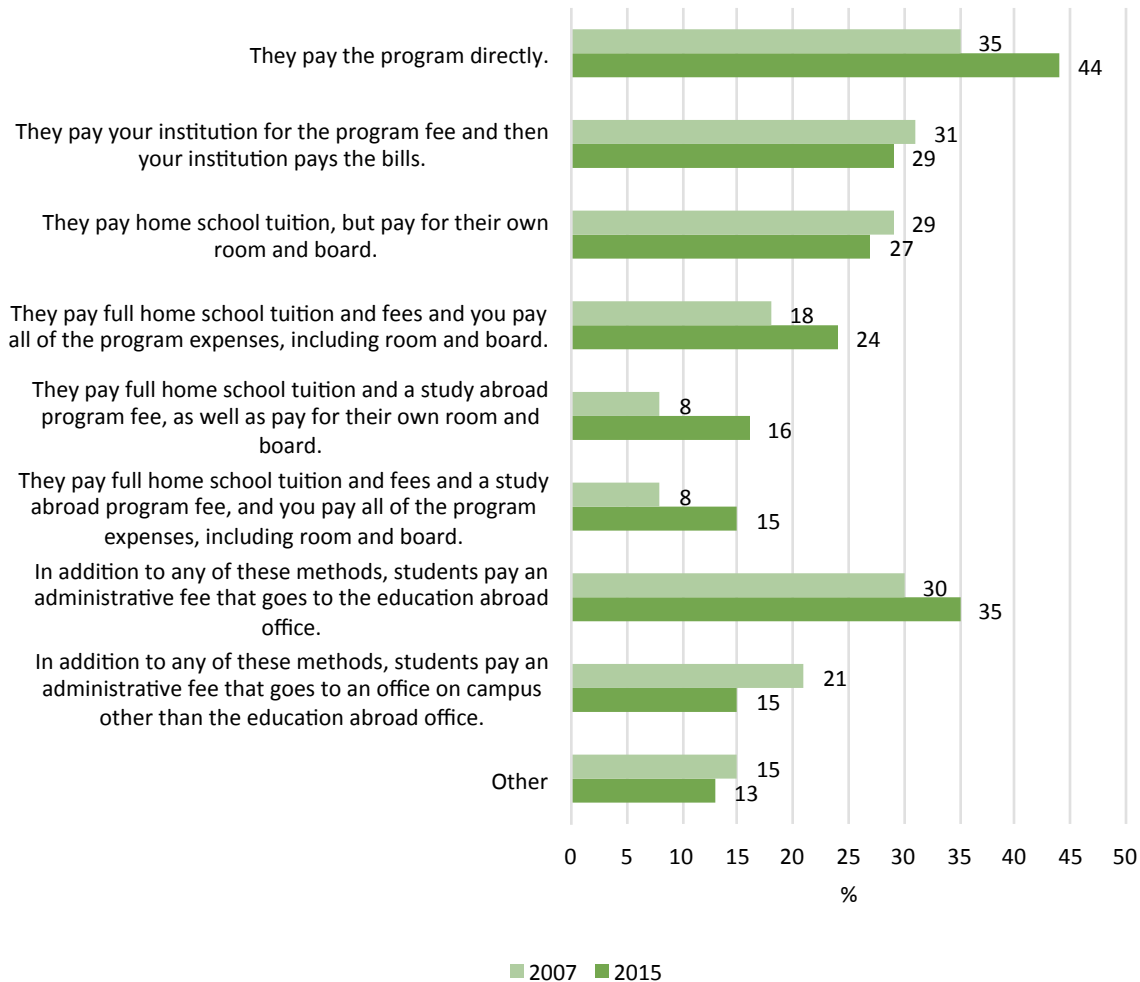
Across all types of affiliations (current affiliate, future affiliate, unaffiliated sending students, and might like to send students in the future) a significant minority of U.S.-based program providers and host institutions (15-20%) said that they do not provide any financial support for any type of affiliated group.

Paying for Programs

Because the 2007 investigation was motivated by concerns about costs to students, the 2007 Survey on Program Management included questions regarding how students paid for education abroad programs, what kind of financial aid was available to them, and whether aid from their home institution was transferrable for use on education abroad programs. This section remains highly relevant in 2015 given that program costs and availability of funding for students are still top concerns identified by respondents across all Forum member institutional types, as they were in the previous 2013 Survey.

U.S. Colleges & Universities

Figure 27. How do students pay for affiliated or approved education abroad programs?



Notable this year are the decreases in students paying fees to Non-Study Abroad Offices (from 21% in 2007 to 15% in 2015), which is counterbalanced by the increase in fees paid to Study Abroad Offices since last reported (from 30% in 2007 to 35% in 2015). There is also a 9% increase since 2007 in the number of students paying programs directly (from 35% in 2007 to 44% in 2015).

Another noteworthy trend in the 2015 data shows double the rate of respondents requiring students to pay home school tuition and a study abroad fee and to pay their own room and board while abroad (from only 8% in 2007 to 16% in 2015). In this arrangement, students pay the home university and then the home university pays all program expenses except room and board.

Approximately half of the 2015 respondents (56%) indicated that funds study abroad students pay go to other institutional accounts that are not controlled by the Study Abroad Office. Though funds go to accounts elsewhere within an institution, they may still be dedicated to study abroad or be paid to other accounts in order to fund study abroad students.

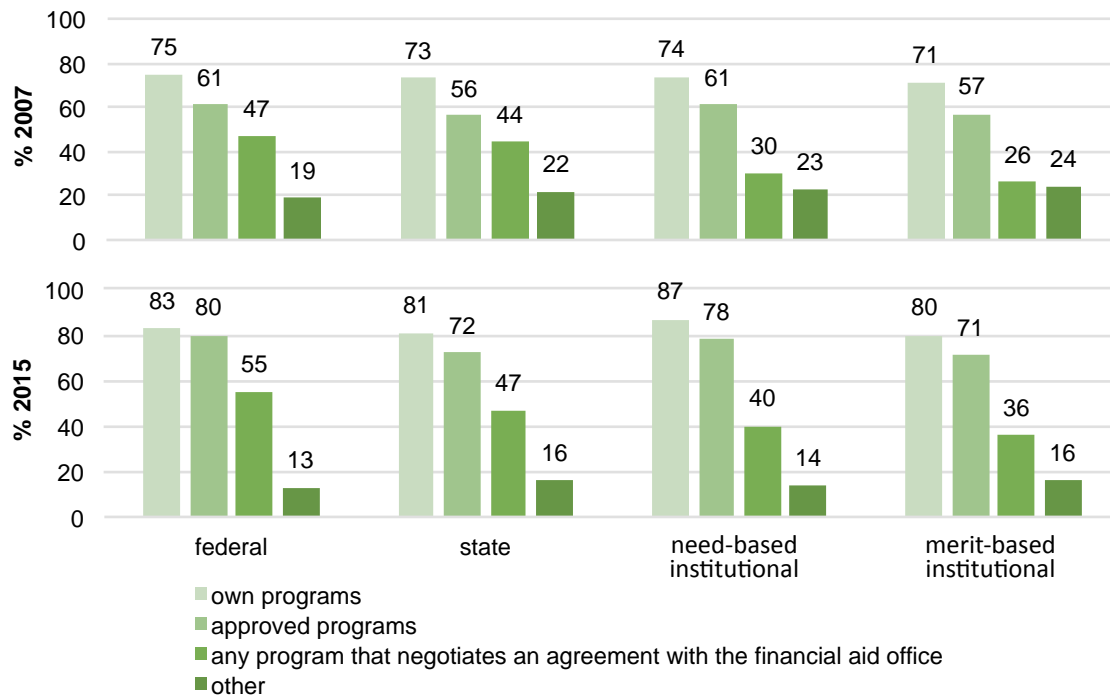
Many respondents who selected “Other” indicated that their payment structures varied depending on the program type. Some other unique payment structures were:

“We also cover a round-trip student airfare.”

“We use as much of home-school tuition as possible to pay for room and board (where those are billable), and the overage is charged as a program fee. The administrative fee also covers health insurance for all students.”

Figure 28 below illustrates the comparisons between financial aid available for study abroad programs at U.S. institutions according to data collected in the 2007 Survey on Program Management and the 2015 State of the Field Survey. Compared to 2007, we see a general increase in funding for institutional programs, programs on an approved list, and other programs that negotiate a written/ consortia agreement with the financial aid office receiving increased funding via federal, state, need-based and merit-based financial aid.

Figure 28. Programs Eligible for Financial Aid in 2007 vs. 2015



U.S.-Based Program Providers & Overseas Program Providers and Host Institutions

Figure 29 (below) illustrates additional financial and other support available from U.S.-based program providers and overseas host institutions for U.S. sending institutions. Please note that in 2015, thanks to increased participation due to increases in Forum membership, data are reported separately for U.S.-based program providers and overseas program providers and host institutions, whereas these data were previously reported together back in 2007.

Across most categories (except rebates), there appears to be increased support from U.S.-based program provider organizations to sending institutions. Since 2007, the overall percentage of respondents reporting rebates for individual students has decreased by 3%, while rebates for volume discounts have increased by 8%. This difference may or may not reflect actual changes since 2007, but disaggregating these data show clear differences in approaches over time, with U.S.-based program providers decreasing support vis-à-vis rebates and overseas host institutions and provider organizations continuing to offer rebates for individual students and overall enrollment.

Figure 29. Support Offered to Sending Institutions by U.S.-Based Program Providers and Overseas Hosts

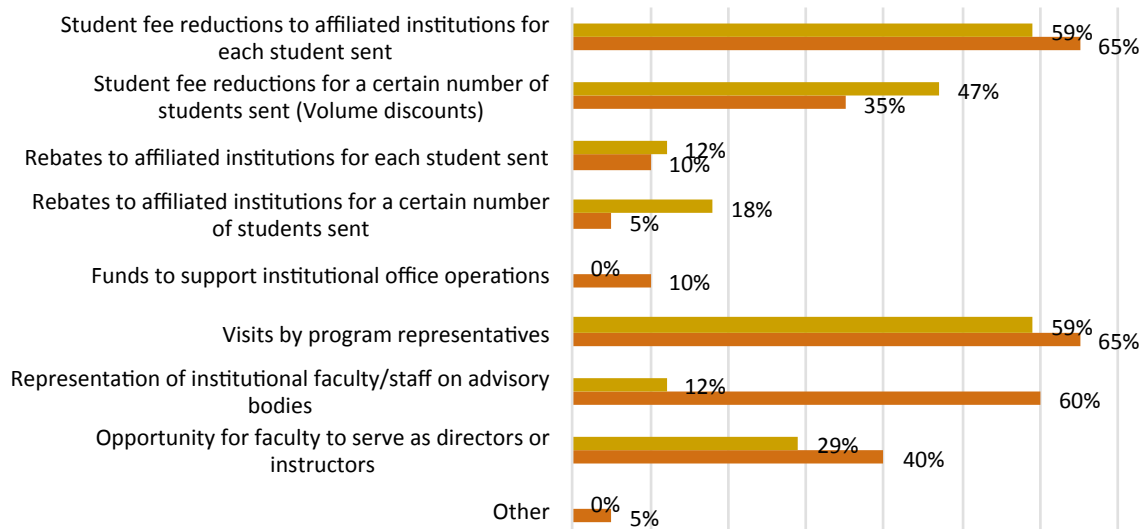
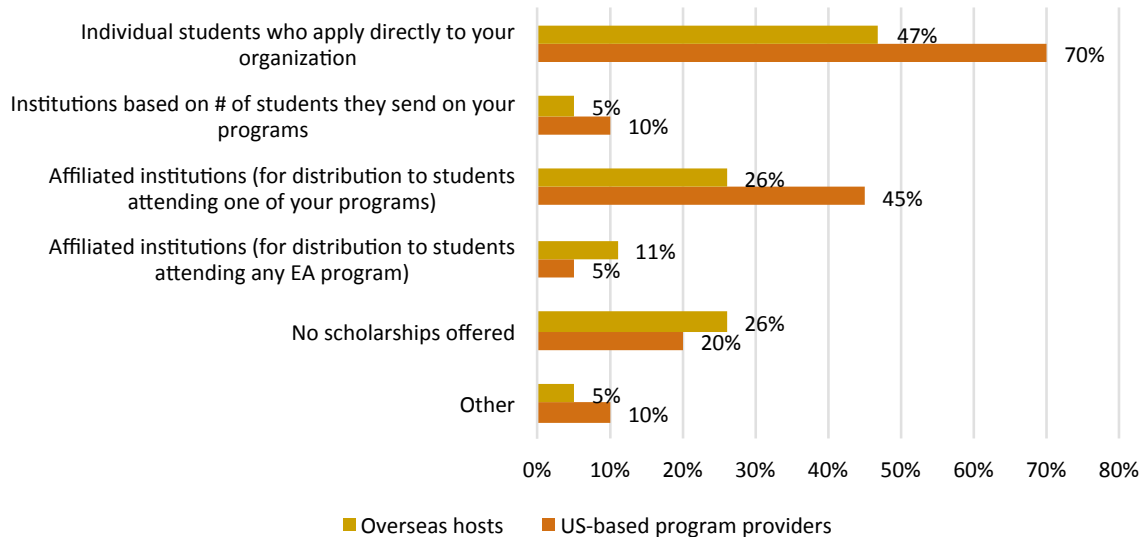


Figure 30 (below) shows the percentage of U.S. and overseas program providers offering scholarship funding to different profiles of students. The majority of U.S.-based program providers and overseas hosts continue to offer the highest level of scholarship funding to individual students who apply directly to their programs. Similar to the outcomes in 2007, close to half of the U.S.-based program providers surveyed make scholarship funds available to the affiliated home institution for distribution to students that attend the providers’ programs.

Figure 30. Does your organization offer scholarship funding to...

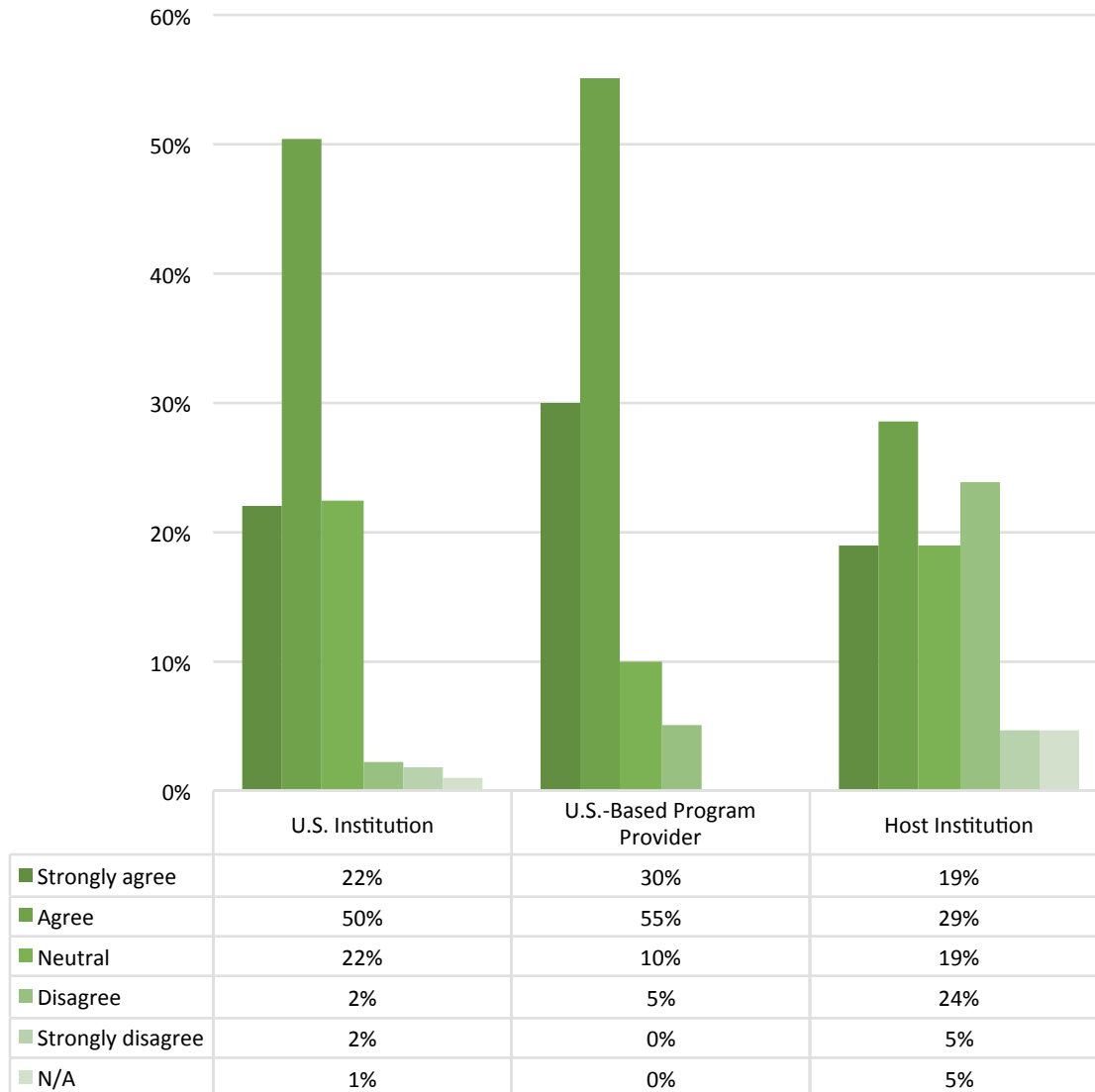


For those indicating “Other” types of scholarship funding, responses included diversity scholarships and more detailed descriptions of models which were similar to previous options listed.

The Role of The Forum

The goal of the Forum's *Standards of Good Practice for Education Abroad* is to improve practices in education abroad, so that students' international education experiences are as rich and meaningful as possible. 70% of all respondents in 2015 strongly agree or agree that the *Standards* are being used to shape policies on education abroad at their institution or organization. (See Figure 31 below for a breakdown of responses by respondent type.) In general, U.S.-based program providers report using the *Standards* more than U.S. institutions and overseas host institutions and program providers.

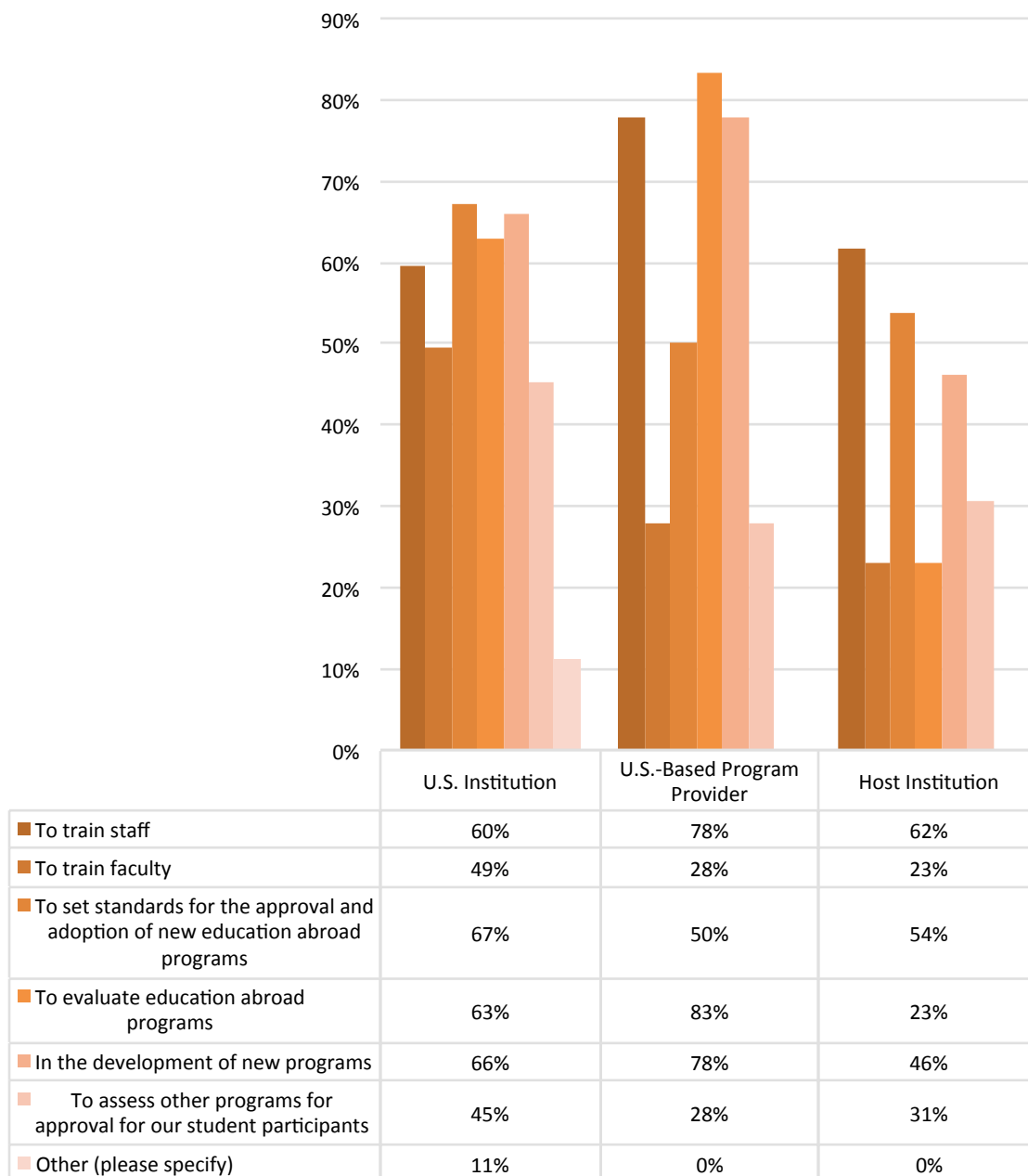
Figure 31. The Forum's *Standards of Good Practice for Education Abroad* are being used to shape our organizational policy on education abroad.



For all three groups applying the *Standards of Good Practice* in their work, training faculty and staff remains at the top in terms of ways in which the *Standards* are applied (see Figure 32 below). Compared to the 2013 report, more respondents are now applying the *Standards* in their work. Other areas of application include:

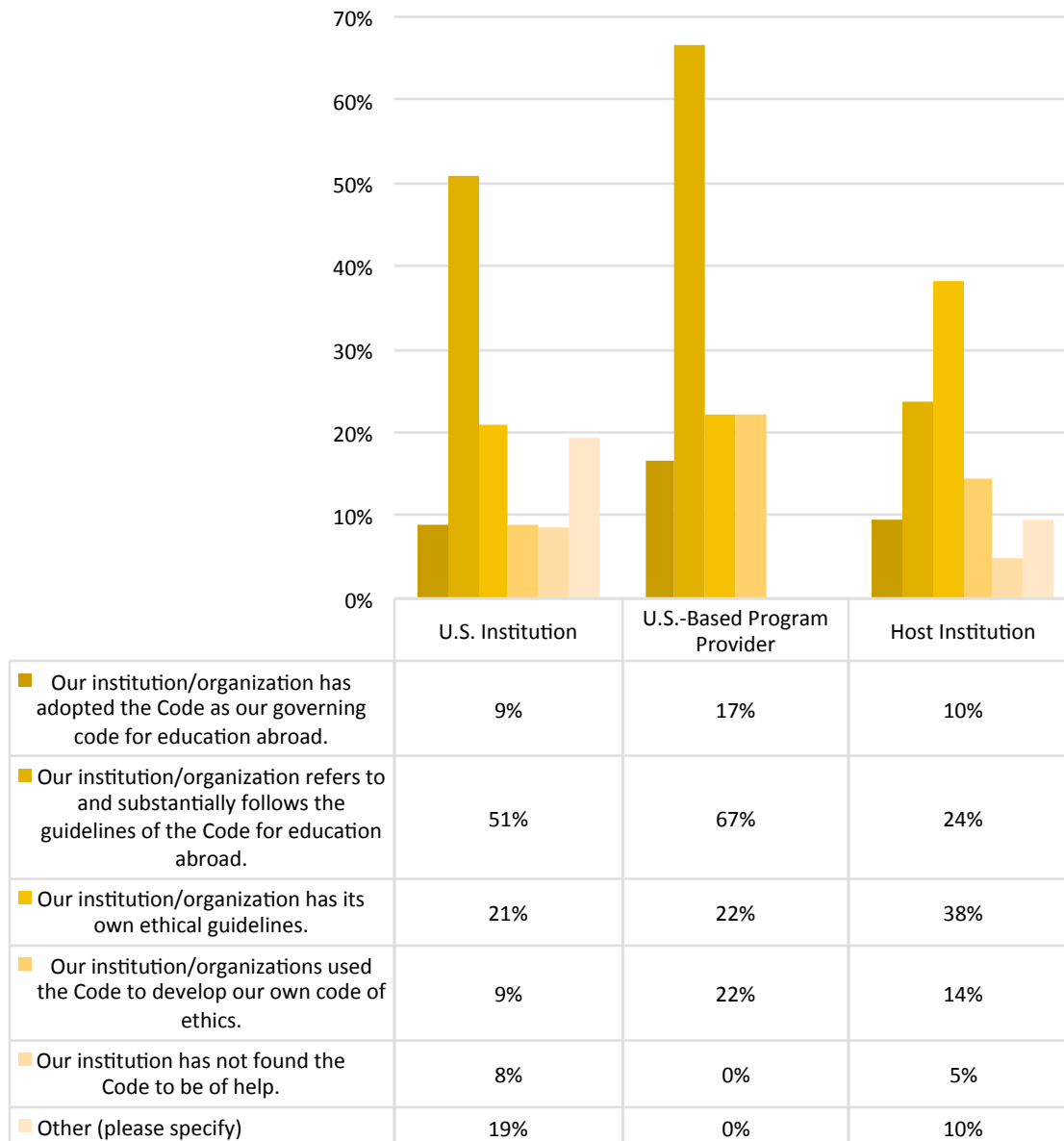
- Development of new programs (64% of all respondents);
- To set standards for the approval and adoption of new education abroad programs (63%);
- To evaluate education abroad programs (59%); and
- To assess other programs for approval for student participants (41%).

Figure 32. If your organization has applied The Forum’s *Standards of Good Practice* in its work, in what ways has it done this?



The Forum's *Code of Ethics for Education Abroad* provides direction to institutions and organizations and helps ensure that students achieve the maximum benefit from their experience. In The Forum's 2007 Survey on Program Management report, 98% of respondents indicated that they would support the development of a code of ethics by The Forum. The *Code of Ethics*, which was already in development at the time, was published in 2008. The *Code* assists organizations to act in accordance with the highest ethical standards in creating education abroad policies regarding truthfulness and transparency, responsibility to students, relationships with host societies, best practices, and conflicts of interest. According to the 2015 Survey data, 51% of U.S. institutions and 67% of U.S.-based program providers refer to and substantially follow the guidelines of the *Code* for education abroad, while 38% of host institutions report having their own ethical guidelines (see Figure 33 below).

Figure 33. What impact has The Forum's *Code of Ethics for Education Abroad* had at your institution?



APPENDICES

Appendix A: Average Number of Students Participating in Program Types by Institution Type (AY 2014-2015)

	<i>n</i>	Exchange Programs	Integrated University Study	Programs with 1+ EA course	Faculty-Led Long-Term	Faculty-Led Short-Term	Other
U.S. Public Institutions							
<i>Community College</i>	11	2	4	5	1	74	2
<i>Bachelor's only</i>	2	18	116	40	0	62	0
<i>Master's offered</i>	14	59	25	57	18	195	51
<i>Doctorate offered</i>	77	67	92	133	56	513	57
U.S. Private Institutions							
<i>Undergrad only</i>	38	5	27	66	18	69	11
<i>Master's offered</i>	29	17	27	96	25	115	12
<i>Doctorate offered</i>	49	63	43	84	79	167	97
U.S.-Based Program Providers	21	9	684	712	97	250	143
Overseas Hosts & Program Providers	21	185	222	195	89	159	34

Appendix B: Challenges to Increasing the Number of Students Participating in Education Abroad

	U.S. Public Institutions		U.S. Private Institutions		U.S.-Based Program Providers		Overseas Hosts & Program Providers	
	Rank	Average Rating	Rank	Average Rating	Rank	Average Rating	Rank	Average Rating
Rising cost of participation	1	4.48	1	3.93	1	4.25	3	3.47
Not enough endowment or scholarship funding	2	4.30	2	3.90	4	3.55	2	3.68
Not enough federal funding available to students	3	4.08	5	3.48	2 (tie)	3.90	1	3.70
Rising cost for program operation and administration	4	3.95	3	3.69	2 (tie)	3.90	5 (tie)	3.05
Not enough staff and advisors to handle more students	5	3.77	4	3.49	8	2.80	8	2.89
Not enough interest on the part of faculty members	6	3.35	7	3.02	5	3.50	5 (tie)	3.05
Not enough interest from students	7	3.00	8	2.74	7	2.85	10	2.47
Not enough program diversity (e.g. destination, length, field of study)	8	2.52	10	2.28	9 (tie)	2.20	9	2.74
Impact of education abroad on on-campus enrollment	9	2.39	6	3.04	6	3.25	4	3.26
Not enough programs or program space	10	2.11	11	2.09	11	1.85	7	3.00
N/A - Our institution already meets or exceeds its targets for participation	11	1.79	9	2.61	9 (tie)	2.20	11	2.38

*Ratings based on a 5-point Likert Scale, 1 = strongly disagree, 5 = strongly agree

**Appendix C:
Average Number of Staff in Home Office Who Work Strictly in Education Abroad for U.S. Students**

	n	full-time, permanent	temporary (students & others)
U.S. Public Institutions			
<i>Community College</i>	11	1.5	0.9
<i>Bachelor's only</i>	2	1.5	2.5
<i>Master's offered</i>	14	2.8	3.9
<i>Doctorate offered</i>	77	8.8	5.8
U.S. Private Institutions			
<i>Undergrad only</i>	38	2.7	2.8
<i>Master's offered</i>	29	2.8	2.0
<i>Doctorate offered</i>	49	6.6	3.5
U.S.-Based Program Providers	21	29.8	7.5
Overseas Hosts and Program Providers	21	7.0	2.9