

STATE OF THE FIELD SURVEY 2008 DATA TABLES

THE FORUM ON EDUCATION ABROAD

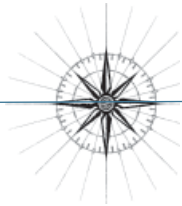
ACKNOWLEDGEMENTS

The Forum on Education Abroad would like to recognize the work of Kim Kreutzer, Charlotte Blessing and Elise Rayner in analyzing the survey results and preparing this summary.

As a project of the Forum Council Data Committee, the following members of the committee contributed to the project: Jim Ellis, Stephen Hall, Bill Hoffa, Martin Hogan, Vija Mendelson, Chip Peterson, David Shallenberger and Paige Weting.

The Forum is grateful to its members for their participation in this project.

THE FORUM STATE OF THE FIELD SURVEY
2008



THE
FORUM
ON EDUCATION
ABROAD

DICKINSON COLLEGE PO BOX 1773 CARLISLE, PA 17013
www.forumea.org



State of the Field Survey 2008

Data Tables

Preface to the survey: Some of the questions in this survey refer to "study abroad" and some refer to "education abroad." We will be using these terms as defined in the Forum's Education Abroad Glossary:

STUDY ABROAD - Education abroad that results in progress towards an academic degree at a student's home institution. Although most often this means the earning of credit that will be accepted by the home institution, other goals can include satisfaction of a language requirement or completion of a senior thesis.

EDUCATION ABROAD - Education that occurs outside the participant's home country. Besides study abroad, examples include such international experiences as internships, work, volunteering, and directed travel, so long as they are driven to a significant degree by learning goals.

1. Is international education included in the mission statement for your institution or organization?		
Yes	87	64%
No	42	31%
N/A	7	5%
Total	136	100%

2. Please rate the following statement based on the plans of your organization or institution: The Forum's Standards of Good Practice are being used to shape our organizational/institutional policy on education abroad.		
Strongly agree	34	25%
Agree	66	49%
Neutral	31	23%
Disagree	4	3%
Strongly disagree	0	0%
N/A	1	1%
Total	136	100%

3. Have you used the Forum's Code of Ethics to evaluate your education abroad practices?		
Yes	95	71%
No	39	29%
Total	134	100%

4. Have you adopted the Forum's Code of Ethics as the governing code for education abroad at your institution or organization?		
Yes	42	31%
No	93	69%
Total	135	100%

5. Have you shared the Forum's Code of Ethics with offices at your institution or organization that are concerned about ethical practices, such as your Legal Counsel's office?		
Yes	77	57%
No	45	33%
N/A	13	10%
Total	135	100%

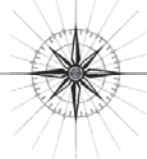


6. Have you significantly changed your operating practices as a result of the subpoenas issued by various State Attorneys General?		
Strongly Agree	7	5%
Agree	17	12%
Neutral	42	31%
Disagree	45	33%
Strongly Disagree	17	12%
N/A	8	6%
Total	136	100%

7. Have there been instances where the Forum’s Code of Ethics has proven to be a useful tool for you or your institution or organization?		
Yes	78	61%
No	49	39%
Total	127	100%

If so, we would welcome any details you would like to share.

- accreditation reports
- All sectors of our international education department have reviewed the standards and have reported their compliance.
- as a guide to review/update procedure
- As a mental checklist of standards to compare current practices with.
- Commitment to disability accommodation. Drafting entire set of University-wide guidelines for study abroad.
- CT Attorney General investigation and our response
- Deciding on policy
- Defined emergency/crises planning
- Ethical refund policy
- evaluation of practices in our own programs
- In determining which providers we use and consideration of how we might use program rebates in the future.
- In ensuring consistency in programming standards across campus
- in evaluating the material we have on our web site
- In helping us refine policies for off-campus study (for both students and faculty).
- In light of the subpoenas of last year, we reviewed our practices and one part of that review included a comparison to the Forum’s code of ethics.
- In support of a request for funding independent assessment trips of third party providers.
- It allowed us to review our current practices and policies and “tweak” them.
- It has been most helpful to share with our administration so that they are confident we are following professional standards in the field.
- It has provided a valuable point of reference as we shape our new study abroad ventures.
- It has served as a means to regulate our practices and ensure that we are working to improve opportunities for our students
- It helped us to organize and clarify our own internal documents on ethical practice and pointed out a couple of missing sections that we then added to our explicit statements of our practices.
- Not as yet, but we expect it to be as we embark on a review of our study abroad operations
- not specific instances, but helpful to have as a general framework and point of reference
- Not yet, but with wider distribution of the Code on campus I expect the document will be referred to on a regular basis.
- Not yet, we still plan to use it.
- Not yet. We had already adopted practices pretty much consistent with those of the code.
- Our Education Abroad program and education abroad advisory committee is striving to make our program selection process completely transparent.
- Our faculty committee advisory to study abroad policies and procedures looked at the Forum Code of Ethics as well as the Standards in developing a more formally stated program evaluation and review process.
- Our GC found it helpful when drafting our response to the fall 2008 subpoenas/requests for information
- Our organization does not do education or study abroad--we support-- through training other professionals-- the goals of the Forum.
- Participated in trial self study, and it was useful.
- Provided copies to my international education committee and study abroad working group as the standard in the field for them as they review current study abroad financing and policies
- Specific examples of conflicts of interest
- The Code of Ethics has helped us determine appropriate relationship with provider organizations.
- The Code of Ethics is a great tool for conducting an overall review of current procedures and policies in a Study Abroad Office



- The existence of the Code has brought attention to an important issue & helped us to standardize best practices across campus in a decentralized environment.
- The Office of International Education has undergone an internal audit during the past six months. The Forum's Code of Ethics proved to be a reliable resource and reference for the internal auditors.
- The public crisis created the will to change in certain areas we have been pushing on for reform and improvement, chiefly in the area of financial controls. Prior to its issue post scandal, these reforms would not have had the CFO's ear.
- The way we advertise external programs

- They have principally served as a confirmation that we are observing best practices in our programs.
- To confirm our own practices as an Office of International Programs
- To impress upon our own faculty the importance of transparency with respect to faculty-led program development and accurate marketing and advertising that avoids misleading students.
- Useful in reviewing Advisory Board memberships policies
- We advised a faculty member that his research could not be his priority while leading a student group abroad. Also we consulted the Code before doing a recent site visit.
- We are in a start up mode and the Code has been valuable guidance for how we structure our programs and our promotional approaches.
- We have been able to cite the Ethics Code in a few instances when we thought requests from others were inappropriate. It has also been useful in crafting our own organization's statement of ethical principals.
- We have been so busy we have not had time to look at our processes through the Forum's Code of Ethics yet. We plan to do so this year.
- We have developed policies and protocol for program site visits based on the Code of Ethics suggestions.
- We have just become members of the Forum and have not yet had the opportunity to review and incorporate the Code of Ethics.
- We have referred to the Code of Ethics however we have only just joined the Forum.
We have started a conversation about how we are funding our office with those who directly supervise our office. This is now an on going conversation.
- We used the outline for advisory councils in creating our own new charter
- We used this tool when speaking to our Legal Counsel on a response about the Attorney Generals actions against various institutions.
- We've just became members of the Forum - it is too early to tell.
- We've reviewed documentation to ensure the greatest transparency
- When there has been some pressure about using particular program providers that has come through connections with College Board members, etc, I am able to point to the need to assess that program's practices through the Code of Ethics as a standard measure.

8. Are you aware of issues or circumstances which the Code, as presently drafted, fails to adequately address?		
Yes	15	11%
No	118	89%
Total	133	100%

- How schools with few financial resources can participate in site visits with no support from providers
- "decolonizing" education abroad and minimizing its environmental impacts
- Conflict of interest in regard to faculty members who utilize providers that award them free airline tickets for every X number of students recruited.
- The legal office finds the Code a set of guidelines, rather than a code, and too general. The lack of clear recommendations about pricing, for example, suggests that this issue cannot be universally addressed. I disagree.
- I know the code addresses institutional concerns, but it might be helpful to have some discussion of student responsibilities in upholding the code as well.
- When "quality" becomes implicitly linked in a way that is actually the social class orientation of the institution.
- The necessity of site visit in order to inform program staff and the lack of resources most offices have for these visits.
- marketing practices
- Too much emphasis on board memberships and subsidized travel, not enough on the ethics of advising and the need for academic advising to be within the university's, not the government's sphere. Needs a stronger defense of SA as an academic endeavor.
- The code of ethics could be tougher about practices such as office support by providers that don't benefit students.
- Sustainability concerns: (social) equity -- guest-host relations; environmental -- program and participant practices, including air travel; and economic -- how education abroad can deliver net economic benefits to local communities
- Power relationships dynamics between study abroad officers at universities and program providers.



9. Please choose the category below that best characterizes your organization based on the majority of education abroad work that you are engaged in . Your choice will determine the questions you will be asked to answer next. Is your institution or organization primarily...

a degree-granting U.S. educational institution that sends mostly its own students abroad?	105	77%
a U.S.-based entity that provides education abroad programs for students not earning a degree through your organization (e.g. program provider, consortium, independent program, institutional system office, degree-granting U.S. institution whose abroad programs mostly draw students from other institutions)?	23	17%
a host institution, organization, or independent program located outside of the U.S.?	6	4%
a type of educational institution not listed here?	2	1%
a type of organization not listed here?	0	0%
Total	136	100%

Questions for U.S. institutions

12. My institution is:

a public institution	32	30%
a private institution	73	70%
Total	105	100%

13. My institution is:

a community college in the U.S.	0	0%
an institution in the U.S. that offers bachelor's degrees only	23	22%
an institution in the U.S. that offers bachelor's and master's degrees but not doctoral degrees	24	23%
an institution in the U.S. that offers bachelor's, master's, and doctoral degrees	59	56%
an institution that offers graduate degrees only	0	0%
Total	106	100%

14. In 2007/08, what was the approximate size of your institution, in terms of total number of degree-seeking students enrolled?

106 Responses

15. Approximately how many students at your institution studied abroad for academic credit in 2007/08, including summer 2008? (include all types of programs)

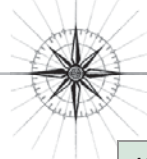
106 Responses

16. Please respond to the following statement: Our institution pays close attention to our position in the tables published annually in IIE's Open Doors.

Strongly agree	15	14%
Agree	39	37%
Neutral	31	29%
Disagree	16	15%
Strongly disagree	5	5%
N/A	0	0%
Total	106	100%

17. Please complete the following sentence: Over the past five academic years (since 2003/04), study abroad participation at my institution has:

Decreased	0	0%
Remained the same	14	13%
Increased between 1-10%	37	35%
Increased between 11-25%	22	21%
Increased between 26-50%	21	20%
Increased more than 50%	12	11%
Total	106	100%



18. Is your institution actively trying to send a greater number of students abroad each year?		
Yes	79	75%
No	26	25%
Total	105	100%

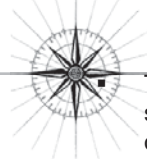
If yes, please list specific steps you are taking to achieve this goal.

- increased staff International Office
- International Office increased information sessions and publicity
- International Office development of faculty-led semester abroad
- International Office work with faculty to develop short-term programs abroad
- International Office work with Development to create an Education Abroad Scholarship Fund.
- Enhanced website and brochures
- Working on curricular integration into majors and minors of study abroad--just beginning
- Seeking additional exchanges.
- A comprehensive "internationalization" program that includes various types/levels of education abroad
- a requirement of some majors
- Adding program options, new recruitment strategies, retention techniques
- Advertising, recruitment, good advising, involvement of faculty in the effort.
- Advocating for increased institutional aid, increasing development of short-term faculty led programs, advancing curriculum integration for semester programs.
- Annual lunch for students of color, a special brochure for each of our travel courses (about 25), info tables at major student events, greater promotion of our study abroad fair, meetings with departments, increased communication with first year students, training sessions with orientation leaders, improved website, and now creating Study Abroad Major Advising Sheets, etc.
- Attempting to make institutional aid portable. Adding more program options in more locations. Linking program expansion with discipline specific options, endorsed by the faculty.
- Beginning to offer short-term programs to enable athletes and others unable to go away for a semester/year to have an international experience.
- better program descriptions, more outreach, changing the definition of international experiences.

- better publicity and marketing; new strategic plan with specific goals; reaching out to non traditional students, engaging colleges and departments more effectively.
- continuing to allow all financial aid to travel with the student, even discount rate money. Strongly pushed the Gilman Scholarship and also Fulbright
- Creating a director position for international education; permanent faculty committee on international education; marketing enhanced; more campus visits by reps; departmental outreach
- creating more opportunities
- Creating programs in line with academic goals of departments
- Creation of an Office of International Education, better advising, more financial aid
- Creation of new programs, more active marketing
- develop more study abroad scholarships, more curricular integration,
- establishing self directed, faculty led semester and summer programs
- expanded marketing and outreach efforts, adding additional scholarship dollars from our operating budget
- Expanding exchange opportunities; reaching out to colleges and departments on campus; working with faculty and providers to design customized programs
- Expanding opportunities, expanding funding, promoting more widely, providing more academically integrated programs.
- Expanding our endowment for travel grants, assigning institutional aid to semester abroad programs, and exploring individual donations for students who cannot economically meet the costs of semester abroad programs.
- Founded Education Abroad Office. Added staff each of last two years. Budget allocations to support new partnerships abroad. Emphasis in literature
- given our large urban university status, we have been actively increasing our short-term faculty-led overseas experiences.
- Goal is to increase from the present 17% of each graduating class to 30% or higher.
- greater publicity, attempts to raise more scholarship funds, greater diversity of opportunities
- I am a new hire, charged with increasing numbers through outreach, communication, advertising, publications, meetings, classroom visits, etc.
- Increase faculty-led programs; encourage individual departments and colleges to consider developing programs; align programmatic offerings with academic areas and student interest; engage departments/colleges in the curricular integration process; embed study abroad in colleges on campus through newly formed committees and staff dedicated to supporting international activities.



- Increase marketing on-campus and to other academic institutions locally and nationally, increase outreach to faculty on-campus, increase collaboration with Honors College, new program development and diversification of programs offered, increase scholarship funds for study abroad, work with academic departments to identify programs for specific majors.
 - increased marketing, more short term/faculty led courses, new program development, looking at financial policies and incentives for study abroad
 - Increased recruiting for semester/full year programs; offering faculty-led short-term programs; promoting summer programs
 - increasing access to our own programs; raising additional financial resources/scholarships
 - Increasing scholarship support; improving outreach; integrating study abroad into degree program curricula
 - Innovative short term study abroad programs.
 - Integration of the core with study abroad choices
 - make study abroad a degree requirement
 - More customized programs for underrepresented majors.
 - More financial aid; partnering between study abroad office and different colleges of the university; higher profile; looking at creating new incentives
 - more outreach, more scholarships, more faculty interest.
 - more programs and close integration with curriculum
 - My university adopted a 5/5/50 initiative in relation to internationalization - 5% international students, 5% study abroad participants, 50% internationalized faculty. We've also expanded the SA office by 2 additional people and added an upper division officer to the unit. Funding for scholarships has increased by more than 500% in the past 2 years. International education scholarships are a big push in our new capital campaign. And finally, we established a Faculty Study Abroad Ambassador program to assist with our new Curriculum Integration Project, which has kicked off this fall semester.
 - negotiate additional exchange agreements
 - increase faculty salaries for classes taught abroad linked to faculty-led programs
 - explore satellite campus options
 - explore international dual degree programs
 - New director as of Feb 2008; desire to see numbers grow
 - New scholarship programs, curriculum integration, short-term program development
 - Offering more programs
 - Increased scholarship funding
 - Tons of publicity and outreach, visiting classes, presence at orientation, admissions events, etc.
 - opening more sites; reducing costs for students
 - Our senior administration would like to see this happen especially with more faculty-led short term study abroad trips of our own but there is no funding or staffing yet to realize this goal.
 - Partial funding available from central administration for summer research and internships, international community service
 - Provide unrestricted institutional gift aid for students to take them when they study abroad.
 - Providing better and more proactive advising.
 - running more faculty -led Jan-plan programs.
 - Providing colleges and departments with participation cohort information prior to discussion of capacity building and strategies. Curriculum integration advising sheets for all curricular areas. Education abroad fair for parents held once a year. Marketing to students on FaceBook. Holding faculty/staff events designed to increase understanding of benefits, opportunities and processes. Working with faculty on faculty-led programming and revamping our webpage for this audience. Holding education abroad fairs on branch campuses. Establishing liaisons on branch campuses to work with our central office - they will provide general advising, assist students with application process, assist with programming, etc. Developing endowment for study abroad. Global learning requirement initiated by College of Business. Language proficiency requirement initiated by Honors College. Planning to work with NASULGC via its new "Center for Capacity Building in Education Abroad." Annual training for academic advisors and faculty who do advising. Seeking out more direct-enroll and academic internship opportunities. ETC
 - providing funding for summer study; creation of a unit to oversee all international activities for undergrads
 - removal of administrative barriers (e.g. no campus deadline, streamline approval & credit transfer process); development of an outreach program to first year students and their parents
 - required cross-cultural experience begins with class of 2013
 - scholarship development, curriculum integration, assertive program development
- Scholarships
- scholarships, marketing, diversification
 - Since our institution's enrollment is growing, we will need to send more students abroad just to maintain current percentages.
 - We have been finding more ways to publicize our programs, have been developing new institutional partnerships to offer more study abroad opportunities, working with faculty to encourage faculty development for faculty-led programs, as well as to engage them in encouraging their advisees to study abroad.
 - Targeted information sessions
 - Meetings with faculty/departments
 - Enlarged Approved Programs list



This is an unfunded mandate given to our International Center. In order to fulfill this mandate, we have increased the number of short-term, faculty-led programs we offer, and increased the fees that we charge students in order to cover increased costs for overhead and staffing.

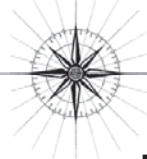
- Training additional peer advisors, increasing class and dorm visits, distributing brochures, attempting to increase visibility on campus; increasing number of faculty-led programs and exchanges. Implementing curriculum integration practices.
- Trying to work closer with academic departments, and work closer with upper administration to eliminate barriers to study abroad.
- Volume is not the issue at our university. We are adding staff to increase the level of advising and quality of information we can provide as students prepare to study abroad.
- We are actively trying to enhance curriculum integrated study abroad and thus trying to get more student participation. We are not solely trying to get more students abroad.
- We are looking at accessibility issues as they pertain to eligibility, student sub-populations (e.g., athletes), curriculum, etc.
- We are not number-driven, but rather feel that every undergraduate can benefit from foreign study. We have enhanced the number and range of options available to them, during the year and the summer, largely by targeting international initiatives with donors.
- We believe that success is not measured by more and more students abroad, but by sending quality students for meaningful and academically/culturally strong experiences
- We have a mandate from our Dean to increase our study abroad participant numbers by 10% each year for the indefinite future.
- We have expanded programs to additional locations, and student interest has also increased independent of our efforts.
- We have just been provided with staff dedicated to study abroad and a budget. We are now advertising and holding monthly events on campus
- We're sending about as many (80%) as we can afford.
- Yes, at our institution the increase in study abroad participation is planned out until 2015 as part of a wider enrollment strategy. Faculty and departments see the value as it relates to their major discipline. We are using outreach to parents in a letter that informs them of the programs, requirements, etc.... Also, emailing out information to faculty advisors so that they can best refer students to our office resources as well. In addition, to increasing our web site information, improving simplification of application procedures (On-line components), and increasing diversification of offerings to meet the needs of majors.
- Yes, but not necessarily in terms of raw numbers--no arbitrary % goal--rather more students in targeted (non-traditional) fields.

19. Please rate each of the following statements. "The following poses a significant challenge to my institution for increasing the number of U.S. students participating in study abroad..."						
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	N/A
Rising cost for students to participate in study abroad	49 46%	38 36%	9 8%	7 7%	0 0%	3 3%
Rising cost for program operation and administration	32 30%	41 39%	15 14%	10 9%	0 0%	8 8%
Impact of study abroad on on-campus enrollment	7 7%	16 15%	32 30%	26 25%	19 18%	6 6%
Not enough staff and advisors to handle more students	24 23%	40 38%	21 20%	15 14%	4 4%	2 2%
Not enough programs or program space to meet demand from students	5 5%	6 6%	37 35%	36 34%	18 17%	3 3%
Not enough program diversity to meet demand from students (diversity as far as destination, program length, and field of study)	4 4%	14 13%	23 22%	38 36%	23 22%	4 4%
Not enough interest from students	8 8%	9 8%	19 18%	40 38%	27 25%	3 3%
Not enough interest on the part of faculty members and professors to integrate study abroad into degree requirements for credit transfer	8 8%	34 32%	20 19%	31 29%	9 8%	4 4%
Not enough federal funding available to students for study abroad	28 27%	29 28%	20 19%	20 19%	5 5%	3 3%
Not enough endowments or scholarship funding from the institution	41 39%	30 28%	13 12%	11 10%	8 8%	3 3%
None of the above as our institution already meets or exceeds its targets for study abroad participation rates	2 2%	6 6%	5 5%	12 13%	21 23%	47 51%



20. Please elaborate on these or any other challenges your institution has encountered.

- 2007 2008 was a bad year we had major increases until then; we need study abroad scholarship funds and more funds to support faculty who want to lead programs
- a sense on the part of some that the campus has been successful in the international education area and should therefore give greater emphasis to other institutional priorities.
- An additional challenge at my institution is a dependence on mostly exchange programs as study abroad destinations which means that our ability to increase the number of US students studying abroad depends on our willingness/ability to allow more spaces for incoming exchange students to study at our institution.
- appealing to students in lab sciences and to underrepresented student populations
- campus culture has always been against studying abroad during the academic year; we have a lot of funding for summer study, and student interpret this to mean that the institution's priorities lie with summer study
- Our upper administration will not expend the political capital to tell faculty members or departments that they have to work with the Education Abroad office in order to send students abroad. This makes managing risk and liability much more time consuming and difficult than it needs to be in addition to putting our students and our university at risk. This failure also has created hostile relationships with some faculty members who think our office is trying to unnecessarily control them.
- The mandate to "internationalize" our campus is largely unfunded by our institution. U.S. education abroad participants pay for the overhead of our entire combined International Programs Office (education abroad and international students and scholars) and a hefty portion of the entire International Office's salaries and benefits. Education Abroad is the unrecognized cash cow that supports an otherwise unfunded mandate.
- Combination of budget cuts to institution, currency exchange challenges, staff cuts compound challenges.
- Credit approval is always a challenge to some degree, but not insurmountable; difficulty attracting science & engineering majors; reluctance to recognize value of internships or practical/field based learning at undergraduate level.
- Duplication of study abroad initiatives led by other entities on campus--amicable, but in need of some central oversight.
- Exchange rates and high cost of travel (associated with fuel costs) have been challenging but not crippling
- Funding is by far the biggest obstacle - even though we allow financial aid to travel rising fares, visas, immunizations, etc. are causing students to view study abroad as "too expensive".
- Funding is the most difficult challenge.
- home tuition and fees policies have been a challenge
- In order to offer affordable education abroad experiences to groups of students who don't normally go during a semester due to other priorities (on-campus academic requirements, sports, student organization involvement), we would need to find a pool of money to draw from to be used toward aiding summer study abroad students.
- Increasing complexity of study abroad with respect to student visas, insurance needs, etc along with increasing demand from students and very limited staff.
- Institution has committed itself to increasing the number of undergraduate students who gain a "significant international experience," but has allocated few resources to achieve this goal.
- Institution just founded our education abroad office 4 years ago. We cannot make up for 30 years of neglect in just 4 years.
- insufficient office space which prevents us from hiring more study abroad professionals, no centrally located resources, research space and meeting space.
- lack of planning at the highest levels of leadership
- our institution mainly has first generation college students; do not see study abroad as of great importance. Faculty are encouraging but it's not easy to take classes abroad that transfer for major. most only take electives.
- Our office space is not large enough to accommodate student traffic and staff - I have one advisor whose office is a closet! College deans either do not make education abroad a high enough priority. They do not tell department chairs to increase participation.
- Our quarter system can make it challenging for students who wish to do a semester-long program through another institution.
- Parental and institutional concerns about the safety and security of our students while abroad.
- Sending more students in less traditional study abroad regions
- Students already incur large debts to complete an on-campus education, and we're trying to find ways to reduce program-related costs while providing students adequate training and support.
- The challenges seem to be: faculty and students (influenced by the faculty advisors) who do not realize that our programs are keyed to their majors/minors (still have an antiquated view of study abroad); Students who see study abroad as time away from their social or Greek groups at a critical time; students and parents who have never been abroad and are frankly afraid of the unknown; and students who cannot or perceive that they cannot afford the costs of semester abroad.



- The greatest challenges at our institution relate to the institutional cost of sending students abroad (enrollment management) and the related program development issues. Institutionally, we have established a significant number of exchange relationships which allows for a greater number of students to go abroad while reducing the tuition impact on the institution. However, in some instances, these programs do not present the best opportunities for our students. We have also had a significant number of student withdrawals as the strength of the American dollar has diminished.
- The number of students that our campus can bring to campus in a semester to off-set increasing numbers of students. Balance of numbers between fall and spring semesters.
- The primary challenge we face is moving students from taking 4 week courses abroad to taking full semesters or a year (for deeper cultural immersion).
- The weakened US dollar and increased fuel surcharges have impacted our ability to offer reasonably priced programs (especially short-term faculty-led programs) in popular destinations.
- We are a large university with power concentrated in the different schools and colleges, which makes it difficult to affect campus wide policy changes.
- We have some internal scholarships but the need is far higher than we can meet. At Simmons College we have about 55 applicants for 15 scholarships, and many who do not get an award do not study abroad.
- While we are at our target (80%), our ability to stay there is in jeopardy because of these factors.
- With 80% of our student body coming from within the State, and 75% of these students receiving financial aid - financing programs is our students' greatest challenge. On our end, developing programs that aren't significantly more expensive (yet have adequate safety nets) than our in-state tuition is a real challenge.

21. Which are the top three most significant factors that would help send more of your institution's students abroad?		
More study abroad scholarship opportunities for students	81	79%
More institutional funding for our office	64	63%
Stronger commitment from faculty/departments to integrate programs and ensure credits count toward a student's degree	63	62%
Stronger commitment from institutional leadership	39	38%
Stronger commitment from financial aid office	13	13%
Establishing more programs with potential host institutions in other countries	14	14%
Establishing more programs with potential third-party providers	5	5%

22. Please elaborate on the items you chose in the last question or any other factors here.

- Although increasing study abroad is one of the goals outlined in our university's strategic plan, our study abroad office is funded almost entirely by a study abroad administrative service fee charged to students who study abroad.
- Another issue is the desire for faculty to lead their own short-term trips abroad but the lack of funding or release time for them to do so. Faculty workload issues play a role here.
- as noted in a prior answer, institutional culture is the biggest barrier to study abroad during the academic year - this is partly due to faculty and partly due to the institutional message as perceived by students when they see a lot of money being spent on summer study
- As we already require all students to complete at least 3 credits abroad, the real challenge for us is creating opportunities in all majors, finding increased funding, and developing better support networks.
- Cost is probably the major factor holding students back from study abroad. The other main reason is conflict with other commitments such as demands of majors or extra-curricular activities
- finding financial policies that both work for the institution AND enable more students to go abroad is our biggest challenge.
- I am not sure which of the above items represent more institutional funding to allow students to go on programs. Our approved program list is heavily influenced by the tuition cost of the program.
- I believe the main issues is trying to find the consistent support for the office in terms of staffing. International study is brining funding to the campus (probably one of the only offices) and we are somehow not able to have this funding to support increasing the staffing.
- I believe there are enough innovative program models available (including independent study/service and domestic intercultural learning) to control costs. What's most important is institutional vision and will to continually place opportunities throughout the world before faculty and students, and to think creatively about funding.
- I checked only one because the other statements are not issues. We have commitment from the President on down. We do need scholarships for short term programs. All fin aid travels for semester programs.
- It's pretty much all about money.



- Many students go abroad, but we are concerned about first generation students
- Money for infrastructure support and dealing with our student growth would be helpful. There is little time left for us to deal with faculty engagement.
- More staff time (and funding) is required in order to research new opportunities (be they our own or 3rd parties)--as well as to conduct periodic program evaluations to ensure quality/standards.
- One potential area of growth could be realized via adding new exchange programs. Although the numbers of students participating on a given exchange program tend to be low, exchange programs can readily add diversity to our program portfolio while requiring little in terms of institutional support outside of the administrative overhead. For our institution to significantly increase exchange opportunities, we will need a stronger commitment from institutional leadership and increased funding for staff support at the education abroad office.
- Prohibiting pressure from some coaches on athletes not to study abroad, or only in the off season.
- Sadly, it seems to come down to funding. Our students come largely from "blue collar" families who have never traveled abroad and who often do not see the real value in such an experience. Most would be willing to send their sons or daughters if their were minimal costs involved.
- SCHOLARSHIPS- our students on financial aid can apply all aid to study abroad, whereas some students who receive no financial aid have more difficulty funding their experiences. INSTITUTIONAL FUNDING- our office would benefit from at least one additional full-time employee. POTENTIAL 3RD-PARTY PROVIDER- this would help us to offer more access to the emerging academic interests (i.e. self-determined majors, increased #s in existing majors) of our students.
- space
- study abroad is seen as a financial drain, particularly since more students with very high need study abroad and take institutional aid with them
- Study abroad is strongly supported by our institution but more scholarship money would certainly help.
- The biggest challenge is the increased costs associated with study abroad. With more financial aid, more students would participate.
- The third factor would be greater motivation on the part of the students and parents. Another would be greater support from the economic development sector of the state.
- There is only so much that a one person office with secretarial support cn do. We desperately need an adviser
- This represents a 3% increase compared to the previous year. We witnessed major shifts in geographical regions caused in part by the weakness of the US\$. For the first time, the majority of our students did NOT study in Europe. The majority of students (42%) participated in programs located in South and Central America and the Caribbean (vs. 31% in 2007), followed by Europe 36% (vs. 49% in 2007). The enrollment numbers in Asia doubled to 13%, followed by Oceana (4.6), Africa (4.4%), and the Middle East (0%). The number of our programs we ran linked to the spring term increased by 75% -- from 8 programs in 2007 to 14 programs in 2008. The number of summer programs decreased by 27% - from 30 programs in 2007 to 22 programs in 2008. We are happy having been able to increase our student enrollment numbers despite significant obstacles and credit the increase in spring term programs, which are generally shorter and less expensive than summer programs.
- too many faculty still believe they are the best teachers in the world
- Top leadership is critical to our visibility but in the end what will allow students to go abroad is more money for students, more money for my office to serve them and more good partners abroad for exchanges
- We are focused on increasing the quality of the experience, not the numbers of participants
- We are not convinced that more money equals greater participation...it is a complex set of issues.
- We are not likely to continue adding "self-built" programs. At saturation point. Will be looking to providers/partners abroad.
- we do not receive any institutional funding, as we are cost recovery unit. Therefore, more federal and state funding are essential.
- We have almost no scholarship money, but 67% of our students use financial aid. Our office has inadequate staff to promote education abroad to all constituents. Institutional leadership voices support, but does not provide real leadership.
- We need more faculty buy-in to increase the connectedness of abroad programs. In other words, while a large number of our students study abroad, far too many of them see it as a separate experience, rather than an integrated part of their time at our institution.
- Whereas international/cross cultural education has been an element of our mission statement for many years, I have seen less commitment to funding it and less support of it among our higher administration than we had in the past.
-
-

23. Does your institution or organization set targets for increasing U.S. study abroad enrollments?		
Yes	39	37%
No	67	63%
Total	106	100%



24. What percentage growth of students from your institution or organization do you anticipate participating in education abroad programs in the next two, five, and ten years? (Select one for each row.)								
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Negative growth	0% (will remain the same)			11-25%	26-50%	51-75%	More than 75%
Two years	0 0%	7 18%	22 56%	6 15%	4 10%	0 0%	0 0%	
Five years	0 0%	1 3%	17 44%	11 28%	8 21%	2 5%	0 0%	
Ten years	0 0%	2 5%	8 21%	16 42%	6 16%	3 8%	3 8%	

25. Do you expect that the primary growth area will be in:		
Short-term programs offered by third party providers	2	5%
Short-term programs sponsored by my institution	19	50%
Semester programs	14	37%
Full year programs	0	0%
Other, please specify	3	8%
Total	38	100%

26. Please comment on other potential challenges/opportunities for increasing study abroad capacity at your institution.

- A prolonged downturn in the U.S. economy, a continued weakening of the US dollar, and increasingly stringent visa requirements are all potential challenges that could limit study abroad participation.
- Anticipate increased interest from students looking for service learning and internship opportunities abroad.
- We promote primarily semester abroad and secondarily faculty led short term programs (only in freshman/sophomore years). Summer school receives no institutional funding.
- As numbers increase, so too must our (advisory) staff, our office space, our budget (staff travel and prof development), and our quality assurance measures.
- As previously mention - institutional cost (lost tuition), accessibility (foreign language, curriculum, student culture issues, etc.)
- Because of the decentralized nature of the university and because of the budget model, increasing study abroad will be a challenge.
- Changing philosophies on campus re: the type of programs we should offer
- cost of international travel
- current enrollment based budget model
- effective academic integration that majority of faculty buy into
- Faculty perspectives
- Financial aid for summer programs is hard to come by.
- Historically the College has been very reluctant to add administrative staff even when there has been funding available. Some in the administration want to see study abroad grow, others worry about loss of tuition revenue and staff additions for the Study Abroad Office.
- Increasing numbers of students with a small but dedicated group of education abroad professionals trying to keep track of them and manage institutional risks while funding an entire International Programs Office without financial and substantive support from the institution as a whole leads to burn out and turn over in the education abroad program. Adequate financial support for the international programs office and statements from the upper administration supporting the education abroad programs role in risk management would turn things around and led to greater staff retention. The benefits to continuity in staffing are innumerable.
- It is believed that increasing institutional aid, development of short-term programs and diversification of semester programs will significantly increase participation.
- Money is an issue both for the students and for the college
- Our participation rates are about where we want them to be. WE are working to strengthen the programs we already admin.
- Open curriculum allows students much freedom, but often makes it difficult for them to choose a program or to even study abroad at all. Faculty don't always take study abroad seriously, especially when students study abroad on a program that is not related to their major. Some don't feel they need to engage students to bring the abroad experience back into the U.S. classroom.

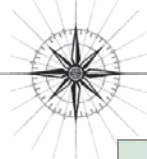


- Our institution/faculty seems excessively focused on developing reciprocal exchange programs that accommodate 2-3 students per year, at best. The amount of staff time it takes to keep these agreements running takes away from the time needed to focus on developing quality long-standing programs that can accommodate larger numbers of students, and help us to increase study abroad capacity.
- Our study abroad enrollments have remained steady for many years, and we do not currently have a mandate to increase study abroad participation (which is already very high). Our challenge is in encouraging students to continue to see long-term study abroad programs as their top choice, since a number of our own programs are deliberately designed to be full-year programs.
- overall institutional budgetary constraints
- Program costs abroad is our biggest challenge these days.
- Rising costs is the greatest challenge, combined with restrictive eligibility requirements, which we will address this academic year
- Since we are a residential college, on-campus housing is a concern in that the institution needs to maintain an optimal number of filled beds.
- Staff turnover in a small city. Young professionals move on to "where the action is."
- staffing is our biggest potential challenge
- State budgets are expected to cut upwards of 17% from the current budget and similarly or worse in the year(s) to come. Unless IE will increasingly be under pressure to self fund in an atmosphere where students are increasingly unable to afford the cost of attendance on campus let alone go abroad. There is also a lack of national and professional mandate across disciplines to internationalize - and telling the students about the importance to their disciplines
- The capacity situation is also finding quality partnerships, and having the staffing to support a diversified portfolio such as exchange programs, consortia programs, direct relationships, dual degrees, etc...
- The economy and institutional leadership.
- The economy and the increasing cost of study abroad for students are the biggest challenges.
- The U.S. economy. The strength of the U.S. dollar (or lack thereof)
- We are a business school and many of our faculty and administration do not look favorably on institutions without AACSB or some kind of similar equivalent. But many countries don't have an equivalent.
- We are proposing a Global Studies certificate/minor that will include an education abroad component.
- We have some departments that actively refuse to allow even transfer credit, and many that only allow transfer credit, this must change and help us integrate study abroad into the degree programs and the curriculum
- We need more staffing to cover summer study, internships, volunteer work, and research abroad.
- We want to increase opportunities in "non-traditional" locations, both in the U.S. (urban eco-villages and distressed neighborhoods) and abroad.
- when we surveyed the students both times the reason students do not go abroad are financial and not able to fit study abroad into their curriculum. The SA office has a small budget and limited staff.
- While we are still in the category of institutions who are encouraging an increase in study abroad students, inevitably this will become a budget issue.

27. Is the existence of a State Department Warning regarding travel to a country a critical factor that you would consider in deciding whether to allow study abroad programs in a country?		
Yes	90	85%
No	10	9%
N/A	1	1%
Other, please specify	5	5%
Total	106	100%

Other, please specify

- evaluate on a case by case
- Increased oversight is required, inc assist covera
- Individually evaluated
- It is only one of many issues.
- no, but institution may say otherwise



Questions for U.S.-based organizations

28. Approximately how many students studied abroad through your organization for academic credit in 2007/08, including summer 2008? (include all types of programs)

23 Responses

29. Please complete the following sentence. Over the past five academic years (since 2003/04), study abroad participation at my organization has:

Decreased	1	4%
Remained the same	2	9%
Increased between 1-10%	6	26%
Increased between 11-25%	4	17%
Increased between 26-50%	3	13%
Increased more than 50%	7	30%
Total	23	100%

30. Is your organization actively trying to send a greater number of students abroad each year?

Yes	20	91%
No	2	9%
Total	22	100%

If yes, please list specific steps you are taking to achieve this goal.

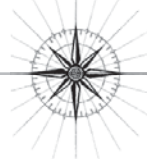
- adding staff involved in recruitment; putting our academic personnel in touch with sending schools
- Attending fairs, developing relationships with universities and colleges, internet marketing
- Building 5 new sites in the next 4 years. Marketing, University Relations, Recruitment, facilitating financial aid.
- Concentrate our recruiting efforts at our US consortium schools and host schools abroad. Also, increase scholarship funding.
- Expanding our marketing efforts and resources as well as the number of programs we offer
- Expanding programs for own students. Increasing recruitment efforts for students from other institutions.
- Greater outreach to partners in the USA, trying to keep costs low to students, ensuring all academic majors are served
- Improved marketing
- Designing programs for particular curricula
- Increased customized short-term programs
- Increasing institutional aid for study abroad, adding alternate summer programs for those unable to take a semester or year
- initiatives such as new International Studies major, increase locations overseas, new undergraduate curriculum which includes Global Connections experience for all (could be international or domestic; First Year study abroad Options
- Marketing to students. Looking at new ways to diversify program offerings - shorter term, e.g. Emphasizing services...
- Our primary focus is not necessarily enrollment growth. Our goals and energies for the past 5 years have been devoted to developing high-quality programs and measuring learning outcomes.
- We are opening a series of new programs in the fall of 2009 and more actively promoting our services as a service provider to institutions for short-term programs.



31. Please rate each of the following statements. "The following poses a significant challenge to my organization for increasing the number of students participating in study abroad..."						
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	N/A
Rising cost for students to participate in study abroad	10 43%	12 52%	0 0%	1 4%	0 0%	0 0%
Rising cost for program operation and administration	7 30%	12 52%	2 9%	2 9%	0 0%	0 0%
Not enough staff and advisors to handle more students	0 0%	5 22%	10 43%	6 26%	1 4%	1 4%
Not enough programs or program space to meet demand from students	0 0%	2 9%	4 17%	11 48%	5 22%	1 4%
Not enough program diversity to meet demand from students (diversity as far as destination, program length, and field of study)	2 9%	3 13%	5 22%	11 48%	1 4%	1 4%
Not enough interest from students	0 0%	2 9%	2 9%	12 52%	7 30%	0 0%
Not enough interest on the part of faculty members and professors to integrate study abroad into degree requirements for credit transfer	0 0%	10 43%	5 22%	4 17%	0 0%	4 17%
Not enough federal funding available to students for study abroad	6 26%	12 52%	4 17%	0 0%	0 0%	1 4%
Not enough endowments or scholarship funding from the home institutions students attend	6 27%	11 50%	1 5%	3 14%	0 0%	1 5%
None of the above as our organization already meets or exceeds its targets for study abroad participation rates	0 0%	0 0%	5 28%	3 17%	1 6%	9 50%

32. Please elaborate on these or any other challenges your organization has encountered.

- Challenges are multiple in today's competitive environment. It appears more of us are competing for fewer students whose ideas of study abroad are perhaps more commercial than academic. Adaptation for providers like us is essential to maintain programming without numbers reducing significantly. Appealing to the students and their parents is becoming increasingly important as they appear to be making decisions.
- Concern about current and future economic conditions in U.S. which will impact our student body's ability to afford an international experience. Always need additional scholarship sources.
- Many student do not wish to miss a term at the College, but can't afford to lose a summer of work.
- our organization is doing well, yes, but it doesn't mean that there can't be improvements within the field that will help everyone
- Rising costs are the main concern and these are directly related to the fall in the US dollar. Both the USD and the credit market crunch have exacerbated the issues listed above. It makes things more expensive for us and for our students. We cannot afford to offer everything we offered when the USD was stronger.
- rising tuition costs overseas coupled with the weak dollar makes programs more expensive each year... often to a student's surprise when they have been planning to attend for 6 months or longer and see a cost increase
- We face a challenge in the increasing competition among providers for students.
- We're seeking to deal with increased numbers without unduly adding staff because of expense.



- The greatest impediment is increasing the number of partnerships with sending institutions granting credit for our program. None of the reasons for the impediment are issues of academic quality, health & safety protocols, or rigor or accreditation or student interest, or even finding faculty champions. The institutions are simply not incentivized to increase the number of programs, and many of their administrative staff are actually disincentivized from adding new programs. The number one reported reason for a university not building a transfer agreement with us is that they are under staffed to handle more. And who wants to give themselves more work? There is often a disconnect between the senior leadership and academics who want to grow the program base and the admin gatekeepers. This presents a defacto oligarchy in the industry, a cartel of the few established university admin staff power brokering the entire game. It is not automated. It is not student driven. It is not quality driven. It is not diversity driven. In fact this level is not driven by the principles that motivate the cause of study abroad at all. Approval requires the person's personal championing it (which sets up a dynamic ripe for abuse and corruption). Consideration (let alone approval) will only happen if that person has some vested interest, either a bribe (incentives, favors) or a threat (pressure from academics or leadership). The incentive issue cannot be seen separately from the fact that the motivators at the study abroad officer level are disconnected from their KPIs. The gatekeepers don't care about what the industry cares about, and in many ways cannot care about it because of structural impediments to their participation in the growth of this industry. Approvals for academic transfer credit are often involved and a very expensive and time consuming investment for the provider as well as the university. It doesn't take much to tip the scales so that administrators just plain don't review any new programs at all or walk them through the process for addition to their approved programs list (which means no credit and no financial aid). This kills programs, discentivizes start up of new programs and causes the university's study abroad to become stagnant. This industry won't grow, even with the Lincoln Bill, if this impediment remains.

33. Which are the top three most significant factors that would help send more of your organization's applicants abroad? (Please choose no more than three responses or your answers will not count.)		
More study abroad scholarship opportunities for students	17	77%
More institutional funding for students	15	68%
Enhanced technology to communicate with students and advisors	3	14%
Stronger commitment from faculty/departments to integrate programs and ensure credits count toward a student's degree	13	59%
Stronger commitment from institutional leadership	7	32%
Establishing more programs in other countries	7	32%

34. Please elaborate on the items you chose in the last question or any other factors here.

- As a program provider, we have the technology to communicate. Diversifying locations to offer more programs to more students is #1. Leadership commitment at universities is #2 and if we had this, money for students would follow!
- Economics are proving to be a significant factor for students.
- Fair processes for new program approval
- funding is self-evident, internationalizing more of the curriculum will make study abroad a programmatic expectation.
- Institutions often severely restrict the funding for study abroad to a few programs, thereby limiting student options significantly.
- Number one limiting factor is funding for students to study abroad.
- Obviously more funding is important for all students, however, we recognize that not all institutions can increase their own funding. Greater federal funding would be ideal.
- Rising costs, weakness of the US dollar, credit market crunch, US economy in general, and passage of the Simon Act
- We did a survey of our alumni and current students as well as a set of people who applied to our programs but did not go abroad. The number one factor cited by students was cost and the need for scholarships. The second was a concern for the credits counting towards their majors and degrees. We are trying to work on both of these issues but more institutional funding is key.
- we often meet institutions who SAY they want to send more students abroad but when they realize the commitment (financial and human resources) they are not ready to put their "money where their mouth is".



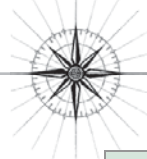
35. Does your organization set targets for increasing study abroad enrollments?		
Yes	19	83%
No	4	17%
Total	23	100%

36. What percentage growth of students do you anticipate participating in your organization's education abroad programs in the next two, five, and ten years? (Select one for each row.)								
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Negative growth	0% (will remain the same)			11-25%	26-50%	51-75%	More than 75%
	Two years	0 0%	1 5%	10 53%	4 21%	1 5%	1 5%	2 11%
Five years	0 0%	0 0%	5 26%	6 32%	4 21%	1 5%	3 16%	
Ten years	0 0%	0 0%	3 16%	3 16%	7 37%	1 5%	5 26%	

37. Do you expect that the primary growth area will be in:		
Short-term programs	10	53%
Semester programs	8	42%
Full year programs	0	0%
Other, please specify	1	5%
Total	19	100%

38. Please comment on other potential challenges/opportunities for increasing study abroad capacity at your organization.

- If educational institutions insist and limit their own students to study only on their own programs, providers will not be able to compete. There is conflict among field professionals, some of whom want only students with high level language proficiency to study abroad and others who want as many students as possible to study abroad, which means students with only English proficiency.
- It really will be a matter of marketing, working more closely with faculty, and finding funding sources for students.
- Our issue continues to remain the lack of institutional funds to allow our financial aid to travel with students to all programs. Currently they only travel on programs administered by the College. That said, we still send approximately 1/2 the junior class abroad.
- Resources: financial and human. To expand to other countries, to offer similar services, to gain expertise abroad you need financial and intellectual resources. New program direction takes skill and luck. The field needs both in this current economic and leadership reality.
- Simplifying student engagement processes for recruitment, converting enquiries to applicants.
- Staffing levels
- We are seeing students with greater, pre-declared learning disabilities and we want to ensure all students are adequately served for whatever their needs may be
- We operate only in one world region; the biggest challenges we face are finding competent faculty within the region and perceptions of the region in the US as a dangerous place. The biggest opportunity we have is that there are few good programs for students in the region and our regional expertise makes us a logical provider.
- challenges: security situations
- opportunities: Simon Act funding; Higher Ed Act matching grants program
- exchange rate with the Euro



40. Please complete the following sentence. Over the past five academic years (since 2003/04), study abroad participation of U.S. students at my institution or organization has:		
Decreased	1	17%
Remained the same	1	17%
Increased between 1-10%	0	0%
Increased between 11-25%	2	33%
Increased between 26-50%	1	17%
Increased more than 50%	1	17%
Total	6	100%

41. Is your institution or organization actively trying to host a greater number of U.S. study abroad students abroad each year?		
Yes	5	83%
No	1	17%
Total	6	100%

If yes, please list specific steps you are taking to achieve this goal.

- Develop existing programme, course offerings, new types of programmes (e.g. service learning); take part in direct marketing; linking with small number of select third party providers
- Exhibition participation, agency and university visits, student seminars etc
- by participating in study abroad fairs, developing special programs for US universities, etc.

42. Please rate each of the following statements. "The following poses a significant challenge to my institution or organization for increasing the number of U.S. students participating in study abroad..."							
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	N/A	
Rising cost for students to participate in study abroad	4 80%	0 0%	1 20%	0 0%	0 0%	0 0%	0
Rising cost for program operation and administration	3 50%	2 33%	0 0%	1 17%	0 0%	0 0%	0
Not enough staff and advisors to handle more students	2 33%	2 33%	1 17%	0 0%	1 17%	0 0%	0
Not enough programs or program space to meet demand from students	1 17%	2 33%	0 0%	1 17%	2 33%	0 0%	0
Not enough program diversity to meet demand from students (diversity as far as destination, program length, and field of study)	1 17%	1 17%	1 17%	1 17%	2 33%	0 0%	0
Not enough interest from students	0 0%	1 17%	1 17%	2 33%	2 33%	0 0%	0
Not enough interest on the part of faculty members and professors to integrate study abroad into degree requirements for credit transfer	0 0%	2 33%	0 0%	4 67%	0 0%	0 0%	0
Not enough federal funding available to students for study abroad	1 17%	4 67%	0 0%	1 17%	0 0%	0 0%	0
Not enough endowments or scholarship funding from the home institutions students attend	2 33%	3 50%	1 17%	0 0%	0 0%	0 0%	0
None of the above as our institution or organization already meets or exceeds its targets for study abroad participation rates	1 20%	0 0%	0 0%	3 60%	0 0%	1 20%	1



43. Please elaborate on these or any other challenges your institution or organization has encountered.

The exchange rate in the UK is a major problem for us at present.

44. Which are the top three most significant factors that would help you host more U.S. study abroad students? (Please choose no more than three responses or your answers will not count.)

More study abroad scholarship opportunities for students	4	67%
More institutional funding for our office	2	33%
More institutional funding for students	4	67%
Enhanced technology to communicate with students and advisors	2	33%
Stronger commitment from home faculty/departments to integrate programs and ensure credits count toward a student's degree	3	50%
Stronger commitment from institutional leadership	1	17%
Establishing more programs with third-party providers	2	33%

45. Please elaborate on the items you chose in the last question or any other factors here.

0 Responses

46. Does your organization set targets for increasing study abroad enrollments?

Yes	4	67%
No	2	33%
Total	6	100%

47. What percentage growth of U.S. students do you anticipate hosting in education abroad programs in the next two, five, and ten years? (Select one for each row.)

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Negative growth	0% (will remain the same)		11-25%	26-50%	51-75%	More than 75%
Two years	0 0%	1 25%	2 50%	0 0%	1 25%	0 0%	0 0%
Five years	0 0%	1 25%	2 50%	0 0%	0 0%	1 25%	0 0%
Ten years	0 0%	1 25%	1 25%	0 0%	1 25%	0 0%	1 25%

48. Do you expect that the primary growth area will be in:

Short-term programs	1	25%
Semester programs	3	75%
Full year programs	0	0%
Other, please specify	0	0%
Total	4	100%

49. Please comment on other potential challenges/opportunities for increasing study abroad capacity for U.S. students at your institution or organization.

- Cost of living / travel. currently the weak US Dollar vs strong EURO
- short term programs and faculty exchange
- we are a relatively small institution, having more US students could mean to become a sort of island program without truly interaction with locals



50. This following list items were identified as the top health and safety concerns in education abroad by respondents to the open-ended question on this topic in the 2006 State of the Field Survey. (They are listed in random order here.) Using the five point scale, please rate each item based on the level of concern it poses for our field today.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Highest level of concern	2	3	4	No concern
Student mental health	54 40%	65 48%	14 10%	2 1%	0 0%
Alcohol consumption and substance abuse	63 47%	53 39%	16 12%	2 1%	1 1%
Pandemics	3 2%	24 18%	67 50%	35 26%	5 4%
Terrorism	12 9%	27 20%	60 44%	32 24%	4 3%
Need for risk management and emergency protocols	55 41%	49 36%	24 18%	4 3%	3 2%
Crime	10 7%	46 34%	57 42%	21 16%	1 1%
Risky student behavior	50 38%	62 47%	18 14%	2 2%	1 1%
Traffic-related safety	11 8%	45 34%	44 33%	30 22%	4 3%
Lack of student awareness/concern about health and safety	29 21%	66 49%	32 24%	8 6%	0 0%
Personal safety	22 16%	61 45%	42 31%	8 6%	2 1%
Access to appropriate medical care	17 13%	36 27%	53 39%	25 19%	4 3%
Political uncertainty	6 4%	35 26%	56 42%	30 22%	7 5%
Sexual harassment and sexual assault	24 18%	56 42%	43 32%	10 7%	1 1%

51. Please let us know if there any other major health and safety concerns that you think should be added to the above list for future surveys:

- adequate health insurance coverage; non-sexual harassment
- airline collapse due to world economic conditions
- Crime committed by students
- crime should be separated into violent crime and economic crime. In most cases, students are as safe if not safer abroad in terms of violent crime. Economic crime is the most common problem our students face.
- eating disorders
- hate crimes
- Lack of clear statement from the University that all education abroad programs must adhere to existing risk management and emergency protocol and consequences for failing to do so (e.g., a faculty member's education abroad program could be cancelled if she failed to adhere to the institution's best practices).
- Lack of health insurance, preexisting condition limitations on policies including emergency assistance. Lack of consistent approach by universities and program providers with respect to insurance coverage benefits..
- lack of student awareness of risk due to language barriers.
- large increase in students with mental health issues
- Medications and access - training of staff in-country, in the US, faculty leaders of programs. Legal issues should be included as well in this grouping.
- Program-sponsored swimming, diving and other inherently dangerous activities; inability of many program providers to locate and reach their students quickly in an emergency or crisis
- Safety and security of housing facilities
- Student expectations that health care and safety will be the same in their host country as at home.
- The whole question whether and what we should know about students' medical record (FERPA etc)
- Travel generally should be added. I would add for US students, lack of insurance coverage.



52. This following list items were identified as the top overall concerns in education abroad by respondents to the open-ended question on this topic in the 2006 State of the Field Survey. (They are listed in random order here.) Please indicate how concerned you are about each item in terms of its bearing on our field in 2008.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very concerned	Somewhat concerned	Neutral	Somewhat unconcerned	Very unconcerned
Academic quality	71 53%	46 34%	14 10%	3 2%	1 1%
Curriculum integration	54 40%	55 41%	22 16%	4 3%	0 0%
Program costs and rising costs	80 60%	45 34%	7 5%	2 1%	0 0%
Adequate preparation of students	47 35%	69 52%	15 11%	2 2%	0 0%
Parent involvement	28 21%	52 39%	40 30%	12 9%	3 2%
Need for better funding	64 48%	53 40%	17 13%	0 0%	0 0%
Disparity between student expectations and the reality of the experience	29 21%	70 52%	30 22%	6 4%	0 0%
Increasing participation on short-term programs	25 19%	45 34%	33 25%	21 16%	9 7%
Helping students maximize their experience	53 40%	64 48%	14 10%	2 1%	1 1%
The commodification of study abroad	40 30%	55 41%	27 20%	12 9%	0 0%

53. Please let us know if there any other major overall concerns that you think should be added to the above list for future surveys:

- Disparity between institutional statements about the importance to "internationalization" and lack of substantive financial or other support
- Environmental concerns and travel expenses may interfere substantially with travel.
- Government intervention in the field
- Increasing expectations by parents and students to match student affairs support and physical comforts abroad with what they have in U.S.
- Institutional commitment
- Insufficient diversity among students studying abroad.
- Overpopulation of U.S. students in some destinations. Increasing opportunities in developing countries.
- Program size, per se: we should not increase capacity in order to accommodate the anticipated increase in student participation. In other words, a program of 50-75 has a reasonable chance of permitting students an opportunity to get some level of cultural immersion, while a program at that same site that has 2-300 students will likely not.
- Reentry, Reflection, Life-long learning of students, non-traditional locations & preparation of students
- student unrealistic expectations of what they must have available to them to be successful; and the growing gap between professionals in the field and the professoriate
- Universities allowing students to participate in a wide range of programs, rather than limiting to a few providers, with whom they are familiar, for their own convenience
- Community impacts (We need to balance student learning benefits with community benefits)
- Sustainability issues (explained above)
- Domestic-international linkages in a "global" education. (Education ABROAD and study ABROAD are referenced to geographic distance rather than socio-cultural distance.)
- Concerned that focus on growth and expansion of enrollments will affect quality.
- Massification of study abroad at particular sites, at particular times of the year



54. What other issues should we have asked about in this survey?

- A question about institutional support for education abroad would be helpful. How are offices funded? How are salaries paid? Do students pay home school tuition? It would also be useful to find out to what extent institutions participate in site visits. How are they funded? Are they institutionally mandated; what is their value to the institution's programs? What do they contribute to the education abroad mission of the institution? Do they improve programs for students? What are staffing levels in education abroad offices?
- A recent survey from ACE demonstrated reducing power of the university-based study abroad professional even while university leadership continued to push increases in study abroad participation. What does the field have to say about advocacy within their institutions?
- Assessing our programs and student learning outcomes.
- Assessment of learning outcomes; effects of campus internationalization efforts on study abroad participation.
- Assessment; our institution is undergoing regional accreditation review and we are looking for good examples of assessing the short term and semester-long experience.
- Do students have a greater interest in peace and social justice after returning from study abroad? Do they connect more with international students who are studying here in the US?
- ethnic minorities
- How about issues related to staffing and salaries?
- I answered this for undergraduates only on the stats comments as it was not clear if we are doing the whole university or just the undergraduate level.
- I would say increased legal scrutiny of education abroad and negative publicity that I don't believe has been counteracted yet. Also, national policies regarding education abroad and how these may or may not influence the field.
- Industry opportunities for upward mobility for education abroad professionals and the influence (whether right or wrong) of terminal degrees.
- Issues related to the integration of the study abroad experience when the students return to campus. Integrating the new international learning in the home classroom.
- Manifestations of institutional support (or lack of it); impact on the quality of the study abroad experience by making numerical goal of increased participation the #1 objective; practical impact of commodification
- professional development of entry and mid-level staff--as capacity increases, we will need more advisors, etc.
- restriction at some institutions for accepting credit from programs without an American registrar of record
- Staffing
- The continuity of pre-departure, in-country and re-entry learning programs to facilitate turning education/study abroad into learning.
- Underrepresentation in education abroad.
- what changes do you think are significant in the field? (such as increases in service learning, English language programs, short-term, etc.)
- What role do you feel the Forum can plan in advocating or providing resources to these various areas of concern for the field of IE?

ABOUT THE FORUM ON EDUCATION ABROAD

The Forum on Education Abroad is the only organization whose exclusive purpose is to serve the field of education abroad. Incorporated in 2001, the Forum holds 501 (c)(3) nonprofit status and is recognized by the U.S. Department of Justice and the Federal Trade Commission as the Standards Development Organization (SDO) for education abroad.

Forum members include US colleges and universities, overseas institutions, consortia, agencies, and education abroad provider organizations. The Forum membership includes more than 350 institutions that together account for approximately 90 percent of U.S. students studying abroad.

The Forum develops and implements standards of good practice, promotes and supports research initiatives, and offers educational programs and resources to its members. The Forum's members, represented by the Forum Council and its goals committees, determine the scope and direction of these initiatives. The Forum's annual conference is known for its distinctive format that fosters thought-provoking dialogue, and promotes collegiality and the vibrant exchange of ideas.

THE FORUM ON EDUCATION ABROAD MISSION STATEMENT

The mission of the Forum on Education Abroad is to promote high quality and effective education abroad programs on behalf of students at U.S. colleges and universities through providing opportunities for global discourse and information sharing among the educational institutions, faculty and staff, consortia, agencies and organizations that are its members.

By providing opportunities for discourse and information sharing, the Forum promotes high quality and effective programming through:

- Advocating standards of good practice,
- Promoting excellence in curricular development and academic design,
- Encouraging outcomes assessment and other research,
- Facilitating data collection, and
- Advocating education abroad at all levels.

THE
FORUM
ON EDUCATION
ABROAD

DICKINSON COLLEGE PO BOX 1773 CARLISLE, PA 17013
www.forumea.org