



## 2017 State of the Field

Welcome to the seventh State of the Field Survey!

The streamlined 2017 survey has been updated to reflect the changing realities of our ever-growing field and the needs of you, our members. Your contribution is essential. This survey, conducted every 2 years, will ask questions about your institution/organization's current practices and policies, your challenges and victories. The Forum conducts this survey to identify current practices in the field of education abroad and track how those practices are changing over time. The data collected helps The Forum and your fellow member institutions/organizations to advocate on behalf of the field, improve the quality of education abroad to benefit students, and develop resources that are meaningful and useful to Forum members.

The survey should take about 20-30 minutes to complete. To save time, you can [preview the survey](#) and prepare your answers in advance. If you cannot complete the survey in a single session, you can leave the page and come back to it at a later time. The survey will save the information up through the last completed page.

Please remember to use the "PREV" and "NEXT" buttons--not your browser's "back" button--to navigate through the survey.

**Note:** The questions in this survey refer to activities and policies of the institution or organization you represent; where 'you' or 'your' is used, those terms do not refer personally to the individual completing this survey.

**CONFIDENTIALITY:** The answers provided in this survey are confidential. Only Forum staff will have access to the individual survey response data. Any publications or presentations prepared by The Forum will include only information about group data or fully anonymized individual comments in such a way that responses will not be identifiable to any individual institution or organization. For more information about The Forum's Data Ownership and Management Policy [click here](#).

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2017 State of the Field

Office basics

Is international education included in the mission statement of your institution/organization?

- Yes
- No
- N/A

Please indicate how many paid **U.S.-based** staff in your institution or organization are dedicated primarily to U.S. students studying abroad.

Full Time	<input type="text"/>
Part Time (15-30 hours/week)	<input type="text"/>
Student Workers (up to 15 hours/week)	<input type="text"/>
Unpaid staff (e.g., peer advisors, volunteers)	<input type="text"/>

Please indicate how many paid **non-U.S.-based** staff in your institution or organization are dedicated primarily to U.S. students studying abroad.

Full Time	<input type="text"/>
Part Time (15-30 hours/week)	<input type="text"/>
Student Workers (up to 15 hours/week)	<input type="text"/>
Unpaid staff (e.g., peer advisors, volunteers)	<input type="text"/>

What is the number (or FTE-equivalent) of education abroad staff dedicated to health & safety?

Have rising costs and/or declining resources led your institution/organization to change its education abroad programming for the coming academic year?

- Yes, significantly
- Yes, slightly
- No
- N/A

2017 State of the Field

Learning outcomes and assessment

To what extent has your institution/organization identified learning outcomes for education abroad programs beyond discipline-specific knowledge? (e.g., language acquisition, cross-cultural competence)

- Not at all
- Not yet but in progress
- Overall but not for specific programs
- For some programs but not all
- Yes, completed
- N/A

If your institution/organization has articulated learning outcomes for education abroad, does it have an assessment plan to measure achievement of the learning outcomes?

- No
- Not yet but in progress
- Overall but not for specific programs
- For some programs but not all
- Yes, completed
- N/A

In what ways do you use the assessment information and data collected? (Check all that apply.)

- For marketing purposes
- For reporting to university administration
- To advocate for education abroad
- To determine program renewal
- To improve or refine program content/design
- To assess employee performance
- Other (please specify):

What assessment instruments are your institution/organization using to measure student learning outcomes of education abroad programs? (Check all that apply.)

- Beliefs, Events, Values Inventory (BEVI)
- Global Perspectives Inventory (GPI)
- Intercultural Development Inventory (IDI)
- Pre/post language testing (e.g., SOPI )
- Other (please specify/describe):

2017 State of the Field

Standards of Good Practice and Code of Ethics

Please indicate your level of agreement with the following statement:

The Forum's *Standards of Good Practice for Education Abroad* are being used to shape our institutional/organizational policies on education abroad.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

If your institution/organization has applied The Forum's *Standards of Good Practice for Education Abroad* in its work, in what ways has it done this? (Check all that apply)

- In the development of new programs
- To advocate for education abroad
- To assess other programs for approval for our students' participation
- To evaluate education abroad programs
- To set standards for the approval and adoption of new education abroad programs
- To train home institution/organization faculty
- To train home institution/organization staff
- To train on-site faculty
- To train on-site staff
- Other (please describe):

Please indicate your level of agreement with the following statement.

The Forum's *Code of Ethics for Education Abroad* is being used to inform decisions regarding institutional/organizational policy on education abroad.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

What impact has The Forum's *Code of Ethics for Education Abroad* had on your institution/organization? (Check all that apply)

- Our institution/organization has adopted the Code as our governing code for education abroad.
- Our institution/organization refers to and substantially follows the guidelines of the Code for education abroad.
- Our institution/organization has its own ethical guidelines.
- Our institution/organizations used the Code to develop our own code of ethics.
- Our institution has not found the Code to be of help.
- Other (please specify):

If your institution/organization follows a different code of ethics, please identify or describe it:

2017 State of the Field

Consequences of education abroad

In what ways does your institution/organization actively consider or prepare for the **environmental** consequences of programs? (Check all that apply)

- Accounting for carbon/environmental footprint
- Educating students and staff about sustainability
- Monitoring environmental impact of programs
- N/A - We do not actively address environmental consequences.
- Other (please describe):

In what ways does your institution/organization actively consider or prepare for the **social** impact of programs on host communities? (Check all that apply)

- Accounting for location, transportation, duration, and safety components' impact on the local community
- Creating host partnerships that are ethical, collaborative, and sustainable
- Establishing community service and/or service learning projects
- N/A - We do not actively address social impacts.
- Other (please describe)

In what ways does your institution/organization actively consider or prepare for the **economic** consequences of programs on host communities? (Check all that apply)

- Investing in local entities and understanding the consequences of payments made to those entities
- Observing local legal and financial standards to align with local practices
- Teaching students about their economic impact on the local community
- N/A - We do not actively address economic consequences.
- Other (please describe):

Does your institution or organization have a whistleblower policy or another type of confidential and anonymous ethics and business practices reporting policy?

- Yes
- No
- I'm not sure

Please provide additional comments:



2017 State of the Field

Organizational demographics

\* Please choose the category below that best characterizes your institution/organization based on the majority of education abroad work in which it is engaged.

Is your institution or organization primarily:

- A U.S. institution that sends its own students abroad?
- A U.S.-based entity that provides education abroad programs for students not earning a degree through your organization (For example: program provider consortium, independent program provider, institutional system office, degree-granting U.S. institution whose abroad programs mostly draw students from other institutions)?
- A host institution, international university, organization, or independent program based outside of the U.S.?
- An organization that provides services for education abroad?
- An organization that does not fit any of the descriptions above? Please describe:

**2017 State of the Field**

**For overseas host institutions and independent program provider organizations**

Approximately how many U.S. students did your institution or organization host on education abroad programs during the 2016-2017 academic year, including Summer 2017 ?

Is your institution/organization actively trying to recruit a greater number of U.S. students each year?

Yes

No

2017 State of the Field

If yes, did you increase numbers in the last year?

- Yes, significantly
- Yes, slightly
- Remained about the same
- Decreased
- N/A - We just began actively trying less than a year ago

2017 State of the Field

If no, are you:

- Staying at current levels (maintaining)
- Increasing (without actively promoting)
- Declining
- Other (please specify):

2017 State of the Field

Rank in order which strategies you believe most effectively increase the number of U.S. education abroad students at your institution/organization. (Please rank with 1=Most Effective; select N/A if you don't use a listed strategy)

☰	<input type="text"/>	Assessment and/or documenting the impact of education abroad to make the case for internationalization	<input type="checkbox"/> N/A
☰	<input type="text"/>	Collaborating with institutional offices such as admissions, alumni/development, athletics, career services, disability/diversity, financial aid, residential life, research, etc.	<input type="checkbox"/> N/A
☰	<input type="text"/>	Expanding marketing tools, outreach, and messaging	<input type="checkbox"/> N/A
☰	<input type="text"/>	Exploring new models to provide greater access to a greater diversity of students	<input type="checkbox"/> N/A
☰	<input type="text"/>	Increasing financial support for students for education abroad	<input type="checkbox"/> N/A
☰	<input type="text"/>	Increasing staff support and advising for students	<input type="checkbox"/> N/A
☰	<input type="text"/>	Increasing the diversity of programs offered	<input type="checkbox"/> N/A
☰	<input type="text"/>	Increasing the number of programs available	<input type="checkbox"/> N/A

Are there any strategies not listed above that have been particularly effective for your institution/organization in increasing U.S. student participation of education abroad?

Please elaborate on how, if at all, you are measuring effectiveness of your strategies.

2017 State of the Field

Are there barriers that impede your institution/organization's ability to increase the number of students participating in education abroad?

- Yes
- No

2017 State of the Field

Rank each of the following barriers, in order of difficulty, to increasing the number of U.S. education abroad students at your institution/organization. (Please rank with 1=Most Challenging; select N/A if the listed item is not a barrier for your institution/organization)

☰	<input type="text"/>	Competition with home campus activities, sports, and U.S. internships	<input type="checkbox"/> N/A
☰	<input type="text"/>	Geo-political environment (including existence of travel advisories)	<input type="checkbox"/> N/A
☰	<input type="text"/>	Lack of portability of financial aid, tuition waivers, scholarships, work study jobs, or other benefits from the home country	<input type="checkbox"/> N/A
☰	<input type="text"/>	Not enough faculty or staff interested in leading experiences or teaching courses abroad	<input type="checkbox"/> N/A
☰	<input type="text"/>	Not enough interest on the part of faculty members and professors to integrate education abroad into degree requirements for credit transfer	<input type="checkbox"/> N/A
☰	<input type="text"/>	Not enough support from or access to institutional leaders	<input type="checkbox"/> N/A
☰	<input type="text"/>	Resistance from students' families; fear; lack of encouragement	<input type="checkbox"/> N/A
☰	<input type="text"/>	Rising cost for program operation, marketing, and administration	<input type="checkbox"/> N/A
☰	<input type="text"/>	Slow admission decisions	<input type="checkbox"/> N/A

Are there other barriers not listed above that have been particularly difficult for your institution/organization in increasing U.S. student participation of education abroad?

Please elaborate on how, if at all, you are addressing any of your barriers.

2017 State of the Field

Does your institution or organization offer or approve this type of program?

	Yes	No
Non-exchange programs where students take only regular university courses designed for host university students (i.e., <u>integrated university study</u> )	<input type="radio"/>	<input type="radio"/>
<u>Faculty-led</u> , long-term programs (more than 8 weeks abroad)	<input type="radio"/>	<input type="radio"/>
<u>Faculty-led</u> , short-term programs (8 weeks or less)	<input type="radio"/>	<input type="radio"/>
Opportunities where home institution faculty take students abroad for course work on sojourns that are not formally approved education abroad programs for credit by the home institution	<input type="radio"/>	<input type="radio"/>
Reciprocal <u>exchange</u> programs	<input type="radio"/>	<input type="radio"/>
Programs that have at least one course developed specifically for the U.S. or other international students on the program (and which have no on-site participation by U.S. or home university faculty)	<input type="radio"/>	<input type="radio"/>



2017 State of the Field

Approximately what percentage of each type of program?

Non-exchange programs where students take only regular university courses designed for host university students (i.e., integrated university study)

Faculty-led, long-term programs (more than 8 weeks abroad)

Faculty-led, short-term programs (8 weeks or less)

Opportunities where home institution faculty take students abroad for course work on sojourns that are not formally approved education abroad programs for credit by the home institution

Reciprocal exchange programs

Programs that have at least one course developed specifically for the U.S. or other international students on the program (and which have no on-site participation by U.S. or home university faculty)

2017 State of the Field

If your institution/organization offers familiarization tours or site visits to affiliated/sending institutions, how much financial support do you provide?

- You always pay all related expenses.
- You cover expenses for a fee that is less than the actual expenses.
- You pay all or part of on-site lodging and meals.
- You pay all or part of the participants' airfare.
- You do not offer familiarization tours or site visits to this group.
- You do not provide financial support.
- Other (please specify):

If your institution/organization offers familiarization tours or site visits to unaffiliated/ institutions currently not sending students, how much financial support do you provide? (Check all that apply)

- You always pay all related expenses.
- You cover expenses for a fee that is less than the actual expenses.
- You pay all or part of on-site lodging and meals.
- You pay all or part of the participants' airfare.
- You do not offer familiarization tours or site visits to this group.
- You do not provide financial support.
- Other (please specify):

Does your institution/organization offer scholarship funding to: (Check all that apply)

- Affiliated institutions (for them to distribute to students attending one of your programs)
- Affiliated institutions (for them to distribute to students attending any education abroad program of the institution's choosing)
- Individual students who apply directly to your organization
- Institutions based on the number of students they send on your programs
- No scholarships offered
- Other (please specify):

Does your institution/organization offer any of the following to institutions who send students on your programs? (Check all that apply)

- Funds to support institutional office operations
- Rebates to affiliated institutions for each student sent
- Representation of college/university staff or faculty on advisory bodies for programs
- Student tuition or fee reductions to affiliated institutions for each student sent, regardless of enrollment
- Student tuition or fee reductions to affiliated institutions for a certain number of students sent (i.e., volume discounts)
- The opportunity for faculty members from institutions to serve as directors or instructors periodically
- Visits by program representatives
- Other (please specify):

How are your institution/organization's programs evaluated?(Check all that apply)

- Our staff informally evaluate programs on a continuous basis.
- Professional staff from the sending institutions informally evaluate programs when they conduct site visits.
- We have a formal internal evaluation process.
- We have a formal evaluation process that includes external reviewers.
- We have a formal evaluation process that utilizes the Standards of Good Practice.
- We do not have an evaluation process.
- Other (please specify):

Do you have an Advisory Board/Committee (or similar group)?

Yes

No

## 2017 State of the Field

How are members of your Advisory Board/Committee selected? (Check all that apply)

- Elected by consortium members
- Selected by current Advisory Board members
- Selected by our Board of Directors/Trustees
- Selected by our staff
- Other (please specify):

What are the goals and responsibilities of the Advisory Board/Committee (or similar group)? (Check all that apply)

- To approve programs
- To formally evaluate programs
- To give credibility to the program provider's offerings
- To provide guidance on the needs of institutions
- To provide guidance on the needs of students
- To recognize key partners at institutions
- Other (please specify):

Please use the space below to share any additional comments with us about your responses above.



The following is a list of items that were identified as the top overall concerns in education abroad by respondents to previous State of the Field Surveys.

Please indicate how concerned you are about each item in terms of its bearing on the education abroad field today.

	Very unconcerned	Somewhat unconcerned	Neutral	Somewhat concerned	Very concerned
Academic quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate preparation of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career integration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commodification of education abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compliance with U.S. federal mandates (Title IX, Clery, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crisis and risk management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Current political climate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum integration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disparity between student expectations and the reality of the experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fears of terrorist attacks abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General health and safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping students maximize their experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing participation on short-term programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Need for better funding for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program costs and rising costs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student support services related to disability, wellness, or mental health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting underrepresented students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What other issues and topics should be included in the next State of the Field survey?