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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Office basics

Is <u>international education</u> 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	
Part Time (15-30 hours/week)	
Student Workers (up to 15 hours/week)	
Unpaid staff (e.g., peer advisors, volunteers)	

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	
Part Time (15-30 hours/week)	
Student Workers (up to 15 hours/week)	
Unpaid staff (e.g., peer advisors, volunteers)	

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

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):

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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:

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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:

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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:

[   ]

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Institutional demographics

My institution is a:

( ) private institution

( ) public institution

My institution is:

( ) a community college

( ) an institution that offers bachelor's degrees only

( ) an institution that offers bachelor's, master's, and doctoral degrees

( ) an institution that offers bachelor's and master's degrees but not doctoral degrees

( ) an institution that offers graduate degrees only

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2016-2017 Students

Approximately how many students did your institution send abroad during academic year 2016-2017, including Summer 2017?

During the 2016-2017 academic year (including Summer 2017), approximately what percentage of students at your institution who participated in education abroad were international students who traveled to destinations other than their home country?

Please provide any additional comments on international students in education abroad at your institution:

Is your institution actively trying to send a greater number of students abroad each year?

○ Yes

○ No

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U.S. institutions working to increase student numbers

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

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U.S. institutions not working to increase numbers

If no, are you:

◯ Staying at current levels (maintaining)

◯ Increasing (without actively promoting)

◯ Declining

◯ Other (please specify):

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Strategies for increasing education abroad participation

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

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

Are there any strategies not listed above that have been particularly effective for your institution in increasing student participation in education abroad?

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

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Barriers to increasing participation

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

◯ Yes

◯ No

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Barriers to increasing education abroad participation

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

⋮⋮	↕	Competition with home campus activities, sports, and U.S. internships	☐ N/A
⋮⋮	↕	Geo-political environment (including travel advisories)	☐ N/A
⋮⋮	↕	Impact of education abroad on on-campus enrollment	☐ N/A
⋮⋮	↕	Lack of portability of financial aid, tuition waivers, scholarships, work study jobs, or other benefits abroad	☐ N/A
⋮⋮	↕	Not enough interest on the part of faculty to integrate education abroad into degree requirements for credit transfer	☐ N/A
⋮⋮	↕	Not enough faculty or staff interested in leading experiences or teaching courses abroad	☐ N/A
⋮⋮	↕	Not enough support from or access to institutional leaders	☐ N/A
⋮⋮	↕	Resistance from students' families; fear; lack of encouragement	☐ N/A
⋮⋮	↕	Rising cost for program operation, marketing, and administration	☐ N/A

Are there other barriers not listed above that have been particularly difficult for your institution in increasing student participation in education abroad?

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

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Advocacy

In the past year, have you or someone in your office advocated for the following within your institution?

- [ ] Assessing your programs/operations base on the *Standards*
- [ ] Building new alliances with internal and external stakeholders
- [ ] Ending policies that are detrimental to education abroad
- [ ] Improving policies to support education abroad
- [ ] Increasing faculty engagement in education abroad
- [ ] Increasing or improving evaluation of the impact of education abroad
- [ ] Increasing staffing or professionalization of existing staff
- [ ] None of the above
- [ ] Other (please describe):

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For U.S. institutions only

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

◯ Our staff/faculty do not participate in site visits.

◯ Our staff/faculty only participate in site visits that are paid for wholly by our institution.

◯ We permit staff/faculty to participate in site visits that are partially paid for by education abroad providers/host institutions.

◯ We permit staff/faculty to participate in site visits that are wholly paid for by education abroad providers/host institutions.

◯ We do not have a policy in place.

How does your institution financially support participation on site visits?(Check all that apply)

☐ By always paying all related expense.

☐ By paying all or part of on-site lodging and meals.

☐ By paying all or part of the participant's airfare.

☐ By paying one fee to cover all expenses.

☐ Our institution does not participate in site visits.

☐ Our institution does not pay any of the expenses.

Does your institution 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., integrated university study)	◯	◯
Faculty-led, long-term programs (more than 8 weeks abroad)	◯	◯
Faculty-led, short-term programs (8 weeks or less)	◯	◯
Opportunities where your faculty take students abroad for course work on sojourns that are not formally approved education abroad programs for credit	◯	◯
Reciprocal exchange programs	◯	◯
Programs with at least one special course developed for the U.S. or other international students on the program (and no on-site participation by your faculty)	◯	◯

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For U.S. institutions only

Approximately what percentage of these programs are managed primarily by**your own institution**: (Answer with a numerical, whole number)

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 your faculty take students abroad for course work on sojourns that are not formally approved education abroad programs for credit

Reciprocal exchange programs

Programs with at least one special course developed for the U.S. or other international students on the program (and no on-site participation by your faculty)

Approximately what percentage of these programs are managed primarily by another institution, e.g., a consortium: (Answer with a numerical, whole number)

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 your faculty take students abroad for course work on sojourns that are not formally approved education abroad programs for credit

[ ]

Reciprocal exchange programs

[ ]

Programs with at least one special course developed for the U.S. or other international students on the program (and no on-site participation by your faculty)

[ ]

Approximately what percentage of these programs are managed primarily by an_independent program provider organization_: (Answer with a numerical, whole number)

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 your faculty take students abroad for course work on sojourns that are not formally approved education abroad programs for credit

[   ]

Reciprocal exchange programs

[   ]

Programs with at least one special course developed for the U.S. or other international students on the program (and no on-site participation by your faculty)

[   ]

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For U.S. institutions only

Which entities are involved in program approval on your campus? (Check as many as apply)

- ☐ An academic oversight committee
- ☐ An advisory committee
- ☐ Board of Directors/Trustees
- ☐ Deans
- ☐ Department Chairs
- ☐ Education abroad staff
- ☐ Faculty and/or departmental committees
- ☐ Legal counsel
- ☐ Provost
- ☐ Risk management professionals
- ☐ Students may study abroad and earn credit on any program; there is no approval process.
- ☐ For programs not otherwise on an approved list, individual students may have their study plans approved.
- ☐ Other (please specify):

Please rank the importance of the following factors when you decide to affiliate with or approve programs. (1 = most important; there can only be one #1 ranking. Select N/A if you do not consider the factor at all.)

⠿	[⇕]	Management of Risk and Crises	☐ N/A
⠿	[⇕]	Academic Quality	☐ N/A
⠿	[⇕]	Cost	☐ N/A
⠿	[⇕]	Experience of former students	☐ N/A
⠿	[⇕]	Health and student services	☐ N/A
⠿	[⇕]	In-country support (e.g., resident directors, co-curricular activities)	☐ N/A
⠿	[⇕]	Personal faculty contacts	☐ N/A
⠿	[⇕]	Possibility for exchanges	☐ N/A
⠿	[⇕]	Possibility of involvement by the home campus in program oversight, policymaking, site visits, etc.	☐ N/A
⠿	[⇕]	Program structure (e.g., direct enrollment, hybrid, field study)	☐ N/A
⠿	[⇕]	Quality of program administration and ease of working with the program provider	☐ N/A
⠿	[⇕]	Range of program offerings	☐ N/A
⠿	[⇕]	Transparency in relationships	☐ N/A

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For U.S. institutions only

In deciding whether to affiliate with particular programs offered by a program provider, or to approve such a program for your students, which of the following strategies do you employ? Do you... (Rate each item using the scale provided.)

	Always	Sometimes	Never	N/A or I don't know
review student petitions	○	○	○	○
choose from a pre-approved list of 'vendors'	○	○	○	○
review existing portfolio of programs to avoid overlap program offerings	○	○	○	○
send a few students on a "pilot" program	○	○	○	○
conduct site visits or participate in group familiarization visits	○	○	○	○
host visits to your institution by program representatives	○	○	○	○
wait for a new program to run one year before evaluating	○	○	○	○
gather feedback from colleagues at other institutions who send students on the programs	○	○	○	○
gather information via an inquiry sent to SECUSS-L to get feedback about the program	○	○	○	○
get feedback from program alumni from other institutions	○	○	○	○

Please provide additional comments:

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In deciding whether to affiliate with particular programs offered by a program provider, or to approve such a program for your students, which of the following strategies do you employ? Do you... (Rate each item using the scale provided.)

	Always	Sometimes	Never	N/A or I don't know
consider whether the program recognizes the Standards of Good Practice and best practices as published by The Forum or other relevant professional bodies	○	○	○	○
determine whether the program contributes to the site's local community through service learning, community-based learning, or other means	○	○	○	○
have department faculty review curriculum and syllabi for compatibility for credit equivalents at home campus	○	○	○	○
evaluate the program related to ability to support compliance (Title IX, Clery, etc.)	○	○	○	○
evaluate the receptiveness of the program provider to listen to and act on evaluative comments about their programs	○	○	○	○
evaluate program's crisis management policy and support services on-site.	○	○	○	○
look for opportunities for faculty members from your institutions to serve as program directors or instructors periodically	○	○	○	○
look for programs where the program fee is less than your home school tuition/fees	○	○	○	○
look for the possibility of representation of your college/university staff or faculty on advisory committees/boards for programs	○	○	○	○

Please provide additional comments:

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In deciding whether to affiliate with particular programs offered by a program provider, or to approve such a program for your students, which of the following strategies do you employ? Do you... (Rate each item using the scale provided.)

	Always	Sometimes	Never	N/A or I don't know
negotiate a dedicated scholarship allowance for your students	○	○	○	○
negotiate paid internship/work-study opportunities	○	○	○	○
negotiate program fee reductions for a certain number of students sent (i.e., volume discounts)	○	○	○	○
negotiate program fee reductions for each student sent	○	○	○	○
negotiate rebates (for office support) for a certain number of students sent (i.e., volume discounts)	○	○	○	○
negotiate rebates (for office support) for each student sent	○	○	○	○
negotiate scholarships based on student volume	○	○	○	○
negotiate shared provision of disability-related accommodations	○	○	○	○
negotiate with program providers for funds to support your office overhead	○	○	○	○

Please provide additional comments:

Please add additional comments:

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For U.S. institutions only

Please indicate which of the below items are generally included in the comprehensive program fee your students pay to your institution. (Check all that apply)

- [ ] Airfare
- [ ] Application Fee
- [ ] Education Abroad Office Admin Fee
- [ ] Health Insurance
- [ ] Program Provider Fee
- [ ] Room & Board
- [ ] Travel Insurance
- [ ] Tuition / Coursework
- [ ] Visa & Passport Fees
- [ ] N/A - We never collect a comprehensive program fee.

Do any funds paid by your education abroad students go to accounts at your institution not controlled by the education abroad office?

- ( ) Yes
- ( ) No

If Yes, then select all that apply:

☐ Accommodation/Assistance fund to support underrepresented students

☐ Central administration or general fund

☐ Emergency funds for risk management

☐ Financial aid

☐ Registrar

☐ Other (please specify):

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How are your own and your currently approved or affiliated programs evaluated on your campus? (Check all that apply)

- ☐ Our staff informally evaluate programs on a continuous basis.

- ☐ Professional staff from our institution informally evaluate programs when they conduct site visits.

- ☐ We use our regular campus-based course evaluation process.

- ☐ 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):

If you have a program evaluation process for your own and approved or affiliated programs, which of the following elements are part of it? (Mark each item using the scale provided. Check all that apply.)

	Mid-program	After program	Annually	Periodically	As needed	Never
We conduct a site visit	☐	☐	☐	☐	☐	☐
We participate in a regional group that shares information about programs	☐	☐	☐	☐	☐	☐
We review academic work completed by students on the program	☐	☐	☐	☐	☐	☐
We review all correspondence and written materials (e.g., student handbooks, course booklets)	☐	☐	☐	☐	☐	☐
We survey students	☐	☐	☐	☐	☐	☐
We analyze and review student evaluations	☐	☐	☐	☐	☐	☐
We survey on-site faculty and liaisons	☐	☐	☐	☐	☐	☐
We survey our faculty	☐	☐	☐	☐	☐	☐

Other (please specify):

How is the education abroad office at your institution funded (Please enter numeric whole numbers that sum to 100%, do not include % symbol.)

Cost-sharing from program provider(s)

Grants

Restricted Endowment

Student fees paid by education abroad program participants

Student fees paid by every student at your institution

Surplus from the collection of home school tuition

Your institution's general fund

Unknown

Other

If one of your answers to the last question was "Other," please tell us what kind of funding that represents:

On which types of programs may your students earn academic credit towards their degrees (for course work that is successfully completed and appropriate)? (Rate each item using the scale provided.)

	Always	Sometimes	Never
Your own programs (completely administered by your institution). Additional comments:	○	○	○
Programs on your pre-approved list. Additional comments:	○	○	○
Programs that are not on your approved list or otherwise approved by your institution. Additional comments:	○	○	○

Additional comments:

What is your policy toward direct marketing of programs on campus?

○ Any program may participate in direct marketing on your campus.

○ Only approved programs may participate in direct marketing on your campus.

○ You do not permit direct marketing by off-campus entities

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

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