

## 2020 State of the Field Survey

**Welcome to the eighth State of the Field Survey conducted by The Forum on Education Abroad.**

**The 2020 version of the survey has been adjusted in light of recent world events in order to serve two purposes:**

- 1) To ask the questions we've been asking for years so that we can compare the current state of the field with what was observed in previously instantiations of this survey.
- 2) To take a reading on some of the specific impacts of COVID-19 on on the field over the past several months.

We estimate that the survey should take about 30 minutes to complete. 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 Privacy Policy [click here](#).

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I give my consent for The Forum on Education Abroad to collect and use the information provided in this survey as outlined in their [Privacy Policy](#).

Yes

No

## 2020 State of the Field Survey

### Basics

These first few questions tell us some basic information about the Forum member organization that you are representing as you complete this survey.

## 2020 State of the Field Survey

### Basics

Is [international education](#) included in the mission statement of your institution/organization?

- Yes
- No
- N/A

PRIOR TO MARCH 1, 2020:

Please indicate how many paid ***U.S.-based*** staff in your institution or organization were 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)

PRIOR TO MARCH 1:

Please indicate how many paid **non-U.S.-based** staff in your institution or organization were 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 was the number (or FTE-equivalent) of education abroad staff dedicated to health & safety PRIOR TO MARCH 1?

PRIOR TO MARCH 1:

Had 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

## 2020 State of the Field Survey

### Before COVID-19 Global Pandemic

Answer the questions in the following sections based on your organization's policies, practices, realities before the COVID-19 Global Pandemic began impacting our field worldwide (beginning approximately March 1, 2020).

We know this may be challenging with all that has happened since then, but we feel it is essential to capture a snapshot of what the field looked like just before COVID-19 so that we can better track the impact of this event in the future.

At the end of this survey, there will be a section devoted specifically to COVID-19 related impacts and changes. *Please complete the entire survey so that your responses can be included in our final analyses.*

## 2020 State of the Field Survey

### 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
- N/A
- 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 )
- N/A
- Other (please specify/describe):



## 2020 State of the Field Survey

### 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):

The Forum released the 6th Edition of the Standards of Good Practice for Education Abroad in April 2020.

Are you familiar with the new edition of the *Standards*?

- Yes
- No

If so, please describe what, if any, changes the new edition of the *Standards* has motivated you to implement in your work.

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:

## 2020 State of the Field Survey

### Consequences of education abroad

**Reminder:** Answer this question based on your organization's practices before March 1, 2020.

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:

## 2020 State of the Field Survey

### 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:

## 2020 State of the Field Survey

### Non-U.S. Host institutions and independent program provider organizations - 2019-2020 Students

**NOTE:** For these questions, please count for-credit and not-for-credit participation by both undergraduate and graduates students on all of your organization's managed or approved education abroad programs.

PRIOR TO MARCH 1, 2020:

Approximately how many students did your institution or organization *plan* to host on education abroad programs during the 2019-2020 academic year, including Summer 2020?

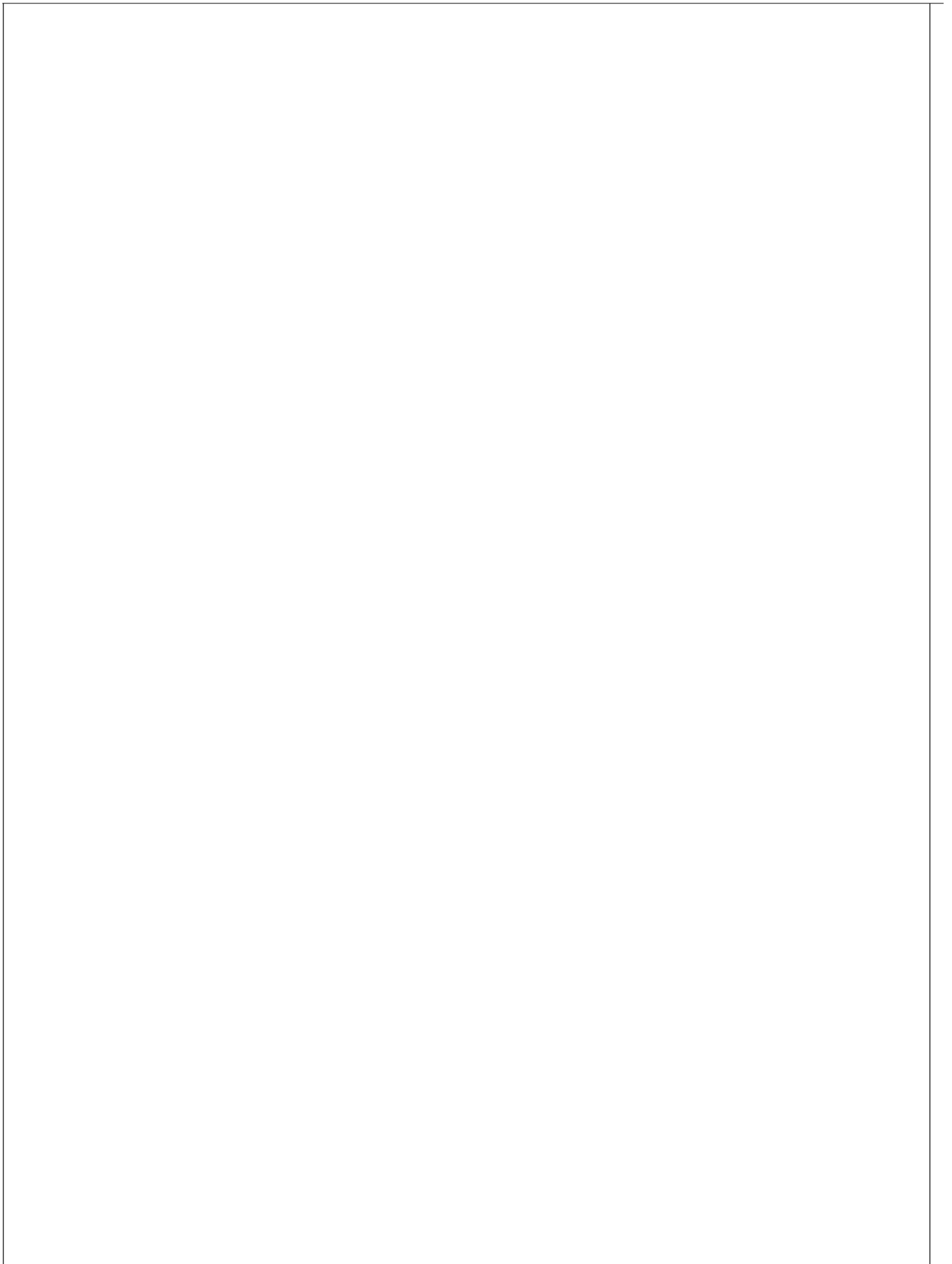
UPDATE IN SEPTEMBER 2020:

Approximately how many students did your institution or organization *actually* host on education abroad programs during the 2019-2020 academic year, including Summer 2020?

PRIOR TO March 1, 2020:

Is your institution/organization actively trying to recruit a greater number of education abroad students each year?

- Yes  
 No





## 2020 State of the Field Survey

### Non-U.S. working to increase participation

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
- We were on track to increase if not for COVID-19

## 2020 State of the Field Survey

### Non-U.S. organizations not working to increase participation

If no, prior to COVID-19 were you:

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

## 2020 State of the Field Survey

### Non-U.S. organizations - strategies for increasing participation

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)

☰

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/organization in increasing U.S. student participation of education abroad?

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

## 2020 State of the Field Survey

### Non-U.S. organizations - barriers to participation

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

- Yes
- No

## 2020 State of the Field Survey

### Non-U.S. organizations - barriers to participation

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)

☰

Competition with home campus activities, sports, and U.S. internships

N/A

☰

Geo-political environment (including existence of travel advisories)

N/A

☰

Lack of portability of financial aid, tuition waivers, scholarships, work study jobs, or other benefits from the home country

N/A

☰  
  
Not enough faculty or staff interested in leading experiences or teaching courses abroad  
  
N/A

☰  
  
Not enough interest on the part of faculty members and professors to integrate education abroad into degree requirements for credit transfer  
  
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

☰  
  
Slow admission decisions  
  
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.



## 2020 State of the Field Survey

### Non-U.S. organizations - Program Portfolios

**REMINDER:** Answer these questions based on your organization's policies and practices prior to March 1, 2020 and the COVID-19 Global Pandemic.

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., <a href="#">integrated university study</a> )	<input type="radio"/>	<input type="radio"/>
<a href="#">Faculty-led</a> , long-term programs (more than 8 weeks abroad)	<input type="radio"/>	<input type="radio"/>
<a href="#">Faculty-led</a> , 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 <a href="#">exchange</a> 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"/>

Prior to the COVID-19 pandemic, did your organization offer or approve online global learning experiences, whether hybrid or 100% online (e.g., COIL, virtual exchange, remote internships, etc.)?

- Yes
- No

## 2020 State of the Field Survey

### Non-U.S. organizations - Program portfolios

**REMINDER:** Answer these questions based on your organization's policies and practices prior to March 1, 2020 and the COVID-19 Global Pandemic.

During Academic Year 2019-2020, including Summer 2020, approximately what percentage of students enrolled in each type of program? (Enter numerical whole numbers that sum to 100.)

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)

## 2020 State of the Field Survey

### Non-U.S. organizations - site visits & evaluation

**REMINDER:** Answer these questions based on your organization's policies and practices prior to March 1, 2020 and the COVID-19 Global Pandemic.

If your institution/organization offers familiarization tours or site visits to affiliated/sending institutions, 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):

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

## 2020 State of the Field Survey

### Non-U.S. organizations - advisory boards

**REMINDER:** Answer these questions based on your organization's policies and practices prior to March 1, 2020 and the COVID-19 Global Pandemic.

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.

## 2020 State of the Field Survey

### COVID-19 GLOBAL PANDEMIC

The following section includes new questions added to the State of the Field survey this year in response to the COVID-19 pandemic.

*Please answer all questions to the best of your ability to ensure that your responses are counted in our final reports.*

## 2020 State of the Field Survey

### COVID-19 Questions

Were your programs, students, or services you provide to programs or students affected by the COVID-19 pandemic?

- Yes
- No
- N/A

As of September 1, 2020, what, if any, actions has your organization taken in response to the COVID-19 global pandemic?

- Most or all staff transitioned to work from home
- Reductions in staff
- Students were made to return home early from North American Spring 2020 programming
- Spring 2020 programming was cancelled
- Spring 2020 programming was completed online
- Summer 2020 programming was cancelled
- Fall 2020 programming was cancelled
- Spring 2021 programming was cancelled
- We had to draw on financial reserves in our office or at our organization to cover additional expenses related to COVID-19 response
- We have launched or approved new virtual or hybrid programs
- We have shortened the length of our programs
- We have updated policies or procedures in our office
- Partnerships have ended
- New partnerships have been formed
- We accommodated displaced students at overseas centers or partner sites
- We have paused study abroad advising
- We have transitioned to online advising
- Other (please specify)

Has your organization's budget been cut as a result of COVID-19?

- Yes
- No

If so, please indicate where cuts or reductions have occurred:

Operating Budget

Staff Travel

Staff

Conference Attendance/Professional Development

Student Scholarships

Other (please specify)



Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree    N/A

We had a sufficient emergency communication structure for response.                       

We were able to communicate and collaborate effectively with our partners at other organizations throughout the crisis.                       

We were able to communicate and collaborate effectively with program participants and their families throughout the crisis.                       

We were able to communicate and collaborate effectively with senior leadership throughout the crisis.                       

We have learned where we have room for improvement in our policies and procedures.                       

We are making changes to our policies and procedures based on our experience in responding to COVID-19.

## 2020 State of the Field Survey

### COVID-19 Questions continued

When is your organization planning for a "return to normal" operations?

- On or around September 2020 (Fall 2020 programming)
- On or around January 2021 (Spring 2021 programming)
- On or around May 2021 (Summer 2021 programming)
- On or around September 2021 (Academic Year 2021/22 programming)
- Not sure
- We don't anticipate a return to normal for our organization

Would you be willing to participate in this survey again in 2021 in order to better capture the impact that COVID-19 is having on our field over time?

- Yes
- No



## 2020 State of the Field Survey

### All participants - Top concerns in the field

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"/>

	Very unconcerned	Somewhat unconcerned	Neutral	Somewhat concerned	Very concerned
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?