

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

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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.*

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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):

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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):

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:

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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:

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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

2020 State of the Field Survey

U.S. Institutions - 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 *plan* to send abroad during academic year 2019-2020, including Summer 2020?

UPDATE IN SEPTEMBER 2020:

How many students did your institution *actually* send abroad during academic year 2019-2020, including Summer 2020?

PRIOR TO MARCH 1, 2020:

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

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U.S. institutions not working to increase numbers

If no, prior to COVID-19 were 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)

 <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

☰

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)

 <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 travel advisories)
<input type="checkbox"/>
N/A

 <input type="text"/>
Impact of education abroad on on-campus enrollment
<input type="checkbox"/>
N/A

 <input type="checkbox"/> Lack of portability of financial aid, tuition waivers, scholarships, work study jobs, or other benefits abroad <input type="checkbox"/> N/A
 <input type="checkbox"/> Not enough interest on the part of faculty to integrate education abroad into degree requirements for credit transfer <input type="checkbox"/> N/A
 <input type="checkbox"/> Not enough faculty or staff interested in leading experiences or teaching courses abroad <input type="checkbox"/> N/A
 <input type="checkbox"/> Not enough support from or access to institutional leaders <input type="checkbox"/> N/A
 <input type="checkbox"/> Resistance from students' families; fear; lack of encouragement <input type="checkbox"/> N/A
 <input type="checkbox"/> Rising cost for program operation, marketing, and administration <input type="checkbox"/> 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, prior to COVID-19, have you or someone in your office advocated for the following within your institution?

- Assessing your programs/operations based 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

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

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)

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

Yes

No

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For U.S. institutions only

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

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 based on Academic Year 2016-2017, including Summer 2017)

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 based on Academic Year 2019-2020, including Summer 2020)

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

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

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.)

 <input type="checkbox"/> Management of Risk and Crises <input type="checkbox"/> N/A
 <input type="checkbox"/> Academic Quality <input type="checkbox"/> N/A
 <input type="checkbox"/> Cost <input type="checkbox"/> N/A
 <input type="checkbox"/> Experience of former students <input type="checkbox"/> N/A
 <input type="checkbox"/> Health and student services <input type="checkbox"/> N/A
 <input type="checkbox"/> In-country support (e.g., resident directors, co-curricular activities) <input type="checkbox"/> 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



2020 State of the Field Survey

For U.S. institutions only

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

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
choose from a pre-approved list of 'vendors'	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
review existing portfolio of programs to avoid overlap program offerings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
send a few students on a "pilot" program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
conduct site visits or participate in group familiarization visits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Always

Sometimes

Never

N/A or I don't know

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:

2020 State of the Field Survey

For U.S. institutions only

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

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

Always Sometimes Never N/A or I don't know

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:

2020 State of the Field Survey

For U.S. institutions only

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

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
negotiate paid internship/work-study opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
negotiate program fee reductions for a certain number of students sent (i.e., volume discounts)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
negotiate program fee reductions for each student sent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Always

Sometimes

Never

N/A or I don't know

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

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

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.

The Forum will be conducting an in-depth exploration of financial models for study abroad programs and offices beginning later this year. Please enter your name, organization and email address below if you are willing to be contacted for a follow-up survey, focus group or interview.

Name

Organization

Email address

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

Yes

No

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For U.S. institutions only

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

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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For U.S. institutions only

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 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	<input type="checkbox"/>					
We participate in a regional group that shares information about programs	<input type="checkbox"/>					
We review academic work completed by students on the program	<input type="checkbox"/>					
We review all correspondence and written materials (e.g., student handbooks, course booklets)	<input type="checkbox"/>					
We survey students	<input type="checkbox"/>					
We analyze and review student evaluations	<input type="checkbox"/>					
We survey on-site faculty and liaisons	<input type="checkbox"/>					
We survey our faculty	<input type="checkbox"/>					

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:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programs on your pre-approved list. Additional comments:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programs that are not on your approved list or otherwise approved by your institution. Additional comments:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.

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?