



2022 State of the Field: Institutional Survey (US Institutions)

Welcome to the State of the Field Survey.

The 2022 version of the Institutional 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 couple of years.**

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.

Member organizations that complete the 2022 State of the Field Survey and enter their email address at the end of this survey will be entered into a drawing for a FREE FORUM CONFERENCE REGISTRATION to be used in 2023.

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



2022 State of the Field: Institutional Survey (US Institutions)

About Your Organization

My institution is a:

- private institution
- public institution
- None of the above

Please select the category that applies to the institution you represent (based on the Carnegie Classifications):

- Doctoral University
- Doctoral/Professional University
- Master's University
- Baccalaureate College
- Associate's College
- None of the above

Please select the category that applies to the institution you represent:

- Very Small (<1000 degree-seeking students)
- Small (1000-2999 degree-seeking students)
- Medium (3000-9999 degree-seeking students)
- Large (10000+ degree-seeking students)

Please select the U.S. region where your institution is location:

- | | |
|---------------------------------------|--------------------------------------|
| <input type="radio"/> New England | <input type="radio"/> Heartland |
| <input type="radio"/> Middle Atlantic | <input type="radio"/> Southwest |
| <input type="radio"/> East Central | <input type="radio"/> Rocky Mountain |
| <input type="radio"/> Southeast | <input type="radio"/> Pacific Coast |
| <input type="radio"/> Midwest | <input type="radio"/> Non-Contiguous |

Does your institution belong to any of these institution types? (Check all that apply.)

- Community College
- HBCU (Historically Black College or University)
- HSI (Hispanic-Serving Institution, students identifying as Hispanic make up at least 25% of total enrollment)
- AANAPISI (Asian American Native American Pacific Islander-Serving Institution, students identifying as Asian American, Native American, and/or Pacific Islander make up at least 10% of total enrollment)
- Other MSI
- TCU (Tribal College or University, associated with American Indian or Native Alaskan tribe)
- We serve a high percentage of Pell eligible students (over 30%)



2022 State of the Field: Institutional Survey (US Institutions)

Basics

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

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

- Yes
- No
- N/A

Choose the structure that best describes your institution's education abroad administrative model:

- Primarily Centralized: all or almost all education abroad programs are guided by the policies and procedures of your administrative structure
- Primarily Decentralized: all or almost all education abroad programs are guided by the policies and procedures of decentralized administrative structures located, e.g., in different academic units
- Hybrid: We have a central administrative structure as well as decentralized units; education abroad administration is balanced between them

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



2022 State of the Field: Institutional Survey (US Institutions)

2021-2022 Student Participation and Program Portfolios

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.

How many students participated in education abroad programming at your institution during the 2021-2022 North American academic year, including summer 2022 (i.e., between August 2021 and July 2022).

How many education abroad programs are being offered or approved by your institution during the current academic year (August 2022 through July 2023)?

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

- Yes
 No



U.S. Institutions

If yes, did you increase participation 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



2022 State of the Field: Institutional Survey (US Institutions)

U.S. Institutions

If no, are you:

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



2022 State of the Field: Institutional Survey (US Institutions)

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
	<input type="text"/>	Exploring new models to provide greater access to a greater diversity of students	<input type="checkbox"/> N/A
	<input type="text"/>	Increasing financial support for students for education abroad	<input type="checkbox"/> N/A
	<input type="text"/>	Increasing staff support and advising for students	<input type="checkbox"/> N/A
	<input type="text"/>	Increasing the diversity of programs offered	<input type="checkbox"/> N/A
	<input type="text"/>	Increasing the number of programs available	<input type="checkbox"/> N/A
	<input type="text"/>	Domestic programs	<input type="checkbox"/> N/A
	<input type="text"/>	Virtual programs	<input type="checkbox"/> N/A
	<input type="text"/>	Exploring new markets, e.g., continuing education, adult learners	<input type="checkbox"/> 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.



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



2022 State of the Field: Institutional Survey (US Institutions)

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="checkbox"/>	<input type="checkbox"/>	Competition with home campus activities, sports, and U.S. internships	<input type="checkbox"/> N/A
<input type="checkbox"/>	<input type="checkbox"/>	Geo-political environment (including travel advisories)	<input type="checkbox"/> N/A
<input type="checkbox"/>	<input type="checkbox"/>	Impact of education abroad on on-campus enrollment	<input type="checkbox"/> N/A
<input type="checkbox"/>	<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"/>	<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"/>	<input type="checkbox"/>	Not enough faculty or staff interested in leading experiences or teaching courses abroad	<input type="checkbox"/> N/A
<input type="checkbox"/>	<input type="checkbox"/>	Not enough support from or access to institutional leaders	<input type="checkbox"/> N/A
<input type="checkbox"/>	<input type="checkbox"/>	Resistance from students' families; fear; lack of encouragement	<input type="checkbox"/> N/A
<input type="checkbox"/>	<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.



2022 State of the Field: Institutional Survey (US Institutions)

Staffing

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 within your organization?

What is the number (or FTE-equivalent) of education abroad staff dedicated to equity, diversity, and/or inclusion within your organization?

How does your current staffing compare to pre-March 2020 staffing within your organization? Comment on total number of staff as well as structures/roles/organization of roles.

Describe the rate of staff turnover experienced by your organization/department over the last 5 years.

How many years does the person with the longest tenure within your department/organization have?

Do you consider your office to be appropriately staffed for the workloads you currently handle?

- Yes, we are staffed appropriately today for the workloads we presently handle.
- No. We are on the threshold of not having enough staff to handle the workload that we foresee developing within the next year or less.
- No. We are on the threshold of not having enough staff to handle the workload that we foresee developing within the next 3 years.

If you do not consider your office to be appropriately staffed for today's workload, what do you consider your current and future staffing needs to be?

- 1 more staff person or FTE
- 2 more staff people or 2 FTEs
- 3 or more additional staff people or 3+ FTEs



Goals and Outcomes

Please answer the following questions based on current practices at your institution or organization as of October 2022 unless otherwise indicated.

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):



2022 State of the Field: Institutional Survey (US Institutions)

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):

The Forum released the 3rd Edition of the Code of Ethics for Education Abroad in 2020.

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

- Yes
- No

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

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



The Impact of Education Abroad

Reminder: Answer this question based on your organization's current practices as of October 2022.

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:



2022 State of the Field: Institutional Survey (US Institutions)

Advocacy

In the past year, 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
- Integrating education abroad programs into the curriculum
- None of the above
- Other (please describe):



2022 State of the Field: Institutional Survey (US Institutions)

For U.S. institutions only

REMINDER: Answer these questions based on your organization's current policies and practices as of October 2022.

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., <u>integrated university study</u>)	<input type="radio"/>	<input type="radio"/>
<u>Faculty-led</u> , long-term programs (more than 8 weeks abroad)	<input type="radio"/>	<input type="radio"/>
<u>Faculty-led</u> , short-term programs (8 weeks or less)	<input type="radio"/>	<input type="radio"/>
Opportunities where your faculty take students abroad for course work on sojourns that are not formally approved education abroad programs for credit	<input type="radio"/>	<input type="radio"/>
Reciprocal <u>exchange</u> programs	<input type="radio"/>	<input type="radio"/>
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)	<input type="radio"/>	<input type="radio"/>
Online Global Learning or Virtual Exchange programs	<input type="radio"/>	<input type="radio"/>
Internships	<input type="radio"/>	<input type="radio"/>
Clinical rotations	<input type="radio"/>	<input type="radio"/>
Research programs or experiences	<input type="radio"/>	<input type="radio"/>
International field placement or practicum experiences	<input type="radio"/>	<input type="radio"/>

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



2022 State of the Field: Institutional Survey (US Institutions)

For U.S. institutions only

REMINDER: Answer these questions based on your organization's current policies and practices as of October 2022.

Approximately what percentage of programs in your institution's portfolio are managed primarily by: (Answer with a numerical, whole number)

Your institution

Another institution or
consortium of
institutions

Independent program
provider
organizations,
education abroad
organizations, or other
third parties



2022 State of the Field: Institutional Survey (US Institutions)

For U.S. institutions only

REMINDER: Answer these questions based on your organization's current policies and practices as of October 2022.

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



2022 State of the Field: Institutional Survey (US Institutions)

For U.S. institutions only

REMINDER: Answer these questions based on your organization's current policies and practices as of October 2022.

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"/>
host visits to your institution by program representatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
wait for a new program to run one year before evaluating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gather feedback from colleagues at other institutions who send students on the programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gather information via an inquiry sent to SECUSS-L to get feedback about the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
get feedback from program alumni from other institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide additional comments:



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For U.S. institutions only

REMINDER: Answer these questions based on your organization's current policies and practices as of October 2022.

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
determine whether the program contributes to the site's local community through service learning, community-based learning, or other means	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have department faculty review curriculum and syllabi for compatibility for credit equivalents at home campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
evaluate the program related to ability to support compliance (Title IX, Clery, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
evaluate the receptiveness of the program provider to listen to and act on evaluative comments about their programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
evaluate program's crisis management policy and support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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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REMINDER: Answer these questions based on your organization's current policies and practices as of October 2022.

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"/>
negotiate rebates (for office support) for a certain number of students sent (i.e., volume discounts)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
negotiate rebates (for office support) for each student sent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
negotiate scholarships based on student volume	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
negotiate shared provision of disability-related accommodations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
negotiate with program providers for funds to support your office overhead	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide additional comments:

Please add additional comments:



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REMINDER: Answer these questions based on your organization's current policies and practices as of October 2022.

How does your Education Abroad Office bill your (own) home campus students for education abroad participation? (Select all that apply)

- Home school cost of attendance is billed to education abroad students
- Education abroad students are billed for program fees
- Education abroad students are billed an education abroad fee but pay all other program costs directly to the program/provider
- Education abroad students are billed home school tuition; program fees (e.g. housing, visa fees, etc.) vary by program: some are billed to students by school, some are paid by student directly to the program/provider

Please indicate which of the below items are generally included in the 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.

How are your education abroad administrative costs (overhead, personnel costs, office supplies, professional development) funded? Note: Do not include programming costs and scholarships in this answer.

- Primarily Self-Sustaining: 95% or more of our administrative costs are funded by income generated by our office.
- Primarily Centrally-Funded: 95% or more of our administrative costs are funded by money provided by our institution.
- Hybrid: We receive a mix of institutional funds and our own income.
- Explain (optional)

Please rate how well this funding model serves to advance your institution's goals for education abroad programming.

Our current funding model is an impediment to achieving our goals for education abroad.	Our current funding model neither supports or impedes achievement of our goals.	Our current funding model supports achievement of our goals for education abroad.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional space for comments:



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REMINDER: Answer these questions based on your organization's current policies and practices as of October 2022.

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):

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.



2022 State of the Field: Institutional Survey (US Institutions)

COVID-19 GLOBAL PANDEMIC

The following section includes new questions added to the State of the Field survey this year to track the specific impacts of the COVID-19 pandemic on our field.

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



COVID-19 Questions

Approximately when did/will your education abroad programs resume operations?

- May 2020
- September 2020
- January 2021
- May 2021
- September 2021
- January 2022
- May 2022
- September 2022
- January 2023
- May 2023
- September 2023
- Unknown

When did/will your organization return to pre-COVID levels of education abroad participation?

- May 2020
- September 2020
- January 2021
- May 2021
- September 2021
- January 2022
- May 2022
- September 2022
- January 2023
- May 2023
- September 2023
- Not sure

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

- Yes
- No

If so, has your budget been restored?

- Yes
- Not yet
- Other (please specify)

How have your policies or procedures changed as a result of the COVID-19 pandemic? (Select all that apply)

- Increased insurance coverage
- Change policy for assessing risk
- Changed housing arrangements
- Adjusted deposit/cancellation deadlines
- Updated refund policies
- Established academic continuity plans
- More frequent communication with students
- More frequent communication with families
- Developed a closer relationship with our risk managers
- Changed process for vetting partners/providers
- Renegotiated MOUs or partnership agreements
- Engaged a new provider for insurance or risk assessment
- Changed our approach to financial reserves
- Changes to program itineraries (e.g. fewer or different destinations or excursions)
- Other (please specify)

Use this space as an optional section to share your reflections on COVID-19's impact on the field of education abroad.

Check here to have your above comment identified for inclusion in the COVID-19 Archive being collected by The Forum on Education Abroad (<https://forumea.org/2020/02/27/coronavirus/>)

- Yes
- No
- Enter your name and affiliation as you would like them to appear in the archive.



2022 State of the Field: Institutional Survey (US Institutions)

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"/>
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

Student support services related to disability, wellness, or mental health

Supporting underrepresented students

Recovery and/or reinvention of the field after the COVID-19 pandemic

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



2022 State of the Field: Institutional Survey (US Institutions)

DRAWING ENTRY

Enter your email address here to be entered in the drawing for free professional development registrations from The Forum on Education Abroad.