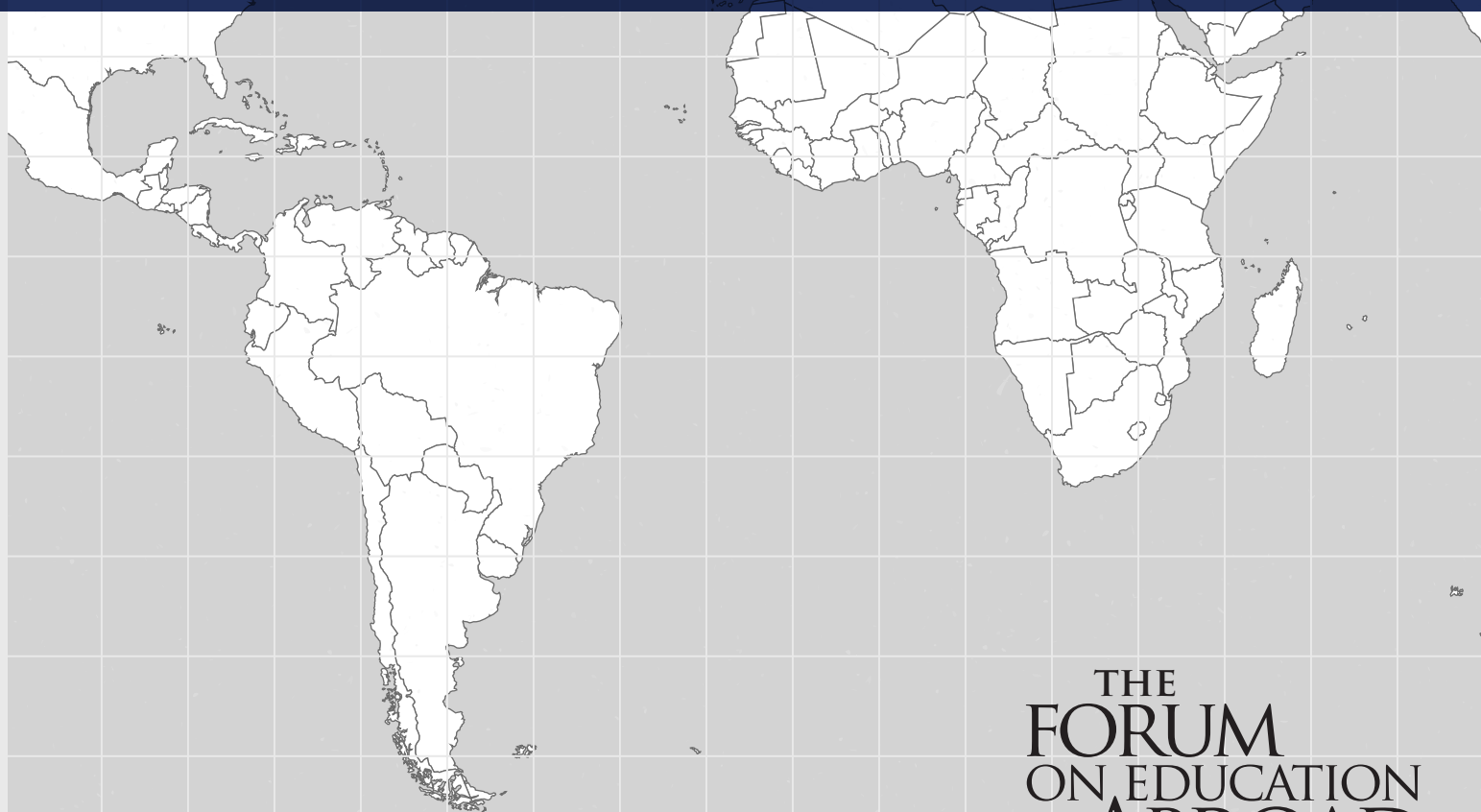




STATE OF THE FIELD 2017



THE
FORUM
ON EDUCATION
ABROAD

ACKNOWLEDGMENTS

The Forum on Education Abroad would like to recognize the work of The Forum Data Committee's current and former members in revising the 2017 State of The Field Survey and interpreting the results for this report:

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The Data Committee thanks The Forum staff liaison to the committee, Amelia Dietrich, PhD, for her support. The Forum is grateful to its members for their participation in this project.

STATE OF THE FIELD 2017

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INTRODUCTION

The Forum on Education Abroad has collected data from its members via the State of the Field Survey since 2006 to gather information from the field of education abroad on key issues and trends. This survey is intended to:

- Report on data that is considered useful to the field at large,
- Inform Forum projects and resource development,
- Shape The Forum's research and program agendas.

The 2017 State of the Field Survey builds on the knowledge base of the previous six surveys in 2006, 2008, 2009, 2011, 2013, and 2015, all of which have raised vital questions for future inquiry. Additionally, the 2015 and 2017 surveys included questions from The Forum's 2007 Survey on Program Management in Education Abroad.¹

As a resource for education abroad, The Forum's State of the Field Survey provides to its membership:

- A reference to assess their own education abroad practices while comparing them with others in the field,
- A tool used for the planning and development of future programs through the analysis of various trends and information as reported,
- A guide in helping to set the agenda for creating necessary resources and providing applicable training for the field of education abroad.

The Data Committee shares the results of the State of the Field Survey at The Forum's annual conference. This report is published and made freely available on The Forum's website.

HIGHLIGHTS FROM THE 2017 STATE OF THE FIELD SURVEY

Snapshot of Staffing and Students

- Sixty-six percent (66%) of respondents have staff (or FTE-equivalent) who are dedicated to health and safety.
- Respondents have, on average, about the same number of student workers and unpaid staff as they have full-time employees.
- On average, 6% of education abroad participants from respondent U.S. institutions are international students who traveled to destinations other than their home countries.

Strategies and Barriers to Increasing Participation

- Eighty-nine percent (89%) of U.S. institutions, 96% of overseas program providers and host institutions, and 100% of U.S. program providers are actively trying to send a greater number of U.S. students abroad each year. Among those with this goal, 56%, 62%, and 63%, respectively, succeeded in increasing education abroad participation in the last year.
- Financial concerns including program costs and portability of financial aid ranked among the top barriers to increasing participation identified by all member types.

PLUS NEW QUESTIONS ON FINANCIAL MODELS, ADVOCACY, AND OUTCOMES ASSESSMENT!

¹ All past Forum data project reports are available at www.forumea.org/data.

METHODOLOGY

The 2017 State of the Field Survey was developed and implemented by The Forum's Data Committee and Forum staff. In response to feedback from Forum members received during the 2016-17 academic year, the committee revised the survey to reflect changes in the field of education abroad and its vocabulary, to clarify questions, and to make the survey easier to complete. Questions that repeated information gathered elsewhere in the field, e.g., data collected by *Open Doors*[®], were not included in the 2017 survey. Overall, 35% of the questions are unchanged from the previous survey, 37% of the questions are modified, and 28% are new questions. The length of the survey was reduced by 12 questions compared to the previous year.

Links to the online survey were sent via SurveyMonkey Inc. online survey services on June 15, 2017. As in previous years, survey invitations were sent by email to the designated institutional representative from each Forum member institution and organization to ensure that each member was represented only once among survey respondents.

Email reminders were sent after the initial distribution and responses were received through September 26, 2017. There was a 34% response rate for this 2017 survey. The link was sent to 768 member representatives, and 264 completed the survey.

LIMITATIONS

Where possible throughout this report, data are presented in the context of previous surveys. Comparisons are drawn between the present data and 2015 results. Where questions have been modified or added, comparisons are not available.

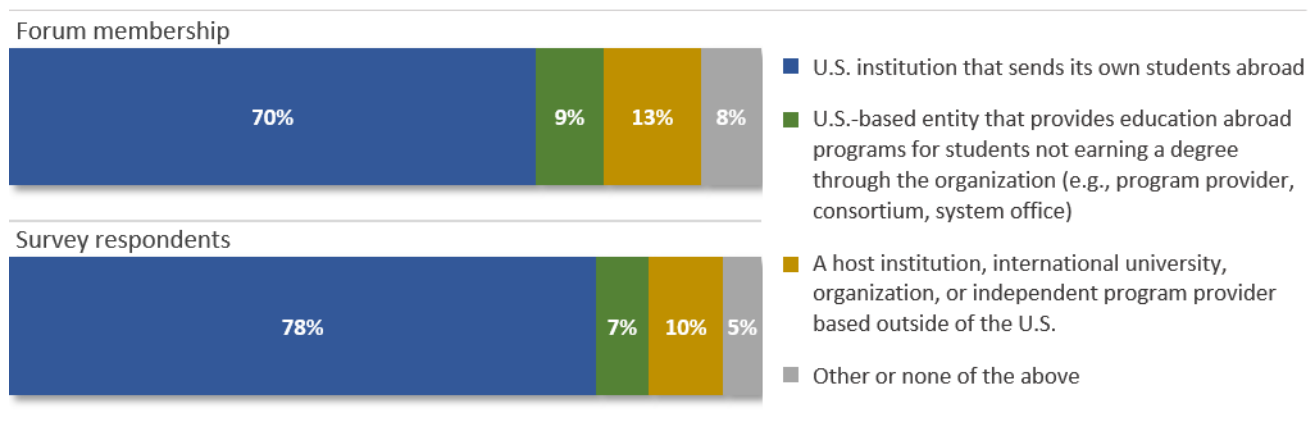
The distribution of respondents across institution and organization types is representative of The Forum's membership, which does result in smaller sample sizes in the Overseas Institutions and Organizations and U.S. Program Providers categories, as compared to U.S. Institutions. Readers are reminded to consider such limitations when drawing their own conclusions.

NOTE: Open-ended responses presented in quotation marks throughout this report are direct quotes selected from responses provided by survey respondents. These quotations represent respondents' own perspectives. They are not verified or endorsed by The Forum on Education Abroad.

RESPONDENT PROFILE

The 2017 State of the Field Survey yielded a strong response rate, with 264 total responses, representing 34% of the overall membership of The Forum on Education Abroad at the time the survey was distributed. Consistent with previous iterations of the State of the Field, survey responses in 2017 are overwhelmingly from U.S. institutions that send their own students abroad (“U.S. Institutions,” 78%), followed by overseas program providers and host institutions (“Overseas Institutions and Organizations,” 10%), and U.S.-based entities that provide education abroad programs for students not earning a degree (“U.S. Program Providers,” 7%). These rates of response are generally representative of the composition of Forum membership (see Figure 1).

FIGURE 1. CHARACTERISTICS OF SURVEY RESPONDENTS AND FORUM MEMBERS



Among U.S. Institution respondents, 42% are public and 58% are private. The respondents represent community colleges (4%), institutions offering only bachelor’s degrees (19%), institutions offering bachelor’s and master’s but not doctoral degrees (22%), and institutions offering all levels of degrees (55%). These rates are similar to the respondents from the last State of the Field survey, conducted in 2015.

INTERNATIONAL EDUCATION AS A PRIORITY

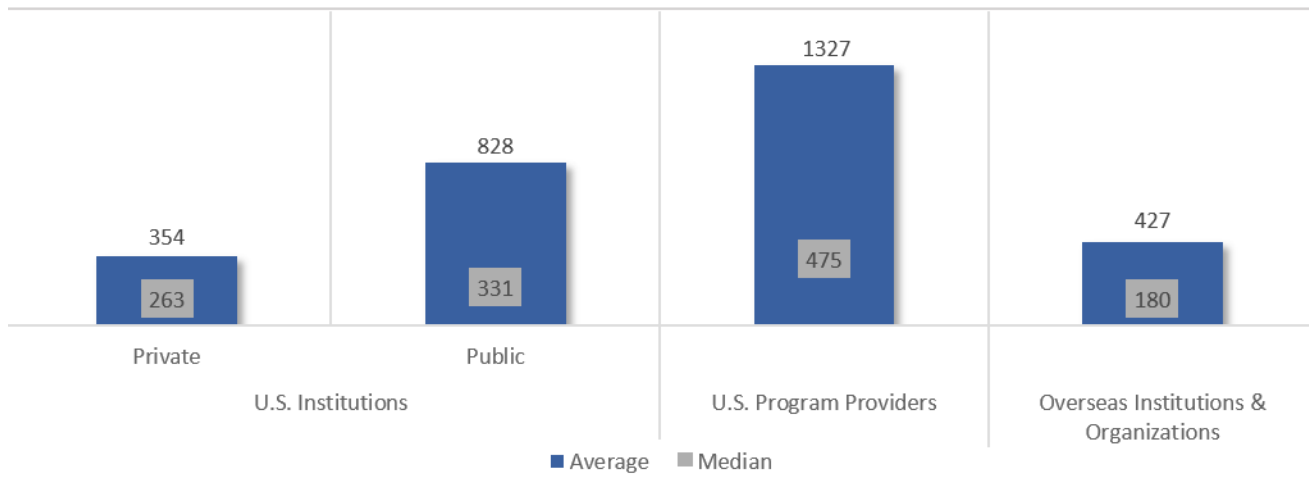
More than half of respondents, 53%, indicate that international education is included in the mission statement of their institution or organization.

STUDENT PARTICIPATION 2016-17

In the 2016-17 academic year (including summer 2017), U.S. Institution respondents sent an average of 554 students abroad. Private institutions averaged 354 students abroad, whereas public institutions averaged 828 students (see Figure 2).

The U.S. Program Providers participating in this survey sent an average of 1,327 students abroad during the 2016-17 academic year. Responding Overseas Institutions and Organizations received an average of 427 education abroad students during the same period.

FIGURE 2. NUMBER OF STUDENTS ABROAD FROM U.S. INSTITUTIONS, 2016-2017



INTERNATIONAL STUDENTS ABROAD

A question asked for the first time this year revealed that, during the 2016-17 academic year, nearly 7% of U.S. education abroad participants from private institutions and 5% of U.S. participants from public institutions were international students. Respondents from both U.S. public and private institutions offer similar comments regarding international student study abroad on their campuses (see examples below).

U.S. Public Institutions

"We are working on promoting study abroad to international students and have a specific tab on our website for interested international students but much more outreach needs to be done."

"We saw a huge decline in international student participation starting with the Trump administration travel ban. For ethical reasons, our institution actually chose to recommend that international students don't study abroad for the time being."

"We welcome international students participating on study abroad programs. (Most of our international students go on a faculty-led program that includes a required international component.)"

U.S. Private Institutions

"The participation of international students in education abroad is growing."

"We would like to see this number grow and we have been working with our International Students & Scholars office to train all advisors."

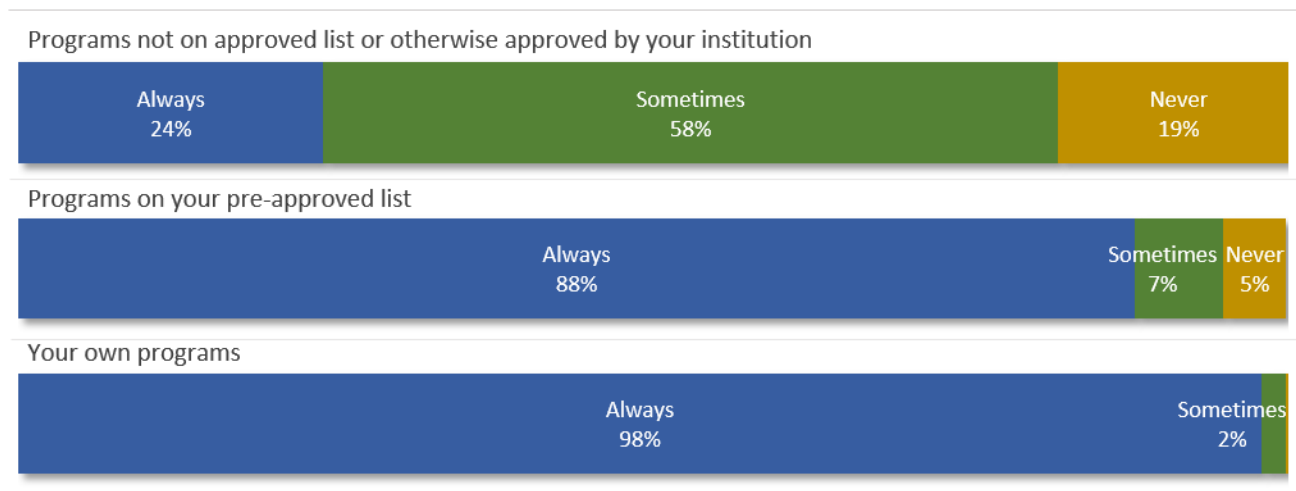
"We all have observed that our international student population is participating mostly in our graduate level faculty-led programs, and for undergraduates programs that offer internship[s] or building networks."

"We usually have some of our international students also wanting to study at yet another institution abroad for a semester, or join one of our own faculty-led trips."

EARNING CREDIT ABROAD

As shown in Figure 3, U.S. Institutions report that students are most likely to be able to earn academic credit when the program is administered by their home school. Pre-approved programs are also very likely to return credit. Non-approved programs do not return credit at a rate of approximately 1 in 5 institutions. A number of institutions commented that they have a credit petition process, but that institutional credit is only granted for approved programs.

FIGURE 3. PROGRAMS ON WHICH STUDENTS CAN EARN ACADEMIC CREDIT TOWARDS THEIR DEGREES

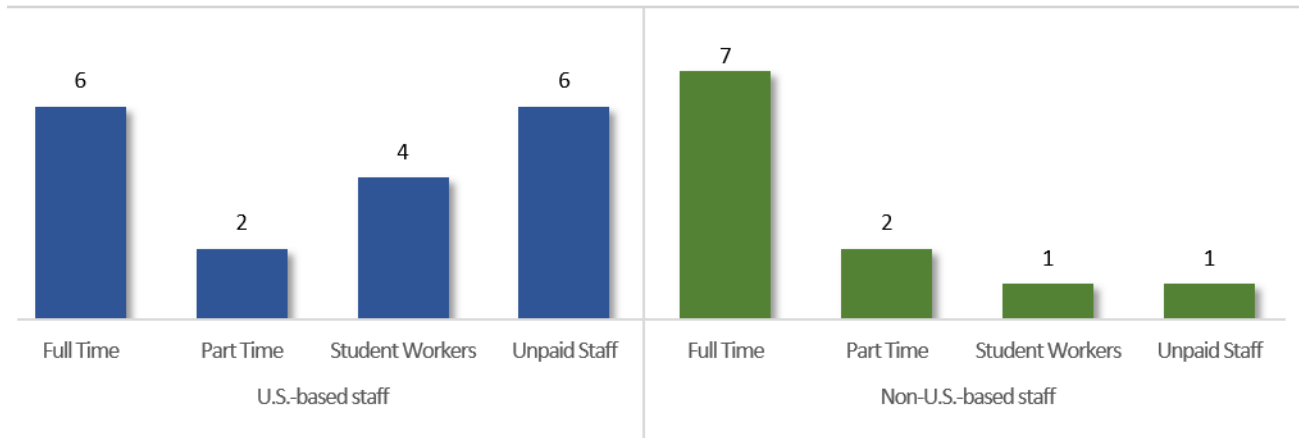


STAFFING

Each year, the State of the Field asks members to report on the number of staff employed in their offices in the U.S. and abroad. A new question this year focused on staff specifically dedicated to health and safety.

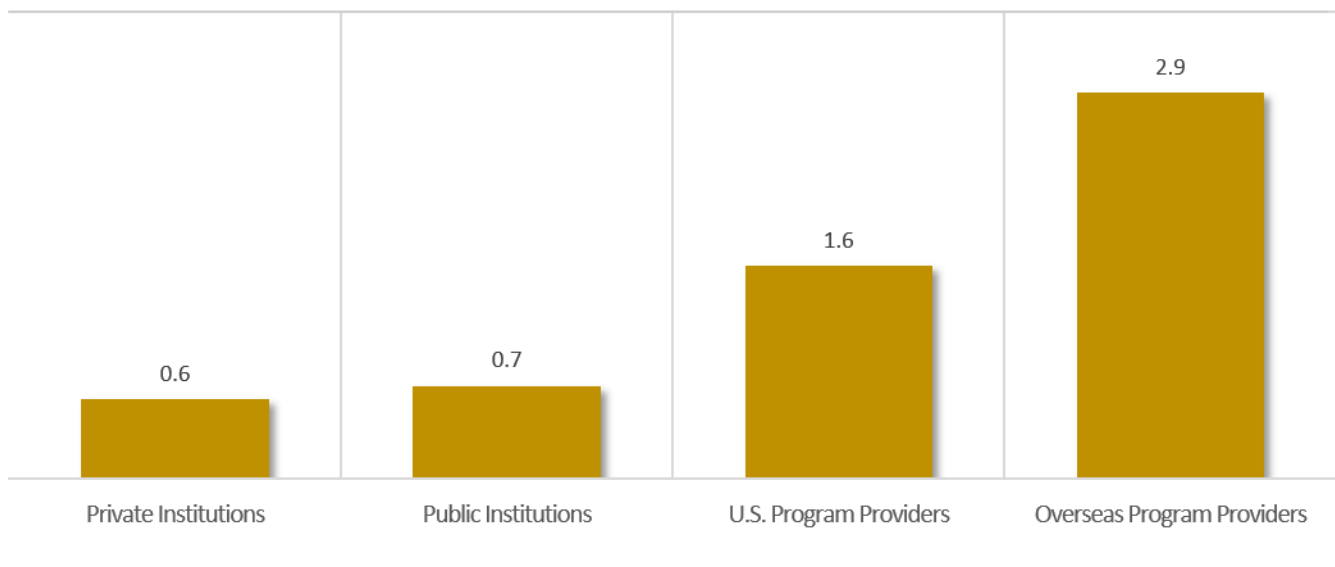
As shown in Figure 4, respondents rely somewhat strongly on student workers and unpaid staff (i.e., volunteers) to provide services to U.S. students studying abroad, averaging about the same number of unpaid staff as they have full-time employees. This may be due to a reliance on returned students for peer-to-peer recruiting and advising activities.

FIGURE 4. AVERAGE NUMBER OF STAFF MEMBERS AT RESPONDENT INSTITUTIONS OR ORGANIZATIONS



The formation of groups such as the Pulse: Higher Education International Health and Safety Professionals group and others would seem to point to a growth in the field of professionals dedicated specifically to health and safety concerns in the abroad environment. This 2017 survey asked about education abroad staff dedicated entirely to health and safety, and Figure 5 reports average numbers by respondent type.

FIGURE 5. AVERAGE NUMBER OF EDUCATION ABROAD STAFF (FTE-EQUIVALENT) DEDICATED TO HEALTH AND SAFETY, BY RESPONDENT TYPE

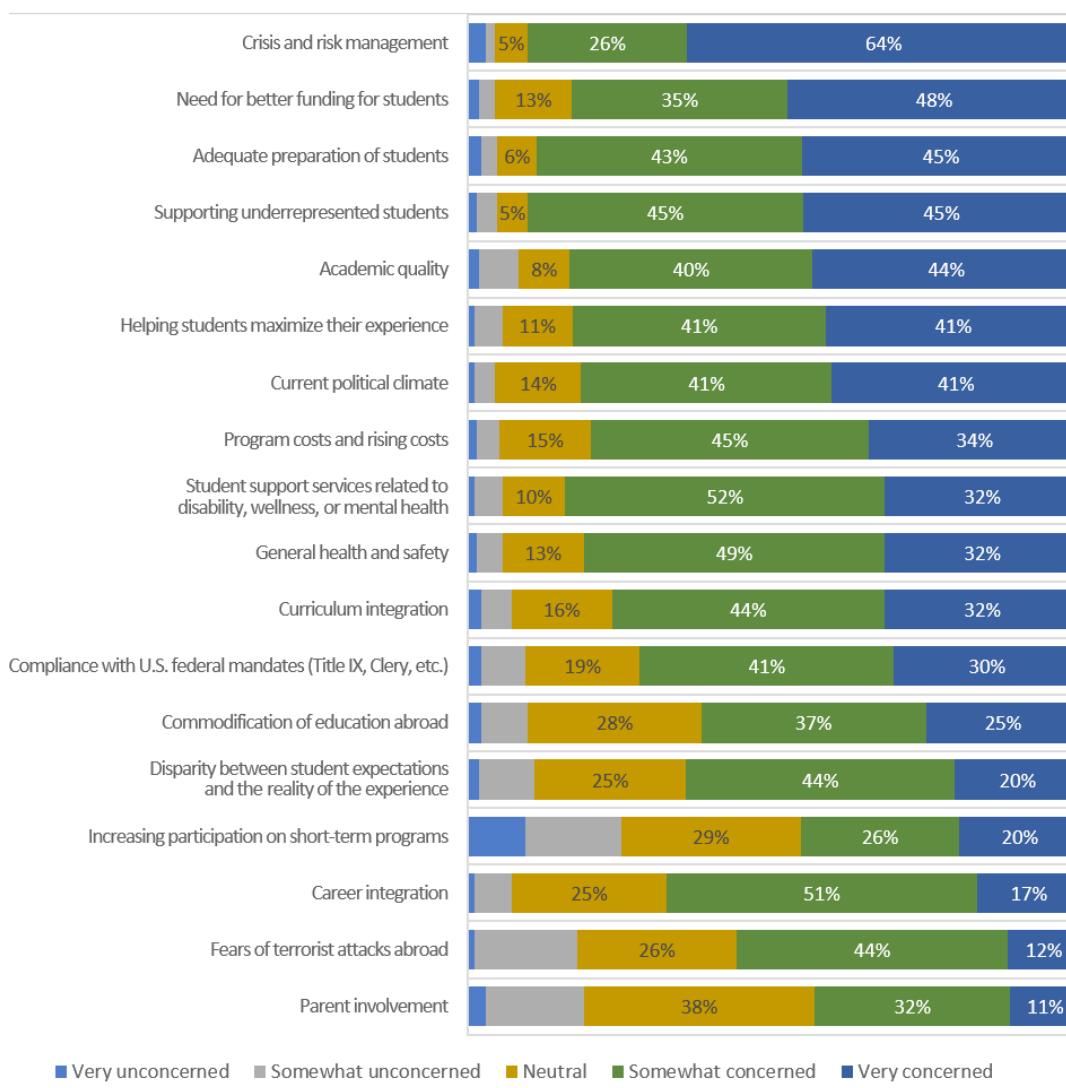


CONCERNS OF THE FIELD

State of the Field survey respondents were asked to rate their level of concern (on a five-point Likert scale, 1 = very unconcerned, 5 = very concerned) about various issues in education abroad. This question has been asked in the State of the Field Survey since 2006, with several new options in 2017.

The top concerns (see Figure 6) across all respondent types included crisis and risk management, need for better funding for students, adequate preparation of students, and supporting underrepresented students, as demonstrated by the large percentages of respondents indicating that they were very concerned about these issues. The issues of least concern included parent involvement, fears of terrorist attacks abroad, and career integration.

FIGURE 6. TOP CONCERNS IN EDUCATION ABROAD



Common issues raised by respondents:

"Professional preparation, attendance at conferences [for education abroad professionals]"

"Diversity in hiring in the field; demographics of staff by role"

"Diversity of [student] participation (or lack thereof)..."

"Community impact and engagement"

"Intercultural training...preparing faculty to take students abroad"

INCREASING PARTICIPATION IN EDUCATION ABROAD

National initiatives in the U.S., such as the Institute of International Education’s (IIE) Generation Study Abroad, continue to promote the goal of doubling the number of U.S. students studying abroad this decade. Again this year, the 2017 survey looked at progress toward this goal among survey respondents. As indicated in Figure 7, most institutions and organizations reported actively trying to send/receive a greater number of students abroad.

FIGURE 7. IS YOUR INSTITUTION/ORGANIZATION ACTIVELY TRYING TO SEND/RECEIVE A GREATER NUMBER OF STUDENTS ABROAD EACH YEAR?

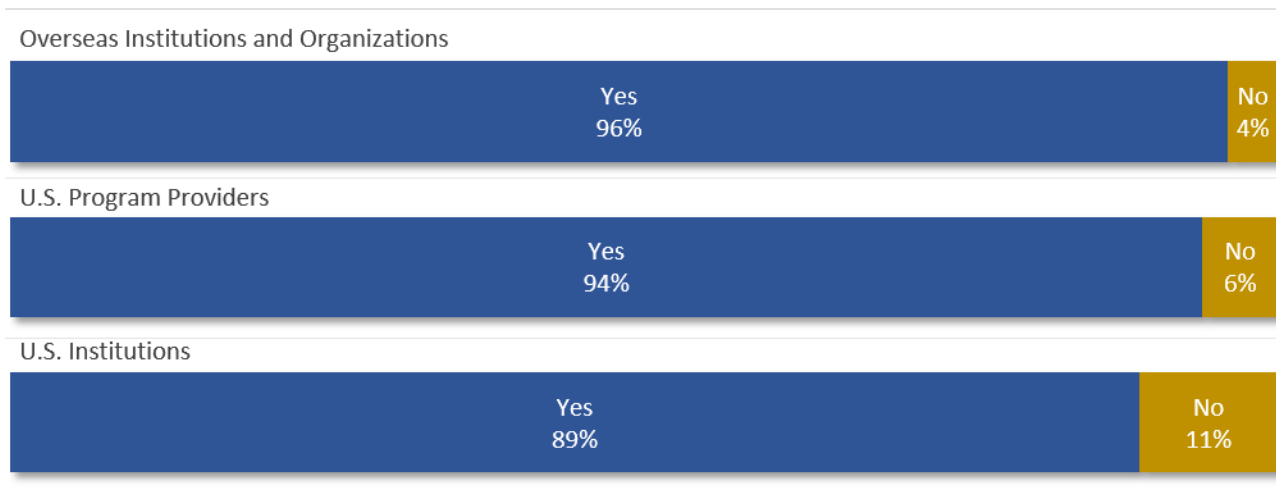
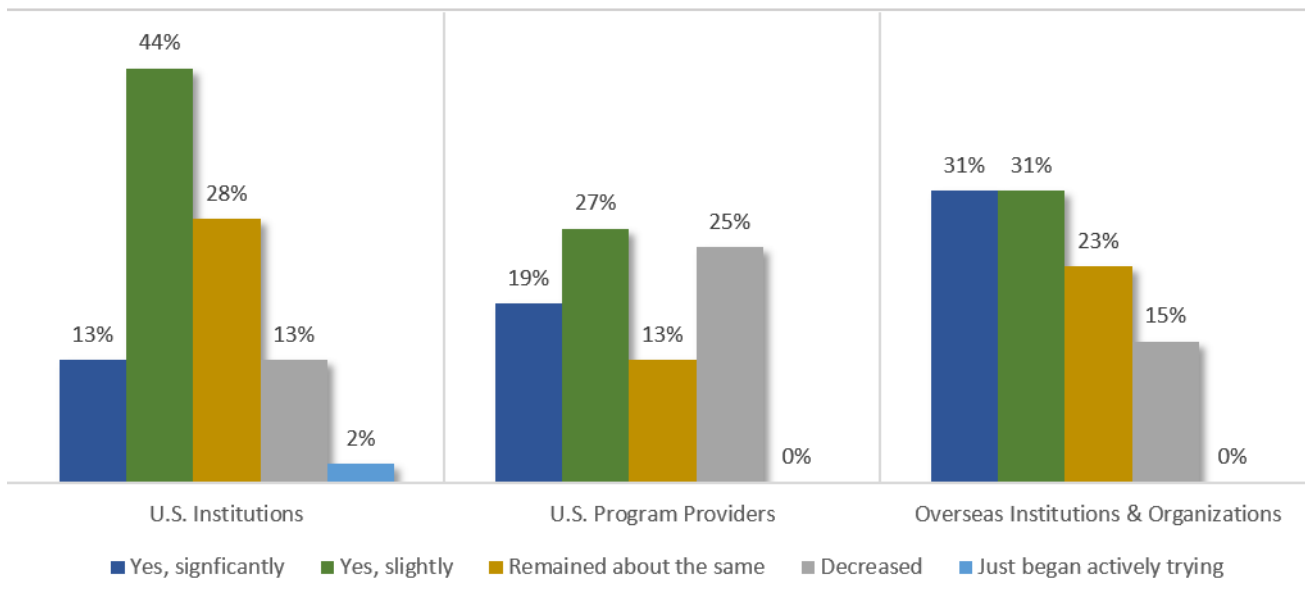


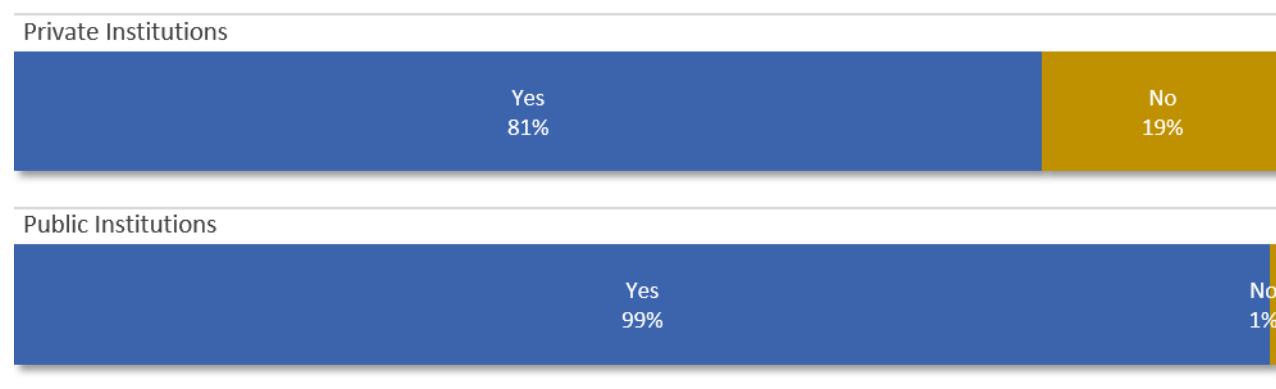
FIGURE 8. FOR RESPONDENTS ACTIVELY TRYING TO SEND A GREATER NUMBER OF STUDENTS ABROAD, DID PARTICIPATION INCREASE IN THE LAST YEAR?



U.S. INSTITUTIONS

Figure 9 shows that a full 81% of U.S. private institutions are actively trying to increase education abroad participation compared to an even larger 99% of U.S. public institutions.

FIGURE 9. U.S. INSTITUTIONS ACTIVELY TRYING TO SEND A GREATER NUMBER OF STUDENTS ABROAD BY INSTITUTION TYPE



Among the 89% of U.S. Institutions that are actively trying to send a greater number of students abroad each year, 13% saw significant increases and 13% saw decreases in education abroad participation. The remaining indicated slight increases in participation (44%), reported that participation remained about the same (28%), or were just beginning their efforts to increase participation in education abroad (2%) (see Figure 8).

Among U.S. Institutions that are not actively trying to increase education abroad participation, 30% saw an increase in participation regardless. Other respondents, who aim to maintain levels of participation, indicated that all their students were required to study abroad, or that they consistently reached their participation goals and were currently focusing more on the quality of education abroad experiences.

Survey responses concerning the most effective ways to increase study abroad participation provided additional insights into institutional efforts (see Table 1). Increasing financial support (e.g., scholarships, lowered fees, federal funding) was identified as the top strategy by U.S. Institutions. Increasing the number of programs available was the lowest ranked method of increasing participation. Two new strategies that were added in the 2017 survey—expanding marketing and collaborating with institutional offices—are the second and third most used strategies.

TABLE 1. U.S. INSTITUTIONS – RANKING OF EFFECTIVE STRATEGIES FOR INCREASING THE NUMBER OF EDUCATION ABROAD STUDENTS BASED ON WEIGHTED RANKING FROM ALL RESPONDENTS (1 = MOST EFFECTIVE)

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

In addition to the strategies mentioned in Table 1, several responses emphasize particular marketing strategies, including incorporating outreach to faculty and other university staff, student returnees, and parents and families.

"Academic advising (as separate from study abroad advising)—we considered that as part of 'Increasing staff support and advising for students."

"New support from deans and department heads."

"Expanding the use of re-entry and peer-designed [events and materials] for a discussion of benefits, including with freshmen."

"[This] falls under collaborating with institutional offices, but our office has placed great effort in new student orientation and reaching parents regarding study abroad..."

Concerning marketing in particular, more than half of U.S. Institutions (56%) only allowed approved programs to participate in direct marketing on campus while 7% allowed any program to market on campus. Respondents reported that program visitors (fairs, tabling, and classroom visits) generally were required to go through the education abroad office for approval.

Interestingly, respondents mentioned operational changes, including policies and procedures, as significant changes made to increase study abroad participation, for example:

"Home school billing model." / "Change in funding model."

"Decreasing GPA and class status requirements to go abroad."

"Implementing institutional policies that clarify and centralize student travel abroad."

"Restructuring the admissions cycle."

Along similar lines, comments from U.S. Institutions noted that faculty collaboration and curricular integration represented not so much a barrier but rather an effective strategy for increasing study abroad participation.

"Cultivating faculty involvement and increasing international expertise."

"Collaborating with faculty/department chairs to integrate and embed study abroad into their curriculum."

"Curriculum integration/Course equivalencies and mapping."

U.S. PROGRAM PROVIDERS

Nearly all U.S. Program Providers who responded to this survey reported trying to increase participation in their programs. In reality, 19% reported a significant increase, 44% reported a slight increase, and 12% reported remaining the same in 2016-17 compared to the prior academic year. A quarter reported a decrease in participation from the past year (see Figure 8).

In order to increase the number of education abroad students, U.S. Program Providers ranked expanding their marketing tools, outreach, and messaging to students as the most effective strategy (see Table 2). Other top strategies included collaborating with institutional offices and increasing the financial support for students. The lowest-ranked strategies included assessment and documenting the impact of education abroad, increasing staff support and advising and increasing the number of programs available. These findings align with the ranked strategies by U.S. Institutions.

TABLE 2. U.S. PROGRAM PROVIDERS – RANKING OF EFFECTIVE STRATEGIES FOR INCREASING THE NUMBER OF EDUCATION ABROAD STUDENTS BASED ON WEIGHTED RANKING FROM ALL RESPONDENTS (1 = MOST EFFECTIVE)

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3	Increasing financial support for students for education abroad
4	Increasing the diversity of programs offered
5	Exploring new models to provide greater access to a greater diversity of students
6	Increasing staff support and advising for students
7	Increasing the number of programs available
8	Assessment and/or documenting the impact of education abroad to make the case for internationalization

OVERSEAS INSTITUTIONS AND ORGANIZATIONS

Nearly all Overseas Institutions and Organizations indicated that they were trying to increase participation in their programs. In 2016-17, 31% reported a significant increase, 31% reported a slight increase, and 23% reported that participation remained the same. Fifteen percent (15%) saw a decrease in numbers from the past year (see Figure 8).

Overseas Institutions and Organizations used similar strategies to increase participation in education abroad as U.S. Institutions and U.S. Program Providers (see Table 3). However, while U.S. Institutions ranked increasing financial support for students for education abroad as its top strategy, Overseas Institutions and Organizations ranked this strategy lower.

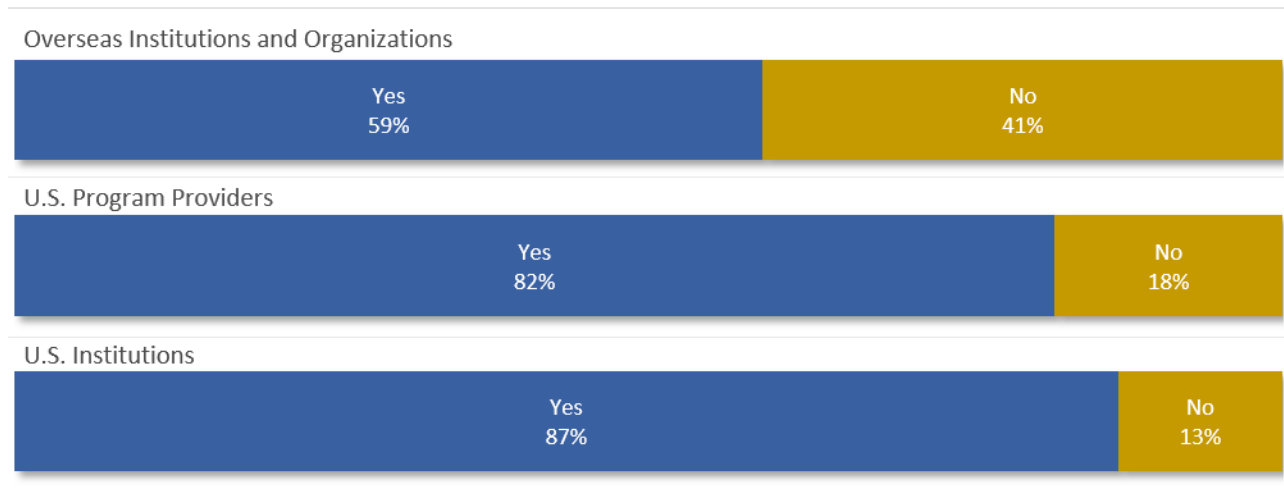
TABLE 3. OVERSEAS INSTITUTIONS AND ORGANIZATIONS – RANKING OF EFFECTIVE STRATEGIES FOR INCREASING THE NUMBER OF EDUCATION ABROAD STUDENTS BASED ON WEIGHTED RANKING FROM ALL RESPONDENTS (1 = MOST EFFECTIVE)

RANKING	STRATEGY
1	Expanding marketing tools, outreach, and messaging
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7	Increasing the number of programs available
8	Assessment and/or documenting the impact of education abroad to make the case for internationalization

BARRIERS TO INCREASING THE NUMBER OF U.S. STUDENTS STUDYING ABROAD

Eighty-seven percent (87%) of U.S. Institutions and 82% of U.S. Program Providers in 2016-2017 report experiencing barriers or challenges to increasing the number of students studying abroad. Fifty-nine percent (59%) of Overseas Institutions and Organizations report experiencing barriers to receiving U.S. students abroad (see Figure 10).

FIGURE 10. ARE THERE BARRIERS THAT IMPEDE YOUR INSTITUTION/ORGANIZATION’S ABILITY TO INCREASE THE NUMBER OF STUDENTS PARTICIPATING IN EDUCATION ABROAD?



A review of the responses addressing the barriers to increasing participation provide additional insights into challenges experienced in the field. Competition with home campus activities, sports, and U.S. internships were identified as the top challenge for U.S. Institutions, while U.S. Program Providers identified geo-political environment (including existence of travel advisories) as the biggest challenge (see Table 4). Both were new response options added to the 2017 survey, gleaned from comments on previous surveys. The lack of portability of finances emerged as the largest barrier for Overseas Institutions and Organizations. This represents a new response option along with others in this 2017 survey.

TABLE 4. TOP 5 BARRIERS TO INCREASING THE NUMBER OF STUDENTS PARTICIPATING IN EDUCATION ABROAD

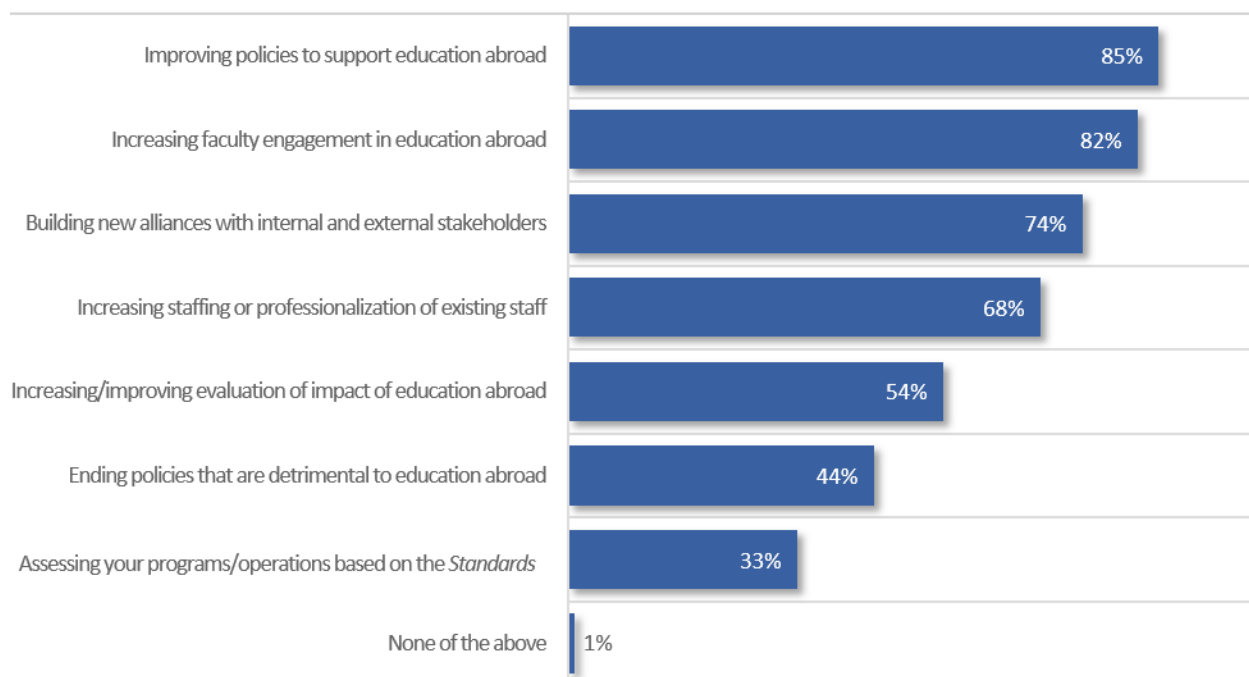
RANK	U.S. INSTITUTIONS	U.S. PROGRAM PROVIDERS	OVERSEAS INSTITUTIONS AND ORGANIZATIONS
1	Competition with home campus activities, sports, and U.S. internships	Geo-political environment (including travel advisories)	Lack of portability of financial aid, tuition waivers, scholarships, work study jobs, or other benefits from the home country
2	Rising cost for program operation, marketing, and administration	Resistance from students’ families; fear; lack of encouragement	Not enough support from or access to institutional leaders
3	Lack of portability of financial aid, tuition waivers, scholarships, work study jobs, or other benefits from the home country	Competition with home campus activities, sports, and U.S. internships	Not enough interest on the part of faculty members and professors to integrate education abroad into degree requirements for credit transfer
4	Resistance from students’ families; fear; lack of encouragement	Rising cost for program operation, marketing, and administration	Not enough faculty or staff interested in leading experiences or teaching courses abroad
5	Not enough interest on the part of faculty members and professors to integrate education abroad into degree requirements for credit transfer	Not enough support from or access to institutional leaders	Competition with home campus activities, sports, and U.S. internships

Another challenge rising to the top among the concerns of both U.S. Institutions and U.S. Program Providers was the rising cost for program operation, marketing and administration. This finding is very similar to the 2015 State of the Field Report where financial matters (e.g., rising costs for students, rising costs for program operations, not enough federal funding, not enough scholarships or endowments) were identified as top challenges by both sending and receiving institutions and organizations. In fact, U.S. Institutions mention financial matters frequently in their additional comments, specifically related to a lack of financial resources for summer programs and language and culture programs.

Respondents who were actively trying to increase education abroad participation were also asked to provide further information about the strategies being used to overcome barriers and achieve this goal. Open-ended responses provided by U.S. Institutions centered on the themes of financial resources, human resources, policy and procedure reform, cooperation and collaboration, and marketing, outreach, and communications. As shown in Figure 11, U.S. Institutions advocated for strategies such as improving policies to support education abroad, increasing faculty engagement in education abroad, and building new alliances with internal and external stakeholders over the course of the past year. Overseas Institutions and Organizations indicated that they responded to their barriers by building cross-sector cooperation and collaboration with U.S. Institutions.

ADVOCATING FOR EDUCATION ABROAD WITHIN THE U.S. INSTITUTION

FIGURE 11. IN THE PAST YEAR, HAVE YOU OR SOMEONE IN YOUR OFFICE ADVOCATED FOR THE FOLLOWING WITHIN YOUR U.S. INSTITUTION? (CHECK ALL THAT APPLY)



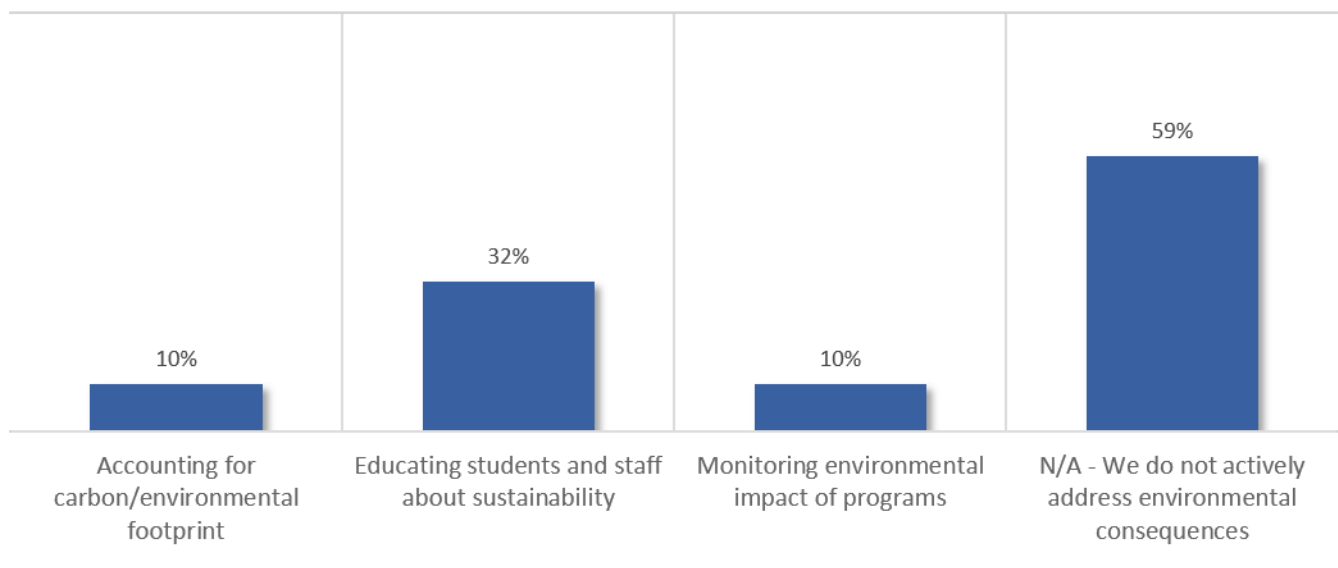
CONSIDERING OUR IMPACT ON HOST COMMUNITIES

Since 2009, the State of the Field Survey has asked Forum member institutions to indicate whether their organization considers and prepares for the environmental, economic, and social consequences of their programs' presence in the host country when approving, designing, and managing programs. These questions were reconfigured for the 2017 survey to offer specific response options, rather than a yes/no question.

ENVIRONMENTAL CONSEQUENCES

Figure 12 displays how respondents consider environmental consequences of education abroad for host communities. Educating students about sustainability is by far the most common way respondents consider or prepare for environmental consequences of education abroad programs. Overall, however, less than half of the total respondents account for environmental consequences at all.

FIGURE 12. WAYS RESPONDENTS ACTIVELY CONSIDER OR PREPARE FOR THE ENVIRONMENTAL CONSEQUENCES OF EDUCATION ABROAD ON HOST COMMUNITIES (CHECK ALL THAT APPLY)



Respondents provided a range of comments regarding how they consider environmental consequences and impact on host communities, with many reflecting continued interest and perceived need to consider such consequences:

"We currently try to call students' and faculty directors' [attention] toward issues of sustainability through learning content in applications, and some programs focus on the topic. However, this institution has not focused on it nor accounted for carbon footprint yet. That is something that I did at my previous institution, and it is in planning stages at this one."

"I really want to work on this more in the coming 1-2 years."

"This is a great thing to consider, and we'd like to learn more."

SOCIAL IMPACT

Figure 13 displays how respondents considered social impact on host communities. In total, 77% of respondents indicated that they actively address social consequences in their education abroad programming in some way.

FIGURE 13. WAYS RESPONDENTS ACTIVELY CONSIDER OR PREPARE FOR THE SOCIAL IMPACT OF EDUCATION ABROAD ON HOST COMMUNITIES (CHECK ALL THAT APPLY)



Comments from respondents elaborate on the steps that they take to account for their impact:

"[We have] follow-up meetings with host community participants to learn what works for the hosts, what the guests need to know and understand before arrival, who benefits, and what the perceived value [and] contributions are that result from service learning and community service projects."

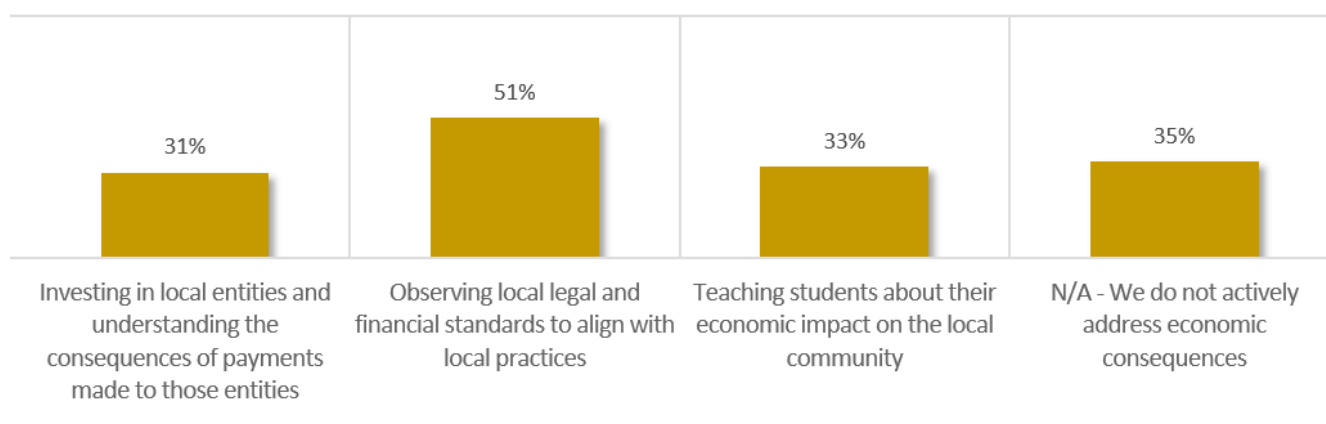
"We rely on study abroad providers for all the logistics and they are vetted by using the *Standards* and the *Code of Ethics*. There is a rigorous vetting process that we ask providers to go through and we are selective in the process particularly where the impact on local communities comes into play."

"For specific programs in which we have identified special need to account for local community safety, we have considered that as part of our development process."

ECONOMIC CONSEQUENCES

Figure 14 displays how respondents consider economic consequences of education abroad for host communities. In total, 65% of respondents indicate that they do consider these impacts.

FIGURE 14. WAYS RESPONDENTS ACTIVELY CONSIDER OR PREPARE FOR THE ECONOMIC CONSEQUENCES OF EDUCATION ABROAD FOR HOST COMMUNITIES (CHECK ALL THAT APPLY)



Comments articulate the important role that faculty and staff connected to the program take in assessing and understanding this impact:

"We try to encourage faculty to partner with our existing exchange partners as much as possible to ensure that the local community receives the economic benefits of hosting a program, however most of our faculty tend to plan programs using logistics providers."

"Some faculty leaders take this in to consideration. We have no holistic approach."

"I think that this varies. Much of this is left to faculty members. So if the faculty members feel strongly about this, the students are well prepared."

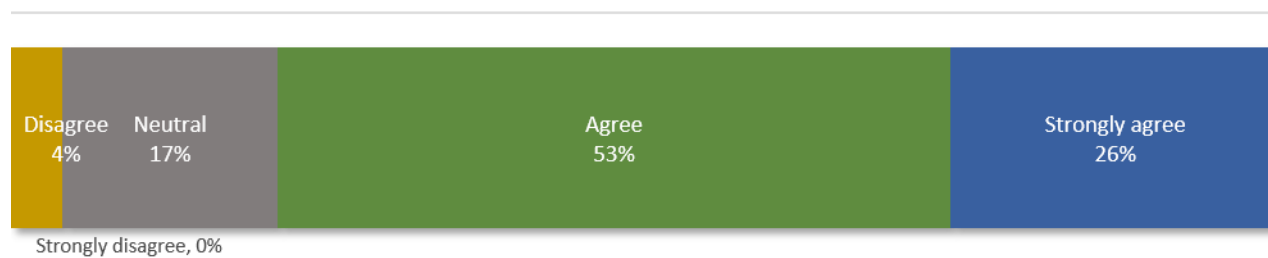
"The economic principles are slowly being addressed. The traditional construct of faculty-led (and faculty-controlled) administration of programs is only beginning to be addressed. Our office is attempting to have staff consider how our activities might impact host communities. The legal process has been underway for some time."

STRIVING FOR BEST PRACTICES WITH THE HELP OF THE FORUM

STANDARDS OF GOOD PRACTICE FOR EDUCATION ABROAD

The Forum's *Standards of Good Practice for Education Abroad* are designed to improve practices in education abroad, so that students' international education experiences are as rich and meaningful as possible. Figure 15 shows 79% of all respondents in 2017 strongly agree or agree that the *Standards* are being used to shape policies on education abroad at their institution or organization, up from 70% in 2015.

FIGURE 15. THE FORUM'S STANDARDS OF GOOD PRACTICE FOR EDUCATION ABROAD ARE BEING USED TO SHAPE OUR INSTITUTIONAL/ORGANIZATIONAL POLICIES ON EDUCATION ABROAD



Institutions and organizations use the Standards to train home institution/organization staff (57%) and faculty (52%), but are least likely to use the Standards to train on-site faculty (18%) or staff (22%). The majority of respondents applied the Standards in development of new programs (64%), as well as in setting standards for approving new programs (57%) and evaluating programs (57%).

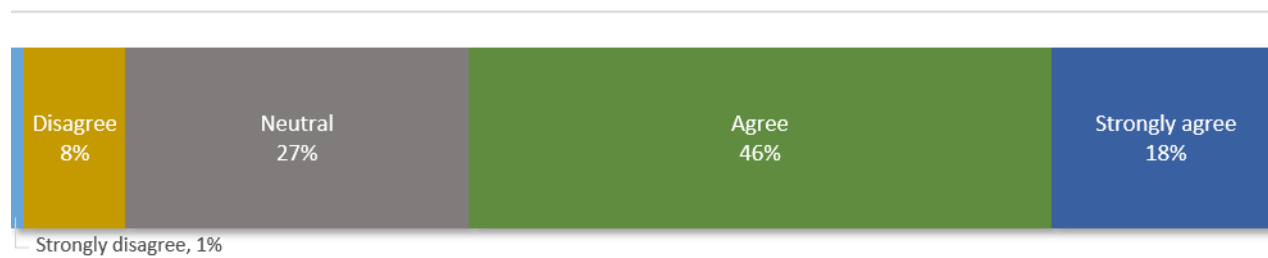
"...The Forum Standards are the guiding elements to the building blocks of this office and everything we do as a young stand-alone education abroad office."

"[We use the Standards when] working with U.S.-based administration to create programs that follow best practices [for] health and safety."

CODE OF ETHICS FOR EDUCATION ABROAD

The Forum's *Code of Ethics for Education Abroad* provides direction to institutions and organizations and helps ensure that students achieve the maximum benefit from their experience by creating policies regarding truthfulness and transparency, responsibility to students, relationships with host societies, best practices, and conflicts of interest. More than half (64%) of respondents either agreed or strongly agreed that the *Code of Ethics* was used to inform decisions regarding policy on education abroad, higher than 47% in the 2015 survey.

FIGURE 16. THE FORUM'S CODE OF ETHICS FOR EDUCATION ABROAD IS BEING USED TO INFORM DECISIONS REGARDING INSTITUTIONAL/ORGANIZATIONAL POLICY ON EDUCATION ABROAD



Many respondents indicated that the *Code of Ethics* is referred to internally in their office to help guide decisions and has been used to help frame their own code of ethics (14%) or have adopted the *Code* as the governing code for education abroad (11%). Respondents also indicate that their own institutional missions, culture and values, and local laws have impacted their own code of ethics.

“Our study abroad office incorporates the *Code* in thinking of its operations though this does not extend to the broader institution.”

“We have not formally adopted ethical guidelines, but the *Code of Ethics* is used to inform program development and review.”

“We have not fully explored the *Code of Ethics for Education Abroad* but intend to do so.”

WHISTLEBLOWER POLICIES

The majority of institutions and organizations, 53%, have a whistleblower policy or another type of confidential and anonymous ethics and business practices reporting policy. Thirty percent (30%) of respondents are not sure whether their institution or organization has a whistleblower policy.

APPROVING AND EVALUATING PROGRAMS

This section of the Survey looks at the practices of institutions and organizations in program planning, program portfolio development, and program assessment. Most of these questions were first asked in The Forum's 2007 Survey on Program Management in Education Abroad, and again in the 2015 State of the Field Survey.

PROGRAM PORTFOLIOS – U.S. INSTITUTIONS

Nearly all U.S. Institutions offer faculty-led short-term programs in their portfolio of programming options. Most also offer reciprocal exchange programs, non-exchange, integrated university study programs, and programs with coursework developed specifically for U.S./international students. Long-term faculty-led programs and other informal faculty-led sojourns are less common, with only 52% and 43% of U.S. Institutions, respectively, offering these types of programming. There is very little variation in the portfolio of program offerings between private and public U.S. Institutions (see Figure 17). The distribution of program offerings by U.S. Institutions were consistent between 2015 and 2017.

FIGURE 17. U.S. INSTITUTIONS – PROGRAM OFFERINGS BY INSTITUTION TYPE

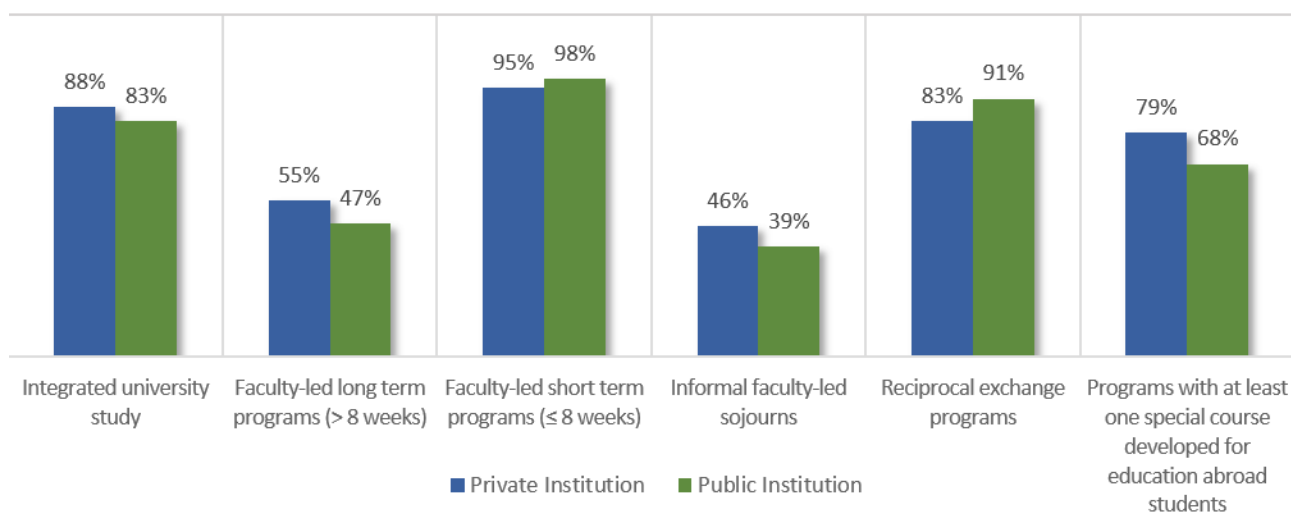
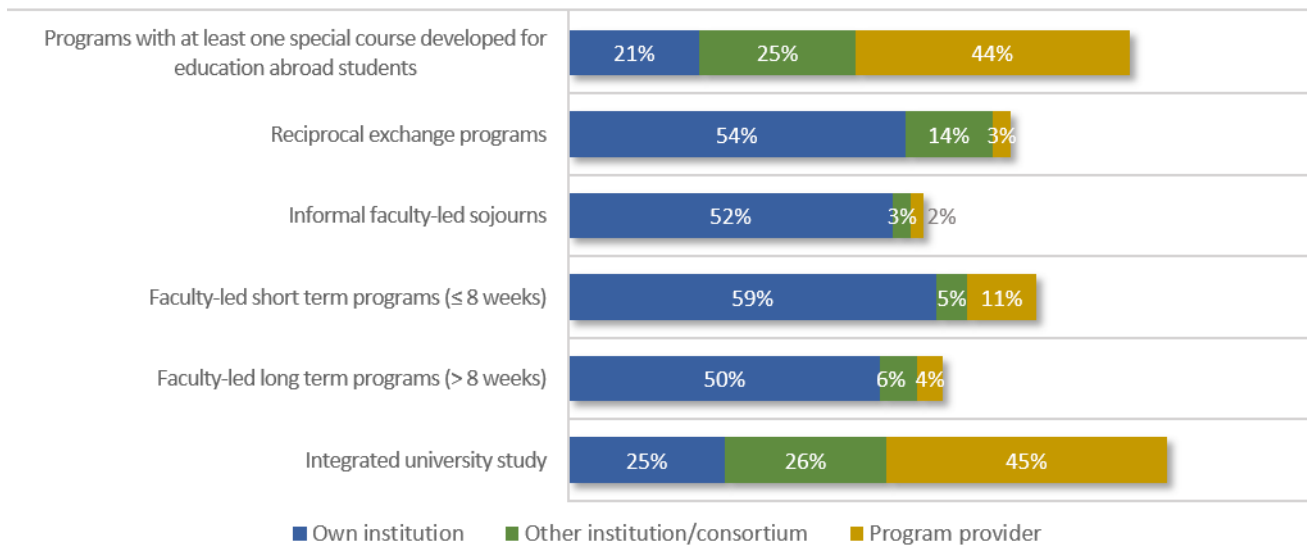


Figure 18 shows who manages programs offered by U.S. Institutions by program type. In managing the programs within their portfolio, U.S. Institutions generally manage faculty-led programming internally, but typically outsource program management for the two other main areas of programming offered—programs with special courses designed for education abroad students and non-exchange programs. About a quarter of U.S. Institutions will outsource program management for these types of programs to other institutions or consortia, whereas about 45% work with independent program providers.

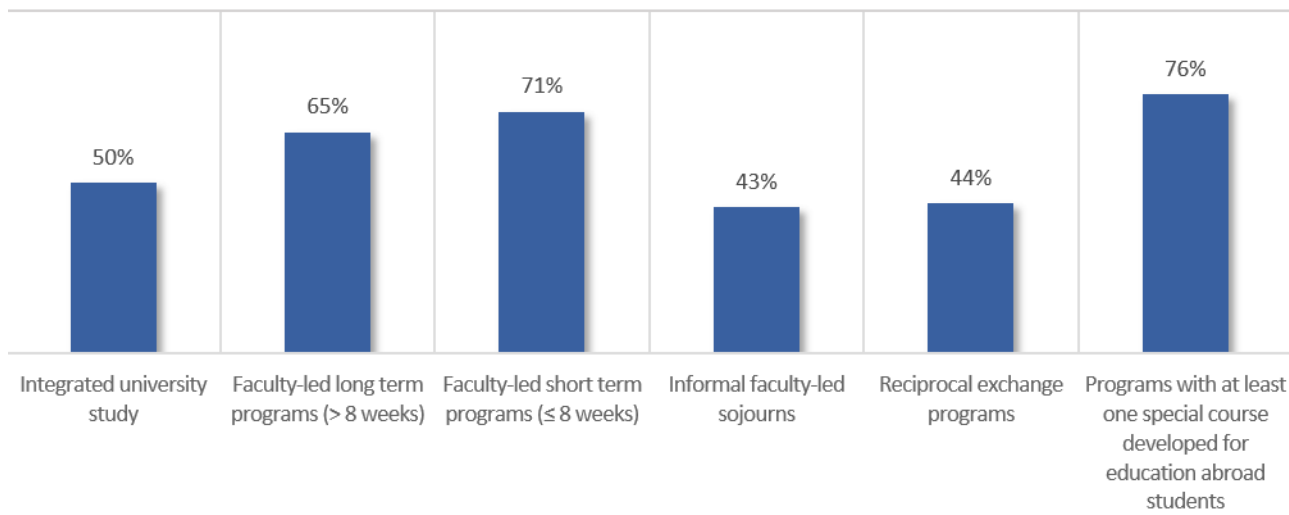
FIGURE 18. U.S. INSTITUTIONS – MANAGEMENT OF PROGRAMS OFFERED/APPROVED BY TYPE



PROGRAM PORTFOLIOS – U.S. PROGRAM PROVIDERS

While U.S. Program Providers offer a range of programs to students, programs that have at least one course specifically developed for U.S. or other international students are the most common among this group² (see Figure 19).

FIGURE 19. U.S. PROGRAM PROVIDERS – TYPES OF PROGRAMS OFFERED

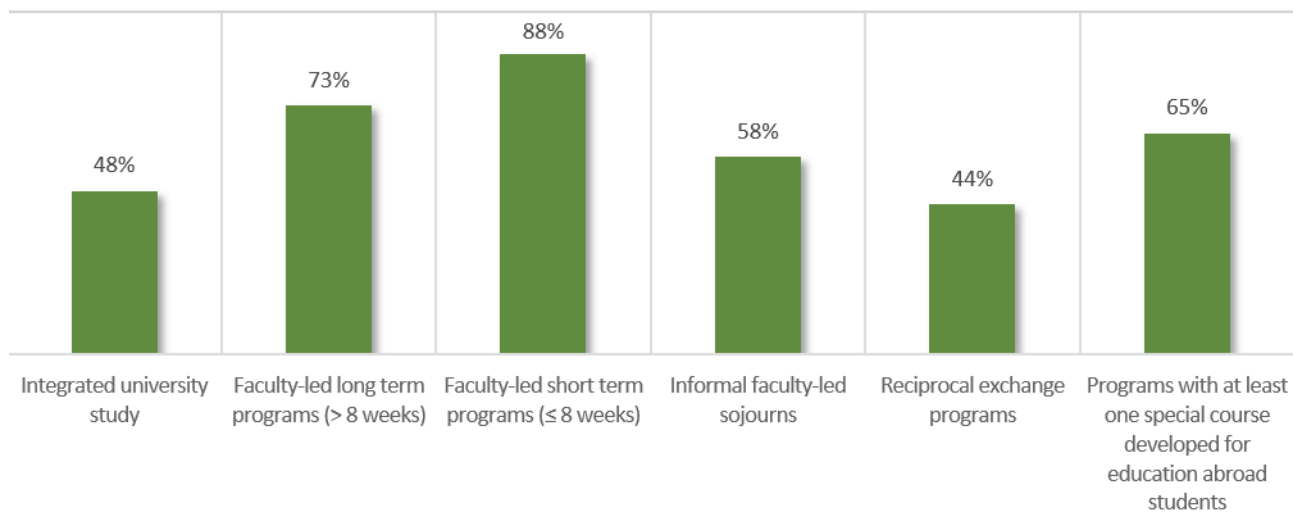


² The survey also asked U.S. Program Providers and Overseas Institutions and Organizations to share average percent of enrollments within each of these categories, but a data collection error precluded the reporting of these data.

PROGRAM PORTFOLIOS – OVERSEAS INSTITUTIONS AND ORGANIZATIONS

Faculty-led programs are the most common program type offered by Overseas Institutions and Organizations (see Figure 20).

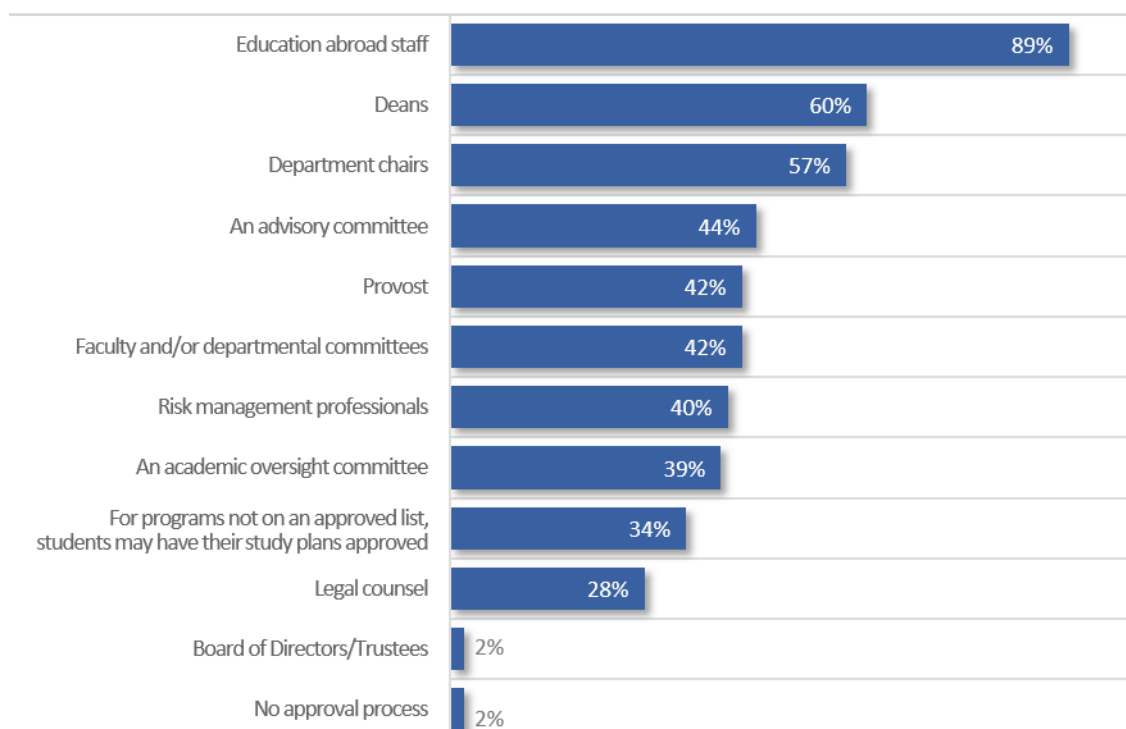
FIGURE 20. OVERSEAS INSTITUTIONS AND ORGANIZATIONS - TYPES OF PROGRAMS OFFERED AND APPROVED



APPROVING PROGRAMS – U.S. INSTITUTIONS

Survey respondents from U.S. Institutions were asked to indicate what entities are involved in their program approval process. As Figure 21 shows, U.S. Institutions rely on a variety of entities for approval processes and often use a combination of entities. The most common entity involved in program approval at U.S. Institutions was education abroad staff.

FIGURE 21. ENTITIES INVOLVED IN PROGRAM APPROVAL AT U.S. INSTITUTIONS (CHECK ALL THAT APPLY)



When deciding to affiliate with providers or approve programs, U.S. Institutions report using a wide variety of strategies (see Figure 22). However, close to 90% of respondents reported following three strategies always or sometimes. These three strategies form a base for decision-making: reviewing existing portfolio of programs, hosting representatives from the program, and gathering feedback from colleagues. The least-used strategy is sending a few students on a "pilot" program.

Close to half (47%) of surveyed U.S. Institutions responded that they always or sometimes negotiate program fee reductions for each student sent, and just over a third (34%) said they always or sometimes negotiate volume discounts. These negotiations can also benefit the study abroad office. One in five institutions report negotiating rebates for office support tied to sending a certain number of students (i.e., volume discounts).

Respondents expressed a wide range of opinions concerning the practice of negotiating fee reductions and rebates. Some respondents said these negotiations had helped grant access to students from a wider financial spectrum. Others considered some of these rebates as "kickbacks" that do not serve the best interests of the students. Many institutional respondents clarified that they do not negotiate deals or initiate such conversations, but that they listen to offers.

"We make use of a number of programs that offer student discounts or partner discounts for using their programs. This usually happens when the programs offers such discounts. [It] is not usually through a period of back and forth negotiation."

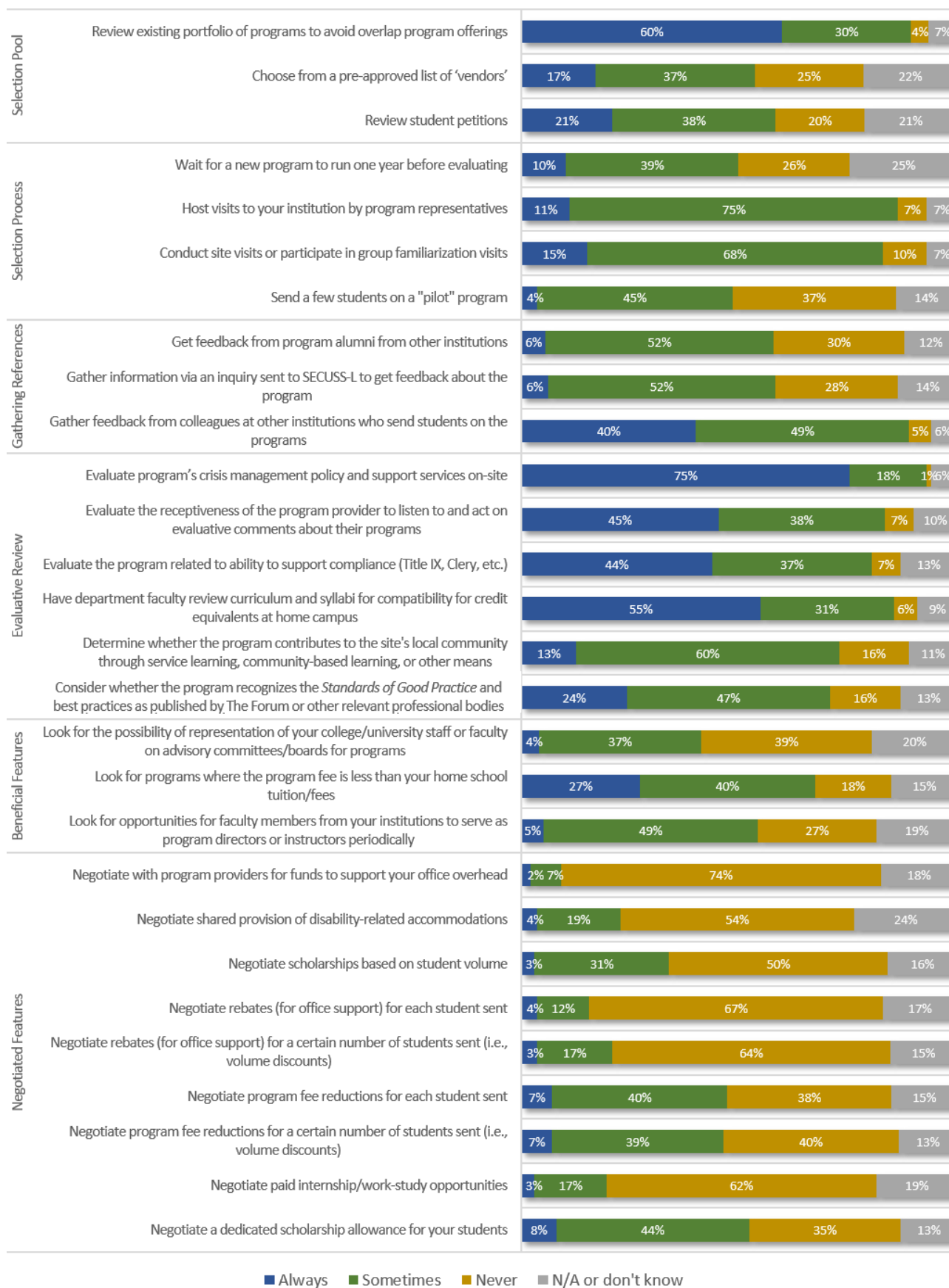
"If any of these are suggested, we typically inform the person making the suggestion that such proposals are not welcome and in some cases have become a reason not to work with that program."

"If we have been offered scholarships by a provider, we will ask for them if the program is high quality. If it is a new program of a provider with a solid reputation, we may take advantage of scholarships already offered as a trial run."

"Rebates and fee reductions may be understood as administrative cost sharing when a home campus allows 100% institutional aid portability, processes state and federal financial aid and transfers it, handles student billing, [and] orients our students."

"[Our] most recent added partner eventually offered many of the above listed benefits, but we did not negotiate for them. The more important factor was the program price for students. We ended up sending so many students because of the more realistic program fee."

FIGURE 22. U.S. INSTITUTIONS – STRATEGIES EMPLOYED WHEN APPROVING OR AFFILIATING WITH A PROGRAM



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

The most common procedure U.S. Institutions indicated always following in deciding whether to affiliate with or approve a particular program offered by a U.S. Program Provider is to evaluate the program's crisis management policies and support services on-site. Additionally, 70% of U.S. Institution respondents always or sometimes considered whether the program adheres to the *Standards of Good Practice for Education Abroad*. Two-thirds of U.S. Institutions look for programs that are a lower price than their home school (see Figure 22). Academic quality is ranked as the most important factor by 64% of U.S. Institutions in deciding whether to affiliate with or approve a program (see Table 5).

Respondents offered the following comments on this topic:

"[We] used to conduct site visits before travel was curtailed for financial reasons. [It depends] a lot on colleague feedback and suggestions."

"We are also looking for programs that provide major-specific options. Overall, our goal is not to have hundreds of options but [to have] at least one program for every major as well as a manageable list that allows us to get to know programs well."

"We have a rating rubric that is used to assess potential programs, and includes much of the usual stuff but also compatibility with our institutional mission, good match for our student demographic, whether scholarships are available, etc."

"[We] never thought to evaluate a program based on their adherence to The Forum's *Standards*. However, now that it has been suggested, [we] may consider that in the future. The biggest driver in choosing abroad programs to participate in is usually financial and appropriate programming."

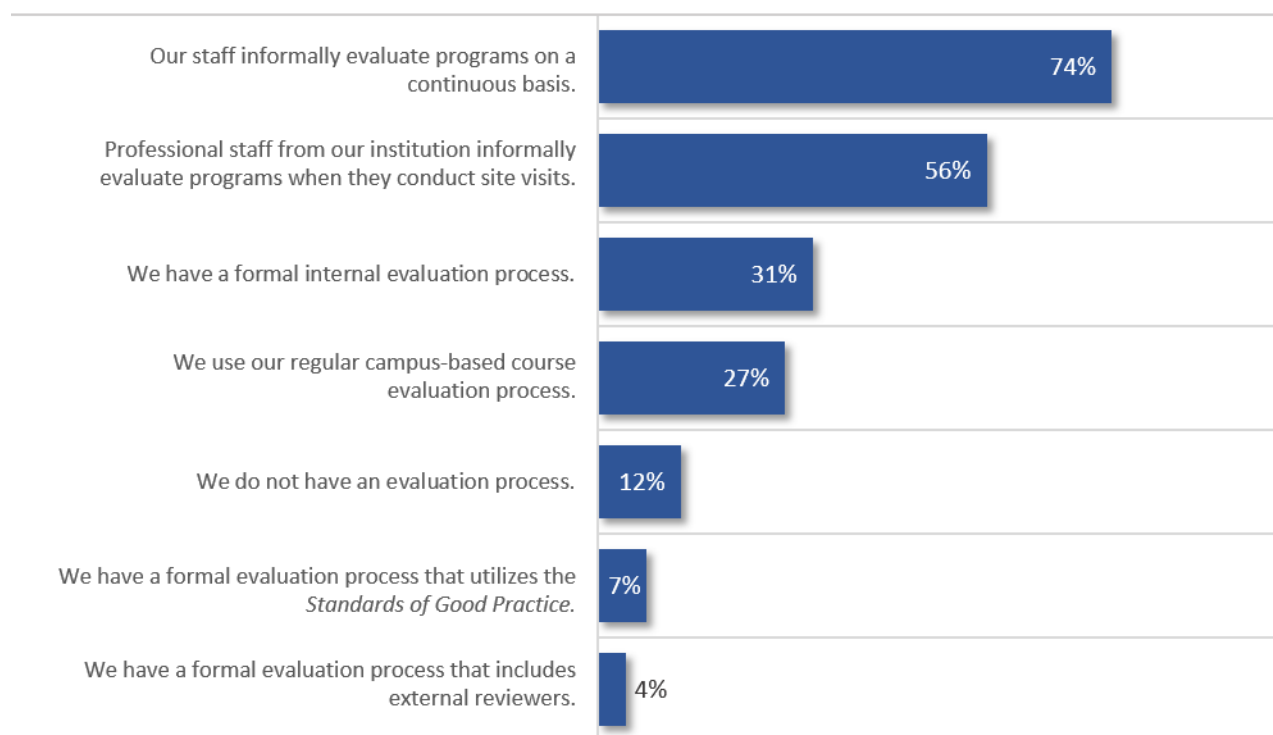
"We generally look for programs that are the same or less than our tuition/fees. Program quality is the most important factor. We are especially interested in programs that are immersive but also intentional in promoting intercultural skills and adaptation."

TABLE 5. U.S. INSTITUTIONS – MOST IMPORTANT FACTORS IN DECIDING WHETHER OR NOT TO AFFILIATE WITH OR APPROVE A PROGRAM BASED ON WEIGHTED RANKING BY RESPONDENTS (1 = MOST IMPORTANT)

RANKING	FACTOR	RESPONDENTS RANKING THIS STRATEGY #1
1	Academic quality	64%
2	Cost	9%
3	Management of risk and crises	7%
4	In-country support (e.g., resident directors, co-curricular activities)	3%
5	Health and student services	2%
6	Quality of program administration and ease of working with the program provider	4%
7	Experience of former students	1%
8	Program structure (e.g., direct enrollment, hybrid, field study)	3%
9	Range of program offerings	3%
10	Personal faculty contacts	2%
11	Transparency in relationships	2%
12	Possibility for exchanges	1%
13	Possibility of involvement by the home campus in program oversight, policymaking, site visits, etc.	<1%

EVALUATING PROGRAMS – U.S. INSTITUTIONS

FIGURE 23. U.S. INSTITUTIONS – EVALUATION PROCESS FOR THEIR OWN AND APPROVED/AFFILIATED PROGRAMS (CHECK ALL THAT APPLY)



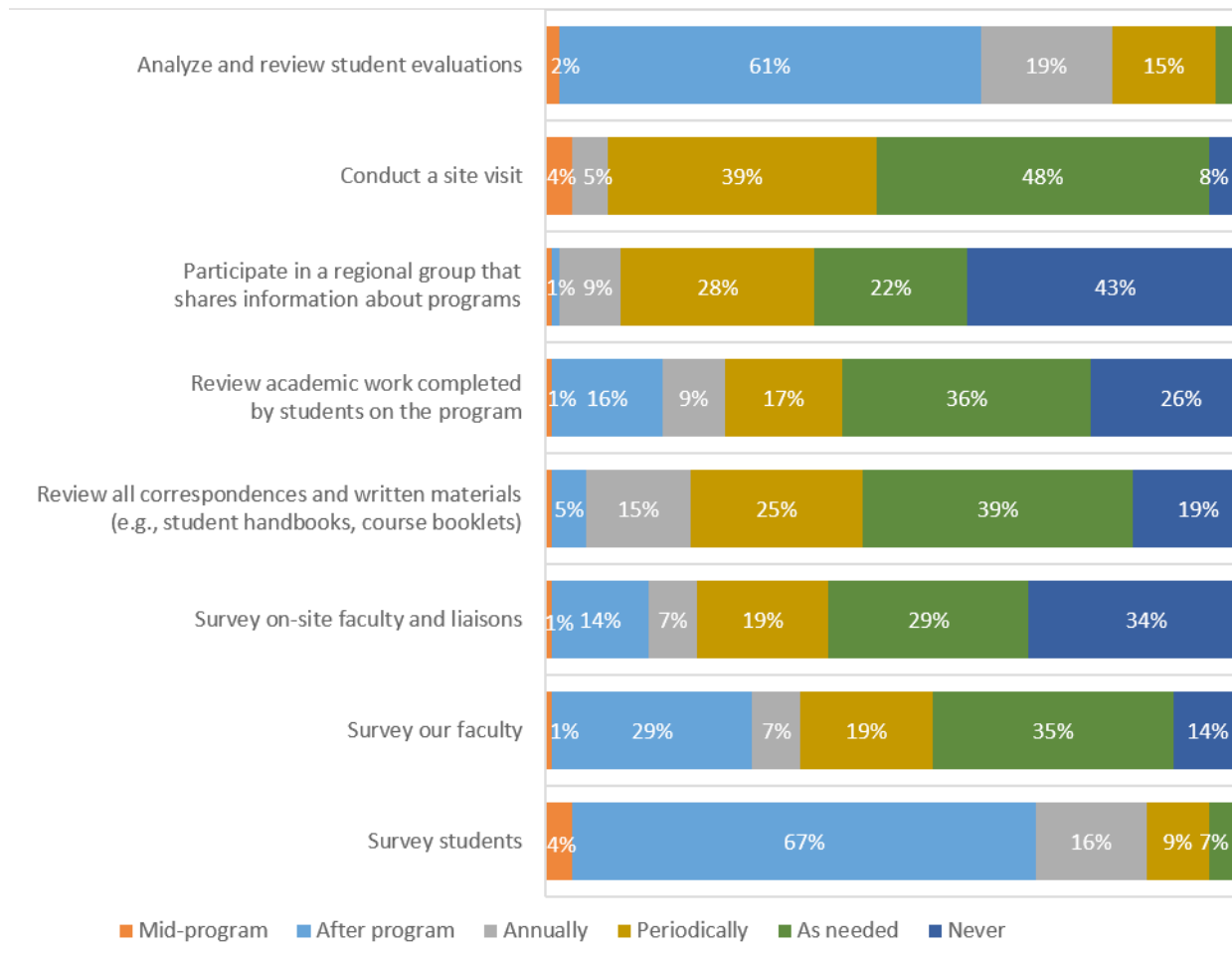
The most common evaluation processes employed by U.S. Institutions for both their own and approved/affiliated programs included informal continuous evaluation and informal evaluation through site visits. Twelve percent (12%) of U.S. Institutions in the 2017 survey report not having a process to evaluate currently approved or affiliated programs (see Figure 23). A number of survey comments reflected a desire to create and refine these processes:

“As we have had our first students go abroad this summer we are currently building an evaluation process based on the *Standards of Good Practice*.”

“We partner with our assessment and institutional research unit on campus to create an instrument and process.”

“Faculty-led programs are assessed through the normal university evaluation process of teaching. This approach does not adequately address issues of being off-campus or the cross-cultural learning that we could address. This has been a lost opportunity and one we are trying to change.”

FIGURE 24. U.S. INSTITUTIONS - ELEMENTS CONSIDERED IN THE PROGRAM EVALUATION PROCESS (CHECK ALL THAT APPLY)



U.S. Institutions reported that it is uncommon to evaluate their own or affiliated programs mid-program. Instead, evaluations are often conducted after the program, annually, and periodically. This often takes the form of student surveys and reviews of students’ program evaluations (see Figure 24). Comments provided illustrate some examples:

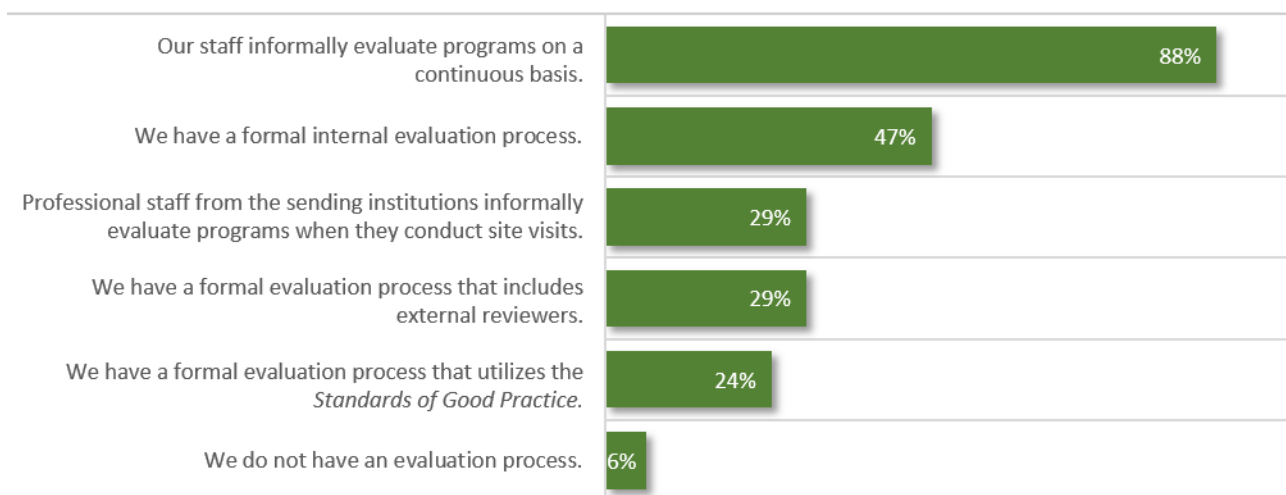
“We participate in formal departmental reviews on campus, which includes evaluation of abroad programs in their articulation with the home campus curriculum.”

“[We] produce a comprehensive report on the program, which then goes to an advisory committee and to faculty governance if concerns are raised. Faculty-led programs go through a formal course approval process with faculty governance every 5 years.”

“For faculty-led programs, [education abroad] staff complete a post-program summary that addresses not only student feedback, but also faculty organization and management of crises and problems on-site, the program’s budget, and any other noteworthy aspects. This is sent to the faculty and all approvers (department chairs, deans).”

EVALUATING PROGRAMS – U.S. PROGRAM PROVIDERS

FIGURE 25. U.S. PROGRAM PROVIDERS – PROGRAM EVALUATION PROCESS (CHECK ALL THAT APPLY)



The majority (94%) of U.S. Program Providers have an evaluation process whether formal and/or informal (see Figure 25). Just under two-thirds (65%) of U.S. Program Providers reported having an advisory board or committee. Among those organizations answering “yes,” 64% said the members of the board or committee are selected by their staff (see Figure 26). The goals and responsibilities of the U.S. Program Providers’ advisory committees vary but guidance on the needs of students and of institutions, and feedback on the organization’s proposed plans are most common (See Figure 27).

FIGURE 26. U.S. PROGRAM PROVIDERS – SELECTION PROCEDURES FOR ADVISORY BOARD MEMBERS (CHECK ALL THAT APPLY)

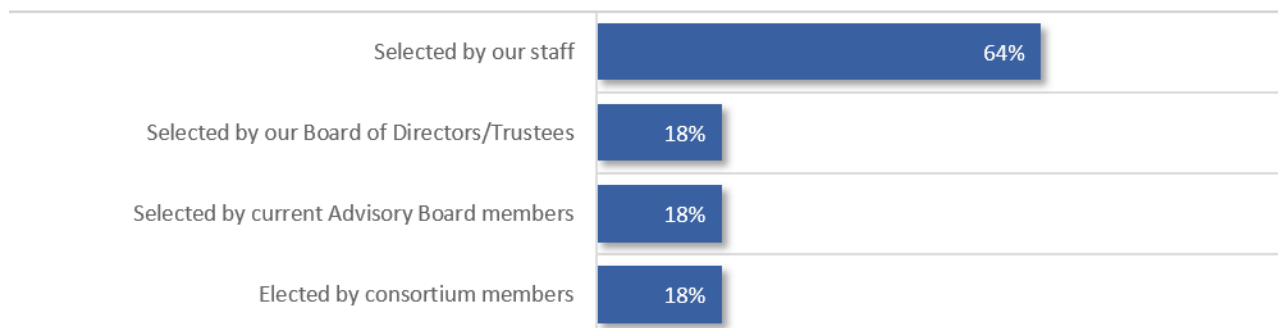
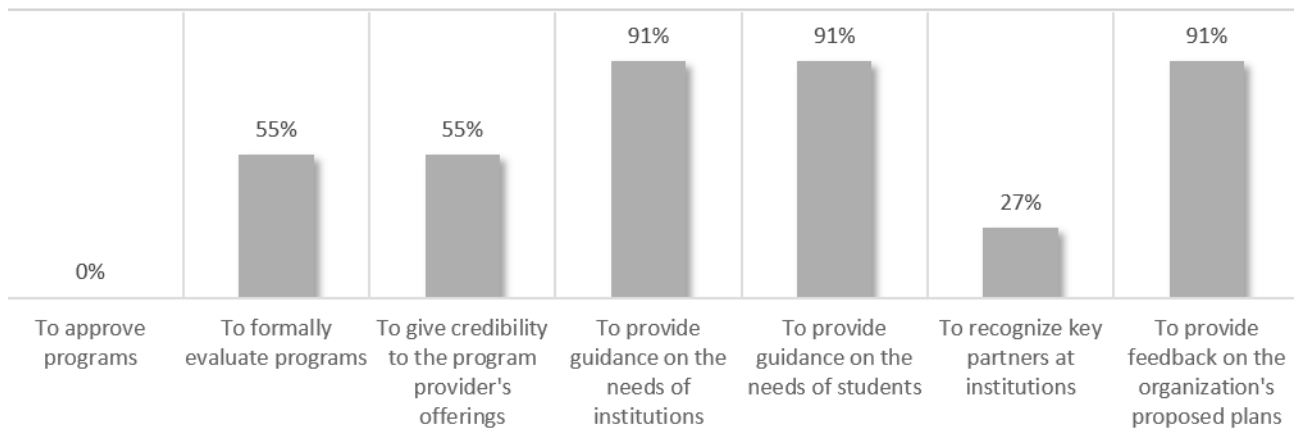
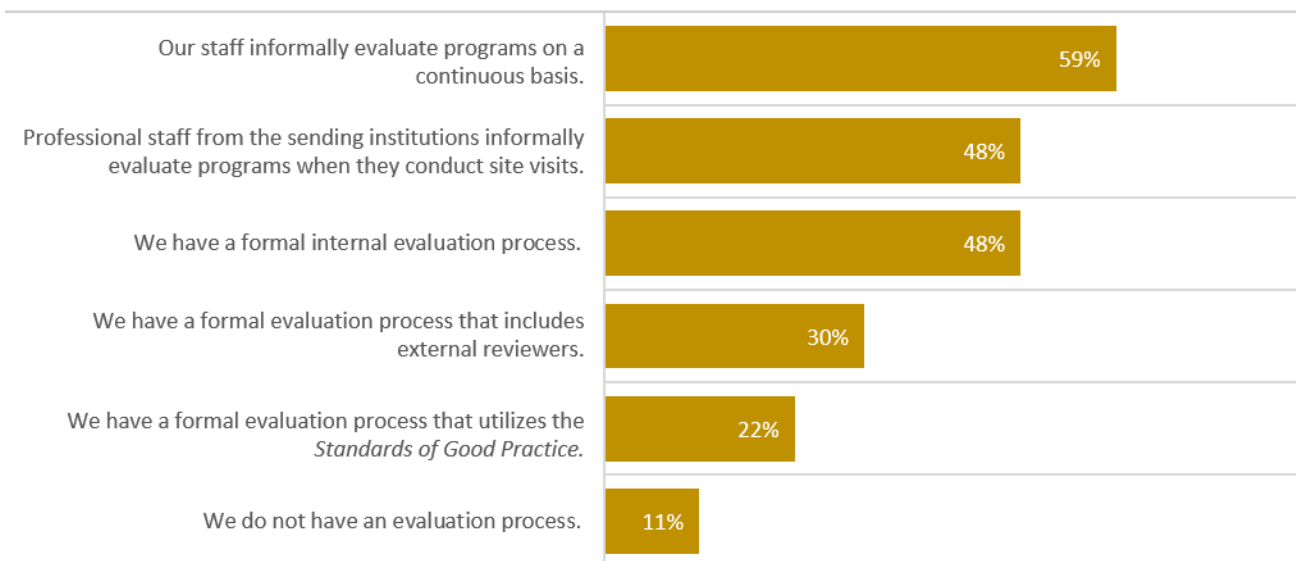


FIGURE 27. U.S. PROGRAM PROVIDERS – GOALS AND RESPONSIBILITIES OF ADVISORY BOARD (CHECK ALL THAT APPLY)



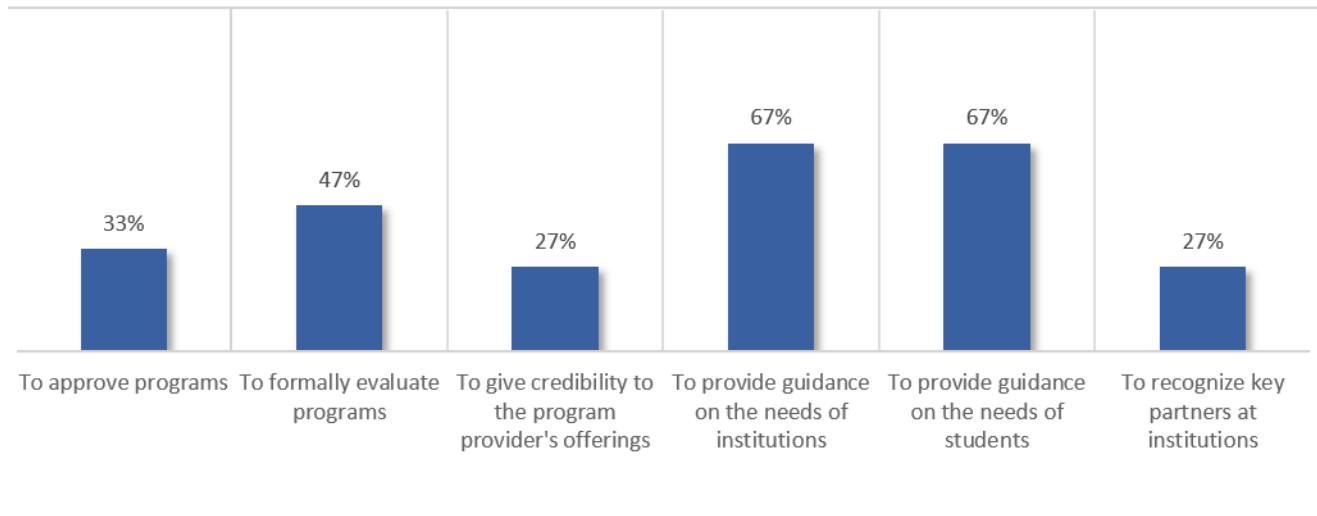
EVALUATING PROGRAMS – OVERSEAS INSTITUTIONS AND ORGANIZATIONS

FIGURE 28. OVERSEAS INSTITUTIONS AND ORGANIZATIONS – PROGRAM EVALUATION PROCESS (CHECK ALL THAT APPLY)



The majority (89%) of Overseas Institutions and Organizations have an evaluation process whether formal and/or informal (see Figure 28). Just over 55% of Overseas Institutions and Organizations reported having an advisory board or committee. The selection process and role for these advisory boards or committees is markedly different from U.S. Program Providers. Among the Overseas Institutions and Organizations answering “yes,” only 33% said their staff select the members of the board or committee. The most common selection method overseas is through a board of directors/trustees (47%). The goals and responsibilities of overseas advisory boards or committees are less likely to include formally evaluating programs (see Figure 29).

FIGURE 29. OVERSEAS INSTITUTIONS AND ORGANIZATIONS – GOALS AND RESPONSIBILITIES OF ADVISORY BOARD (CHECK ALL THAT APPLY)



SITE VISITS

SITE VISITS – U.S. INSTITUTIONS

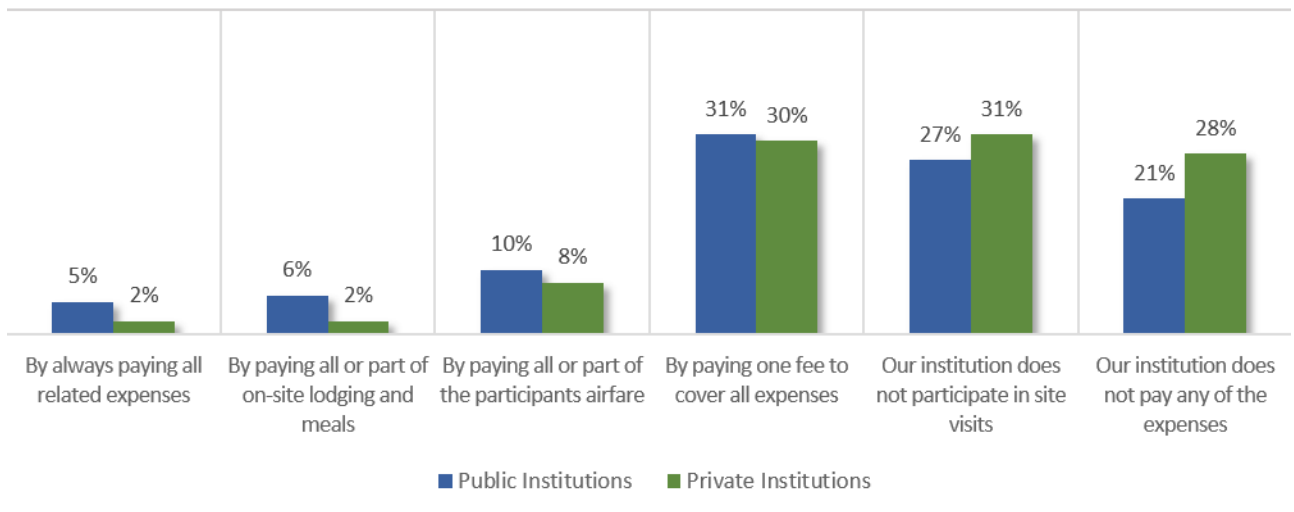
In 2017, 97% of U.S. Institution respondents indicated that they participate in site visits. Both private (42%) and public (35%) institutions agreed that the statement that best reflects their policy on site visits is that they “permit staff/faculty to participate in site visits that are partially paid for by education abroad providers/host institutions or providers.” Thirty-five percent (35%) of all U.S. Institutions report they do not have a site visit policy in place (see Figure 30).

FIGURE 30. U.S. INSTITUTIONS – POLICY ON STAFF/FACULTY PARTICIPATION IN SITE VISITS



When asked how U.S. Institutions cover the costs of site visits, institutions were given multiple choices and could choose more than one answer. Thirty-four percent (34%) indicated that they pay all related expenses either directly or with one fee to cover all expenses. A higher percentage of private U.S. Institutions than public U.S. Institutions (28% vs. 21%) does not pay any related expenses (see Figure 31).

FIGURE 31. U.S. INSTITUTIONS – FINANCIAL SUPPORT FOR SITE VISITS

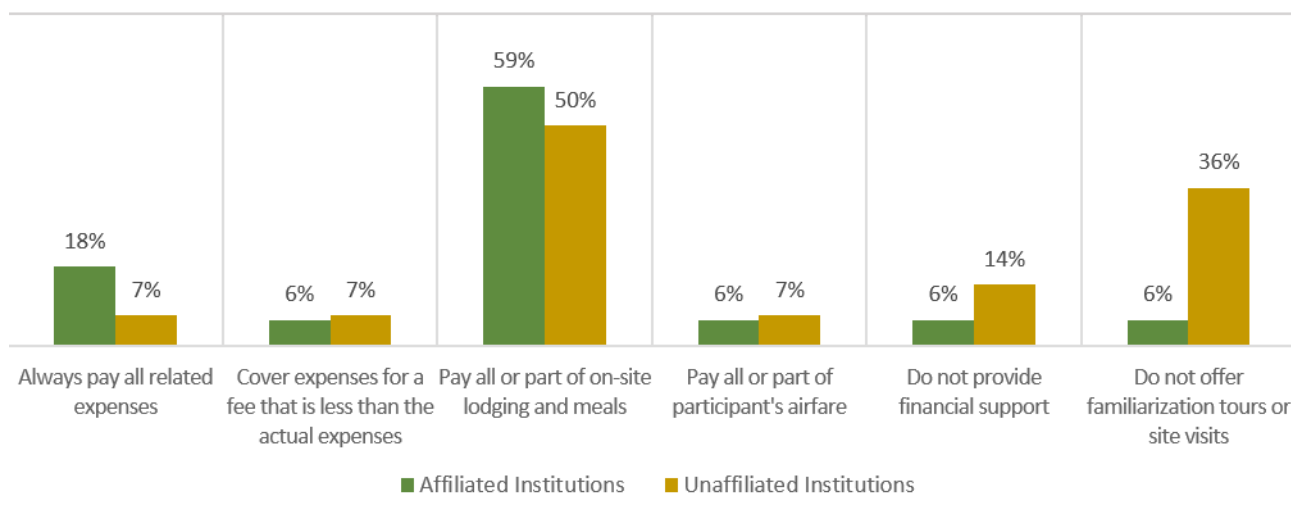


SITE VISITS – U.S. PROGRAM PROVIDERS

A majority of U.S. Program Provider responses show that they pay at least part of the expenses for site visits for affiliated U.S. Institutions (see Figure 32). Over 50% of respondents indicated that U.S. Program Providers pay for all or part of on-site lodging, meals or airfare and 18% pay for all related expenses. Only 6% of U.S. Program Providers report that they do not provide financial support.

The response percentages indicating financial support by U.S. Program Providers decreases somewhat when institutions that do not currently have an affiliation with the provider make site visits (see Figure 32). For this group, 50% of respondents pay for lodging and meals. Only 7% of U.S. Program Provider reported paying all related expenses and 14% of U.S. Program Providers indicated that they do not provide any financial support.

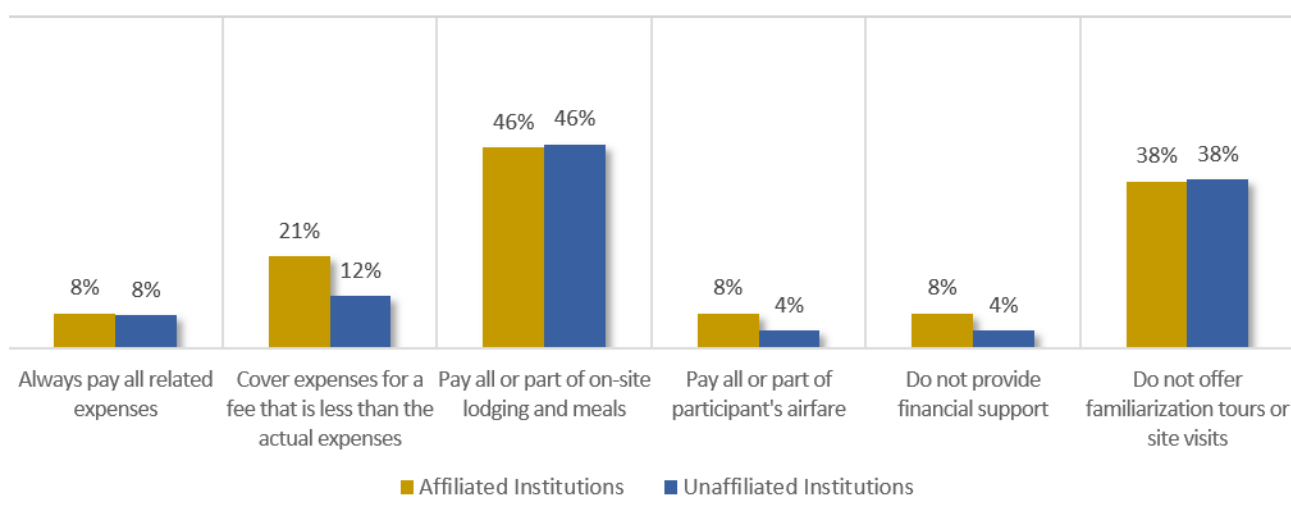
FIGURE 32. U.S. PROGRAM PROVIDERS – FINANCIAL SUPPORT FOR SITE VISITS



SITE VISITS – OVERSEAS INSTITUTIONS AND ORGANIZATIONS

Overseas Institutions and Organizations are less likely to provide financial support for site visits, with 8% and 4% of respondents reporting no financial support for affiliated or unaffiliated institutions respectively, and over 30% of respondents reporting that they do not offer site visits at all. For those Overseas Institutions and Organizations that do provide some financial support, over 40% provided full or partial on-site lodging and meals or airfare. There are few differences in financial support comparing affiliated or unaffiliated institutions (see Figure 33).

FIGURE 33. OVERSEAS INSTITUTIONS AND ORGANIZATIONS – FINANCIAL SUPPORT FOR SITE VISITS

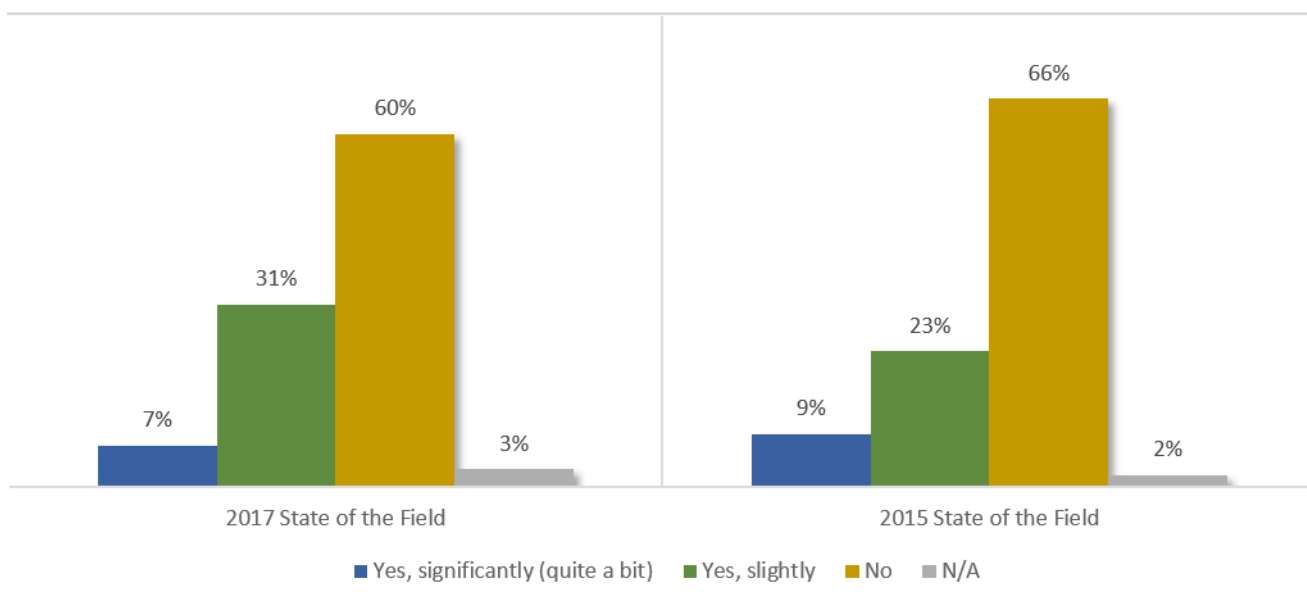


Additional comments provided indicated that U.S. Program Providers and Overseas Institutions and Organizations understand the potential restrictions and ethical questions that can arise from U.S. institutional staff going on site visits fully paid for by current or potential partners.

FUNDING AND FINANCIAL MODELS FOR EDUCATION ABROAD

Similar to 2015, in 2017 respondents were asked about the relationship between rising costs and/or declining resources in relation to changes in education abroad programming. Responses from both years are summarized in Figure 34. Of the 259 institutions and organizations in the U.S. and abroad that responded to this question in 2017, 60% indicated that changes in cost and resources have not affected education abroad programming. Thirty-eight percent (38%) of respondents indicated that these changes have affected education abroad programming slightly or significantly.

FIGURE 34. HAVE RISING COSTS AND/OR DECLINING RESOURCES LED YOUR INSTITUTION/ORGANIZATION TO CHANGE ITS EDUCATION ABROAD PROGRAMMING FOR THE COMING ACADEMIC YEAR?



Among U.S. Institutions, changes in costs and resources appeared to affect U.S. public institutions somewhat more than U.S. private institutions. That is, 35% of U.S. private institutions and 47% of U.S. public institutions indicated that these fluctuations have led to changes in education abroad programming.

COMPREHENSIVE PROGRAM FEES – U.S. INSTITUTIONS

In response to frequent requests from Forum member institutions and organizations regarding funding models, this 2017 survey sought to clarify what is included in program fees charged by home universities to their education abroad students (see Table 6).

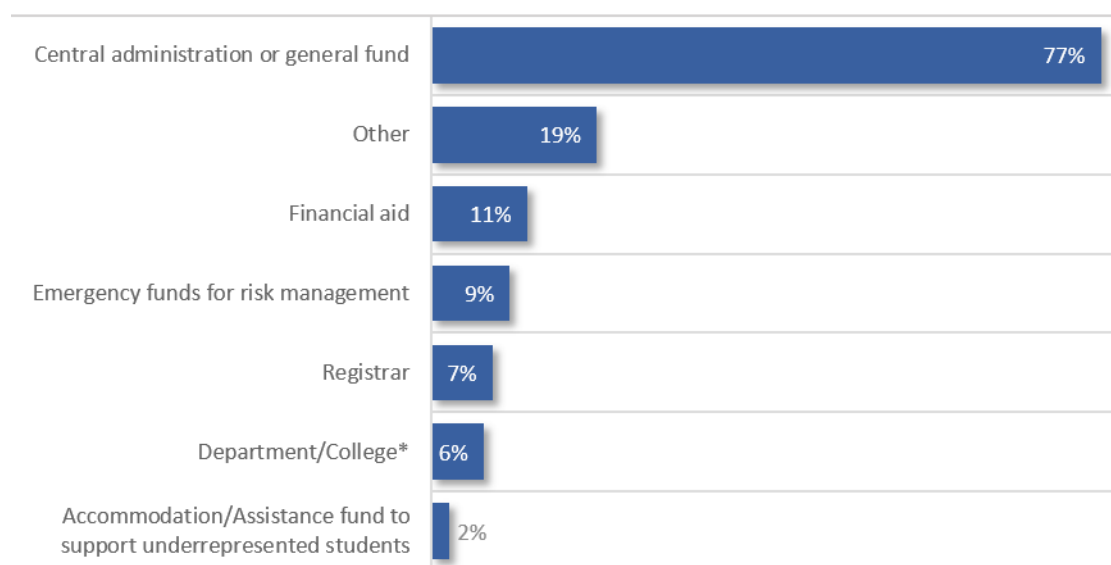
Items most commonly covered included health insurance (59%), room and board (56%), tuition/coursework (55%), a program provider fee (48%), and an education abroad office administration fee (46%). Items less frequently included are visa and passport fees (8%) and airfare (19%), while 21% of respondents indicated that they never collect a program fee (presumably because students pay their program directly).

TABLE 6. U.S. INSTITUTIONS – ITEMS GENERALLY INCLUDED IN THE COMPREHENSIVE PROGRAM FEE STUDENTS PAY TO INSTITUTION (CHECK ALL THAT APPLY)

ITEM	PERCENT OF RESPONDENTS
Health Insurance	59%
Room & Board	56%
Tuition / Coursework	55%
Program Provider Fee	48%
Education Abroad Office Administration Fee	46%
Travel Insurance	32%
Application Fee	31%
Airfare	19%
Visa & Passport Fees	8%
N/A – We never collect a program fee	21%

Seventy percent (70%) of respondents at U.S. Institutions indicated that at least some funds paid by education abroad students go to institutional accounts not controlled by the education abroad office. This represents an increase from 56% in 2015. Differences emerged between public and private U.S. Institutions concerning this question. Specifically, 77% of U.S. private institutions indicated that funds paid by education abroad students go to accounts not controlled by the education abroad office, while only 61% of U.S. public institutions indicated the same.

Figure 35 summarizes the accounts to which these funds are directed, a new question in the 2017 survey. As indicated, a full 77% reported that funds, at least in part, are directed to central administration or a general fund, while 19% go to a category not listed. Responses of note in the “Other” category included an “umbrella office for providing financial/payment support,” a “recreation center fee that is charged regardless of whether students are physically present on campus,” and “I do not know where the money goes.” The most frequent “Other” destination of funds mentioned was department/college, which is why it has been added to Figure 35.

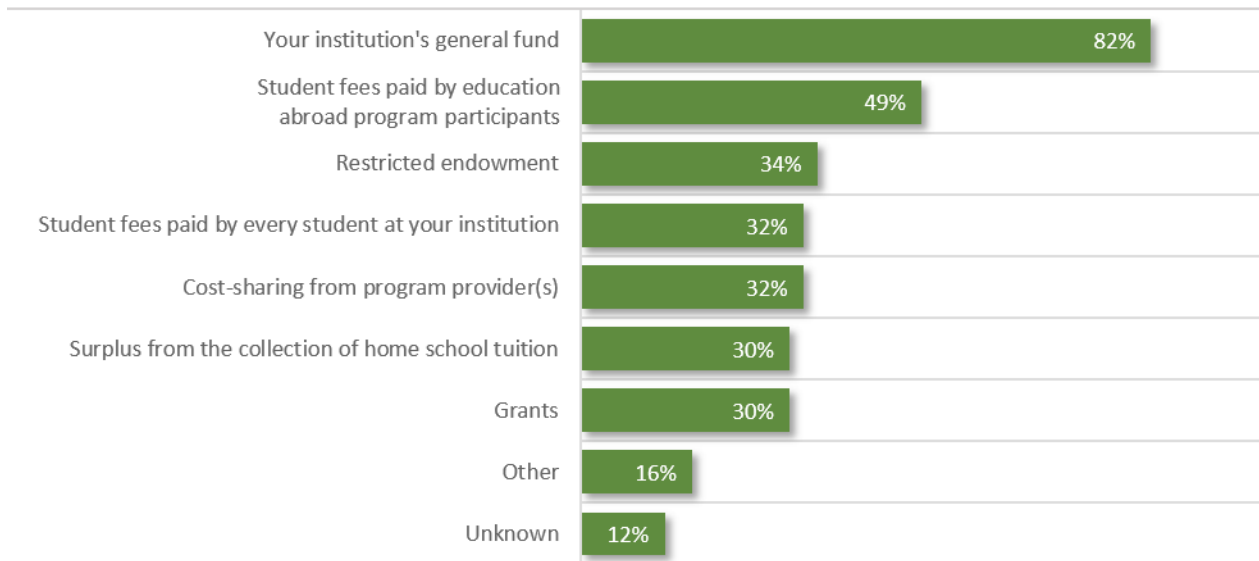
FIGURE 35. U.S. INSTITUTIONAL ACCOUNTS OTHER THAN THE EDUCATION ABROAD OFFICE THAT RECEIVE EDUCATION ABROAD STUDENT FUNDS (CHECK ALL THAT APPLY)

*The Department/College category was not included as a response option in the survey. It was added as a coded response from the open-ended comments received.

FUNDING THE EDUCATION ABROAD OFFICE – U.S. INSTITUTIONS

A full 82% of respondents indicated that their education abroad offices are funded, at least in part, by the institution’s general fund, while almost half (49%) of respondents indicated that their offices received funding from student fees paid by education abroad program participants. Sixteen percent (16%) of respondents indicated sources of funding not listed on the survey. The two most frequently mentioned responses for this category are international student fees and state funds.

FIGURE 36. U.S. INSTITUTIONS – AVERAGE PERCENTAGE OF FUNDING FOR EDUCATION ABROAD OFFICE RECEIVED FROM FUNDING SOURCES



When comparing private and public U.S. Institutions, important differences emerged concerning this question, as shown in Table 7. While the U.S. Institution’s general fund is a source of funding at a majority of both private and public U.S. Institutions (86% and 76%, respectively), student fees paid by education abroad program participants are a more common source of funding at U.S. public institutions (61% of respondents) than at private ones (40%). Student fees paid by every student at a U.S. Institution and grants are also more common sources of funding at U.S. public institutions (39% vs. 27% and 35% vs. 26%, respectively), and U.S. public institutions also report more other sources of funding for their education abroad offices (21% compared to 12%).

TABLE 7. SOURCES OF FUNDING AT PRIVATE VS. PUBLIC U.S. INSTITUTIONS

	PRIVATE	PUBLIC
Your institution’s general fund	86%	76%
Student fees paid by education abroad program participants	40%	61%
Restricted endowment	35%	33%
Cost-sharing from program provider(s)	29%	36%
Surplus from the collection of home school tuition	28%	32%
Student fees paid by every student at your institution	27%	39%
Grants	26%	35%
Other	12%	21%
Unknown	12%	13%

SCHOLARSHIPS AND INCENTIVES – U.S. PROGRAM PROVIDERS & OVERSEAS INSTITUTIONS AND ORGANIZATIONS

Figure 37 illustrates that 100% of U.S. Program Providers and 37% of Overseas Institutions and Organizations report offering scholarships to individual students who apply directly to that institution or organization. Thirty percent (30%) of Overseas Institutions and Organizations indicated in 2017 that they do not offer scholarships, but these institutions appear more likely than U.S. Program Providers to offer discounts to institutions based on the number of students sent to that program, with 19% offering this type of funding.

FIGURE 37. SCHOLARSHIP FUNDING OFFERED BY U.S. PROGRAM PROVIDERS AND OVERSEAS INSTITUTIONS AND ORGANIZATIONS

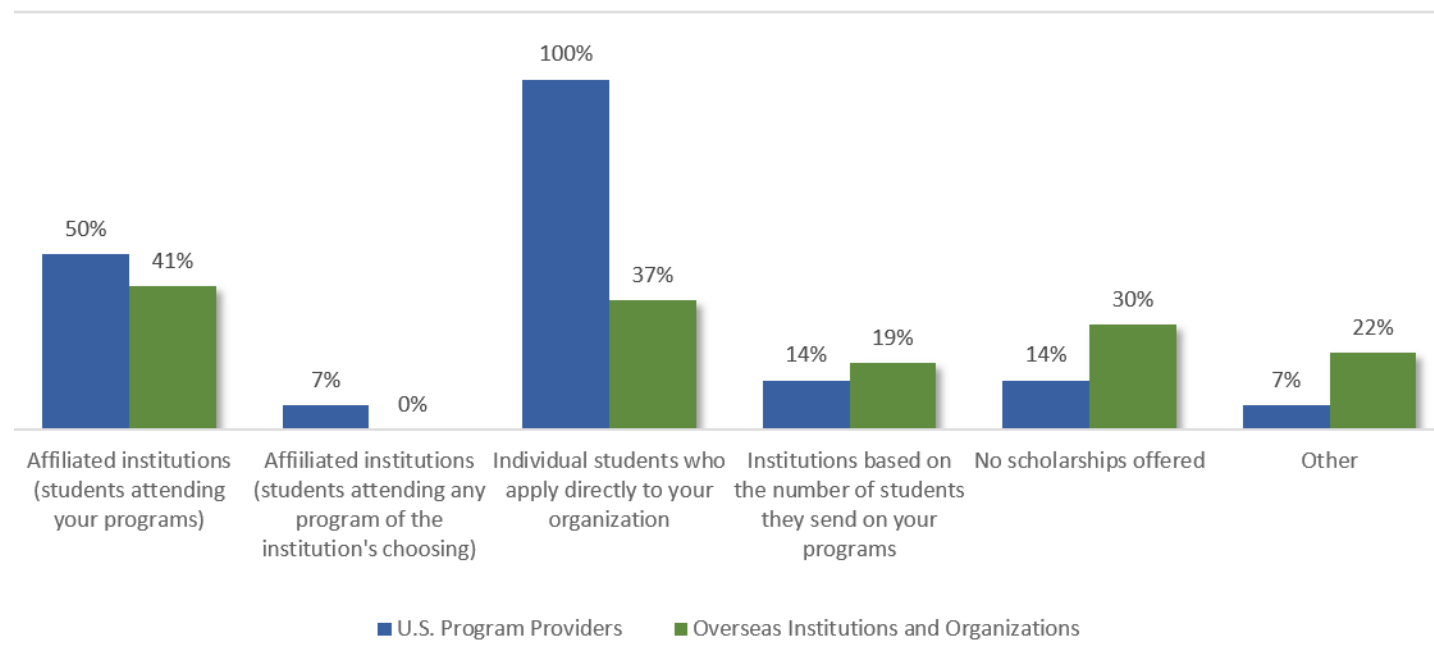
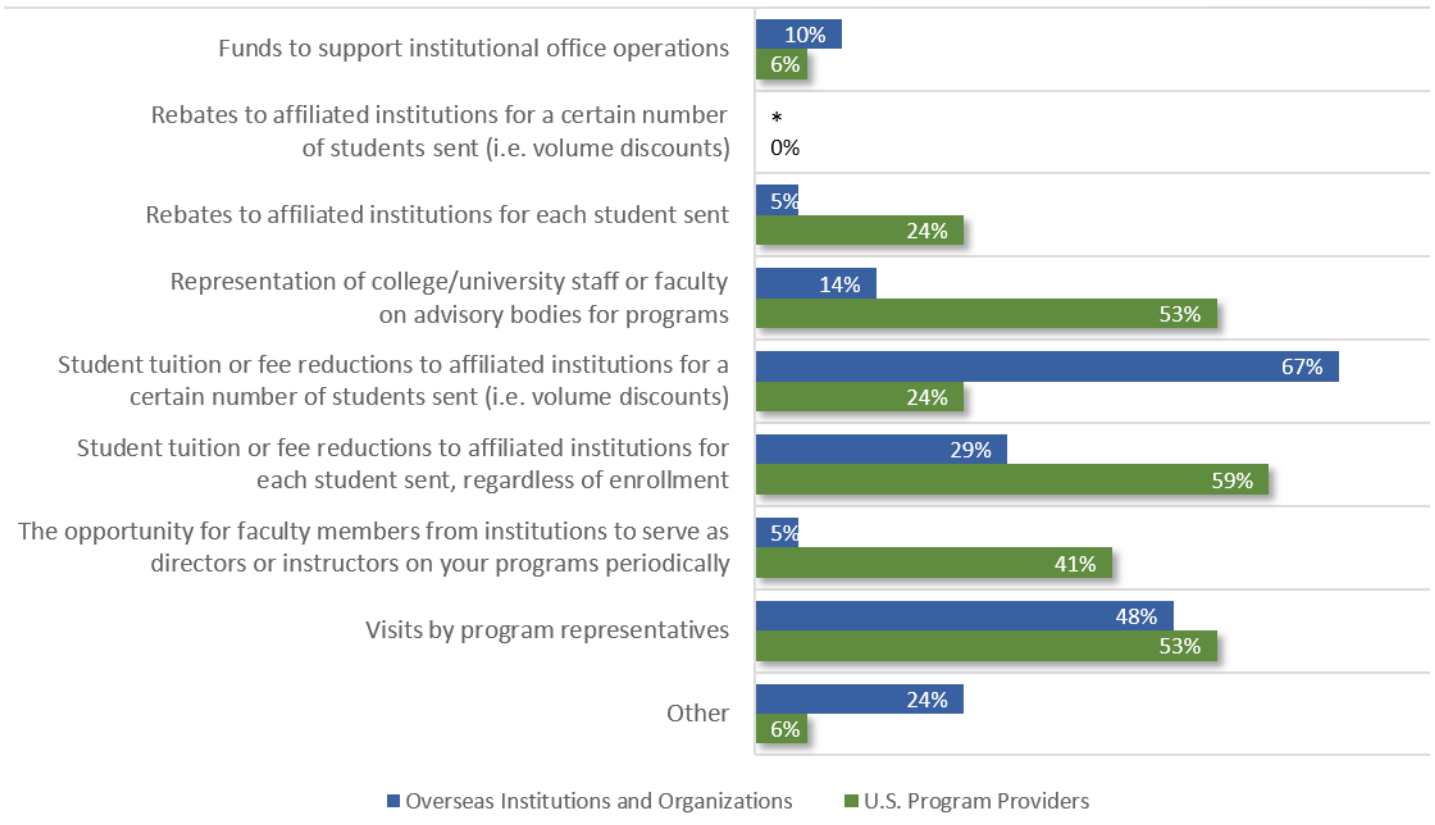


Figure 38 shows a range of services and support offered by U.S. Program Providers and Overseas Institutions and Organizations to the U.S. Institutions that send students to their programs. In most categories, U.S. Program Providers and Overseas Institutions and Organizations report a similar suite of incentives, with two key exceptions: U.S. Program Providers are considerably more likely than Overseas Institutions and Organizations to offer representation on advisory boards (53% vs. 14%) and on-site opportunities for home institution faculty, e.g., serving as resident directors or visiting faculty (41% vs. 5%).

FIGURE 38. SUPPORT OFFERED TO SENDING INSTITUTIONS BY U.S. PROGRAM PROVIDERS AND OVERSEAS INSTITUTIONS AND ORGANIZATIONS



*Data point is not available; not an option for Overseas Institutions and Organizations

ASSESSING LEARNING ABROAD

The field of education abroad continues to focus efforts on assessing learning outcomes in order to document the personal and academic gains students experience by studying abroad beyond evaluating student satisfaction with the experience. All respondents were asked specific questions exploring outcomes that institutions and organizations have identified beyond discipline-specific knowledge. The survey also inquired about assessment plans in place to measure achievement of any outcomes. In previous years, these questions were asked as yes-no questions. The 2017 survey provided more gradient response options based on additional comments received in response to these questions in past years. As Figure 39 indicates, approximately 21% of respondents had completed a process to identify learning outcomes for education abroad programs beyond discipline-specific knowledge while only 12% had not begun this process at all.

FIGURE 39. TO WHAT EXTENT HAS YOUR INSTITUTION/ORGANIZATION IDENTIFIED LEARNING OUTCOMES FOR EDUCATION ABROAD PROGRAMS BEYOND DISCIPLINE-SPECIFIC KNOWLEDGE?

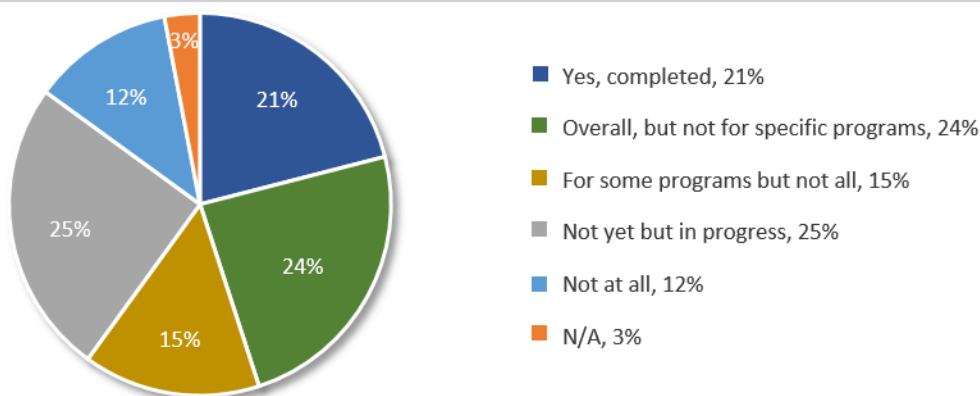
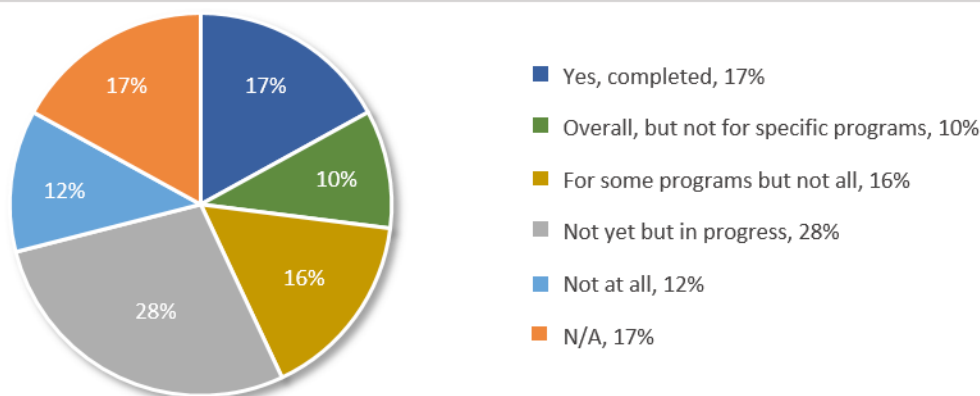


Figure 40 displays the degree to which respondents who have identified learning outcomes also have an assessment plan in place to measure the achievement of those outcomes. Only 12% of respondents indicated that they did not have an assessment plan in place at all.

FIGURE 40. IF YOUR INSTITUTION/ORGANIZATION HAS ARTICULATED LEARNING OUTCOMES FOR EDUCATION ABROAD, DOES IT HAVE AN ASSESSMENT PLAN TO MEASURE ACHIEVEMENT OF THE LEARNING OUTCOMES?



New to the 2017 survey was a question asking respondents about the ways that assessment information is used. Figure 41 displays percentages based on reported usage. The top two responses, improving or refining program content/design and reporting to university administrators, show that respondents are using assessment as a tool to measure program quality and success as well as an accountability measure within their institutions and organizations. Advocacy and marketing purposes are also frequent uses of assessment outcomes, suggesting that respondents see value in assessment data for articulating the value of study abroad experiences.

**FIGURE 41. IN WHAT WAYS DO YOU USE THE ASSESSMENT INFORMATION AND DATA COLLECTED?
(CHECK ALL THAT APPLY)**

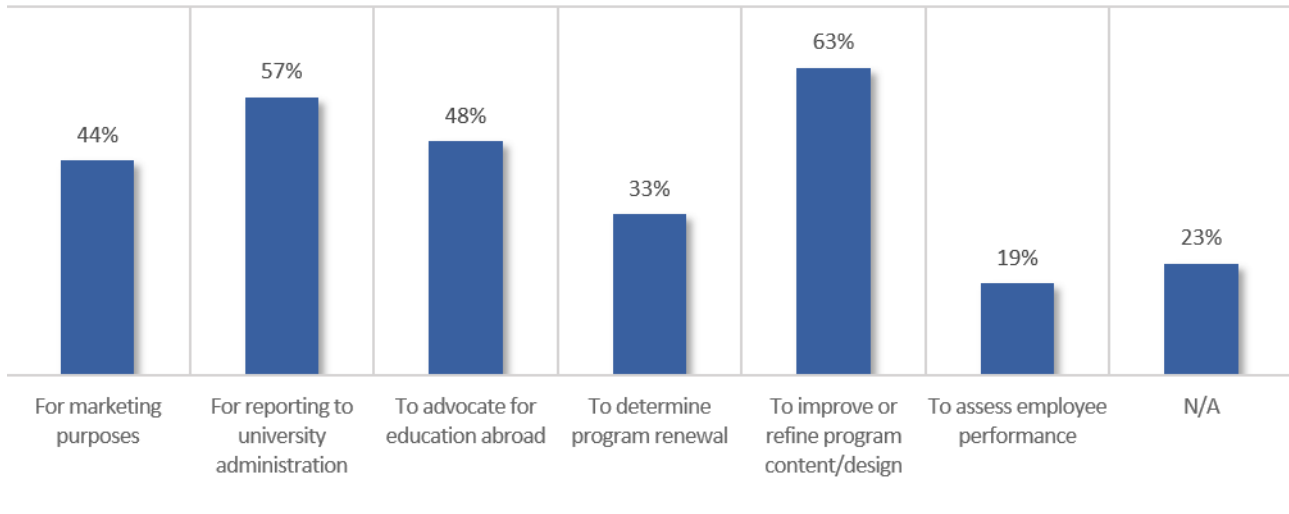
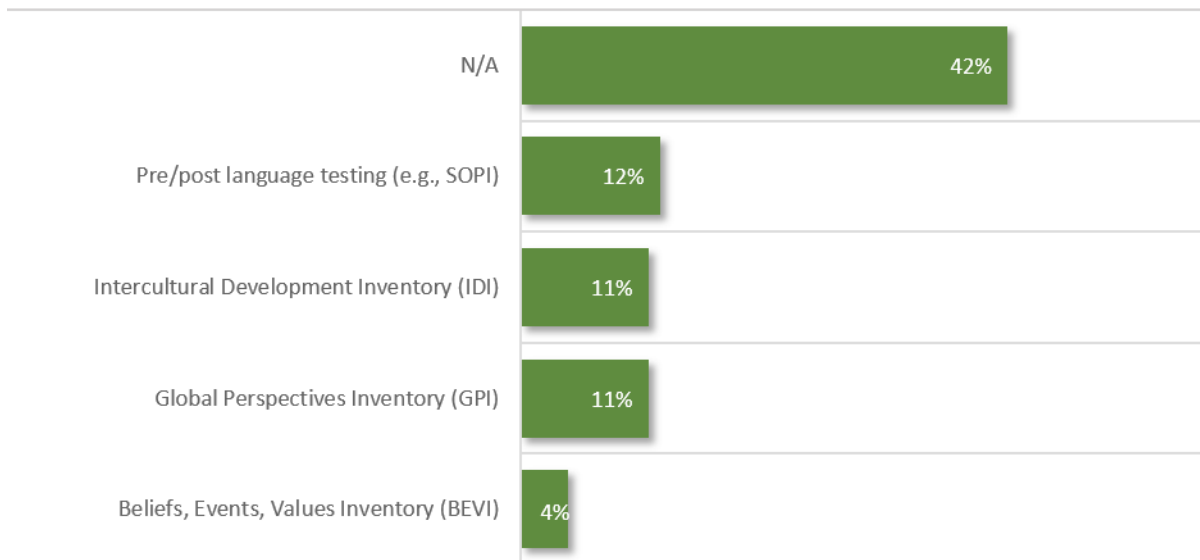


Figure 42 displays the percentage of respondents using various assessment instruments. Responses showed relatively equal distribution amongst the type of instruments used by institutions and organizations to measure learning outcomes, although 42% of respondents indicated that this information was not available. In the “Other” response option, a high number of respondents noted use of their own in-house (office or institutional) survey/evaluation for measuring learning outcomes. These responses are in line with the 2012 State of the Field Report, which found that 64% of respondents used internally developed instruments for assessment. Rates of use of the GPI (10%), IDI (7%), and BEVI (3%) have remained relatively flat since 2012.

FIGURE 42. ASSESSMENT INSTRUMENTS USED TO MEASURE STUDENT LEARNING OUTCOMES OF EDUCATION ABROAD PROGRAMS (CHECK ALL THAT APPLY)



ABOUT THE FORUM ON EDUCATION ABROAD


The Forum on Education Abroad is a 501(c)(3) non-profit, membership association recognized by the U.S. Department of Justice and the Federal Trade Commission as the Standards Development Organization (SDO) for the field of education abroad. The Forum's institutional members include U.S. colleges and universities, overseas institutions, consortia, agencies, provider organizations, and foundations.

MISSION STATEMENT

The Forum on Education Abroad serves as the collective voice of U.S. post-secondary education abroad. To benefit students, The Forum develops and disseminates comprehensive standards of good practice, resources and training, advocates for education abroad and its value, and engages the field in critical dialogue.



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