

Forum on Education Abroad State of the Field Survey 2009

The Forum conducts this survey to take the pulse of its membership on a variety of topics of critical importance to the field. This is the third State of the Field Survey and the data gathered will be compared with benchmark data from the previous State of the Field Surveys. The questions were developed by a group composed of Forum members at large, Forum Data Committee members, and members of the Forum Council. **Note:** The questions in this survey refer to activities and policies of an organization or institution; where 'you' or 'your' is used, those terms do not refer personally to the individual completing this survey. This year the survey had a special focus on short-term education abroad program administration.

1. Is international education included in the mission statement for your institution or organization?

Yes	88	65%
No	47	35%
N/A	0	0%
Total	135	100%

2. Please rate the following statement based on the plans of your organization or institution: The existence of a U.S. State Department Warning regarding travel to a country is a critical factor that we would consider in deciding whether to run education abroad programs in that country.

Strongly Agree	77	57%
Agree	40	29%
Neutral	15	11%
Disagree	3	2%
Strongly Disagree	1	1%
Total	136	100%

3. Have rising costs and/or declining resources led your institution or organization to change its strategic plan for the coming year?

Yes, quite a bit	24	18%
Yes, slightly	68	50%
No, not at all	40	29%
No, we do not have a strategic plan.	4	3%
N/A	0	0%
Total	136	100%

4. Please rate the following statement based on the policies of your institution or organization: Our institution/organization has clearly stated learning outcomes for each program we offer.

Strongly Agree	19	14%
Agree	37	27%
Neutral	40	29%
Disagree	29	21%
Strongly Disagree	5	4%
N/A	6	4%
Total	136	100%

5. To insure academic quality, must for-credit courses abroad, taught by your institution/organization, be approved by an academic oversight committee?

Yes, always	87	64%
Yes, sometimes	18	13%
No	18	13%
N/A	13	10%
Total	136	100%

6. Please rate the following statement based on the plans of your institution or organization: The Forum's Standards of Good Practice are being used to shape our organizational/institutional policy on education abroad.

Strongly Agree	26	19%
Agree	77	57%
Neutral	27	20%
Disagree	2	1%
Strongly Disagree	3	2%
N/A	0	0%
Total	135	100%

7. If your institution/organization has applied the Forum's Standards of Good Practice in its work, in what ways have you done this? (check all that apply)

To train staff	49	41%
To train faculty	38	32%
To set standards for the approval and adoption of new education abroad programs	66	55%
To evaluate education abroad programs	68	57%
In the development of new programs	57	48%
To evaluate your organization's overall education abroad operation	63	52%
Other	12	10%

Comments from those who chose 'other':

- Development of policies and procedures improvement
- Development of program materials
- Guiding general operation
- I use it personally
- informally only in the intl program office
- Refer to it on occasion for ideas
- risk management policies
- to develop evaluation criteria
- To educate senior administration
- We plan to refer to the Forum's Standards - a goal
- We really have used the IES Map
- working with other organizations who closely follo

8. What impact has the Forum's Code of Ethics had at your institution or organization? (check all that apply)

Our institution has adopted the Code as our governing code for education abroad.	9	7%
Our institution refers to and substantially follows the guidelines of the Code for education abroad.	82	64%
Our institution has its own ethical guidelines.	31	24%
Our institution has not found the code to be of help.	1	1%
Other	21	16%

Comments from those who chose 'other':

- follow both state and Forum ethic guidelines
- Have not reviewed the code against our own practic
- helpful as a guideline
- I would like to see it being use more.
- Initially reviewed. No time to implement
- It has had great impact in how I view education a
- None, has not been accepted officially
- Our institution refers to code and to own ethics
- Our previously in place guidelines match Forum's
- Reference
- Serves as document for orientation
- still no committee to review guidelines
- Uses the Code as guidelines & adjusts to our model
- We follow no formalized code; inherent standards
- We have considered the code but have not acted.
- We have not actively pushed the Code to upper adms
- We have referred to it occasionally.
- we haven't yet reviewed, but plan to.
- we will consider adopting it this year
- while not substantial, we do review for training

- Will refer to an substantially follow

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

- "Code of Ethical Business Conduct" developed by the institution.
- Institution and IRB
- Each of our 78 programs have differing approaches
- NAFSA
- Our own Business Conduct Policy governs study abroad as well as other activities of the university.
- Our University has an honor code that is similar in some ways to the forum's code, but is more stringent in some areas.
- Standing university staff/faculty and student conduct policies
- State mandated ethics code and training
- Our University system policies and practice guidelines.
- we are also informed by NAFSA's best practices advisory.
- We are also required to adhere to the State Code of Ethics.
- We have been in the business for over 60 years and have created our own though we do refer back to the Forum's code to stay up to date.
- We have our own ethics statement in addition.

10. Does your institution/organization consider and prepare for the environmental consequences of its existence in the approval, design and management of programs?

Yes	45	34%
No	88	66%
Total	133	100%

Ways in which people do consider and prepare for these consequences:

- Carbon offsets, environmental volunteering
- Efficient use of resources
- In some programs
- Local partnerships and local standards are adopted
- no paper brochures
- Office practices, travel protocols, office design
- Positive environmental impact contribution
- public transport, recycle on site env programs
- Recycled paper/limited printed materials
- Responsibility of faculty leading short programs
- Review by home campus
- Reviewed by International Initiatives Committee
- some of our programs are designed to be carbon neutral.
- This is a multifaceted quest, not one answer
- Tracks travel impact & has building codes
- transportation
- We are part of the Presidents' Climate Commitment
- We examine sustainability issues & local resource
- We strive to be good citizens.

11. Does your institution/organization consider and prepare for the economic consequences of its presence in the host country in the approval, design and management of programs?

Yes	56	41%
No	79	59%
Total	135	100%

Ways in which people do consider and prepare for these consequences:

- reciprocity principled, legally compliant.
- Budgets, staffing, infrastructure costs
- Compensation levels for local assistance
- Considers reciprocity
- contributing exchange slots and community service
- Feasibility of students to come to Richmond
- Field-integrated placement design
- homestays in lower to middle class, smaller cities
- in some of our programs these issues are discussed with the students to minimize the impact.
- Local entities/businesses/individuals are often us
- ongoing relationships with local service providers
- public transport, small ofc, lo energy consumption
- Reviewed by International Initiatives Committee
- Same as 10: local providers, local standards
- support local students, grants to university
- This is a multifaceted question, not one answer
- We align with local practices and fees

12. Does your institution/organization consider and prepare for the social consequences of its presence in the host country in the approval, design and management of programs?

Yes	79	59%
No	55	41%
Total	134	100%

Ways in which people do consider and prepare for these consequences:

- reciprocity principled, legally compliant.
- Addressing student behaviors
- buddies on site, direct matriculation
- Community acceptance; political correctness
- community service
- Cultural immersion activities not to be disruptive
- Discussions with host nationals, non-profit orgs
- Field-integrated placement design
- host consult in design, respect, solidarity
- in some of our programs these issues are discussed with the students to minimize the impact
- In some programs
- IRB, Service requirements, reciprocity arrangement
- Long-term commitment at service-learning sites
- nondiscrimination, cultural training for students
- Not sure what this is asking?
- pre-departure stresses appropriate behavior
- preparation of students, service site selection
- Prepare and educate students for integration
- prepare our students
- Research Ethics
- Responsibility of faculty leading short programs
- Reviewed by International Initiatives Committee
- Same as 10 plus students pre-departure training
- service learning
- Service learning projects
- This is a multifaceted quest, not one answer
- We strive to be good citizens.
- we try to help our partners and do service learn'g

DEFINITION: A "short-term" program is defined in the Forum's Education Abroad Glossary as an education abroad program lasting eight weeks or less (may include Summer, January or other terms of eight weeks or less).

13. In developing short-term programs, does your institution/organization adhere to the same principles as it does with its longer programs?

Yes	95	70%
No	18	13%
N/A	15	11%
Other, please specify:	8	6%
Total	136	100%

Comments from those who chose 'other':

- aspiring to
- lack of principles for either
- Require different information (not enough space)
- Some yes, some, no
- We comply with our Higher Education Coordinating B
- We do not run long-term programs
- Whittier only develops short term programs
- Yes to the above, and may add additional criteria

14. In approving short-term programs, does your institution/organization adhere to the same criteria as it does with its longer programs?

Yes	88	65%
No	23	17%
N/A	16	12%
Other, please specify:	9	7%
Total	136	100%

Comments from those who chose 'other':

- different factors matter some MORE "stringent"
- lack of criteria for either

- Not enough space to explain
- Our short-term programs are not for credit
- Summer - yes; 7 to 15 day programs - no
- They are strict because they are faculty led.
- We do not run long-term programs
- We facilitate programs for institutions
- Yes, plus others -more cultural focus, integration

15. Has your institution/organization applied the Forum's Standards of Good Practice for Short-Term Education Abroad Programs to its work with short-term programs?

Yes, completely	17	13%
Yes, partially	73	54%
No	34	25%
We don't operate or offer short-term education abroad programs.	11	8%
Total	135	100%

16. If your institution/organization has used the Forum's Standards of Good Practice for Short-Term Education Abroad Programs, in what way has it been used? (check all that apply)

To train staff	34	38%
To train faculty	43	48%
To set standards for the approval and adoption of new short-term education abroad programs	56	62%
To evaluate education abroad programs	44	49%
In the development of new programs	52	58%
Other, please specify	8	9%

Comments from those who chose 'other':

- A goal
- Development of program materials
- provide guidelines
- Standards of good practice mirror our policies.
- To serve as document for orientation
- Too vague to be useful for short-term programs
- verify existing practices
- we refer to it for consistency

17. What types of short-term education abroad programming does your institution/organization offer? (check all that apply)

For-credit classroom study	112	85%
For-credit internships	65	49%
For-credit service learning	53	40%
Non-credit volunteer opportunities	43	33%
Non-credit internships	33	25%
Non-credit service learning	42	32%
We do not offer short-term programs	10	8%
Other, please specify	13	10%

Comments from those who chose 'other':

- credit & non-credit internships
- field research for credit
- field study
- Field-based Research placements
- for credit combined classroom and field studies
- For Credit with experiential components abroad
- For-credit field research
- for-credit intensive courses abroad-not classroom
- GAP programs (for credit) coming soon
- in conjunction with a semester long course on camp
- non-credit classroom study
- non-credit experiential learning programs
- Non-credit field learning education abroad

18. If your institution/organization offers short-term programming, when do you run the majority of these programs? (choose one answer)

In the summer	84	68%
In a January-term	13	10%
In a May-term	9	7%
During the regular academic year	7	6%
Other, please specify:	11	9%
Total	124	100%

Comments from those who chose 'other':

- both summer and during academic year
- During our December break
- during term breaks
- interterms
- Jan and June
- May and January
- May through July - also semesters where appropri.
- Session breaks (July, Sept., Dec, Jan)
- Spring Break, with class time before and after
- Year round
- Year Round

19. Is your institution/organization funneling more resources into developing short-term than into developing long-term programs?

Yes	38	29%
No	91	71%
Total	129	100%

Comments

- All of our programs are <8 weeks on site
- emphasis is on short-term programs
- Following student interest in this allotment
- We do not run long-term programs
- yes, because more students can do these

20. Does your institution/organization offer pre-departure orientation for students who participate in short-term programs?

Always	86	65%
Sometimes	25	19%
Never	2	2%
N/A	20	15%
Total	133	100%

21. Does your institution/organization offer re-entry programming for students who participate in short-term programs?

Always	27	20%
Sometimes	59	44%
Never	28	21%
N/A	19	14%
Total	133	100%

22. From the following list, please choose your top 3 overall concerns regarding short-term education abroad today (listed randomly here) Please only choose three items:

Academic quality	48	36%
Curriculum integration	26	20%
Program costs and rising costs	64	48%
Adequate preparation of students	28	21%
Parent involvement	4	3%
Need for better funding	26	20%
Disparity between student expectations and the reality of the experience	21	16%
Increasing participation on short-term programs	31	23%
Helping students maximize their experience	50	38%
The commodification of education abroad	26	20%
Americanization of popular education abroad destinations	11	8%
Lack of student diversity in education abroad	9	7%
Lack of diversity in program location	3	2%
Sustainability/community impact	6	5%
Concerns about faculty program leaders' ability to handle overseas management or student problems	47	36%

23. Please choose the category below that best characterizes your organization based on the majority of education abroad work that you are engaged in. (Your choice will determine the questions you will be asked to answer next.) Is your institution or organization primarily:

A U.S. institution that sends primarily its own students abroad?	103	75%
A U.S.-based entity that provides education abroad programs for students not earning a degree through your organization. For example, program provider, consortium, independent program, institutional system office, degree-granting U.S. institution whose abroad programs mostly draw students from other institutions?	24	18%
A host institution, international university, organization, or independent program based outside of the U.S.?	9	7%
A type of organization not listed above?	1	1%
Total	137	100%

Questions for U.S. institutions

24. My institution is:

a public institution	35	34%
a private institution	67	66%
Total	102	100%

25. My institution is:

a community college in the U.S.	1	1%
an institution in the U.S. that offers bachelor's degrees only	20	20%
an institution in the U.S. that offers bachelor's and master's degrees but not doctoral degrees	20	20%
an institution in the U.S. that offers bachelor's, master's, and doctoral degrees	61	60%
an institution that offers graduate degrees only	0	0%
Total	102	100%

26. Please complete the following sentence: Over the past five academic years (since 2004-2005), study abroad participation at my institution has:

Decreased	3	3%
Remained the same	18	18%
Increased between 1-10%	31	30%
Increased between 11-25%	25	25%
Increased between 26-50%	15	15%
Increased more than 50%	10	10%
Total	102	100%

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

Yes	52	51%
No	50	49%
Total	102	100%

If yes, steps being taken:

- adding new programs
- Allowing scholarships to go-abroad
- curricular integration, reaching underrepresented
- Curriculum matching & fac led, short-term progs
- enhanced academic integration, marketing
- exploring more provider partnerships, etc
- Faculty Council Recommendation, increased focus
- Financial incentives only to academic departments
- Finding less expensive program options.
- greater outreach
- Greater presence to increase student awareness
- Increased marketing, scholarships and personnel
- more curriculum integration; more financial aid
- More promotion and expanding programs.
- More Short-Term program options
- our own new programs, financial support
- Part of Strategic Plan
- Passively we market to campus through fairs, conte
- Promotion, outreach, cost review, academic integra
- Publicity and recruitment
- reducing financial barriers, adding programs
- Scholarships, advertising, diversifying options
- Targeted marketing to 1st and 2nd years
- Unfortunately, all the support's gone to short ter
- We have a university task force looking at this.

28. (For those who answered yes to the previous question) Do you expect that the primary growth area will be in:

Short-term programs	35	44%
Semester programs	17	21%
Full year programs	0	0%
Equally in all of the above	18	22%
Other, please specify	10	12%
Total	80	100%

Comments from those who chose 'other':

- Both short-term and semester, but not full year
- equally in short-term and semester
- equally in short-term and semester programs
- equally short term and semester
- graduate short-term and undergraduate semester
- More growth in short term, slower growth in semest
- Short term and semester
- Short term and semester equally
- short-term and semester
- summer programs

29. Please rate each of the following statements. "The following poses a significant challenge to my institution for increasing the number of U.S. students participating in study abroad..."

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	N/A
Rising cost for students to participate in study abroad	41 40%	44 43%	12 12%	5 5%	0 0%	0 0%
Rising cost for program operation and administration	38 38%	41 41%	13 13%	7 7%	0 0%	2 2%
Impact of study abroad on on-campus enrollment	9 9%	17 17%	27 26%	27 26%	21 21%	1 1%
Not enough staff and advisors to handle more students	30 29%	49 48%	16 16%	5 5%	2 2%	0 0%
Not enough programs or program space to meet demand from students	2 2%	15 15%	22 22%	38 37%	23 23%	2 2%
Not enough program diversity to meet demand from students (diversity as far as destination, program length, and field of study)	3 3%	14 14%	26 25%	28 27%	28 27%	3 3%
Not enough interest from students	0 0%	13 13%	18 18%	42 42%	28 28%	0 0%
Not enough interest on the part of faculty members and professors to integrate study abroad into degree requirements for credit transfer	8 8%	30 30%	15 15%	31 31%	14 14%	2 2%
Not enough federal funding available to students for study abroad	19 19%	41 40%	23 23%	15 15%	4 4%	0 0%
Not enough endowments or scholarship funding from the institution	30 30%	42 42%	14 14%	11 11%	4 4%	0 0%
None of the above as our institution already meets or exceeds its targets for study abroad participation rates	0 0%	5 7%	7 10%	7 10%	19 26%	34 47%

30. Please elaborate on these or any other challenges your institution has encountered.

- A desire under Home school tuition to move away from third-party program providers and go back to doing things direct... economics wins over student services.
- budget cuts have increased the workload of everyone on campus and staff/faculty are overwhelmed. Education abroad is said to be a priority but deans, faculty and other key players don't have time to focus on making it a reality for our students.
- dramatic staff turnover has negatively impacted study abroad advising, will eventually impact participation.
- Due to the financial crisis, our college did cap enrollments for the first time and it created a difficult challenge with our spring waitlist.
- Faculty members need more support to develop short-term programs. Federal Financial Aid can cover only courses abroad fulfilling a major requirement
- Finances are the #1 reason students give for not studying abroad. Insufficient staffing and institutional funding make it difficult to be overly enthusiastic about increasing numbers. We can barely manage the load we have at present. Burn out among advisors is high.
- Finding funding for short-term programs (esp summer) for students who cannot go during the academic year (esp athletes).
- Institutional aid portability is a real barrier.
- Institutional reluctance to put additional resources into study abroad.
- Lack of support from top leadership
- My biggest concern regarding discussions my school has had with study abroad, is this emphasis on the short term being more than enough. It is not the same experience and I feel that there is a trend to get as many students abroad, even if it's not always quality.
- Our institution does not allow institutional aid to "travel" abroad with students unless they are on a direct exchange program. Our foreign language faculty, unfortunately, do not encourage their students to study abroad.
- Our institution has a high rate of study abroad participation -- 70% of class of 2009 studied abroad -- but we are always looking for ways to make OCS an option for all.

- Our main challenge is that Study Abroad is still not infused in the campus culture. It is slowly rising in the awareness of students and, as it does so, it results in slow increase in our overall numbers.
- Rising costs and the lack of scholarships available are the main concerns.
- The culture that has evolved amongst students that study abroad is a vacation semester.
- The current economic crisis is expected to last for up to five more years with significant reductions in faculty and staff. Concurrently there is an increase in effort to move course content to web and e technologies reducing direct contact with students, traditional classroom settings, and potentially changing the expectations of what students need to do to in order to achieve a degree. Research is needed into the impact of such changes on co-curricular and curricular aspects associated with study abroad/service learning, etc.
- Verbal support of education abroad without willingness to provide adequate funding or support standards needed to make education abroad safe and central to the educational process.
- We do not want to move towards a requirement for all students to study abroad. Students with disciplinary issues or maturity issues are not excellent candidates.
- We have lots of interest in study abroad still and enrollments in semester-long programs are increasing which means lost tuition revenue for the College.
- We need more exchange partners to maximize time abroad at the best price for students

31. What type of credit does your institution offer for short-term programs? (check all that apply)

No credit	9	9%
General education credit	69	68%
Major/minor specific credit	77	76%
Credit is dependent on registrar's approval	15	15%
Other, please specify	16	16%

Comments from those who chose 'other':

- 1-2 summer courses transfer; no other short progs
- All of the above
- Credit can be either general ed or major/minor
- credit is based on academic approval
- credit offered for institutionally run programs
- degree credit
- degree required projects = 3 courses worth
- Depends on department and short-term program
- Depends on program abroad and student needs
- elective credit
- elective credit
- For JanPlan, some just get "JanPlan" credit
- full for faculty-led; transfer for 3rd-party
- Major/minor credit is dependent on dept approval
- Required winter term credit
- University core education credit

32. Which are the top three most significant factors that would help send more of your institution's students abroad? (Please choose no more than three responses or your answers will not count.)

More study abroad scholarship opportunities for students	81	80%
More institutional funding for our office	58	57%
Stronger commitment from faculty/departments to integrate programs and ensure credits count toward a student's degree	65	64%
Stronger commitment from institutional leadership	31	31%
Stronger commitment from financial aid office	5	5%
Establishing more programs with potential host institutions in other countries	18	18%
Establishing more programs with potential third-party providers	5	5%

33. Please elaborate on the items you chose in the last question or any other factors here.

- Our university expresses a strong interest in increasing opportunities both on and off campus for providing a "significant international experience" for 100% of our students
- Departmental, not faculty ownership of programs, combined with curricular integration
- Budget and staffing are linked to each of the three I selected.
- Financial aid doesn't travel on third-party programs.
- Funding for short-term programs and being more flexible with GPA requirements.
- funding is our major obstacle.

- Many students can't afford it...especially those who don't qualify for financial aid. We are being asked to do more with less...with no end in sight.
- More "merit" aid that would not interfere with need based packages already in place
- Our programs and department support are totally dependent upon client funding. We receive no institutional support except for office space.
- Our small office is doing what we can to enhance opportunities for our students but we are in a holding pattern in terms of new programs or partnerships. We are at capacity in terms of our ability to administer programs.
- Our students need a great deal of coaching and advising. More staff would translate into greater participation, and allow us to trouble-shoot problems more effectively.
- plenty of scholarship aid for students, but a reduction in international office funding
- Process for students to obtain transfer credit is restrictive and cumbersome. Easing these constraints would likely result in more students studying abroad on outside programs.
- scholarships - very minimal
Funding - very very understaffed
Faculty - need them to encourage S/Y study
- The main issues that I feel prevent our students from studying abroad are concerns about money and that completing a program abroad will slow them down towards graduation. Our students like to complete their degree in four years and may be deterred from studying abroad if they feel it will impact their graduation date (even if in reality it doesn't).
- The two biggest assumptions students communicate is that they can't afford to study abroad or that they won't graduate in 4 years
- There is always verbal support, but when it comes time to hand over money, that is where there is major reluctance.
- Top leadership loves to talk about our program, admissions uses it to recruit, but our division ALWAYS gets the largest hit come budget reduction time
- We are highly understaffed and we can't handle any more programs
- We are not actively seeking to increase #s (especially short-term #s). Still, scholarship money would probably help.
- We are pleased with our current study abroad participation rate. It is one of many opportunities available for our students.
- We can't manage more programs without jeopardizing program quality & student support. Interest among students/faculty is there but dissatisfaction is growing since we cannot meet all the demands. Third party programs help, but are too costly for our student population.
- We need more funding and support for faculty and academic units to be able to have the needed release time to develop both on and off campus programs.
- We need more staff in order to expand publicity and public events re: study abroad, and to handle additional paperwork.
- We need scholarship money, more faculty and depts willing to do programs and more exchange places to offer
- While faculty are reasonably willing to approve education abroad credits, our curriculum as a whole is quite prescribed with relatively little elective space. We have very specific major, general ed, and core requirements and relatively few electives compared to other universities. This makes it more difficult for students to have flexibility to find appropriate courses abroad and still meet graduation requirements on time. Some students who might study abroad find the course planning too daunting a task.

34. On your campus, who advises students about for-credit short-term programs ? (check all that apply)

Education abroad office	90	88%
Faculty	74	73%
A third party (such as a program provider, consortium, host institution)	13	13%
Other on-campus professionals (e.g, Career Services, Service Learning Office, etc)	26	25%
N/A	5	5%
Other, please specify	6	6%

Comments from those who chose 'other':

- academic advisor
- Academic advisors
- department advisors
- Outreach offices in each college who administer
- Professional Academic Advisors
- School of Continuing Studies for UR summer abroad

35. On your campus, who advises students about non-credit short-term programs? (check all that apply)

Education abroad office	30	29%
Faculty	26	25%
A third party (such as a program provider, consortium, host institution)	11	11%
Other on-campus professionals (e.g., Career Services, Service Learning Office, etc)	57	56%
N/A	29	28%
Other, please specify	5	5%

Comments from those who chose 'other':

- All students must go for credit
- College administrative offices
- Office of Student Development, Campus Ministry
- Student Life Office
- We don't approve such programs.

36. On your campus, who manages for-credit short-term education abroad programming? (check all that apply)

Student services offices (Career Services, Service Learning Offices, etc)		6	6%
Education abroad office		88	86%
Academic departments		38	37%
Individual faculty		32	31%
A third party (such as a program provider, consortium, host institution)		9	9%
N/A		6	6%
Other, please specify		7	7%

Comments from those who chose 'other':

- Associate Provost for International Affairs
- College administrative offices
- College Outreach Offices
- jointly all of the above
- Registrar's Office
- School of Continuing Studies for summer
- Soon to be Education abroad office
-

37. On your campus, who manages non-credit short-term education abroad programming? (check all that apply):

Student services offices (Career Services, Service Learning Offices, etc)	48	47%
Education abroad office	21	21%
Academic departments	14	14%
Individual faculty	19	19%
A third-party (such as a program provider, consortium, host institution)	12	12%
N/A	31	30%
Other, please specify	8	8%

Comments from those who chose 'other':

- All students must go for credit
- Chaplain's Office
- College administrative offices
- Growing concern. EDABD - no staff to manage
- jointly all of the above
- Student Life
- university discourages but athletics & rec office
- We don't approve such programs.

38. What kinds of financial support are available to your students for short-term, for-credit programs? (check all that apply)

Federal financial aid	68	68%
State financial aid	55	55%
Institutional financial aid	53	53%
Institutional scholarships	60	60%
Third-party scholarships	46	46%
None	14	14%
Other, please specify	10	10%

Comments from those who chose 'other':

- financ. support for all qualify 3rd year students
- a small scholarship for ALANA students
- Depends on student's situation. grants only -
- endowed scholarships for summer for certain majors
- limited funding thru dept. offices
- Loans
- loans
- Loans
- some faculty have some limited funding for JanPlan
- Summer f aid counts as 8th semester

39. Please rate the following statement in reference to your institution: Our institution pays close attention to our position in the tables published annually in IIE's Open Doors.

Strongly agree	24	24%
Agree	32	31%
Neutral	29	28%
Disagree	13	13%
Strongly Disagree	3	3%
Don't know	1	1%
N/A	0	0%
Total	102	100%

40. Which statement best reflects your institution policy on staff/faculty participation in site visits? (check all that apply)

Our staff/faculty participate on site visits that are paid for wholly by our institution.	57	56%
We permit staff/faculty to participate on site visits that are wholly paid for by education abroad providers.	27	26%
We permit staff/faculty to participate on site visits that are partially paid for by education abroad providers.	51	50%
Our staff/faculty do not participate in site visits.	2	2%
We do not have a policy in place.	21	21%
N/A	2	2%

41. Please evaluate the following statement: Our institution has a regularly scheduled evaluation procedure for each of our programs.

Yes	40	40%
No	44	44%
N/A	5	5%
Other:	12	12%
Total	101	100%

Comments from those who chose 'other':

- all new programs, but not all older programs
- Are improving our existing procedures
- For most commonly used, outside sponsor programs
- For some programs - still implementing for others

- I am new and I started an evaluation
- in progress--primarily directed to risk issues
- Looking to expand process to all programs
- No - student evals only - developing admin process
- Semester - YES; Short-term - Trying...
- We conduct student evaluations
- We evaluate all programs based on campus policies
- We have an evaluation procedure for our faculty-led short term programs

42. If you responded 'yes' to the preceding statement, please evaluate the following statement: The evaluation results are readily available to the general public.

Yes	11	20%
No	39	71%
Other:	5	9%
Total	55	100%

Comments from those who chose 'other':

- Available within college or to others on request
- Results are available but perhaps not readily
- Some, except when research or protected data
- They are shared with academic oversight groups.
- They aren't trumpeted, but they are not hidden.

Questions for U.S.-based organizations

43. Please complete the following sentence. Over the past five academic years (since 2004-2005), study abroad participation at my organization has:

Decreased	3	13%
Remained the same	3	13%
Increased between 1-10%	4	17%
Increased between 11-25%	5	22%
Increased between 26-50%	4	17%
Increased more than 50%	4	17%
Total	23	100%

44. Is your organization actively trying to send a greater number of students abroad each year?

Yes	17	74%
No	1	4%
If yes, please list specific steps you are taking to achieve this goal.	5	22%
Total	23	100%

Steps people are taking:

- adding more programs increasing numbers on program
- additional short term programs
- Increase awareness of program options
- Increasing programs; promotion
- New programs, new web page, diverse programs

45. (For those who answered yes to the previous question) Do you expect that the primary growth area will be in:

Short-term programs	7	30%
Semester programs	11	48%
Full year programs	0	0%
Equally in all of the above	4	17%
Other, please specify	1	4%
Total	23	100%

Comments from those who chose 'other':

- 10 - 15 week internships

46. Does your organization provide scholarships for short-term, credit-bearing programs?

Yes	12	52%
No	9	39%
Other	2	9%
Total	23	100%

Comments:

- Any scholarship aid is through home colleges
- only for our own

47. Please rate each of the following statements. "The following poses a significant challenge to my organization for increasing the number of students participating in study abroad..."

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	N/A
Rising cost for students to participate in study abroad	6 26%	12 52%	2 9%	3 13%	0 0%	0 0%
Rising cost for program operation and administration	6 26%	14 61%	2 9%	1 4%	0 0%	0 0%
Not enough staff and advisors to handle more students	3 13%	5 22%	5 22%	5 22%	4 17%	1 4%
Not enough programs or program space to meet demand from students	0 0%	2 9%	2 9%	12 52%	5 22%	2 9%
Not enough program diversity to meet demand from students (diversity as far as destination, program length, and field of study)	0 0%	3 13%	5 22%	8 35%	7 30%	0 0%
Not enough interest from students	0 0%	4 17%	5 22%	9 39%	4 17%	1 4%
Not enough interest on the part of faculty members and professors to integrate study abroad into degree requirements for credit transfer	3 13%	7 30%	5 22%	3 13%	1 4%	4 17%
Not enough federal funding available to students for study abroad	5 22%	8 35%	4 17%	5 22%	0 0%	1 4%
Not enough endowments or scholarship funding from the home institutions students attend	4 17%	11 48%	3 13%	1 4%	0 0%	4 17%
None of the above as our organization already meets or exceeds its targets for study abroad participation rates	1 5%	0 0%	2 11%	5 26%	4 21%	7 37%

48. Please elaborate on these or any other challenges your organization has encountered.

- Continued distrust of 3rd party providers by US higher education institutions hurts the entire field. The current economy exacerbates this mistrust.
- increased competition from new providers
- The single biggest challenge concerns rising cost and limited financial resources for students in a difficult economy

49. Which are the top three most significant factors that would help send more of your organization's applicants abroad? (Please choose no more than three responses or your answers will not count.)

More study abroad scholarship opportunities for students	15	65%
More institutional funding for students	18	78%
Enhanced technology to communicate with students and advisors	2	9%
Stronger commitment from faculty/departments to integrate programs and ensure credits count toward a student's degree	18	78%
Stronger commitment from institutional leadership	10	43%
Establishing more programs in other countries	4	17%
Other, please specify	1	4%

Comments from those who chose 'other':

- Standardize and streamline approval processes

50. Please elaborate on the items you chose in the last question or any other factors here.

- funding is always an issue for students but the source to which they apply and receive funding depends on the nature of how their institution utilizes study abroad programs - ie home university tuition, federal aid transfer etc. More faculty interest and support of EA in terms of credit acceptance will only help the expansion of study abroad
- It is all about the money....students need for of it!
- more competent advisors are needed
- Often program approval processes can be very lengthy and subject to inequities in the industry
- The block to study abroad is university faculty not supporting the concept.
- the current economic situation has impacted sending partners' abilities to financially support students

51. Please evaluate the following statement: Our organization has a regularly scheduled evaluation procedure for each of our programs.

Yes	18	78%
No	3	13%
Other:	2	9%
Total	23	100%

52. If you responded 'yes' to the preceding statement, please evaluate the following statement: The evaluation results are readily available to the general public.

Yes	6	29%
No	8	38%
Other:	7	33%
Total	21	100%

Comments from those who chose 'other':

- Currently under discussion
- Evaluation results shared with faculty,deans,presid
- N/A
- portfolio review not available publically
- They are internal evaluations only
- We are a consortium which receives copies.
- We plan to publish them on the web but haven't yet

Questions for overseas host institutions and independent programs

53. Please complete the following sentence. Over the past five academic years (since 2004-2005), study abroad participation of U.S. students at my institution or organization has:

Decreased	3	33%
Remained the same	1	11%
Increased between 1-10%	2	22%
Increased between 11-25%	1	11%
Increased between 26-50%	2	22%
Increased more than 50%	0	0%
Total	9	100%

54. Is your institution or organization actively trying to host a greater number of U.S. study abroad students abroad each year?

Yes	8	89%
No	1	11%
Total	9	10%

Steps being taken:

- active engagement and promotion, QUIP
- Contact with Universities
- Diversified communication techniques
- Establish new Centre for Study Abroad
- Marketing, Networking, Institutional Cooperation

55. (For those who answered yes to the previous question) Do you expect that the primary growth area will be in:

Short-term programs	4	50%
Semester programs	2	25%
Full year programs	0	0%
Equally in all of the above	1	12%
Other, please specify	1	12%
Total	8	100%

Other: Sem/ Year packed with O/S short programs

56. Please rate each of the following statements. "The following poses a significant challenge to my institution or organization for increasing the number of U.S. students participating in study abroad..."

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	N/A
Rising cost for students to participate in study abroad	1 11%	6 67%	0 0%	2 22%	0 0%	0 0%
Rising cost for program operation and administration	0 0%	3 33%	2 22%	4 44%	0 0%	0 0%
Not enough staff and advisors to handle more students	1 11%	2 22%	4 44%	2 22%	0 0%	0 0%
Not enough programs or program space to meet demand from students	0 0%	0 0%	3 33%	5 56%	1 11%	0 0%
Not enough program diversity to meet demand from students (diversity as far as destination, program length, and field of study)	0 0%	0 0%	3 33%	4 44%	2 22%	0 0%
Not enough interest from students	1 11%	2 22%	2 22%	4 44%	0 0%	0 0%
Not enough interest on the part of faculty members and professors to integrate study abroad into degree requirements for credit transfer	1 11%	5 56%	0 0%	2 22%	0 0%	1 11%
Not enough federal funding available to students for study abroad	0 0%	4 50%	3 38%	0 0%	0 0%	1 12%
Not enough endowments or scholarship funding from the home institutions students attend	0 0%	1 11%	6 67%	0 0%	0 0%	2 22%
None of the above as our institution or organization already meets or exceeds its targets for study abroad participation rates	0 0%	0 0%	0 0%	0 0%	1 20%	4 80%

57. Please elaborate on these or any other challenges your institution or organization has encountered.

- Achieving status as a university accredited program.
- Dominance of corporate study abroad; smaller programs can't compete. Declining interest in French language. Low dollar!

58. Which are the top three most significant factors that would help you host more U.S. study abroad students? (Please choose no more than three responses or your answers will not count.)

More study abroad scholarship opportunities for students	5	56%
More institutional funding for our office	1	11%
More institutional funding for students	2	22%
Enhanced technology to communicate with students and advisors	4	44%
Stronger commitment from home faculty/departments to integrate programs and ensure credits count toward a student's degree	8	89%
Stronger commitment from institutional leadership	4	44%
Establishing more programs with third-party providers	1	11%

59. Please elaborate on the items you chose in the last question or any other factors here.

- Colleges and universities that we have talked too all seem reluctant to start any new study abroad programs at this time.
- the combination of the communication clout of huge providers AND the low dollar has become crushing! Worried about survival.

60. Please evaluate the following statement: Our institution/organization has a regularly scheduled evaluation procedure for each of our programs.

Yes	6	67%
No	3	33%
Total	9	100%

61. If you responded 'yes' to the preceding statement, please evaluate the following statement: The evaluation results are readily available to the general public.

Yes	1	17%
No	5	83%
Total	6	100%

62. 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. (They are listed in random order here.) Please indicate how concerned you are about each item in terms of its bearing on our field in today.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very concerned	Somewhat concerned	Neutral	Somewhat unconcerned	Very unconcerned
Academic quality	62 47%	50 38%	16 12%	1 1%	3 2%
Curriculum integration	48 36%	65 49%	13 10%	6 5%	1 1%
Program costs and rising costs	68 51%	50 38%	11 8%	3 2%	1 1%
Adequate preparation of students	39 29%	73 55%	14 11%	5 4%	2 2%
Parent involvement	18 14%	50 38%	53 40%	8 6%	3 2%
Need for better funding	67 51%	51 39%	10 8%	3 2%	0 0%
Disparity between student expectations and the reality of the experience	22 17%	61 47%	38 29%	9 7%	1 1%
Increasing participation on short-term programs	24 18%	49 37%	35 26%	16 12%	9 7%
Helping students maximize their experience	55 42%	54 41%	15 11%	6 5%	2 2%
The commodification of study abroad	34 26%	45 34%	34 26%	12 9%	6 5%
Health and safety	62 47%	53 40%	15 11%	2 2%	1 1%

63. Please let us know if there any other major overall concerns that you think should be added to the above list for future surveys:

- Stopping the focus on travel in providers' advertising (this goes with the commodification of study abroad, I guess).
 - Stopping the tendency to not hold classes on Fridays to make it easier for students to travel, particularly in Europe.
 - Frequent comments from my students that the work abroad is so easy and their peers are mainly there to travel and have an easy semester, a "break" from the demands of school.
 - Breaking the "American bubble" on the program which requires properly preparing students on our end as well as efforts on the part of the program.
- continued overlap of various study abroad conferences and professional meetings; growth of student participation/program size vs. program quality
- Greater support and funding for faculty to develop short-term programs and for curriculum integration
- I am concerned with the proliferation of programs in English, particularly in countries such as Spain, where U.S. students can easily acquire the language prep prior to study abroad.
- I would be interested in knowing how faculty are paid to lead programs abroad. Pay scales that are out-of-load or those that are in-load. Do the academic departments support faculty stipends or are faculty stipends dependent upon student enrollment in individual programs.
- I'm concerned about students studying abroad in foreign-language destinations without much emphasis on learning the local language.
- Impact of complex visa procedures for study abroad students
- Inadequate staffing
- Institutional commitment to overall risk management issues
- Institutional support for study abroad in challenging economic times.
- Integration of diversity and international/global initiatives
- Lack of institutional support for enhancing study abroad.
- Learning outcomes and their assessment; Setting and maintaining program quality/standards (beyond academics)
- Less student advising on home campus; choice of programs based on student word of mouth or high powered communication clout. In both cases small programs with high academic standards LOSE. This is a MAJOR issue in our field.
- professionalization of the field: workload and salaries
- Study abroad becoming a colonial experience where we export U.S. education and expect international institutions to adapt to our system

- The concern regarding the increasing number of schools who will not allow their students to participate in other schools or program providers offerings due to financial reasons (e.g. they don't want to lose the in-house tuition dollars). This is a major concern
- The economic impact of study abroad on students who participate and on the average extend their DEBT load which will be due post graduation.
- the economy
- The shift from learning and transformational outcomes to student experiential consumerism

64. What other issues should we have asked about in this survey?

- Are legal and ethical issues an area of concern?
Does your campus have a study abroad advisory committee?
Does your campus recruit international students?
Is the study abroad office separate from recruiting international students?
How do you handle risk assessment?
Is the study abroad office required to charge rates that bring in money to pay for its staff?
- Campus funding for education abroad office, given that many institutions have to be partially or fully self-funded.
- Cultural integration. Concern about academic quality is clear, but no mention made on how students learn about their host culture and integrate into their new community. I should have listed this as an additional concern in #44 but hit the return key too quickly.
- Experiences of program providers with university approval processes. This can really range from normal to nightmarish and no code of ethics seems to govern or even inform this.
- How is study abroad financed by students? How is campus web/e enhancing of course and service delivery affecting study abroad?
Is the IE/study abroad able to move easily into the web/e realm with significant funding from the institution or is it all self funded?
To what extent is study abroad support fully self funded, subsidized, or integrated into the campus infrastructure.
- I believe we already had a survey about the impact of the financial crisis on our budgets, so I guess we don't need any more questions about that. Maybe a couple of "temperature" questions: How confident are you that you will go through the next fiscal year without a layoff in your area? or a budget cut?
- I would like to have known, if at all possible, to what extent are parents involved in short-term faculty-led programs.
- I would like to see a question that attempts to gauge trends in complexity of administering programs abroad. A general question might suffice, or perhaps a series of questions could be included cover things like visa/immigration, legal, financial/banking, communicating w/site. Another question about health and safety trends might be asked as well. For instance participants could respond to a statement like, "Student health and safety issues have increased in number and complexity over the past five years."
- I would love to see best practices survey results about the specific nature of faculty involvement in study abroad and curriculum integration.
- I'd like to know that ratio of students served to number of staff in the office.
- Impact of Euro/Dollar; it is HUGE factor in cost and survival.
- More emphasis on semester and year long programs.
- Perhaps learning more about how budgets and budget making has been effected by the economic downturn.
- See #63 above
- Short sojourns that are embedded in a regular course; typically they are for one to two weeks over break or at the end of the semester. This is our largest growth area and we struggle to provide oversight.
- Staffing issues
- the economy
- the need for increasing the number of qualified study abroad advisors
- Types of Re-entry programs available.
- Why not ask the same questions about regular semester programs as the short-term programs?
- Your question about short term programs had nothing about program goals or how they relate to goals we in the field usually espouse; cultural adaptation, language acquisition. Can you be fluent in four weeks? Does that serve the greater national, state, or regional need?