

## Forum on Education Abroad State of the Field Survey, May 2011

*NOTE: The questions in the survey refer to the work of your institution or organization. Any questions that ask about "your" activities or operations refer to the work of your office, institution, or organization in education abroad (not to you, personally).*

*In questions where no specific answer is appropriate to the operations of your organization, please select N/A where that option exists.*

1. Please choose the category below that best characterizes your organization, based on the majority of education abroad work in which you are engaged. Your choice will determine the questions you will be asked to answer next.

Is your organization primarily:

- a degree-granting U.S. educational institution that sends mostly its own students abroad?
- a U.S.-based entity that provides education abroad programs for students not earning a degree through your organization (e.g. program provider, consortium, independent program, institutional system office, degree-granting U.S. institution whose abroad programs mostly draw students from other institutions)?] [if yes, Skip to Question 11]
- a non-U.S.-based entity (e.g. host institution, program provider, or independent program)? [if yes, Skip to Question 11]
- another type of entity affiliated with education abroad, such as an independent consultant, insurance company, technology service provider, or travel service provider [if yes, Skip to Question 11]

2 . Your institution is:

- a public institution
- a private institution

3. Your institution is:

- a community college
- an institution that offers bachelor's degrees only
- an institution that offers bachelor's and master's degrees
- an institution that offers bachelor's, master's, and doctoral degrees
- an institution that offers graduate degrees only

4. On your campus, what kind of faculty committee oversight or support exists for education abroad? (*select all that apply*)

- a committee primarily concerned with setting education abroad policy
- a committee primarily serving in an advisory function to the education abroad office
- a single committee with both an advisory and policy function
- there is no faculty committee with a significant education abroad function
- Other, please describe

5 . In order to accept credit from an education abroad provider, what kind of transcript or record of courses does your institution accept? (*select all that apply*)

- an official transcript from a U.S school of record
- an official transcript from an accredited host institution
- a record of courses from the program provider
- a jointly issued transcript from the host institution and program provider
- Other, please describe

6. Who conducts the formal evaluation for credit of the education abroad transcript at your institution? (*select all that apply*)

- registrar's office
- admissions office
- education abroad office
- Other office:

7. If your institution or organization offers graduate-level study, may graduate-level students at your institution participate in education abroad programs?

- Yes
- No
- N/A

8. What types of graduate-level education abroad programs are available at your institution? (*select all that apply*)

- N/A
- short-term
- quarter
- semester or full year
- exchanges
- research, field experiences, etc.
- clinical experiences, preceptorships, rotations, etc.
- Other:

9. Which graduate programs in the areas listed below offer education abroad programs? (*select all that apply*)

- N/A
- Arts and Sciences
- Law
- Medicine/Nursing/Health Sciences
- Business
- Engineering
- Other:

10. Who coordinates graduate education abroad at your institution? (*select all that apply*)

- N/A
- individual departments
- university education abroad office
- professional graduate faculties
- graduate school

### **Questions on Crisis Management**

11. Were your programs, students, or services you provide to programs or students affected by the natural disasters in New Zealand or Japan?

- yes, both our programs and our students were affected
- yes, our programs only were affected
- yes, our students only were affected
- none of our programs, students or services were affected
- N/A – we have no programs, students or services offered in the area

12. If your students, programs or operations were affected by the natural disasters in New Zealand or Japan, how were they affected? (select all that apply)

- N/A
- programs they were attending in New Zealand were cancelled
- programs they were attending in Japan were cancelled
- students were on site in areas affected by the earthquake in New Zealand
- students were on site in areas affected by the disasters in Japan
- we accommodated displaced students from New Zealand and Japan on our programs or campus located outside the U.S.
- Other:

13. We're interested in knowing about your response to these natural disasters. Please rate how strongly you agree or disagree with each of the following statements.

	strongly disagree	disagree	neutral	agree	strongly agree	N/A
We had sufficient emergency evacuation insurance coverage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We had sufficient business interruption insurance coverage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We had sufficient emergency assistance coverage through a service provider.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We had sufficient staff time to adequately respond.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We had a well-functioning emergency response team at our institution/organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We had enough emergency financing to cover any expenses incurred.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We had a sufficient emergency communication structure for response.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Whether or not your students, programs, or operations were directly affected by these natural disasters, have you consequently made any changes in your policies, procedures, or operations as a result?

- Yes
- No
- Additional Comment

15. If yes, what kinds of changes did you make?

16. Were your programs, students, or services you provide to programs or students affected this year by the political crises in North Africa and the Middle East?

- yes, our programs and students were affected
- yes, our programs only were affected
- yes, our students only were affected
- yes, we accommodated displaced students on our programs or campus outside the U.S.
- none of our programs, students or services were affected
- N/A, we have no programs, students or services in this area
- Other, please specify

17. If your programs, students, or services were affected by the political crises in North Africa and the Middle East, how well equipped were you to respond to these disasters?

	strongly disagree	disagree	neutral	agree	strongly agree	N/A
We had sufficient emergency evacuation insurance coverage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We had sufficient business interruption insurance coverage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We had sufficient emergency assistance coverage through a service provider.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We had sufficient staff time to adequately respond.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We had a well functioning emergency response team at our institution/organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We had enough emergency financing to cover any expenses incurred.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We had a sufficient emergency communication structure for response.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Whether or not your students, programs, or operations were directly affected by these political crises, have you made any changes in your policies, procedures, or operations as a result?

- Yes
- No
- Additional Comment

19. If yes, what kinds of changes did you make?

#### Questions on Education Abroad Office Technology Usage

We are interested in learning more about how education abroad offices employ technology to enhance their efficiency and/or service to students.

20. Other than a website and individual desktop software, what study abroad office management system (software or online service) does your office currently use? (*select all that apply*)

- AbroadOffice
- Horizons
- StudioAbroad
- Gopher
- N/A (none)
- Other, please specify

21. Other than the office management systems, as referred to in the previous question, what software does your office use to store and manage education abroad data? (*select all that apply*)

- Access
- FileMaker Pro
- Constant Contact
- Excel
- Spreadsheet other than Excel
- Database other than Access or FileMaker Pro
- Institutional student information system (e.g. Banner, PeopleSoft)
- N/A (none)
- Other, please describe

22. Other than a website and individual desktop software, does your office employ social networking for program administration or communication with students? (*select all that apply*)

- Facebook
- Twitter
- LinkedIn
- N/A (none)
- Other, please specify

23. What types of evaluation software does your office currently use ? (*select all that apply*)

- Abroad 101
- Abroad Review
- internally-designed instrument
- N/A (none)
- Other, please specify

24. Please indicate other online resources and tools used in your work:

- E-learning
- YouTube
- Google Maps
- Google docs
- Google groups
- Skype
- N/A (none)
- Other, please specify

25. What type of application forms does your education abroad office/organization use? (*select all that apply*)

- paper applications available from the office
- applications downloadable online as a pdf or Word file
- forms that can be completed on the Web

26. What types of analyses of student data do you conduct? (*select all that apply*)

- numbers of students abroad
- study abroad destinations
- student demographics – gender
- assessment of student learning
- assessment of student satisfaction
- impact on the major
- GPA (before and/or after the program)
- gains in language acquisition
- relationship between learning outcomes and study abroad program type
- N/A - we do not conduct any data analysis
- Other, please explain:

27. Are there other type(s) of technology that you would like to use in order to better meet your education abroad responsibilities?

- Yes
- No

28. If yes, what other type(s) of technology would you like to incorporate?

29. What are the main obstacles to implementing more technological solutions? (*select all that apply*)

- Staff are too busy to learn about new technology.
- Staff do not have necessary skills.
- There is no funding for additional technology.
- The desired technology is incompatible with existing IT systems.
- Other obstacles:

#### **Questions on Education Abroad Assessment Practices**

30. What types of education abroad outcomes does your institution/organization assess? (*select all that apply*)

- disciplinary knowledge or acquisition of knowledge in an academic subject area
- language acquisition
- intercultural development
- interpersonal development
- career skills development
- program evaluation
- none
- Other, please describe:

31. What do you consider the principal challenges to assessing education abroad outcomes? (*select all that apply*)

- financial resources
- time
- human resources
- knowledge about assessment
- lack of confidence in existing assessment instruments
- lack of institutional support/commitment
- Other:

32. By what methods or instruments does your institution/organization assess education abroad outcomes? (*select all that apply*)

- BEVI (Beliefs Experiences Values Inventory)
- GPI (Global Perspectives Inventory)
- IDI (Intercultural Development Inventory)
- NSSE (National Survey of Student Engagement)
- OPI/SOPI (Oral Proficiency Interviews/Simulated Oral Proficiency Interviews)
- internally developed instruments
- no formal assessment methods employed
- Other, please specify

33. Who is involved in any significant way in assessing education abroad outcomes at your institution/organization? (*select all that apply*)

- education abroad office
- advising office
- academic dean's office
- institutional research office
- on-site staff

- program provider offices
- individual faculty
- outside agencies
- Other, please specify

34. Of these, who has primary responsibility for assessing education abroad outcomes? (select one)

- education abroad office
- academic advising office
- academic dean's office
- institutional research office
- on-site staff
- program provider offices
- individual faculty
- outside agencies
- it is not clear who has primary responsibility
- Other, please specify

35. What other types of education abroad outcomes assessment would your institution or organization conduct given the resources to do so?

36. How does your institution/organization use education abroad outcomes assessment data? (select all that apply)

- for institutional accreditation by an external accrediting body
- for disciplinary accreditation or certification by an external accrediting body
- for internal institutional measurement of goals, expectations, or benchmarks
- for advising
- for program evaluation
- for education abroad program development
- for staff evaluation
- for faculty evaluation
- Other, please specify

37. If your institution/organization assesses outcomes of international work, internships, volunteering, and service-learning (separately from more traditional course-based education abroad), what instrument or method of assessment is used? (select all that apply)

- BEVI (Beliefs Experiences Values Inventory)
- GPI (Global Perspectives Inventory)
- IDI (Intercultural Development Inventory)
- NSSE (National Survey of Student Engagement)
- OPI/SOPI (Oral Proficiency Interviews/Simulated Oral Proficiency Interviews)
- internally developed instruments
- no separate assessment methods for these types of activities
- no formal assessment methods employed for these types of activities
- N/A
- Other, please specify

38. If your institution/organization assesses outcomes of international work, internships, volunteering, and service-learning (separately from more traditional course-based education abroad), what types of outcomes are assessed? (*select all that apply*)

- acquisition of knowledge in academic subject area
- language acquisition
- intercultural development
- interpersonal development
- career skills development
- program evaluation
- Other:

39. What policies do you follow with respect to student research abroad? (*select all that apply*)

- we have formal guidelines for students who plan to conduct research abroad
- students are oriented on the ethics of field research abroad prior to departure if they are planning research or writing related to field work
- students planning field research are instructed in participant observation
- students working on human or animal subjects are expected to file a proposal with our Institutional Review Board (IRB) at the earliest opportunity
- our overseas partners or universities handle IRB approvals, instruction in participant observation, and ethical training
- Other, please describe

#### **General Questions**

40. If you represent an educational institution that has entered into a "preferential" agreement with a provider organization, or a provider organization that has entered into a "preferential" relationship with an educational institution, please indicate any features involved in that agreement. (*select all that apply*)

Note: for the responses below, "support" is defined as: compensation that exceeds the actual value of any services provided.

- the housing of a provider's headquarters on the educational institution's campus
- the housing of a provider representative on the educational institution's campus
- authorization to a provider to identify itself using the educational institution's name
- authorization by the educational institution for a provider to use its name in all communications
- use of a university web address by a provider
- monetary or in-kind support from a provider to the educational institution
- monetary or in-kind support from the educational institution to a provider
- reduced fees or special scholarships to students
- availability of institutional financial aid
- priority to educational institution in admissions decisions
- award of institutional rather than transfer credit
- N/A
- Other, please describe

41. What are your principal challenges in advising students about education abroad?

42. The following items (in random order here) were identified as the top overall concerns in education abroad by respondents to previous State of the Field Surveys. Please assign a number from 1 to 5 to indicate how concerned you are about each item in terms of its bearing on our field today.

	very concerned	somewhat concerned	neutral	somewhat unconcerned	very unconcerned
academic quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
curriculum integration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
program costs and rising costs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
adequate preparation of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
parents' involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
need for institutional funding for international education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
need for more funding for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
disparity between student expectations and the reality of the experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
increasing participation in short-term programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
helping students maximize their experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
commodification of study abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
health and safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
increasingly complex visa/immigration requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
legal/ethical concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cultural integration of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
assessment of learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
increase in programs taught in English, in non-English speaking countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

44. What other issues would you like to see the State of the Field Survey address?

45. Please use this space to give us any additional feedback.