Accreditation and Recognition of International Education

Results of the AACRAO-AICE January 2018 60-Second Survey
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This research has been made possible in part by AACRAO’s underwriters.

HOBSONS and

Introduction

This month’s 60-Second Survey was a partnership between the Association of International Credential Evaluators (AICE) and AACRAO.

Institutional accreditation is an important factor for U.S. institutions in determining if credit or degrees from another institution will be accepted. However, accreditation as we understand it does not often exist outside the United States. This month’s 60-Second Survey, in partnership with AICE, examines institutional policies pertaining to accreditation status and the acceptance of credit and degrees from foreign institutions.

The survey received responses from 588 institutions including several combinations of control, size, type and countries. Many of the policy-related questions proffered “yes,” “no” and “not sure” as the response choices. The percentage of respondents who selected “not sure” was higher than expected. As such, the “not sure” responses have been removed from the descriptive data in the key findings below and is reported separately in the figures.

Key Findings

- Nine out of 10 institutions have a prescribed policy on regional accreditation requirements for admission and transfer-of-credit purposes.
  - Comprehensive institutions are more likely than other types of institutions to have a prescribed policy.
- More than 70% accept a foreign institution’s recognition by a national ministry of education to be equivalent to regional academic accreditation in the United States.
  - Comprehensive and/or very large (20,000+ students) institutions are more likely than other types and sizes of institutions to follow this practice.
- Less than half accept recognition by a national government board or body overseeing training or employment to be equivalent to regional academic accreditation.
- Only 30% recognize a national government board or body overseeing specific professional sectors (Health/Agriculture/Defense/etc.) as equivalent to regional academic accreditation.
- Less than 15% recognize a non-governmental organization, and less than 20% recognize a governmental board of a foreign government outside of the institution’s geographic area as equivalent to regional academic accreditation.
- The admissions office (54%) is most likely to be responsible for determining whether students' foreign education comes from an accredited school, followed closely by the registrar’s office (50%).
- The registrar’s office (68%) is most often responsible for determining if transfer credits from a students’ foreign education come from an accredited school.
- More than half of responding institutions have exceptions to regional accreditation requirements for admission or transfer of credit.

Questions regarding this or any other AACRAO research should be directed to Wendy Kilgore, AACRAO Director of Research, at wendyk@aacrao.org.
Results

Q1 Yes and No Responses Only: January 2018 60-Second Survey on Accreditation/Recognition of International Education

Does your institution have a prescribed policy on regional accreditation requirements for admission and transfer-of-credit purposes?

![Bar chart showing Q1 Yes and No Responses Only](chart1)

**Q1 by Institutional Type for Yes and No Responses**

<table>
<thead>
<tr>
<th>Institutional Type</th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division Only</td>
<td>84.1%</td>
<td>15.9%</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>79.2%</td>
<td>20.8%</td>
</tr>
<tr>
<td>Undergraduate, graduate and/or professional</td>
<td>95.2%</td>
<td>4.8%</td>
</tr>
<tr>
<td>Graduate and/or professional</td>
<td>85.7%</td>
<td>14.3%</td>
</tr>
<tr>
<td>Other</td>
<td>66.7%</td>
<td>33.3%</td>
</tr>
</tbody>
</table>

^VVV = less than expected and the number of symbols relates to the degree to which it is more than expected.

^VVV = more than expected and the number of symbols relates to the degree to which it is more than expected.

![Bar chart showing Q1 Yes, No and Not Sure Responses](chart2)
Q2 Yes and No Responses Only: According to your institution's current practice/guidelines, would a foreign institution's recognition by a national ministry of education be equivalent to regional academic accreditation in the United States?

Q2 by Institutional Type for Yes and No Responses

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division Only</td>
<td>VVV</td>
<td>▲▲</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>65.3%</td>
<td>34.7%</td>
</tr>
<tr>
<td>Undergraduate, graduate and/or professional</td>
<td>▲▲</td>
<td>VVV</td>
</tr>
<tr>
<td>Graduate and/or professional</td>
<td>50.0%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Other</td>
<td>100.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Q2 by Institutional Size for Yes and No Responses

<table>
<thead>
<tr>
<th>Size Range</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 1,000</td>
<td>58.3%</td>
<td>41.7%</td>
</tr>
<tr>
<td>1,000 - 2,499</td>
<td>71.6%</td>
<td>28.4%</td>
</tr>
<tr>
<td>2,500 - 4,999</td>
<td>56.9%</td>
<td>43.1%</td>
</tr>
<tr>
<td>5,000 - 9,999</td>
<td>78.9%</td>
<td>21.1%</td>
</tr>
<tr>
<td>10,000 - 19,999</td>
<td>75.6%</td>
<td>24.4%</td>
</tr>
<tr>
<td>20,000+</td>
<td>▲▲</td>
<td>VVV</td>
</tr>
</tbody>
</table>

Q2 Yes and No Responses Only

Yes: 71.4%  No: 28.6%
Q3 According to your institution’s current practice/guidelines, would a foreign institution’s recognition by a national government board or body overseeing professional training or employment be equivalent to regional academic accreditation in the United States?

### Q3 Yes and No Responses Only

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>38.0%</td>
<td>62.0%</td>
</tr>
</tbody>
</table>

### Q3 by Institutional Type for Yes and No Responses

<table>
<thead>
<tr>
<th>Institutional Type</th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division Only</td>
<td>27.3%</td>
<td>72.7%</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>42.1%</td>
<td>57.9%</td>
</tr>
<tr>
<td>Undergraduate, graduate and/or professional</td>
<td>40.8%</td>
<td>59.2%</td>
</tr>
<tr>
<td>Graduate and/or professional</td>
<td>10.0%</td>
<td>90.0%</td>
</tr>
<tr>
<td>Other</td>
<td>100.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

### Q3 by Institutional Size for Yes and No Responses

<table>
<thead>
<tr>
<th>Institutional Size</th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 1,000</td>
<td>32.7%</td>
<td>67.3%</td>
</tr>
<tr>
<td>1,000 - 2,499</td>
<td>41.0%</td>
<td>59.0%</td>
</tr>
<tr>
<td>2,500 - 4,999</td>
<td>21.1%</td>
<td>78.9%</td>
</tr>
<tr>
<td>5,000 - 9,999</td>
<td>47.1%</td>
<td>52.9%</td>
</tr>
<tr>
<td>10,000 - 19,999</td>
<td>50.0%</td>
<td>50.0%</td>
</tr>
<tr>
<td>20,000+</td>
<td>41.9%</td>
<td>58.1%</td>
</tr>
</tbody>
</table>

### Q3 Yes, No and Not Sure Responses

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>23.6%</td>
</tr>
<tr>
<td>Not sure</td>
<td>37.9%</td>
</tr>
<tr>
<td>No</td>
<td>38.5%</td>
</tr>
</tbody>
</table>
Q4 According to your institution’s current practice/guidelines, would a foreign institution’s recognition by a national government board or body overseeing specific professional sectors (Health/Agriculture/Defense/etc.) be equivalent to regional academic accreditation in the United States?

Q4 Yes and No Responses

- Yes: 30.2%
- No: 69.8%

Q4 Yes, No and Not Sure Responses

- Yes: 16.9%
- Not sure: 43.9%
- No: 39.2%
Q5 According to your institution’s current practice/guidelines, would a foreign institution’s recognition by a non-governmental organization, such as a private or corporate quality assurance or accreditation organization be equivalent to regional academic accreditation in the United States?

Q5 by Institutional Control

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>13.6%</td>
<td>86.4%</td>
</tr>
<tr>
<td>Private, not-for-profit</td>
<td>11.8%</td>
<td>88.2%</td>
</tr>
<tr>
<td>Private, proprietary</td>
<td>50.0%</td>
<td>50.0%</td>
</tr>
</tbody>
</table>

Q5 Yes, No and Not Sure Responses

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9.4%</td>
</tr>
<tr>
<td>Not sure</td>
<td>32.1%</td>
</tr>
<tr>
<td>No</td>
<td>58.5%</td>
</tr>
</tbody>
</table>
Q6 According to your institution’s current practice/guidelines, would a foreign institution’s recognition by a governmental board of a foreign government (outside of where the institution is geographically located) be equivalent to regional academic accreditation in the United States?

Q6 Yes and No Responses Only

Yes: 17.3%
No: 82.7%

Q6 Yes, No and Not Sure Responses

Yes: 10.2%
Not sure: 40.9%
No: 48.9%
Q7 For admission purposes, which office at your institution is responsible for determining whether students’ foreign education comes from an accredited school? (Check all that apply)

- Admissions office: 54%
- Registrar’s or Student Records office: 50%
- An outside evaluation company: 28%
- Academic department or Dean’s office: 8%
- Provost’s or Vice President’s office: 3%
- Not sure: 1%

Q8 For transfer-of-credit purposes, which office at your institution is responsible for determining whether students’ foreign education comes from an accredited school? (Check all that apply)

- Registrar’s or Student Records office: 68%
- An outside evaluation company: 31%
- Admissions office: 29%
- Academic department or Dean’s office: 12%
- Provost’s or Vice President’s office: 3%
- Not sure: 1%
Q9 Are you aware of any exceptions to regional accreditation requirements for admission or transfer-of-credit purposes which your institution makes? For example, student appeal, religious institutions, private articulation agreements, granting credit for non-academic training, etc.?

Q9 Yes and No Responses Only

- Yes: 53.5%
- No: 46.5%

Q9 Yes, No and Not Sure Responses

- Yes: 47.0%
- Not sure: 12.1%
- No: 40.9%
Q10 From the list below, please select known exceptions to regional accreditation requirements for admission of transfer-of-credit purposes.

<table>
<thead>
<tr>
<th>Exception</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private articulation agreements</td>
<td>16.8%</td>
</tr>
<tr>
<td>Student appeal process</td>
<td>16.7%</td>
</tr>
<tr>
<td>Granting credit for non-academic training</td>
<td>11.1%</td>
</tr>
<tr>
<td>Other</td>
<td>10.5%</td>
</tr>
<tr>
<td>Religious institutions</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

Q10 Other Responses:

- Evaluation of subject transfer coursework by academic staff in consultation with Registrar
- National Accreditation considered case-by-case
- All forms of prior learning assessment (not just the non-academic training listed above)
- National Accreditation, Programmatic Accreditation
- For admission purposes only any of the above might apply
- None
- No - we typically do not allow for exceptions
- Credit by validation
- Departmental review of coursework
- Other (non-regional) accreditors
- Specific Agreements
- Review of course materials and instructor credentials
- Approved study abroad credit -- committee process
- Based on direct faculty evaluation
- American Council on Education, comes to mind...for some private programs, as well as Military schooling
- Prior Learning review... challenge exams, ACE, portfolio review
- This is always done on a case by case basis
- Provost decision
- USDE-recognized Accrediting Agencies such as ABHE & ATS
- We accept transfer of credit based on content, degree level, comparability, etc. Answer to most of the questions before this is "depends".
- Students may transfer up to 30 hours from a non-regionally accredited institution after earning 30 hours at our school.
1. Credits from non-regionally accredited institutions can be reviewed on a course-by-course basis, and if approved by the appropriate individuals may be recorded if applicable to a student’s major, minor, or general education requirements. 2. Credits from a non-regionally accredited institution will be recorded if previously recorded by a regionally accredited institution.

Will review syllabus and faculty credentials to determine whether a course from a non-regionally-accredited institution is equivalent in terms of level, content, and student work expectations.

If a school is not regionally accredited by accredited by a national organization we review course by course with our academic departments.

Education accompanied with certificate from an outside entity. For instance...a music school who is not accredited but students can take the ProTools 101 certification after the course.

Holistic evaluation

Review of credits upon student request by an internal instructional council.

Accreditation by TRACS or ABHE. Non-accredited schools are case-by-case after a review of syllabi by department chairs.

ACE recommendations

Subjective decision by Registrar or Provost

Each case examined and determined individually. All credits coming directly from foreign institutions must be evaluated by ECE (or equivalent). We rely on them to do evaluations of whether or not the institution is the equivalent of regionally accredited.

Case by case determination

Course reviews by subject matter experts in the discipline.

Appeal by Provost or dean

Case-by-case review of academic work from unaccredited institutions.

Waiver of PE requirement (no credit) for military service

ACE accredited educational activity

Evaluation on a case-by-case basis of non-regionally accredited institutions

WES etc. evals, Prior Learning Credit

If credentials of instructor can be verified, we would review for the possibility of credit being awarded.

Student Appeals - would be course-by-course evaluation of credits from non-regionally accredited institutions

PLA

Study Abroad Exchange partners

Credit for Exams

NYS Education approval as a degree-granting institution, some professional accreditations

Grant transfer-of-credit on a course by course basis

We have a policy on PLAR and we have some bilateral agreements where the institution has been vetted so not sure if they meet some other method.

AACRAO TCP recommendations

Technical credit is accepted toward satisfying appropriate coursework in technical programs offered. Former undergraduate students can petition to use specific coursework previously granted towards completion of an in-progress degree; this is case-by-case an on a very limited basis. Also, I am assuming that Private articulation agreements are MOU’s.

We also accept national accredited

Course by course evaluation by department evaluator to determine acceptance of transfer credit form international or non-regionally accredited institution.

Evaluation of learning outcomes and course content
<table>
<thead>
<tr>
<th>Memorandums of Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departmental review/exams</td>
</tr>
<tr>
<td>We accept credits from schools that are accredited by National, Professional, or Specialized accrediting organizations. We also accept credits from non-accredited schools with whom we have established a credit transfer agreement. Thus, we do not limit acceptance of course work from just regionally accredited schools.</td>
</tr>
<tr>
<td>There are a very few (handful), select institutions that do not have regional accreditation or the equivalent that we will make exceptions for.</td>
</tr>
<tr>
<td>Case by case exceptions based on student appeal</td>
</tr>
<tr>
<td>Other national accreditation (not foreign); test-out options</td>
</tr>
<tr>
<td>DOE accreditation, national accreditation for non-traditional degree</td>
</tr>
<tr>
<td>National Accreditation</td>
</tr>
<tr>
<td>Schools that are within WV - that are recognized by the US Dept of Education, but not regionally accredited.</td>
</tr>
<tr>
<td>Prior Learning Assessment</td>
</tr>
</tbody>
</table>
Appendix A: AACRAO January 2018 60-Second Survey

January 2018 60-Second Survey on Accreditation/Recognition of International Education

Q1 Does your institution have a prescribed policy on regional accreditation requirements for admission and transfer-of-credit purposes?
   □ Yes
   □ No
   □ Not sure

Q2 According to your institution’s current practice/guidelines, would a foreign institution’s recognition by a national ministry of education be equivalent to regional academic accreditation in the United States?
   □ Yes
   □ No
   □ Not sure

Q3 According to your institution’s current practice/guidelines, would a foreign institution’s recognition by a national government board or body overseeing professional training or employment be equivalent to regional academic accreditation in the United States?
   □ Yes
   □ No
   □ Not sure

Q4 According to your institution’s current practice/guidelines, would a foreign institution’s recognition by a national government board or body overseeing specific professional sectors (Health/Agriculture/Defense/etc.) be equivalent to regional academic accreditation in the United States?
   □ Yes
   □ No
   □ Not sure

Q5 According to your institution’s current practice/guidelines, would a foreign institution’s recognition by a non-governmental organization, such as a private or corporate quality assurance or accreditation organization be equivalent to regional academic accreditation in the United States?
   □ Yes
   □ No
   □ Not sure

Q6 According to your institution’s current practice/guidelines, would a foreign institution’s recognition by a governmental board of a foreign government (outside of where the institution is geographically located) be equivalent to regional academic accreditation in the United States?
   □ Yes
   □ No
   □ Not sure

Q7 For admission purposes, which office at your institution is responsible for determining whether students’ foreign education comes from an accredited school? (Check all that apply)
   □ Admissions office
   □ Registrar’s or Student Records office
   □ Provost’s or Vice President’s office
   □ Academic department or Dean’s office
   □ An outside evaluation company
   □ Not sure
Q8 For transfer-of-credit purposes, which office at your institution is responsible for determining whether students’ foreign education comes from an accredited school? (Check all that apply)

- Admissions office
- Registrar’s or Student Records office
- Provost’s or Vice President’s office
- Academic department or Dean’s office
- An outside evaluation company
- Not sure

Q9 Are you aware of any exceptions to regional accreditation requirements for admission or transfer-of-credit purposes which your institution makes? For example, student appeal, religious institutions, private articulation agreements, granting credit for non-academic training, etc.?

- Yes
- No
- Not sure

Q10 From the list below, please select known exceptions to regional accreditation requirements for admission of transfer-of-credit purposes.

- Student appeal process
- Religious institutions
- Private articulation agreements
- Granting credit for non-academic training
- Other. Please describe. __________________________________________

Thank you for participating in this survey! Please use the next arrow to submit your response.
## Appendix B: Unduplicated Respondent Count by Institution Control, Type, Size

<table>
<thead>
<tr>
<th>Control, Type and Size</th>
<th>Count of Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>290</td>
</tr>
<tr>
<td><strong>Lower Division Only</strong></td>
<td></td>
</tr>
<tr>
<td>Under 1,000</td>
<td>12</td>
</tr>
<tr>
<td>1,000 - 2,499</td>
<td>19</td>
</tr>
<tr>
<td>2,500 - 4,999</td>
<td>23</td>
</tr>
<tr>
<td>5,000 - 9,999</td>
<td>21</td>
</tr>
<tr>
<td>10,000 - 19,999</td>
<td>13</td>
</tr>
<tr>
<td><strong>Undergraduate</strong></td>
<td>21</td>
</tr>
<tr>
<td>Under 1,000</td>
<td>2</td>
</tr>
<tr>
<td>1,000 - 2,499</td>
<td>9</td>
</tr>
<tr>
<td>2,500 - 4,999</td>
<td>3</td>
</tr>
<tr>
<td>5,000 - 9,999</td>
<td>1</td>
</tr>
<tr>
<td>10,000 - 19,999</td>
<td>4</td>
</tr>
<tr>
<td><strong>Undergraduate, graduate and/or professional</strong></td>
<td>175</td>
</tr>
<tr>
<td>Under 1,000</td>
<td>4</td>
</tr>
<tr>
<td>1,000 - 2,499</td>
<td>8</td>
</tr>
<tr>
<td>2,500 - 4,999</td>
<td>23</td>
</tr>
<tr>
<td>5,000 - 9,999</td>
<td>46</td>
</tr>
<tr>
<td>20,000+</td>
<td>60</td>
</tr>
<tr>
<td>10,000 - 19,999</td>
<td>34</td>
</tr>
<tr>
<td><strong>Graduate and/or professional</strong></td>
<td>4</td>
</tr>
<tr>
<td>Under 1,000</td>
<td>2</td>
</tr>
<tr>
<td>1,000 - 2,499</td>
<td>1</td>
</tr>
<tr>
<td>10,000 - 19,999</td>
<td>1</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>2</td>
</tr>
<tr>
<td>Under 1,000</td>
<td>1</td>
</tr>
<tr>
<td>1,000 - 2,499</td>
<td>1</td>
</tr>
<tr>
<td><strong>Private, not-for-profit</strong></td>
<td>276</td>
</tr>
<tr>
<td><strong>Lower Division Only</strong></td>
<td></td>
</tr>
<tr>
<td>Under 1,000</td>
<td>2</td>
</tr>
<tr>
<td>1,000 - 2,499</td>
<td>1</td>
</tr>
<tr>
<td>5,000 - 9,999</td>
<td>1</td>
</tr>
<tr>
<td><strong>Undergraduate</strong></td>
<td>57</td>
</tr>
<tr>
<td>Under 1,000</td>
<td>27</td>
</tr>
<tr>
<td>1,000 - 2,499</td>
<td>24</td>
</tr>
<tr>
<td>2,500 - 4,999</td>
<td>6</td>
</tr>
<tr>
<td>Category</td>
<td>Count</td>
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<td>----------------------------------------------------</td>
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<tr>
<td>Graduate and/or professional 19</td>
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<td></td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Private, proprietary 22</td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
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**Grand Total** 588