Collecting Data on One Million U.S. Students Abroad: Issues & Challenges

NAFSA Annual Conference, Washington, D.C.
May 30, 2008
Session Presenters

- Rajika Bhandari, Ph.D.
  Institute of International Education
- CK Kwai,
  Winona State U., Minnesota
- William Nolting,
  University of Michigan
- Kim Kreutzer,
  University of Colorado at Boulder

Collecting Data on One Million U.S. Students Abroad: Issues & Challenges
Context and Objectives

• To understand the methodology of the Open Doors survey
• To comprehend the participation rate of international students
• To grasp the importance of tracking co-curricular activities
• To identify obstacles and solutions to comprehensive data collection
Collecting Data on One Million U.S. Students Abroad:
Issues & Challenges

A Perspective from Open Doors

Rajika Bhandari
Director of Research and Evaluation
Institute of International Education (IIE)

NAFSA Annual Conference, 2008
Washington, DC
Topics

- Introduction to *Open Doors* Study Abroad Survey
- Methodological Issues
- Other IIE study abroad research
About the Institute of International Education (IIE)

- Administers the Fulbright Fellowships on behalf of the U.S. Department of State & 200 other programs
- Serves 18,000 students, teachers, scholars, and professionals in 175 countries annually
- Runs the IIENetwork: a global resource for 4,500 professionals at 900 member colleges & universities
- Provides resources and information on study abroad
- Collects and disseminates data on international student mobility via *Open Doors* and *Project Atlas*
Open Doors Report on International Educational Exchange

- IIE publishes data annually in *Open Doors*, with support from the US Department of State

- 56 years of trend data on international students and scholars on U.S. campuses and on over 20 years of US students abroad

- [http://opendoors.iienetwork.org](http://opendoors.iienetwork.org)
Who is counted?

U.S. citizens and permanent residents enrolled for a degree at an accredited U.S. higher education institution who received academic credit towards their degree for study abroad during the 2005/06 academic year (including summer 2006).
Open Doors Study Abroad Survey (cont.)

- **Survey Time Period**: Credit reported by institutions in 2005/06 for study abroad in Academic Year 2004/05, including Summer 2005

- **Conservative Estimate of Study Abroad Activity**: Does not count students who are: studying abroad independently for no credit; directly enrolled for degrees overseas; conducting research abroad

- **Data Items**: Overall trends, Host Regions & Destinations, Fields of Study, Duration of Study, Student Profile (Academic Level, Gender, Race/Ethnicity), Leading Institutions, Institutional Type, Program Sponsorship, Financial Support
History of the Survey:

- IIE has been collecting data on U.S. study abroad since *Open Doors* 1956 (for academic year 1954/55).
- Current data collection began with *Open Doors* 1986/87 (for academic year 1985/86).
- Bi-annual survey until *Open Doors* 1995/96, when it became annual.
- Participation rate calculations were added in *Open Doors* 1998/99 (for academic year 1997/98).
- Work abroad and internships were added in *Open Doors* 2000 (for academic year 1998/99).
- Data on visa students was collected in *Open Doors* 2001 (for academic year 1999/00).
Recent Developments:

• New Open Doors Study Abroad Working Group

• Addition of disabilities question

• Plans for a web-based survey

• Expansion of pool of survey respondents
Methodological Issues

- **Response rates**
- **Tracking students who go abroad independently and are not accountable to any institution or provider**
- **Tracking students who direct enroll in degree programs abroad**
- **Counting visa students who study abroad**
- **Education abroad for non-credit (including research, internships, volunteering, and work abroad)**
Methodological Issues (cont.)

• Calculating a national participation rate

• Coordination between Institutional Research office and study abroad office
Projecting Study Abroad Growth:

Projections using 8.5% and 15% Growth

The graph shows the projected number of U.S. students studying abroad from 2000/01 to 2024/25. The projections are based on 8.5% and 15% growth rates. The growth lines are distinguishable by color: blue for 8.5% growth and purple for 15% growth.
Other IIE Study Abroad Research

IIE Capacity Research Series

- Exploring Capacity Outside the U.S.
  - International students in general, and U.S. students in particular
IIE’s capacity research series...

• Asks how institutions will send and receive more U.S. students

• Assesses trends, strategies and challenges through a series of dialogs and surveys

• Recommends best practice approaches to diversify student profile and increase participation
IIE issued the first white paper in 2007

IIE’s first White Paper:

Current Trends in U.S. Study Abroad & The Impact of Strategic Diversity Initiatives
IIE’s Study Abroad Research Series


Exploring Host Country Capacity for Increasing U.S. Study Abroad

May 2007: White Paper, Issue 1

Current Trends in U.S. Study Abroad & The Impact of Strategic Diversity Initiatives
Fall 2007 Snapshot Survey of Non-U.S. Institutions

1. Administered among several key partner country organizations, including:
   - German Academic Exchange Service
   - British Council
   - Australian Education International
   - New Zealand Embassy
   - Association of Universities and Colleges of Canada

2. Collected institutional-level data on topics from:
   - International and U.S. student enrollment patterns at non-U.S. institutions
   - Challenges and opportunities for U.S. student growth
   - Policies and strategies to drive growth
Survey Respondents

- Overall 533 institutions responded.
- 340 European institutions responded to the survey, making up 64% of all responses.
Issue 2: Exploring Host Country Capacity for Increasing U.S. Study Abroad

Key Findings

- Greatest room to absorb students in longer-term programs
- Supply-demand dilemma
- More scholarships needed
- More visibility needed in U.S. for host institutions
- Lays the groundwork for continued country-focused research

Available for download at: www.iie.org/StudyAbroadCapacity
Forthcoming White Papers:

• Expanding Education Abroad at Community Colleges

• Expanding Study Abroad Capacity at U.S. Colleges and Universities

• Institutional Linkages with China: Challenges and Opportunities

• Study Abroad in the Middle East
# IIE’s Sponsored Programs Sending U.S. Students Abroad

<table>
<thead>
<tr>
<th>Program</th>
<th>Website(s)</th>
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<tbody>
<tr>
<td><strong>U.S. Department of State</strong></td>
<td></td>
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<tr>
<td>Fulbright U.S. Student Program</td>
<td><a href="http://www.fulbrightonline.org">www.fulbrightonline.org</a></td>
</tr>
<tr>
<td>Benjamin A. Gilman International Scholarship Program</td>
<td><a href="http://www.iie.org/gilman">www.iie.org/gilman</a></td>
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<tr>
<td><strong>National Security Education Program</strong></td>
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<tr>
<td>Boren Scholarships and Fellowships</td>
<td><a href="http://www.iie.org/nsep">www.iie.org/nsep</a></td>
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<tr>
<td>The Language Flagship Fellowships</td>
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<tr>
<td><strong>National Science Foundation</strong></td>
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<tr>
<td>Central Europe Summer Research Institute</td>
<td><a href="http://www.iie.org/cesri">www.iie.org/cesri</a></td>
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<tr>
<td><strong>Freeman Foundation</strong></td>
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<tr>
<td>Freeman Awards for Study in Asia</td>
<td><a href="http://www.iie.org/freeman-asia">www.iie.org/freeman-asia</a></td>
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<tr>
<td><strong>Whitaker Foundation</strong></td>
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<tr>
<td>Whitaker International Fellows and Scholars Program</td>
<td><a href="http://www.whitakerawards.org">www.whitakerawards.org</a></td>
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<tr>
<td><strong>Global Engineering Education Exchange</strong></td>
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<td><a href="http://www.globale3.org">www.globale3.org</a></td>
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IIE’s Online Resources for International Education

- [www.iie.org](http://www.iie.org): IIE Homepage
- [www.iienetwork.org](http://www.iienetwork.org): Resources for International Educators
- [www.opendoors.iienetwork.org](http://www.opendoors.iienetwork.org): Academic Mobility Data to and from the U.S.
- [www.atlas.iienetwork.org](http://www.atlas.iienetwork.org): Project Atlas: Global Student Mobility
- [www.iiebooks.org](http://www.iiebooks.org): IIE’s Online bookstore
- [www.iiepassport.org](http://www.iiepassport.org): IIE’s directory of over 7,000 study abroad programs
- [www.IntensiveEnglishUSA.org](http://www.IntensiveEnglishUSA.org): IIE’s directory of intensive English programs
- [www.FundingUSStudy.org](http://www.FundingUSStudy.org): Funding for U.S. Study: A guide for international students
- [www.fulbrightonline.org](http://www.fulbrightonline.org): Fulbright Program Website
Collecting Data on International Students who Study Abroad

C.K. Kwai,
Winona State University,
Minnesota
Collecting Data on One Million U.S. Students Abroad: Issues & Challenges

• Paul Simon Study Abroad Act
• Who should be counted?
• Should International Students be counted?
• Who are U.S. citizens?
• Current practices
• Other challenges
The Senator Paul Simon Study Abroad Foundation Act, through the establishment of a foundation that will partner with higher education to focus on advancing study abroad, would help to ensure that many more American college students have the opportunity to live and learn abroad during their undergraduate education. It sets out the goal that in 10 years’ time, 1 million students, fully representative of the college demographic, will study abroad annually on quality programs in locations across the globe.

http://www.nafsa.org/press_releases.sec/press_releases.pg/simonsfrc021308_2
February 13, 2008
Who should be counted to represent American college demographic?
Strictly from a data collection perspective:

- Based on the most current data - IIE Open Doors 2006/2007 - 3.9% of students in U.S. higher education institutions are international students.

  Should we include non U.S. Citizens in our study abroad data?
  If we don’t – is it a true representation of American campuses.

- IIE study abroad survey 1999/2000
  1.6% of all study abroad students (2,317 out of 143,590) were visa students.

- If this trend continues – 1.6% of 1 million is 16,000 students. Should we disregard the contribution and impact of 16,000 students?
Should International Students be counted?
If we exclude international students – are we excluding them “just” in our reporting?
Depends on the main goals and objectives of promoting study abroad – many international students remained in the U.S. after graduation and join the U.S. work force.

- They too are a major factor in achieving and or influencing some of the goals and objectives of the Paul Simon Act – Should we NOT encourage them to study abroad?

- International students who had never experience their own “home country” higher education system – study abroad through U.S. Higher education institution to experience college life in their home country.
Who are U.S. Citizens?

- born in the U.S. only
- born in the U.S. but grew up outside the U.S.
- born outside the U.S. to U.S. citizens living abroad (military kids)
- naturalized citizens

Example:
Third Culture Kids (TCK)
  - Experience/knowledge of American Culture
  - Are they experiencing a new culture or returning to a familiar one
  - How different are they as compared to international students in the U.S.?
Current Practices
Students with dual or more citizenship

How do we define citizenship?

• Passport
• Birth country
• Country they grew up
Are international students currently being grouped together with other minority students?

How will this affect the integrity of the data?

- Minority count
- Impact of minority contribution
OTHER CHALLENGES
Other challenges of sending 1 million students abroad from the U.S. or 1 million U.S. Students studying abroad

- Capacity of “host” (foreign) countries to accommodate the increase.
- Cultural influences that U.S. students may imposed on host countries (e.g. Housing, organic or vegetarian food offerings, internet access, etc)
- Types of demand from U.S. students at “host” institution (services).
- False or non authentic experience by U.S. students if placed in a predominately U.S. student only classroom.
- Will the increase of American students in third-world or developing countries reduce the access of local students to HEI in their own country?
Collecting Data on Co-curricular Education Abroad

William Nolting
University of Michigan
Collecting Data on Co-curricular Education Abroad

- Who is counted in education abroad? Who counts?
- Basic data from Brookings Institution
- Internationalization statements from Harvard and others
- Data from University of Michigan
UM Co-curricular Activities Abroad

2005-06 Academic Year and Summer

Collecting Data on One Million U.S. Students Abroad: Issues & Challenges
Collecting Data on Co-curricular Education Abroad

- Linking data with travel insurance
- Linking data to re-accreditation
- How to count co-curricular activities on your campus
- How to count nationally
Collecting Data on One Million U.S. Students Abroad: Issues & Challenges
An institutional perspective

Kim Kreutzer,
University of Colorado at Boulder
Collecting Data on One Million U.S. Students Abroad: Issues & Challenges
An institutional perspective

Study Abroad has matured as a profession.

We’ve moved...
from running “mom and pop” operations
to running professional operations.
According to Open Doors, over the past decade, the number of U.S. students studying abroad has increased by 150 percent.

How much of this is growth in participation and how much is better reporting? A little of both, probably.

How can we work towards the best reporting possible?
How well are we (U.S. higher education) doing with data collection currently?

- 1387 institutions were asked to submit data on their U.S. students abroad for the 2005-2006 Open Doors survey

- 973 did; 414 did not reply (70% response rate)

- US DOE lists 4400 institutions that grant associate’s degrees and higher; 2685 that offer bachelor’s degrees and higher.
Barriers to good data collection

- **Problem:** Decentralized study abroad on campus

- **Solutions:** Build relationships (departments, registrar, financial aid, transfer credit office, institutional research office, program providers); educate about the importance of good data collection
Barriers to good data collection

- **Problem:** Not enough staff time to do work
- **Solution:** Educate campus about the need to collect the data for a variety of reasons (for example: safety and security; outcomes research).
- See NAFSA’s *Strengthening Study Abroad: Recommendations for Effective Institutional Management* (The report of the Task Force on Institutional Management of Study Abroad)
Barriers to good data collection

- **Problem:** Incomplete data

- **Solution:** Try to improve, but submit what you have
What can I do with the data I collect, besides submitting information to IIE for the Open Doors survey?

You can use the data to compile other reports for which you are responsible, such as:

- annual reports on study abroad enrollment that you must submit to your university or to regional accrediting organizations
- reports showing breakdowns by college, ethnicity, destination, major, etc.
- reports that can be used to share information with academic departments, financial aid, health services, student accounts, etc.
- information gathered to answer questions of parents, reporters, and others who want to know more about your programs
What can I do with the data I collect, besides submitting information to IIE for the Open Doors survey?

You can use the data to advocate internally and externally on behalf of education abroad by:

- using data to show accomplishments of your program(s)
- developing press releases based on study abroad data collected
- answering questions that others have about your programs
What can I do with the data I collect, besides submitting information to IIE for the Open Doors survey?

You can use the data to plan for the future by:

- comparing your data with that of other institutions to see what should be improved
- looking at trends in the data that affect budgeting, especially if your state or institution uses “performance-based funding” to allocate funds
- using the data to monitor progress towards goals
- adjusting staffing to match needs (staff, faculty)
- demonstrating trends and the need to add, eliminate, or otherwise change programs,
- making decisions about marketing by looking at trends in the data
- doing your part to contribute to a good data source that you or others can use to do research that will ultimately benefit the entire profession
Collecting Data on One Million U.S. Students Abroad: Issues & Challenges
An institutional perspective

*If we are to work towards sending one million students abroad, we need to do it professionally and responsibly.*

*Collecting good data on our students is one key part of this process.*
Session Presenters

- Glenn Ceresaletti (Chair & Organizer), University of Rochester, New York
- Dr. Rajika Bhandari, Institute of International Education
- CK Kwai, Winona State U., Minnesota
- William Nolting, University of Michigan
- Kim Kreutzer, University of Colorado at Boulder
University of Michigan
Graduate and Undergraduate Educational Experiences Abroad
2005-2006 Academic Year and Summer
Source of Data: Survey by UM Travel Abroad Insurance Committee

1833 Undergraduates Abroad
668 Graduates Abroad
TOTAL: 2501 Students Abroad
Statistics for Education Abroad at the University of Michigan
For academic year 2005-2006 and summer 2006
Compiled by William Nolting, Overseas Opportunities Office, U-M International Center

Study Abroad

Study abroad statistics cited here are from the Institute of International Education, and include only programs for academic credit – see www.opendoorsweb.org.

<table>
<thead>
<tr>
<th>Study Abroad</th>
<th>Location(s) / focus</th>
<th>Number of U-M students</th>
</tr>
</thead>
<tbody>
<tr>
<td>U-M programs / non U-M programs</td>
<td>World wide - engineering</td>
<td>46 (44U + 2G)</td>
</tr>
<tr>
<td>U-M CREES</td>
<td>Japan</td>
<td>2 G</td>
</tr>
<tr>
<td>U-M CSEAS &amp; CSAS</td>
<td>Eastern Europe</td>
<td>36 (9U + 27G)</td>
</tr>
<tr>
<td>U-M CSEAS</td>
<td>South &amp; Southeast Asia</td>
<td>20 (11U + 9G)</td>
</tr>
<tr>
<td>U-M Ford School</td>
<td>Worldwide – public policy</td>
<td>20 G</td>
</tr>
<tr>
<td>U-M Global Health (GHRT)</td>
<td>Health Research</td>
<td>21 (9U + 12G)</td>
</tr>
<tr>
<td>U-M Int’l Institute Fellowships</td>
<td>Worldwide, all disciplines</td>
<td>145 (11U + 134G)</td>
</tr>
<tr>
<td>U-M MHIRT (NIH-funded)</td>
<td>5 countries, health research</td>
<td>25 (17U + 8G)</td>
</tr>
<tr>
<td>U-M Medical School</td>
<td>Worldwide - medical</td>
<td>65 G</td>
</tr>
<tr>
<td>U-M Ross School</td>
<td>Worldwide - business</td>
<td>20 G</td>
</tr>
<tr>
<td>U-M School of Law</td>
<td>Worldwide - law</td>
<td>25 G</td>
</tr>
<tr>
<td>U-M School of Nursing</td>
<td>Worldwide - nursing</td>
<td>6 (3U + 3G)</td>
</tr>
</tbody>
</table>

* = Participants primarily recent graduates (in table below)

Co-curricular internships, research & work abroad

<table>
<thead>
<tr>
<th>Location(s) / focus</th>
<th>Number of U-M students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worldwide - business</td>
<td>37 (34U + 3G)</td>
</tr>
<tr>
<td>Germany / internships &amp; fellowships</td>
<td>23</td>
</tr>
<tr>
<td>Teach abroad</td>
<td>6</td>
</tr>
<tr>
<td>Volunteer/internships (Afr/Asia/LA)</td>
<td>13</td>
</tr>
<tr>
<td>Romance Languages (Rachel Criso)</td>
<td>10</td>
</tr>
<tr>
<td>French Govt. Teaching Program</td>
<td>22</td>
</tr>
<tr>
<td>110+ countries / grants &amp; TESL</td>
<td>29</td>
</tr>
<tr>
<td>80+ countries / engin + science</td>
<td>3</td>
</tr>
<tr>
<td>Ger,Switz, Belg, China / placements</td>
<td>15</td>
</tr>
<tr>
<td>Japanese Govt. Teaching Program</td>
<td>6</td>
</tr>
<tr>
<td>90+ countries (2-yr.) / various</td>
<td>80</td>
</tr>
<tr>
<td>health volunteering in Ecuador</td>
<td>39</td>
</tr>
<tr>
<td>worldwide / U.S. Govt. Dipl. Intern.</td>
<td>29</td>
</tr>
<tr>
<td>Short-term worldwide</td>
<td>24</td>
</tr>
<tr>
<td>Count by Int’l Ctr from data supplied by participants and programs</td>
<td>+19 (minimum est.)</td>
</tr>
</tbody>
</table>

[SUBTOTAL UM-Sponsored] | [431 (104U + 327G)]

Total U-M students in co-curricular education abroad | 800 (minimum est.)

(Add from top box) (U-M students studying abroad) | +1701

Total U-M students participating in education abroad, 2005-06

Of the overall total, 1211 students participated in co-curricular or non-U-M study abroad

2501 (minimum est.)
See [http://www.uhs.umich.edu/tai](http://www.uhs.umich.edu/tai)

**University of Michigan Travel abroad health insurance**

**Why buy this insurance plan?** University of Michigan makes this insurance plan available (and requires certain individuals to purchase it) in order to reduce the impact of health problems on study, work, volunteer and travel abroad. This plan is administered by HTH Worldwide, a leader in international travel health insurance.

**Who is required to buy the plan?**

At **UM-Ann Arbor and UM-Dearborn**, undergraduates participating in UM Education Abroad (study/work/volunteer) programs that are organized by UM departments/units or for which in-residence UM credit is granted are required to buy the plan.

(Travel coordinators, use the [UM-Ann Arbor and UM-Dearborn International Travel Information and Registry](http://www.uhs.umich.edu/tai) to register your participants.)

At **UM-Flint**, the following groups are required to buy the plan:

- All undergraduates participating in any international endeavor, either UM-Flint education abroad programs (study/work/volunteer) for which in-residence credit is granted or any outside (non-UM-Flint) programs.
- All International and Global Studies (IGS)-sponsored program participants, at the undergraduate and graduate level.
- All students participating in any non-UM-Flint travel abroad program. These students will register and purchase the insurance through the [UM-Flint International Travel Information and Registry](http://www.uhs.umich.edu/tai).

Other **UM students, faculty and staff** may be required to buy this plan. Inquire with your University department for details.

**Who does the University recommend to buy the plan (optional)?**

- All currently enrolled students (also called registered students or students taking regular classes) at the UM (Ann Arbor, Flint and Dearborn campuses) may buy the plan for health coverage while participating in study/work/volunteer programs abroad for University or leisure travel.
- All active faculty and staff and their Eligible Dependents may buy it for the purpose of University or leisure travel abroad.

Your health insurance may cover you when you are abroad. Contact your health insurance company for benefits and how to use it outside of the US.

Retirees and alumni are *not* eligible to buy this plan, however the Alumni Association offers [Travel Insurance Select](http://www.uhs.umich.edu/tai).
INTERNATIONAL CAREERS PANEL DISCUSSIONS

We are pleased to host a series that brings students and professionals together to discuss international career options, work/internship abroad opportunities and graduate programs. These discussions will take place in September and October, 2007.

Discussion Panels

Tuesday, September 18, 7:00-8:30 PM
**International Employment Myths and Opportunities**

Thursday, September 27, 7:00-8:30 PM
**Graduate Student Strategies for Finding International Internships**

Tuesday, October 2, 11:45 AM-1:00 PM
**International Environmental Careers**

Tuesday, October 2, 7:00-8:00 PM
**Career Opportunities for Language Students**

Wednesday, October 3, 11:00 AM-2:00 PM
**China Opportunities Forum**

Friday, October 5, Noon-1:30 PM
**Funding for Internships and Research Abroad**

Tuesday, October 9, 5:00-6:30 PM
**Careers & Internships in U.S. Government Foreign Affairs**

Wednesday, October 10, Noon-1:00 PM
**Graduate Internships with the United Nations**

Wednesday, October 17, 5:00-7:00 PM
**Careers in International Health and Humanitarian Relief**

Wednesday, October 17, 7:00-8:00 PM
**Teaching & Volunteering Abroad**

Wednesday, October 17, 7:30-9:00 PM
**Global Careers in Information and Technology**

Thursday, October 18, 2:00-6:00 PM
**INTERNATIONAL OPPORTUNITIES FAIR**

Thursday, October 18, 7:00-8:30 PM
**Peace Corps and Your International Career**

International Career Pathways

Sponsored by:
The Career Center ~ Gerald R. Ford School of Public Policy ~ International Center
Germanic Languages and Literatures ~ International Institute ~ Office of International Programs
The College of Engineering ~ The School of Information ~ The School of Natural Resources & Environment
~ The School of Public Health ~ The School of Social Work